UNIVERSIDAD NACIONAL DE COSTA RICA
FACULTAD DE FILOSOFÍA Y LETRAS
ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE

PROYECTO DE GRADUACIÓN

MODALIDAD EXPEDIENTE ACADÉMICO PARA LA OBTENCIÓN DEL GRADO DE LICENCIATURA EN LINGÜÍSTICA APLICADA CON ÉNFASIS EN INGLÉS

Elaborado por
Patricia López Estrada
Carné: 200250-3

Heredia, 2004

Hoja del tribunal

Expediente académico

Trabajo de Graduación para aspirar al grado de
Licenciada en Lingüística Aplicada con énfasis en Inglés,
presentado por Patricia López Estrada
el día 3 de febrero de 2005

ante el tribunal calificador integrado por

M.A. Jorge Alfaro Pérez
Decano
Facultad de Filosofía y Letras

M.A. Lelia Yolanda Villalobos Rodríguez
Representante de la dirección

Licda. Ingrid Madrigal Vindas
Profesora Consejera

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Lectora

Postulante:

Patricia López Estrada

To God who has been my guide and strength in difficult times.
He has inspired me to follow my dreams and reach my goals.
This portfolio is for Him.

ACKNOWLEDGEMENTS

I would like to express my appreciation to my portfolio director Ingrid Madrigal Vindas, my mentor, for her support, counseling and constant availability.

To my family, especially my parents Luis Guillermo López Acón and Noemy Estrada Saborío, who have always given me all their love and were very patient during this time. They have been of great support through the development of this portfolio.

To all of those who took part of this project, teachers, professors and students, who in one way or another helped me reach my goal.

Endless gratitude to all.

TABLE OF CONTENTS

Resumen

El siguiente expediente académico, requisito de trabajo de graduación para la obtención de la Licenciatura en Lingüística Aplicada con énfasis en Inglés, consta de una introducción, cuatro capítulos y una conclusión.

La introducción presenta, en forma muy general los aspectos y contenidos a desarrollar en el trabajo. El primer capítulo consta de tres secciones: la primera es la presentación de currículos, la segunda es un ensayo y la tercera una bibliografía anotada de quince libros. Los currículos, tanto en Inglés como en español, incluyen datos personales, estudios y cursos realizados así como experiencia laboral. El ensayo expone mi posición académica con respecto a la lingüística. Este ensayo entrelaza teoría lingüística con la práctica y la experiencia. Esta sección abarca cinco temas: adquisición de la lengua no materna, metodología, evaluación, currículo y enseñanza de la cultura. La última sección del capítulo denominada "Bibliografías Anotadas", incluye un resumen de quince libros donde se exponen las fortalezas y debilidades de cada libro así como una descripción general del contenido.

El segundo capítulo presenta proyectos mejorados. En esta sección, se escogen proyectos o trabajos realizados para mejorarlos hasta una última y mejor versión. Los trabajos fueron revisados por expertos en el área que sugirieron ideas y comentarios para que las mejoras se hicieran. El tercer capítulo es el más extenso. La primera sección es la creación de una unidad curricular que abarca las cinco habilidades del idioma: escucha, habla, lectura, escritura y cultura. Basados en la unidad, se formulan planes de lección, y

un examen, con el contenido de la unidad. Estos tres proyectos fueron puestos en práctica para la descripción de los mismos. Cada sección lleva sus respectivos comentarios. Otra sección del expediente consiste en la descripción de cuatro instrumentos de evaluación continua. La última sección incluye "otros productos". Éstos hacen referencia a otros trabajos realizados durante la vida profesional, la cual lleva un breve resumen que explica el propósito de creación y otras anotaciones. Dentro de esos productos, el expediente académico tiene, un plan de lección, un informe de observación, un examen comunicativo, la creación de un libro, varios documentos de enseñanza interactiva (como planeamiento de lección e informes de observaciones) la creación de un libro, el análisis de un libro, entre otros.

El último capítulo es la reflexión o conclusión del expediente académico donde se profundiza en áreas más especificas del mismo. También se pretende hacer conciencia de todo lo que implica la elaboración del expediente académico como trabajo de graduación.

Descriptores: Enseñanza de lenguas, currículo, adquisición, evaluación comunicativa y cultura.

SECTION ONE

GENERAL INTRODUCTION

GENERAL INTRODUCTION

This portfolio has been my life for the past year. It has become me. After dealing with it, it became a very important part in my daily life. Before starting it, I had to sit down and analyze what it was that I wanted to do. At the very beginning, I read a lot in order to have an idea of what the portfolio was about. Nonetheless, the readings are for you to discover the true essence of your own portfolio. Every single portfolio is unique and authentic because it represents your work as a whole.

It is not easy to analyze yourself beginning with the moment you became a second language learner and the whole process of becoming a second language teacher. This portfolio, this creation, is of great importance because it makes you analyze your own beliefs about the learning-teaching process. It is not only about just saying, "I like this approach"; it is about explaining why you like it and applying it in your classes. The portfolio represents personal growth and is one step higher in one's profession. One of the aspects I like the most and which I believe in is the self-discovery process that you get by doing the portfolio. Moreover, you get to be in close touch with what you are doing.

This portafolio includes different sections divided into four main chapters. Chapter I presents an essay. For this specific section, a great deal of research had to be done in order to come up with a sound essay, which is a combination of theories and conceptions about the language. This part presents real examples of my experience as a second language learner and teacher. Besides that, Chapter I required fifteen annotated bibliographies that included a brief summary of the books in regard to strong and weak aspects and other comments about them.

Chapter II is a section about improved projects. The principal objective of this section is to look for two main projects in order to come up with a more flawless version of them. Experts in a specific field, for example curriculum design, evaluation, or culture had to check the projects and give suggestions to improve them. The final version of the projects included a description and an analysis of its changes. One project is a pedagogical unit and the other one is the design and analysis of a communicative test.

Chapter III is the creation of a unit with cultural objectives, linguistic and communicative outlines, theme, topics and the like. The essential part of its creation is that it needed to be put into practice. In addition to this, I designed four lesson plans, a communicative test, two subjectively scored scales (one for speaking and the other one for writing), based on the unit, along with two observation reports. I observed one class; the other one I had to be observed by another English professor. Both observation reports used the unit that I created for this section. There is also an analysis about assessment, in which I chose an evaluation sheet, two scales, a rating form and a peer feedback form used in evaluation or assessment and described them.

There is another section called *Other Products*. This section presents, as the name suggests, products that have been relevant during my teaching years. I included a lesson plan guide, a needs assessment, a test, a book, some journals, and an observation report. Each of these products has a description explaining its importance in the teaching field.

The criteria and contents of the portfolio are mostly based on human resources. Even though it implies theory, it tends to be very practical. All of the materials, improved projects, exams, units, scales, and the like were all tested and analyzed several times before coming to a conclusion. I got to work with my people, my students, and by analyzing

them, I learned a lot. The portfolio is a way to reach the teacher inside of you. The following pages taught me one important lesson: teaching is my life.

This portfolio is a useful combination of knowledge about language and my experience in the field; it is a learning strategy. This portfolio is a description of my strengths and teaching achievements; in other words, it describes documents and materials that represent my teaching performance.

All the work here is a selection of the most important chapters of my professional life and it will be of great use for other teachers. This is because a portfolio is an ongoing process that represents activities and concepts that could be helpful in any scenario of the education field. Teachers can analyze themselves, the environment, the curriculum of their workplace and most important their students, which should be the main target. It would be of great help because they can see that theories sometimes do not match real life; they would understand that even the best-laid plans fail. It would become clear for teachers that theories were made to be put into practice and gather one's own information and thoughts about a second language in order to apply that information and experience as a basis for the development of more efficient teaching.

Doing this portfolio has made me realize the true meaning of a second language: you never stop learning and the more you learn and teach, the more you have to analyze yourself professionally.

CURRICULUM VITAE

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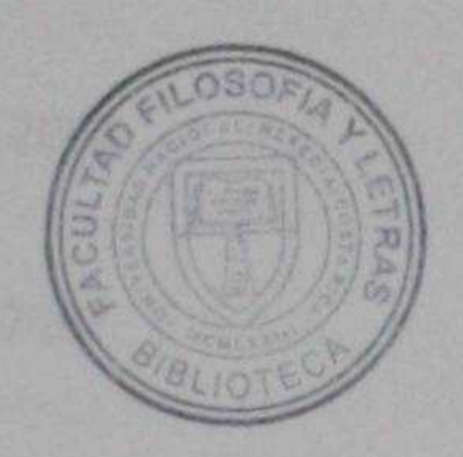
EDUCACIÓN

2004 (en progreso)	Licenciatura en Lingüística Aplicada con énfasis en Inglés Escuela de Literatura y Ciencias del Lenguaje Universidad Nacional, Costa Rica
2000	Bachiller en Enseñanza del Inglés ULACIT (Universidad Latinoamericana de Ciencia y Tecnología) San José, Costa Rica
2000	Bachiller en Traducción del Inglés ULACIT (Universidad Latinoamericana de Ciencia y Tecnología) San José, Costa Rica

OTROS

Diciembre 2003	Conferencia sobre Enfermedades Venéreas y Sida, Colegio Universitario de Puntarenas
Noviembre 2003	Curso de Introducción a la computación, Instituto Nacional de Aprendizaje
Junio 2003	Taller de Instrumentos de Evaluación, Unidad de Docencia, Colegio Universitario de Puntarenas
Abril 2002	Seminario "The Best of Cambridge TESOL" impartido por Jack Richards, Cambridge University Press.
Setiembre 2002	Incorporación al Colegio de Licenciados y Profesores en Letras, Filosofía, Ciencias y Artes
Octubre 2002	Participación en el III Festival Cultural, Colegio Santa Sofía

Agosto 2001 - Mayo 2002	Estudios realizados en Hiram College: Literatura de niños, Shakespeare en Contexto Social, Comunicación Interpersonal, Colloquium, trabajo de campo en un Kinder, estudios sobre África y geografía mundial al igual que curso de servicio a la comunidad
Agosto 1999	Certificado de aprovechamiento, Excel 97, Nivel 1, Fourth R
Febrero 1998	Seminario sobre Traducción e Interpretación impartido en *American Business Academy*
Febrero 1998	Seminario Nacional de Profesores de Inglés *"Creating Autonomous Language Learners: The Challenge for the XXI Century"* en el Centro Cultural Costarricense Norteamericano (CCCN), auspiciado por la Asociación Costarricense de Profesores de Inglés, la Embajada de los Estados Unidos y el Ministerio de Educación Publica
Enero 1996	Visita al Consejo Ejecutivo de New Hampshire, U.S.A
Noviembre 1995	Certificado de aprovechamiento, Windows 3.1, Centro de Informática Educativa
Diciembre 1995	Intercambio estudiantil con un colegio del estado de New Hampshire, Estados Unidos
Febrero 1994	*Congreso Juvenil de la Familia*



CONOCIMIENTO DE OTRAS LENGUAS

Agosto 2002 - Diciembre 2002	Francés a nivel técnico y lectura comprensiva en UNA Universidad Nacional

EXPERENCIA PROFESIONAL

Septiembre 2002 - hasta ahora	Profesora de Inglés, Colegio Universitario de Puntarenas, CUP
Noviembre 2003	Traductora oficial para las Cortes Supremas de Justicia, Parrita, Puntarenas
Enero 2003 - Mayo 2003	Profesora de Inglés, Universidad Latinoamericana de Costa Rica
Agosto 2001 - Diciembre 2002	Profesora de Inglés gramatical y conversacional, *Colegio Santa Sofía* Esparza
Agosto 2002 - Diciembre 2002	Maestra de Kinder, La Estrellita Soñadora, Esparza
Agosto 2000 - Mayo 2001	Asistente de español, *Hiram College* en Ohio en los Estados Unidos
Febrero 2002 - Julio 2002	Maestra de Inglés en la escuela Arturo Torres Martínez (Esparza)
Septiembre 1999 - Noviembre 1999	Maestra de Inglés en la *Escuela República del Perú,* San José, como requisito de mi Práctica Profesional de Enseñanza del Inglés.
Mayo 1998 - Diciembre 1998	Recolectora de información y capacitadora, Ministerio de Educación Pública, Oficina de Lenguas Extranjeras (OLE) I y II Ciclo, *Programa Radio Interactiva*
Agosto 1997 - Noviembre 1997	Maestra de Inglés en Saint Gabriel Elementary School, La Florida de Tibás, San José

PRODUCCIÓN

1996 - 1999	Pertenencia y representación de la universidad ULACIT en NACABÚ, grupo de baile popular, por todo el país durante tres años. (1996-1999)

RECONOCIMIENTOS

- Becada por la ACM (Association of Colleges of the Midwest of the United States) para estudios en Hiram College, OH. (Agosto 2000).
- Mención honorífica *Cum Laude Probatus* en ambas carreras (Enseñanza y Traducción del Inglés en la ULACIT) (Julio 2000).
- Reconocimiento de *Palmas Académicas* de la ULACIT (Universidad Latinoamericana de Ciencia y Tecnología). Dicho reconocimiento se otorga a los estudiantes con promedios de notas superiores a 95 (abril 1999).
- Becada de la ONU para estudiar en la ULACIT. Fue dada gracias a mis notas en el colegio (enero 1999).

REFERENCIAS

- M.Sc Denia Castro Mendoza. Coordinadora de la Carrera de Turismo, CUP (teléfono 661-4444, extensión 131).
- Lic. Hilda Morúa Torre. Coordinadora de la carrera Inglés Conversacional, CUP (teléfono 661-4444, extensión 130).
- Dr. Jorge Hernández. Director de la Escuela de Literatura y Ciencias del Lenguage. (UNA. Heredia) 277-3413.
- Dra. Debra M. Rodríguez. Profesora asociada de Español y Directora del Departamento de Lenguas Extranjeras de Hiram College. P.O. BOX 67 Hiram, OH 44234. E-mail rodriguezdm@hiram.edu. Teléfono (330) 569-5136.
- M.Sc Marianela Nuñez Piedra, Directora de la Escuela de Ciencias Sociales de la ULACIT (Universidad Latinoamericana de Ciencia y Tecnología) (teléfono 257-5767-Central de ULACIT-Extensión 3 con Dirección Académica).
- Licda. Rosa Bonilla, Asesora del Programa de Radio Interactiva del MEP (teléfono 256-7011-Central del MEP- Extensión 232).

RESUMÉ

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EDUCATION

2004 (in progress)	Licentiate Degree in Applied Linguistics School of Literature and Language Sciences Universidad Nacional, Costa Rica
2000	Bachelor Degree in English Teaching ULACIT (Universidad Latinoamericana de Ciencia y Tecnologia) San José, Costa Rica
2000	Bachelor Degree in Translation ULACIT (Universidad Latinoamericana de Ciencia y Tecnologia) San José, Costa Rica

OTHERS

December 2003	Conference about *Enfermedades Venéreas y Sida*, Colegio Universitario de Puntarenas
November 2003	Course *Introducción a la computación*, Instituto Nacional de Aprendizaje
June 2003	*Instrumentos de Evaluación Workshop*, Unidad de Docencia, Colegio Universitario de Puntarenas
April 2002	Seminar *"The Best of Cambridge TESOL"* by Jack Richards, Cambridge University Press
September 2002	Member of the *Colegio de Licenciados y Profesores en Letras, Filosofía, Ciencias y Artes*
October 2002	Participation in III Festival Cultural, Colegio Santa Sofia
From August 2001 to May 2002	Studies done in Hiram College, Cleveland, OH: Children Literature, Shakespeare in social context, Colloquium, Interpersonal Communication, workshop in a nursery school, studies about Africa, world geography and services to the community

August 1999	Certificate of achievement, Excel 97, level 1, Fourth R
February 1998	Seminar about Translation and Interpretation at *American Business Academy*
February 1998	National Seminar of English Professors called *"Creating Autonomous Language Learners: The Challenge for the XXI Century"* in Centro Cultural Costarricense Norteamericano (CCCN), organized by English Costa Rican Professor Association, United States Embassy and Ministerio de Educación Pública
January 1996	Visit to the Executive Council Chambers in the United States, New Hampshire
November 1995	Certificate of achievement, Window 3.1, Centro de Informática Educativa
December 1995	Exchange student with at Gilford High School in New Hampshire, USA
February 1994	Family Congress in San José. (Ministerio de Educación Pública)

LANGUAGE KNOWLEDGE

August 2002- December 2002	French at a technical and reading comprehension level in UNA, Universidad Nacional

PROFESIONAL EXPERIENCE

September 2002 - present	English professor at Colegio Universitario de Puntarenas, CUP (different majors)
November 2003	Official translator for the Supreme Court of Justice, Parrita, Puntarenas
January 2003 - May 2003	English professor, Universidad Latina de Costa Rica
August 2001 - December 2002	Grammar and Conversation English teacher in Colegio Bilingüe Santa Sofia in Esparza
August 2002 - December 2002	English teacher at a kindergarten La Estrellita Soñadora, Esparza
August 2000 - May 2001	Spanish Teaching Assistant at *Hiram College*,

	Ohio, United States
February 2000 - July 2000	English teacher at Escuela Arturo Torres Martínez in Esparza
September 1999 - November 1999	English teacher at *Escuela República del Perú* in *San José*, as a requirement for my English Teaching Professional Practice
May 1998 - December 1998	Educational Assistant at Ministerio de Educación Pública, Oficina de Lenguas Extranjeras (OLE) I y II Ciclo, *Programa Radio Interactiva.*
August 1997 - November 1997	English Teacher at *Saint Gabriel Elementary School* in *La Florida de Tibás, San José*

PRODUCTION

1996 – 1999	Performance as a popular dancer in NACABU, ULACIT.

REWARDS

- Award given by the ACM (Association of Colleges of the Midwest) to do studies at Hiram College, OH, U.S.A. (August 2002).
- Honorable Mention "*Cum Laude Probatus*" in both majors (English Teaching and Translation) (July 2002).
- *Palmas Académicas Reward* at ULACIT (Universidad Latinoamericana de Ciencia y Tecnología). This reward is given to students whose grades are above 95. (Abril 1999).
- Award given by the ONU in order to study at ULACIT. This was given due to my good grades in high school. (January 1996).

REFERENCES

- Msc. Denia Castro Mendoza. Tourism Coordinator at CUP, (telephone 661-4444, extension 131).
- Licda. Hilda Morúa Torre. Conversational English Coordinator at CUP, English Department. (telephone 661-4444, extension 130).
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- Msc. Marianela Nuñez Piedra, Social Sciences School Director at ULACIT (Universidad Latinoamericana de Ciencia y Tecnología) (telephone 257-5767, ext. 3 Academic Faculty)
- Lcda. Rosa Bonilla, Interactive Radio Adviser of Ministerio de Educación Pública (telephone 256-7011 ext. 232).

ACADEMIC ESSAY

THE BIG CHANGE

If I had known I was going to end up studying English, my life would have been different. I remember that in my years of primary school I never took English since the teaching of English in primary schools in Costa Rica started in 1994. It was expanded and put into practice a few years ago and now the children are more prepared in English when entering high school.

When I entered high school, I did pretty well in English, but I have to confess that it was not my favorite subject. For some time, I was not sure if my dislike of English was due to the professor or his methodology. Right now, I can say that it was due to both. When I was in tenth grade, I failed my English class. I remember perfectly the professor giving us these huge vocabulary and verb lists to memorize. I particularly remember the ten-page long list that included all different forms of the verbs, the past tense, the past participle form, the *-ing* form, and of course the meaning of the verbs in Spanish. To no one's surprise, I got extremely bored and I found learning English pointless. I was memorizing tons of information that I neither applied nor remembered afterwards.

After that I was a little frustrated, but I did fine on the high school graduation exams. By the time I was about to enter university, I did not know what to do. I remember my father telling me that English was becoming very important, and that I was good at teaching. So I decided to study English teaching. I got a scholarship from the UN (United Nations) because of my good grades in high school, so they paid half the tuition of the entire BA program in English teaching, and I had to pay the rest.

My first class is something I will never forget. It was in the mid-nineties, and the professors were more into the communicative wave. I studied in ULACIT (Universidad Latinoamericana de Ciencia y Tecnología). The class was Oral Communication I, and the professor who had just come from the United States, did not speak a single word in Spanish for four hours. I cried for a week because all the classes were like that. I felt frustrated because I knew little English, and the rest of the class was way ahead of me. The rest of the classmates were from the Central Valley, and they had been in private institutions studying English for many years, probably since kindergarten. By that time, I wanted to major in dancing and quit studying English. I remember I said to myself, "English is not

for me, and I was not born for English." My family persuaded me to continue and I stayed there for at least a week. I did well and ended up liking it. I was so impressed with the methodology that I said to myself, "I am going to apply everything I am learning." So I started working in a bilingual school in La Florida, Tibás. Then I worked in Radio Interactiva as an educational assistant for the Ministerio de Educación Pública, Oficina de Lenguas Extranjeras (OLE), first-sixth grade. I also collected information for the evaluation process of the English Teaching Program. Besides that, I taught teachers for Radio Interactiva in Talamanca and interpreted all the information from the participants. I had wonderful experiences in that job. When I finished the major of English Teaching, I decided to minor in English Translation and Interpretation. After that I worked in Arturo Torres Martínez School in Esparza and República del Perú School, the last one, as part of my professional practice for the bachelor's degree. Later on, I applied for a scholarship and to my surprise I got it. The institution was the ACM (Association of Colleges of the Midwest). There, in the United States, I was a full time student and I worked as a Spanish T.A. (Teaching Assistant). There I went back to my high school years. I was amused by the fact that I was teaching Spanish to my students the same way I had been. Students got bored because I had to make them memorize and pronounce long lists of vocabulary. Students were required to memorize texts and they were not encouraged to talk in Spanish in the class. It was very shocking that they still used the audio-lingual and grammar-translation methods. It was very hard to believe that a country like the United States, which is very modern on technology and education fields, was still in the fifties and sixties in regard to foreign language teaching. By that time, I had already been a dancer for three years. (1996-1999) in NACABÚ, the group of ULACIT. So in the U.S., I had my own dancing group and in a year, we had a couple of presentations. Once in Costa Rica, I taught kindergarten, just for the experience and I loved it.

Then I began to live out the dream I had since I was 16 years old, to attend UNA (Universidad Nacional). I was very happy when I got accepted in the Licenciatura Program, and I passed all the courses. There at the UNA, I learned a lot because all the professors there had already learned the communicative language teaching approach as part of their daily routines.

After a while, I started teaching in an elementary and high school called Saint Sophie in Esparza. I worked there as a grammar and conversation teacher. I was there for almost two years, but somehow I got tired with the teenagers, and I decided to send out some resumes to the local universities in Puntarenas and I was accepted by some of them. I worked for one four-month period (from January to April 2003) in Universidad Latina. I have been working for three years at CUP (Colegio Universitario de Puntarenas) at the college level and I love it.

After all these years of studying English I have to admit that this is my life. The way I learned English was not the best; nonetheless, it was the beginning of my new and true acquisition of the language itself. Now I teach English communicatively, and I truly believe that the only way to learn a language is by being exposed to it, by practicing it and especially by communicating in it. If I had known this long ago, I would not have had to go through so much trouble and of course English would have been so much easier and more fun to learn. However, I do not regret a thing because learning English and teaching it is the most exciting, interesting and challenging thing that could have ever happened to me.

MY NIGHTMARE: LEARNING ENGLISH

My first encounter with language was not very pleasant. When I was 12 years old, suddenly out of the blue, the language was imposed to me. I was in seventh grade in high school in Liceo Diurno de Esparza, a public institution with more than 2000 students coming from towns near Esparza. During my elementary school years, no English was taught to students. It was not until 1994, that the English program emerged as a pilot idea. Then it was consolidated into a more formal education that stated that English was going to be taught in elementary school. At that time, I had the idea that when you learn a language, the word communication has to be present, and by that, I mean oral.

I remember that I had to memorize a lot, something I hated because I was not very good at it. I remember being given endless lists of vocabulary in isolation. Our teacher evaluated them in a very informal way that merely evaluated grammar and vocabulary. This approach assumes that learners cannot understand L2; that is why they must learn the grammar rules so that they can translate in order to understand. It was ironic to me that the

Grammar Translation Method was still competing with other methods when it does virtually nothing to enhance a student's communicative ability to the language" (Brown 1994:53). It is still very clear in my mind once that I was studying the past tense, but it was so contradictory because we never used it. The only thing I had to do was to memorize two lists of verbs: one in infinitive form and the other one in the past tense of the verbs paying close attention to the regular and the irregular verbs. I found that extremely useless and boring because it was always translation and grammar, and I never got to talk or pronounce the verbs or sentences in the past tense. I never knew when to use the past tense.

I must say that I liked English in a way, but something was missing. I needed something more revealing and attractive; something that I knew was going to help me in real life. I passed all my classes from seventh to ninth grade. English was kind of easy for me, although in tenth grade I failed. I did not study one list I was supposed to, and it happened to be 80% of the test. Now, I know that the test was not well balanced, and that of course affected my grade at the very end. I have to admit that I think learning vocabulary and verbs is a great tool for the students, but as a teacher you have to show the students the use of them in a meaningful way. For example, verbs are very important because they are the action of a sentence, and the only way to learn some of them is by heart. I believe there is nothing wrong with that as long as you have students apply them in real contexts.

In eleventh grade, I did acceptably on the tests, and I kind of understood why we were forced to learn so much vocabulary. It all narrowed down to the high school English exam for graduation, which was a vocabulary test. The entire test was based on literal translations and if you knew the words you were saved.

The contents of teaching went hand to hand with the vocabulary. I was given, for example, *The house* as a unit, and then I had to memorize all the different parts of the house such as living room, dining room, including all the furniture in each specific room. I also studied the tenses, but did not know how to use them. I learned only how to structure them; for example, the present progressive is done the following way,

Subject →	verb "to be" →	verb /"-*ing*" form / →	complement
She	**is**	**cooking**	**in the kitchen**

So I was like a mechanical-learner; the only thing I needed to do was to follow the structure and everything would be fine. It was a really passive learning process. It all was input that could never be used and expressed as output, as my original production of the language.

I do not think that every skill was ever emphasized at all. The only things I remember were pure deductive grammar and memorization of vocabulary, no use at all. It was only form and structures. This approach lacked communicative techniques and methodologies. I felt as if I did not learn anything during my high school years. Honestly, I felt that all that time was a waste of time in regard to English. All this was not helpful to me at all because I did not seem to remember a thing from high school. I needed to see the language as something useful, something that would give some kind of benefit, something meaningful. That meaning has to be present when learning a language as the Communicative Language Teaching suggested, "Language is a system for the expression of meaning; primary function, interaction and communication" (Brown 1994:70).

Experience has shown me that learning is an active dynamic process. According to Ausbel, learning is linked to a meaningful process of relating new events or items to already existing ones. Meaning is a conscious experience that happens when meaningful signs, symbols, or concepts are related and incorporated within an individual's internal mechanisms for learning (Anderson and Ausbel 1965:8). This meaningful theory will let the learner acquire new knowledge, retain it and organize it in a way he or she will not forget. The theory goes against the rote learning theory. That is, the mental storage of items having little or no association with the existing cognitive (mental) structure. This means, isolated discrete points are not learned. The Grammar Translation Method teaches discrete points. So according to this, it teaches something that will not be learned and that was my case. Translation did not have any meaning for me, so I kind of formed a mental block and learned nothing. Students will learn whatever is meaningful to them, because they relate that knowledge with their own personal experiences. In Ausbel's theory, persons build up blocks with meaningful items that they will retain and use in later stages (Brown 1994:79). Those blocks that they learned will get together somehow and form a larger organized set of blocks. In that sense, situations can be meaningful if learners have a

meaningful set; in other words, the disposition to relate the new learning task to what they already know. The learning task itself is potentially meaningful to the learner; that is, if it is reliable to the learner's structure of knowledge. In Ausbel's theory, students do not only learn the material, but also retain it (long term memory). Students use experiences, that is why the learning has to be cyclical instead of isolated pieces of learning. In my high school years, I retained the grammar structures until the test was over. Once I took the test, I immediately forgot all about it.

On the other hand, some items are pruned. Pruning is the elimination of unnecessary material and a clearing of the way for more material to enter the cognitive field (Brown 1994:82). That is, some items are forgotten or pruned in order to have a total perceived structure or idea. The student learns the meaning related to his or her experiences. So pruning and forgetting are in favor of the general concept. Some of the examples based on Ausbel's meaningful theory are related to real situations. I was teaching English in a school, and once my first grade students had trouble in remembering and pronouncing "turtle". We were studying animals, and all of the students could recognize all different animals, but the word turtle was very difficult for them to pronounce. So, I bought a little turtle and brought it to the classroom. Students went crazy over it. They played with it, gave it a name, interacted with it and from that day on they learned the name and never forgot it. They even kept the animal, and the next class they brought more animals like dogs, cats, birds, etc. The lesson was very meaningful to them and they retained the concept.

Another instance is when I teach clothing to second graders. Before presenting the vocabulary, I asked students to bring paper dolls and play for a while. Later, I introduced some vocabulary from the different doll clothes. After having introduced the vocabulary, I had my students get the clothes and put them on the paper dolls. Then they had to talk about the clothes their dolls are wearing. Also I dressed the dolls and I asked students about what the dolls were wearing. They seemed to understand it very well. I was surprised when I listened to them playing during the breaks with their dolls saying, *"Anita está usando una skirt y una blouse"*. All of the students were doing the same. The vocabulary had become meaningful to them. They were using it in real life.

Another example is when I tried teaching the verb TO BE with the present tense and action verbs. Students had a hard time trying to learn the verbs. So I lowered their affective filter and organized a game in which students had to act out the verbs. I did not want to have my students memorize the huge list of verbs I once did, so I came up with interactive activities. I would have two teams and once the term "competition" was mentioned, the students got very excited, enthusiastic and of course they wanted to win. So their output was great. Fun is of great importance when learning a language, and this fun is related to meaning. I want my classes to be fun and entertaining for my students. I want learning to be a pleasant and meaningful experience for them.

Another example is when I teach the past tense. When I worked in a bilingual high school, I would usually have high school students talk about their childhood memories. After that, I introduced the structure of past, but I added to that the following sentence, "When I was a child, I…" and left some space for students to come up with different verbs in the past tense like, "played soccer, listened to kids songs, played dolls, etc…" Then, they went around asking a partner about his or her own childhood memories. Finally, they had to present their notes to the rest of the class. I even asked students to bring pictures when they were children and they had to show them to the class. The class usually turned out to be a very fun class, mostly because of everybody's childlike appearances. Some of them had different hairstyles; they were fat or thin and they wore old fashion clothing. It was very meaningful to them because they associated the tense with their own personal experiences (childhood memories). This learning is retained because it is meaningful to them. I truly believe that the main focus of a language class should definitely be on meaning. For me, the language classroom should have plenty of meaningful learning activities. Nonetheless, there should be another model present in class.

According to Douglas Brown (1994), the attention-processing model deals with processing mechanisms (controlled and automatic) and some categories of attention that form four cells: cells A, B, C and D. Controlled processes are capacity limited, and temporary while automatic processes are relatively permanent (McLaughlin et al. 1983:142). In controlled processes you learn something and only some parts of it can be retained. On the other hand, in automatic processes, one can process bits of information simultaneously. This is accomplished by another process called restructuring (McLead and

McLaughlin 1986:1990b), in which the learner replaces old items for new ones. This restructuring process is the same as in the meaningful theory of Ausbel. This learning model can occur with either a focal or peripheral attention task. The focal attention pays attention to one thing at the time and peripheral to many aspects of language. The application of Mc Laughlin's Attention Processing Model has to be integrated with the controlled (new skill-capacity limited) and the automatic process (well trained-practiced skill-capacity unlimited).

There are four cells A, B, C and D. In cell A, which is controlled and focal, we can see the isolation of grammatical discrete points. Here, grammatical explanation of a specific point, word definition, memorization and prefabricated (fixed) patterns are very common. Grammatical points are seen isolated and/or one at the time. This is pretty close to the MEP program. Only grammatical points are introduced and they do not have any relationship among themselves. In other words, there is no meaningful learning. Cell B is an automatic process. In this point, the learner has a more open encounter with the language. The L2 learner is a little bit more advanced; there is more grammar complexity such as modals, clause formation, etc. Students can monitor themselves while talking and writing. In cell C, the students start working on simple greetings and there is some success on part of the L2 learners because they can complete a brief conversation. Many aspects of exercises in this cell are controlled and they are what we can call the pre-communicative exercises. Cell D is when the learner speaks the way a person does. It is a freer environment. There are normal conversational exchanges. Students have a good level for reading and skimming. At this stage, communication can be seen. The cells are supposed to have some sequence like A+C+B+D or A+B+C+D (Mc Laughlin et al 1983:143). A student is supposed to start with some grammatical introduction. Then, some pre-communication exercises are used until the person reaches a very high level of English in which he or she is able to communicate fluently. In cell A, a good example could be any topic based on the MEP curriculum. For instance, a lesson on the simple tense in which the structures present grammar in isolation with no relation at all. An example of cell B is when you practice dialogs with your students. The dialogs have different stages: when they are introduced, then you can modify them with different items, words, etc, which refers to cell C, and still have students practice or even create their own dialogs (cell D, a freer, more

creative kind of conversation). The four cells should go hand by hand so language can work appropriately.

One example is with my students at CUP (Colegio Universitario de Puntarenas). They are majoring in Hotel Administration. I have taught them for one year and most of them started on cell A, and little by little they have moved to cell B and C. The CUP is located in front of some popular areas called *Los Kioskitos* in Puntarenas, which are the main paths of tourists when they get off the ships in the harbor. The first thing tourists do is to ask for directions to go to a supermarket, bank, souvenir stores, etc. So, when I am teaching them directions, I always end with them outside looking for tourists. In this way, they can see that they can apply what they have learned in real life.

My students now at CUP are so exposed to language; it is amazing how much things have changed. My students, the ones that I now have at CUP, are totally immersed in the language; they are totally exposed to it. The other day, I had a field trip to Jacó with students that were taking an intercultural course with me. They had to interview 20 different English-speaking people and they did really well. As a matter of fact, they are very good students because they are faced with the language, they have more opportunities to practice, produce, make mistakes and be corrected. Students in general, are now seeing the language as something they can use and work with, instead of just an abstract concept.

I compare my first encounter with the learning of English with a nightmare and it had a great impact on me because it was not only the teacher, techniques or the methodology; there were some other things that created that feeling in me. The environment was extremely boring and my teacher was always late. I always hated that because I am a very responsible, punctual person. My teacher would come to classes, explain the simple present tense in five minutes and then give students what seemed to be one-thousand page photocopy practice to complete. He would sit down and tell us that if we had any questions we should come to his desk. As you can see there was no motivation and classes were very teacher-centered. So my language learning process was very annoying. I was very frustrated and disappointed. I formed a mental block when I had to go to my English classes. In addition to all this, the teacher's attitude towards the class, the subject and the students were very negative. The English teacher was a very irritating person. He would argue with the students all the time. He was angry all the time and never

wanted to talk to students. It is amazing; there are certain things you never forget. Nowadays, I see him and if he is on the same sidewalk as I am, in not such an obvious way, I'll cross the sidewalk in order not to run into him. Now I can see from the other perspective, that when one is learning, one realizes how important the role of a teacher is in the classroom. Language learning and the teachers themselves have a very close bond. Teachers create an impact on learning something. Due to the experiences I had, I promised myself that when I became a teacher, I would create the most pleasant and relaxed atmosphere possible for my students.

In retrospect, I do not know how I did so well in high school. The only thing I did was to write long lists of vocabulary and verbs, which was my way of memorizing all the words. I also pronounced them aloud; of course my pronunciation was not even close to correct, but at that time I thought I was pronouncing them correctly. Those times in high school were not very gratifying, and they were definitely a nightmare for me.

The method used at that time was the same used to teach Latin. It is called the Classical Method: It focuses on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of texts, and doing written exercises (Brown 1994:52). All of this was due to a tendency in the eighteenth and nineteenth centuries when languages were not intended primarily to be learned for oral communication. Later it was changed to the Grammar Translation Method, which according to Practor and Celce-Murcia (1979:3), has the following characteristics:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Little or no attention is given to pronunciation.
4. Long elaborate explanations of the intricacies of grammar are given.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

8. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

I remember this method to be a very tedious experience of memorizing endless lists of grammar rules and vocabulary. According to Richards and Rodgers (1986:5), the Grammar Translation Method was popular because it required few specialized skills on the part of the teachers. In addition, the tests of grammar rules and translations were easy to construct and could be objectively scored.

The whole process I went through was very frustrating in my high school years. It did change, though, when I entered university. At the end of the process, I asked myself one question, "Did I acquire or learn English?"

Krashen proposes the acquisition/learning hypothesis (1983), which says that there are two ways of developing linguistic competence in second language acquisition. By linguistic competence we understand that it is one's knowledge of language. These two ways of developing linguistic competence are acquisition and learning. Acquisition is an informal subconscious process (Brown 1994:70). People just happen to have this knowledge and feeling of correctness about the language, which to me is related to native speakers. Learning, on the other hand, is the formal and conscious way (Brown 1994:70). In this process of learning, we no longer have the feeling of mistakes. For certain people this learning process is better because a person is aware of the rules and based on that, corrections can be made. Nonetheless, at the acquisition level, corrections can be made too. I remember when I was a child; I used to say "caramón" and "caramote" to mean "camarón" and "camarote". And what is interesting is that I remember my mom and old sister correcting me. Then, I learned and every time I thought about those words; I corrected myself if I was mispronouncing them. So in one way or another, correction was present. Acquisition and learning are different concepts, yet they are interrelated.

In 2001, I got a scholarship and went to the U.S.A. There I was working as a Spanish T.A. (Teaching Assistant). At first, I was not confident because I had no knowledge about teaching Spanish. Even so, I accepted it. The experience was amazing; I knew all the things the students were learning, I knew the language, and I knew how to say a verb; however; what I did not know was that it belonged to the subjective mode. Krashen

says that the two processes—acquisition and learning are present in two different stages, childhood and adulthood. I disagree with him; they might be present, but they do not behave the same way. In children, there is this disposition to either acquire or learn language more easily. A child's brain has more plasticity and elasticity. So, it enables children to acquire a second language faster, and or in a better and easier way than adults. By this, I do not mean that an adult cannot acquire a language; only that, the skills and subskills of language would not be mastered in the same way. So far, I have to say that I acquired Spanish and learned English. Nonetheless, after a while I think I acquired English. I did learn at a young age, so I did not have as much trouble as older people do. This was not the end of English in my life, the nightmare continues.

ABOUT MY DECISION TO BECOME AN ENGLISH TEACHER

I can still picture myself at the beach asking for an answer. I was 17 years old, and I did not know what to do with my life. As usual, you start questioning yourself about the future and the career you will follow and the work you will be doing for the rest of your life. I never thought about English because my English classes were not very satisfactory. Inspite of that, I knew about the importance of learning it. In those days, my father read the newspaper and told me that there was a lack of English teachers in Costa Rica. I love children of all ages and my mother suggested, "Why don't you study English teaching?" At first, I did not like the idea very much, but then I said to myself that it was okay. I decided to learn English because the language was becoming essential in Costa Rica and besides that, my parents had the idea that I would be a good teacher.

My first day in the university was the worst day of my life. My first class was Oral Communication I, and I was shocked during the whole class. To my surprise the professor spoke English during the entire class. Can you image myself coming from Liceo Diurno de Esparza, a public high school, with no knowledge of English at all, totally panicked in the classroom? The rest of the students came from bilingual high schools in San José such as Mount Berkley, Lincoln, etc. I felt completely out of place. But it got worse; Grammar was the next class! Later that day, and as soon as I got home, I started to cry. I felt so

frustrated and disappointed in myself because I was behind everybody else. I remember I talked to my mother and she told me that no one said it was going to be easy. She told me to stay for a week. If by the end of the week I felt I could not make it, I could come back home. As classes continued, I realized that English was not so bad, and that classes could be fun. So, I began to view English from a different perspective. I liked it and had the ability to speak and produce it in a way which others could understand me. Definitely I was motivated and willing to learn more and more. So after that week, I decided to stay, and I liked English so much that I ended up minoring in Translation and Interpretation in English. However, I needed lots of strategies to learn the language.

Learner strategies are the ones that deal with how the learner handles input data and how the learner utilizes L2 resources in the production of L2 (Ellis 1985:164). We can say that in order to do this we have to consider different criteria used by the learner, either consciously or unconsciously. The learner has two kinds of knowledge: declarative knowledge and procedural knowledge. Declarative knowledge is "knowing that" (Ellis 1985:164); that is, all the internalized rules and memorized chunks of language. In other words, it is all the knowledge I have gotten through time. Procedural knowledge, on the other hand, is "knowing how" (Ellis1985:164). This is all the procedures and strategies employed by the learner to process L2 data for the acquisition and use of language. The procedural knowledge can be divided into social and cognitive components. The cognitive components are the mental processes involved in internalizing new L2 knowledge and using it with other sources in order to communicate in the L2. The cognitive component is the one that has to deal with the mind and the internal mechanisms for acquiring, learning and using L2. The social components are "the behavioral strategies used by the learner to manage interactional opportunities for using L2 either in face-to-face contact or contact with texts" (Ellis 1985:164). These social components are very common among students and the time students use them without being aware of them. When I was a learner and went to the United States, I applied this kind of social strategy. I was with all kinds of different people, students, classmates, professors, host families, etc. and I was there, but I was not really there. For me, they were using totally different English from the one I once learned. I remember myself being there, listening to them and not understanding anything they were saying. I pretended to be attentive, understanding all they were saying.

Obviously I was not, but nobody noticed. I was like a monkey because I was imitating what they were doing. If they laughed, I laughed and so on. As time passed, I started understanding some of the things they were saying. Sometimes I did not understand, but through context, I would guess the meaning. This is exactly the same mechanics that occur when children are acquiring their first language. They start imitating people until they finally get the language. Little by little, and thanks to the social interaction I was forcing myself to, I acquired some of the expressions; so, I was not as lost as I was at the beginning. The same thing happened to me, not as a learner, but as a teacher. I used the same social strategy. I remember I was in a teaching conference and; even though, I was about to graduate I did not know much of the technical jargon used among teachers. I was totally new in the subject. So I would socialize with teachers using the vocabulary and pretending to understand it until I got some of the expressions and specific words.

The cognitive component is used either for learning L2 or for using it. For learning L2, it is understood that this is how the learner accumulates new L2 rules and automatizes existing ones by attending to input and simplifying through the use of existing knowledge. In order to use L2 the learners have a series of strategies they can use. Those are learning, production and communication strategies.

In order to talk about learning strategies, it has to be mentioned that there are two kinds of linguistic products: formulaic speech and creative speech. Formulaic speech includes expressions, which are learned as an unanalysable (the student uses them without actually knowing the meaning) concept and employed on particular occasions (Lyons 1968.177). There are three types: routines, patterns and scripts. Routines are whole utterances learned as memorized chunks of language (I don't know). Patterns are the same memorized chucks (Ellis 1984), but they have one or more open slots (Can I have the…?). Finally scripts are greeting sequences that are somehow fixed and predictable. This formulaic speech is very important in the very early stages of L2. They are a very good way for students who are just facing the language because they learn what the formulas are and how to use them in specific situations.

I use this strategy with my students in elementary school and even in kindergarten. At the very beginning we start studying school objects, but students do not have enough knowledge to have a conversation. So I introduce the vocabulary and a pattern. The

pattern may vary somehow, but the meaning will be the same. I use: "Can I have a ...(pen, eraser, pencil, sharpener, etc.)" or "Can I have the...(scissors, glue, paper, notebook,etc.)." This strategy works very well for these students because they memorize a number of ready-made expressions to compensate for the lack of sufficient L2 rules to speak creatively. Another strategy that I have used, in the first class, is the introduction of routines like: "May I go to the bathroom?" "Can I drink some water?", "I do not understand.", "Please sit down.", or "Stand up.", etc". By doing this, the learning burden is reduced while the communicative ability is maximized; this is very useful for students. In formulaic speech we can point out three different strategies such as pattern memorization (which is a psycholinguistic strategy because you cannot see it), pattern imitation (it is behavioral because it is consciously activated and can be observed) and pattern analysis (Ellis1985:168). The first one deals with memorizing the formulas, the other one has to do with imitating all the behavioral aspects, and last but not least, pattern analysis is related to all the differences and similarities of formulas. Some research is in favor of it and some other is against it. Formulaic speech is supposed to be the basis for creative speech, and honestly, I do believe that it is the foundation of the creative speech because somehow the student acquires the formulas and then, he or she gets to combine them and come up with creative production of L2.

Creative speech is that which the learner uses in a unique, original way. In order to do this, the students have two sets of strategies, some for establishing interlanguage rules and the others for automatizing interlanguage knowledge. For establishing the rules there are two means that the learner can use: hypothesis formation and hypothesis testing (Faerch and Kasper 1983). In the first one, we have the strategy of simplification. Simplification refers to attempts produced by learners to control the range of hypotheses that they attempt to build at any single stage in their development. They are relatively easy to form and will facilitate communication (Richards 1974). In other words, the learners simplify their hypothesis in order to make communication easier. From this we can derive two other headings, transfer and overgeneralization. Transfer involves the use of the learner's L1 as a basis for forming hypotheses about L2.

Overgeneralization explains the use of existing L2 by extending it to new interlanguage forms (McLaughlin 1978). For me, these strategies (and I have used them)

are not very good for the students because they do not take into account exceptions and they can bring negative feedback. Besides that, not all the hypotheses are always correct. One example of a strategy would be when students are translating a sentence from Spanish. For instance, " La manzana es roja" and "The apple is red" are good examples that can be used. However, if the sentence changes a little bit, like "La manzana roja está ahí", then the transfer and overgeneralization would not be positive feedback because the student would say, "The apple red is there." So, the hypothesis would be incorrect. Another strategy is inferencing. Here, the learner would have to induce the rule from the input and not for existing knowledge as in the transfer and overgeneralization. This inferencing can be intralingual and extralingual. Intralingual inferencing (from implicit knowledge) is derived from the morphological and syntactic regularity of L2, while the extralingual inferencing (from context) is based on regularities in the objective world and makes predictions possible. Once the learners have created all their hypotheses about L2, they need to try them out.

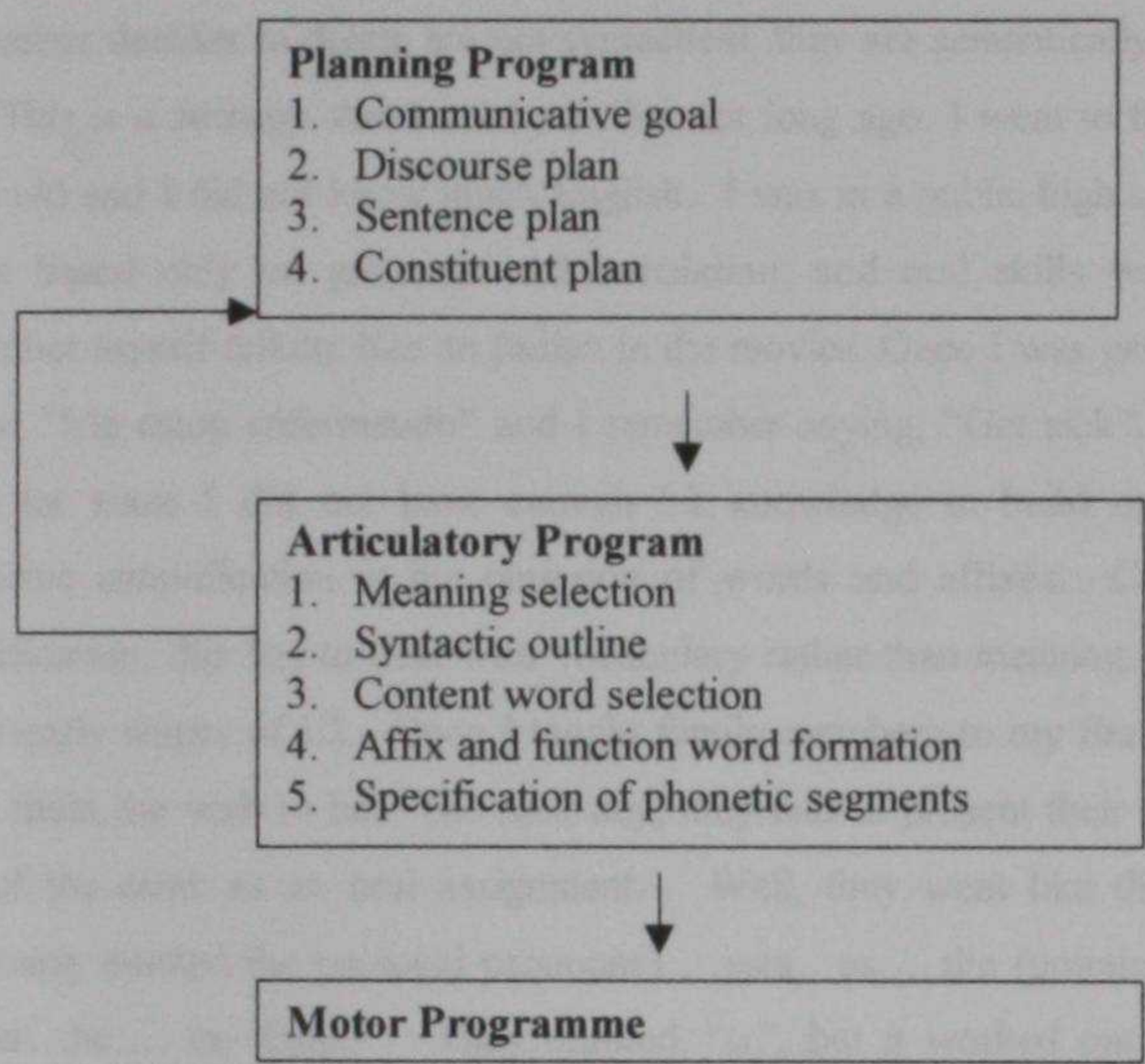
According to Faerch and Kasper (1983b), hypothesis testing can take place in four different ways:

- *Receptively:* the learner attends to L2 input and compares his hypothesis with the data provided. He receives the information in order to see if it is correct.
- *Productively:* the learner produces L2 utterances containing rules representing the hypotheses he has formed and assesses their correctness in terms of the feedback received. He produces the information in order to contrast his hypotheses.
- *Metalingually:* the learner consults a native speaker, teacher, grammar book, or dictionary to establish the validity of a hypothesis. He seeks for another way to prove if he is correct or not. In this case it is a face to face contact, but sometimes it is throughout other means.
- Interactionally: The learner elicits a repair from his interlocutor. By interacting the learner proves that his hypothesis is correct.

Once the hypotheses have a considerable accumulation of confirmatory evidence, they become automatic and the learner can use them in formal or functional practice. A formal way would be when learners address someone with a very important title, or when

they are writing a very formal letter to someone. In this formal practice, the learners monitor themselves to prevent mistakes. On the other hand, functional practice is more open and flexible. There is more freedom for the learner to talk to friends or relatives.

There are also production strategies, which comprise a hierarchical process involving a planning, an articulation, and a motor program. These strategies are very useful for students because they are a related set of steps to follow before actually producing something. This is the representation of Clark and Clark's (1977) "skeleton constituent" model of language production:



The starting point is the communicative goal of the learner. After that, there has to be a discourse plan. Based on this plan, the learner starts working on a sentence plan. These two last aspects constitute the skeleton. The next stage leads into the execution component of the model. Since the learner does not always build plans for all the constituents, the model does not have a linear fashion. The learner moves back and forth from planning to execution. In the articulatory program, there are many other aspects that play important roles before the actual production of the learner. Finally, the motor program

is the actual production of the utterance. This kind of strategy can be divided into two categories, the ones involved in the planning of utterances and the ones involved in the correction of the utterances. The planners are those who plan each constituent before starting in the articulatory program. On other hand, the correctors plan the constituent only partially before going into the articulatory program.

The planning strategies are of two types: semantic simplification and linguistic simplification (Ellis 1985:178). Semantic simplification occurs when the learner simplifies the sentence plan by reducing the meaning of the utterance. For example the learner chooses to say something, but not in a total, coherent or meaningful way. The elements that the learner decides to delete are not syntactical; they are semantically like the agent, object, etc. This is a strategy that I used as a learner long ago. I went to the U.S when I was 16 years old and I did not know much English. I was in a public high school and English was taught based only on grammar and translation, and oral skills were not developed. I remember myself talking like an Indian in the movies. Once I was getting sick and I wanted to say, "Me estoy enfermando" and I remember saying, "Get sick". That strategy helped me a lot since I did not have enough L2 knowledge to build up the whole sentence. Linguistic simplification is the omission of words and affixes. Contrary from semantic simplification, this has to deal with vocabulary rather than meaning. This is very common in the early stages of L2. Once I taught family members to my first graders, but I did not teach them the verb to be. The next day, they had to present their family members to the rest of the class as an oral assignment. Well, they went like this: "She.... (they had previously studied the personal pronouns) ...esta...es... she (pointing out a picture) ...my mother...he.... my father". They omitted *"is"*, but it worked out because I understood them. The students were producing utterances that were structurally simplified.

In regard to the correcting strategies, monitoring is considered the main one. Here, the Monitor Model by Krashen (1978) is presented. Krashen discusses about two kinds of knowledge: an implicit type (acquisition) and an explicit type (learning). Krashen says that the learner initiates utterances using only implicit knowledge, but he is able to monitor his performance using explicit knowledge either before or after articulation. This is too narrow because the learner can use either explicit or implicit knowledge. Morrison and Low (1986) proposed another model and it works at more open levels such as lexis, syntax,

morphology and phonetic realization. This production strategy is very common among teachers as well as students. It is very effective for whoever uses the language because by monitoring your speech, your utterances will be better structured, pronounced and without mistakes; though it will reduce your fluency. In order to implement this strategy in the class, you have to explain it to your students. They will do it unconsciously sometimes, but it would be very beneficial if they know this.

Communication strategies are psycholinguistic plans, which exist as part of a language user's communicative competence. They are potentially conscious and serve as substitutes for production plans, which the learner is unable to implement (Brown 1994:182); or when speakers are not able to communicate their original communicative goal in the way they planned to. Then, they are forced to reduce the goal or locate alternative means of expressing ideas and concepts. Thus, communication strategies are the results of an initial failure to implement a production plan (Brown 1994:181). The two key concepts are consciousness and problem-orientation. These strategies are conscious because the errors arise deliberate and the learner unconsciously employs the strategies in order to reduce or replace some elements of meaning or form in the initial plan. They are problem oriented because the learner tries to solve a problem he or she has. The problem could be that the learner lacks or cannot gain access to linguistic resources required to express an intended meaning. Communication strategies are of great importance for L2 learners to enable them to be understood by others. A typology of communication strategies is presented in the book *Understanding Second Language Acquisition* (Ellis 1994:185):

Reduction strategies:

1. Formal reduction strategies
2. Functional reduction strategies

Achievement strategies:

A. Compensatory strategies:
    1. Non-cooperative strategies
    2. Cooperative strategies
B. Retrieval strategies
    1. Waiting
    2. Using semantic field

3. Using other languages

All of these strategies interact with each other and are of considerable help, not only for the students, but also for teachers or anyone else learning a language. Some of them involve avoiding certain structures, others use L1 or L3 knowledge, others include requests for explicit help from a native speaker, and others occur at a mental level. Functional strategies are when I avoid saying something I am not very sure of. This used to happen to me all the time. I remember I had pronunciation problems with some specific words. One word was *focus*, my pronunciation was /f^k∂s/, which was a vulgar word. Every time I had to use the word, I knew I was going to mispronounce it. The same happens with the word *"beach"*. The most amazing thing is that I could see the words in my mind and I knew that I was going to make a mistake, so I immediately looked for something else to say. I will say *"concentrate"* instead of *focus* or *"ocean"* instead of *beach*. So, I decided never to use the words "focus" and "beach" because I knew I was going to mispronounce them and make a fool of myself.

When I took some French classes, sometimes I used my knowledge of English as a strategy. I definitely used L2-based strategies; therefore, I would use substitution, paraphrasing, word coinage and restructuring. I remember once I used paraphrasing as a communication strategy. I was in a party and we got "busted". At that time I did not know about the word. I had heard it a couple of times, but I was not 100% sure of its meaning. So I paraphrased: "Some officers came in the room, made a mess, took all the alcohol and kicked us out of the room". Some other strategies I have used are direct and indirect that appeals in which I overtly or covertly ask someone about a word, expression or a way for saying something I did not know about. I have used the retrieval strategies a thousand times, for example, I would start looking for a word, or translate it. The same happens with my students. They want to say something, but somehow they forget and ask to themselves, "What was the word for that?" and then they remember it and just say it.

One direct strategy I often choose when teaching my first graders is a memory strategy: applying images and sounds. At this age students relate new language information to concepts in the memory by means of meaningful visual imagery. They remember all the concepts when I pronounce words and then show them their respective drawings. It is

amazing how they relate them. Another strategy is cognitive and it involves practicing naturalistically. Here my students from 10th and 11th grade in high school fit perfectly. They practice the new language in natural, realistic settings. They participate in a conversation, read a book or article, listen to a lecture or write a letter. According to the program objectives, they have reached a high level that allows them to get involved in such activities. An indirect learning strategy that fits perfectly for 10th and 11th graders is a metacognitive strategy (arranging and planning their learning). For students, seeking practice opportunities in naturalistic situations such as going to a second/foreign language cinema, attending a party where the target language will be spoken and joining an international club are great activities to improve their learning. Students now have many opportunities to practice this strategy. My students at the CUP are taking the last class called Intercultural Communication. This quarter we planned a field trip to Jacó. The objective of the field trip was for students to interact, talk and interview English native speakers. The activity turned out to be of a remarkably interesting experience. Students are now more exposed to the language than I was when I learned English. There are more facilities, and it is obvious that learning a language is easier for them because they have more contact with English. They can find it everywhere they look: media, tourists, and the like. There are also many exchanges with Americans. In Puntarenas, there is one called USAC (University Studies Abroad Consortion), which brings American students to learn Spanish and interact with the Latin culture. They come to our classes and we go to theirs and the enrichment is amazing. For me, this is one of the most effective strategies that students can use, and of course, teachers can encourage students to use them as often as possible.

There is another kind of effective strategies. These usually work better for children. Listening to soothing music is a way to relax them during class and reduce their anxiety, making it a lot less stressful for them. They are more open to learning and knowledge. Laughter is yet another strategy that I use especially with 5th and 6th graders. I always start a class by telling a joke, so everybody is very relaxed, and they do not see learning as an imposition, but rather a relaxing activity. I also bring in funny movies, so they watch them and have fun while learning from them. We usually have a class discussion and then

students write a reaction paper. They are in a private school and their level of English is very good.

An indirect strategy would be a social strategy and cooperating with peers. Here students get to know each other. An activity I would do is an interview. In this kind of activity, students interact with one another; they practice and work together. I use this at the high school level.

A direct strategy is a memory strategy using physical response at all levels of school. A perfect activity is introducing actions in present progressive. I act them out, and then have students do it. Finally I pronounce the verbs and they out act the actions. Students relate physical activities with the meaning of the words.

For my class English III for Hotel Administration, students take quizzes on vocabulary and verbs. I have never realized that I do use some of the strategies that teachers used with me, the ones that I hated so much. Sometimes, I make my students memorize long lists of vocabulary and verbs in order to evaluate them on the meaning of the words. Yet it is different because I have my students memorize them in order to apply them in a real context. They have to write paragraphs with the memorized words. The exercises in the tests and quizzes all have a function.

In terms of content in a second language program, there are reasons for including material on the nature of language learning and on language learning strategies. The reasons are based on the fact that with knowledge of the nature of language, language learning and language learning strategies, the learners would have a better view of the second language they will learn. The learners who become aware of this knowledge and transfer it to other language learning situations will get very good results because it facilitates the process. From the psychological point of view, if learners enjoy the language learning experience, feel satisfied with their progress made and are challenged to learn more, they are likely to succeed in language study; this is the main goal in the content of a second language program.

Teachers must encourage students to use the learning strategies that they consider to be more effective while acquiring a language. Nonetheless, it is fundamental for teachers to be aware of their particular instructional context, and justify their choices. Learners have

to decide on strategies. In this way learners will be using communication strategies, where the main goal is to produce the language and get the message across in L2.

Once the person is more concerned with meaning than form, then there is an important approach called Communicative Language Teaching. This approach uses techniques that are very different from the ones used when I was in high school as a reaction to the classical, the Grammar Translation, the Direct and the Audiolingual Method. Language teaching totally changed into a different way, "CLT": or what is known as Communicative Language Teaching. I have to admit that I was not very aware of the change. I do not know how, why or when it happened. The only thing I know is that one day I was being taught English with the Grammar Translation Method and the next day it was communicative. It was a big change!

Communicative Language Teaching is a system for the expression of meaning; primary function-interaction and communication (Brown 1994:77). The theory of learning is based on activities involving real communication; carrying out meaningful tasks; and using language, which is meaningful to the learner. Here, the learner is a negotiator, interactor giving as well as taking and the teacher is a facilitator of the communication process, the participant's tasks, and texts, need an analyst, counselor and a process manager.

David Nunan (1991a:279) offers five features to characterize CLT:

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation
3. The provision of opportunities for learners to focus, not only in language, but also on the learning process itself
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
5. An attempt to link classroom language learning with language activation outside the classroom

During my years in the university, this method was very popular because you could see the results at a very early stage. You, as a student, were pushed to speak in English in the very first class. It was not important how much you knew, or the mistakes you made; the

only important aspects that counted were meaning and communication. As presented by Finocchario and Brumfit (1983:3):

> "in the communicative language teaching, meaning is the paramount, language learning is learning to communicate, communicative competence is the desired goal, teachers help learners in any way that motivates them to work with the language and students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings."

As added by Brumfit and Johnson (1979:3), "it is a reaction towards a view of language as communication, a view in which meaning and the uses to which language plays a central part. In language teaching this reaction is crystallizing itself into the "Communicative Approach."

The Communicative Approach entails as its main objective the communicative purpose of language. In other words, importance is given to the meaning, not to the form and the use of language forms in appropriate ways. Since communication means an exchange of thoughts or information, language is now taken as an active means for the creation of meaning. "Communication, then is a continuous process of expression, interpretation, and negotiation" (Brown 1994, 78).

While talking about communicative language teaching, there are many aspects that should be taken into consideration. These are the keys that open the door to better English learning. They are learner-centered teaching, cooperative learning and interactive learning.

According to Brown (1994), learner-centered instruction include:

- Techniques that focus on or account for learners' needs, styles and goals.
- Techniques that give some control to the students (group work or strategy training, for example).
- Curricula that include the consultation and input of students and that do not presuppose objectives in advance.
- Techniques that allow for students creativity and innovation
- Techniques that enhance a student's sense of competence and self-worth

The students become the most important part of the process of learning a language in order to communicate. It is no longer like my high school years where the teacher was the center of control. The classes were completely teacher-centered. The teacher was the

one who knew everything and the students were simply knowledge receivers. Classes were extremely boring and students lacked motivation because one never saw the results of what one was learning. A student never got to produce anything. The Communicative Approach presents a different perspective. I remember when I was in the university, I had some knowledge of English; nonetheless, the knowledge was merely grammar and translation. The first class I spoke in English and it was due to the fact that all the activities in the class were student centered; that only leaves you with two alternatives to choose from: you produce English or you produce English. So obviously, I produced English. During my first class at the university I produced more English than in all my high school years. That was over a five-year period. Practicing communicative student-centered activities allowed me to learn to communicate. They involved doing things, making choices, receiving feedback, and bridging information gaps, all of which was based on an organized framework. In short, learning by doing.

Another aspect that is important in this approach is cooperation. A classroom that is cooperative, is a classroom in which everyone will learn and help the rest to produce the language. Therefore cooperation brings more benefit to the students. This is because the students work together in pairs and groups, sharing information and coming to each other's aid. They are a "team" whose players must work together in order to achieve goals successfully (Brown 1994:81). In high school none of this existed, each student was an individual and had to work alone to pursue his/her own learning. It was frustrating because it was a kind of competition to see who got the best grade. The students who got good grades were okay, but the others were rejected by the teacher and of course ended up hating the professor as well as English.

The other component that is necessary in this approach is interaction learning. Interaction communication is a process in which the knowledge of the functions, meaning and the forms of language are not enough. This knowledge will be useful only if it is used in negotiating meaning. That is, only by interaction between the people involved in the process is how the meaning becomes clear since it implies reception as well as expression of messages. Most meaning is a product of negotiation, of give and take. Interactive classes will most likely be involved in the following activities (Brown1994:81):

- doing a significant amount of pair work and group work.

- receiving authentic language input in real-world context.
- producing language for genuine, meaningful communication.
- performing classroom tasks that prepare them for actual language use "out there."
- practicing oral communication through the give, take and spontaneity of actual conversations.
- writing to and for real audiences, not contrived ones.

Evaluation is one of the most important issues when learning a language. Evaluation is how professors gather information from students. Evaluation in the past was not very constant. Professors have objective tests where they evaluated words and grammar in isolation. Fortunately, all that is changing into a more communicative evaluation. This kind of evaluation is characterized by the following criteria (Alderson, Clapman and Wall, 1995):

- Grammar should not be evaluated in isolation.
- Items have to have context.
- Teachers are not supposed to test knowledge or grammar.
- Teachers should test a skill: listening, reading, writing, and speaking .
- Teachers should test functions of the language.
- Tasks have to be realistic and meaningful (something they might be likely to find in real life).
- Students should not memorize because after the test they forget what they studied. Students might not know the structures later because there is no communicative way to evaluate them and there was no relationship to anything.
- Exercises should definitely include a topic, context, and function to make a more integrative and functional task.
- Exercises should not be sentences evaluating discrete grammatical points in isolation with no situation, no beginning, and no end. Exercises should have a body where the students can see the structure of it.
- Exercises should not be audio-lingual, but communicative. This is because students learn the material without any type of context, situation, function, skill or topic and as a consequence, they apply it in isolation. Probably they will forget it once the

test is over because it did not have any meaning or relationship to them. It was not integrated into the whole learning process. The grammatical points are never linked and there is no possible way for students to acquire and use the vocabulary in real life situations.

- When testing grammar and vocabulary, teachers should not test these subskills in isolation; that is, students would have to know not only the meaning of the word, but also how to use it and apply it in a situation or context.

ABOUT MY TEACHING EXPERIENCE

After the second quarter of learning English I was offered a job in La Florida, Tibás, San José. At first, I felt I was not prepared for it. But then some people convinced me that I was good enough to do it. So I went for it. It was a bilingual private school. I started teaching fifth and sixth grades. I have to admit I was very nervous when I was introduced as the new teacher. At that point, I had never been in a classroom before and obviously, the students noticed that. I was 17 years old and did not have any experience at all. I did not know the language very well, the planning aspects, the techniques or the approaches used. I finished the course and I quit because I knew I was not prepared. It was one of the worst experiences in my life. As you can see, English had been a really nightmare to me. But now I love it. My perceptions about English are so different now. I have taught all different levels from kindergarten, public and private school, public and private high school, college and university. I have taught English, Spanish and other applications in English and Teaching. Honestly, I have to say that English has been the best thing that has ever happened to me. Now I see the big change in my life. My life revolves around English. This is a huge change because I hated English and now it is my life. Now, I want my students to see English the way I see it now. I do not want them to see English as a nightmare. For that reason, there are certain aspects that are essential while teaching and that I take into account.

Group dynamics is the activity in which the whole group has to be involved (Ellis 1985:101). This interaction influences the way students learn. It could be positive and negative. One clear example is the case of one of my students. In second grade, I had a

native English speaker. Her name was Valerie and she was a great influence in the classroom. She spoke very little Spanish. So she spoke mostly English in the class. Based on this, the rest of the class output grew. They tried to talk more in English and produced more utterances. This phenomenon had never happened until Valerie came. This is a clear example of a positive influence in the group dynamics. A negative example is when one student in the class makes fun of the rest. For example, a student is pronouncing a word or trying to answer a question, but the student mispronounces or does not use the correct grammar, and the other students laugh at him or her. In the end, it might turn out that the student feels frustrated, or embarrassed, and decides not to speak anymore.

The teacher, as well as the course materials, have a great impact on the way students learn a language (Ellis 1985:103). I have two examples for this regarding the teacher's influence and the materials used. I am the kind of student that needs clear instructions and a framework in order to perform well. I love when my professors give me a set of patterns or sequences to follow. Nonetheless, I hate when a professor tells me for example, "Read this and be prepared for a presentation". I would prefer a professor to tell me "This is an article. You have to read it and present it. The presentation has to last 45 minutes, you have to include three activities letting me know that you understood the theory and can put it into practice." Materials are very important too. I worked in a bilingual high school and I was the conversation teacher. I worked three for years, and the previous instructor had already chosen the books that the students were supposed to use. The students did not like the books because they were for reading comprehension and they complained that it was a conversation course and they did not want to read and write all the time. They were not motivated and their attitude towards my class was not very good. Nevertheless, I tried to make more interesting classes by bringing extra materials to the class so that, students could communicate.

Learning styles must be taken into account because there are many different kinds of learners. Some are fast and some are slow. Some learners like numbers and some like words. Some students are good at memorizing words; others are good at remembering general ideas. When studying English, some students find it easy to talk and others prefer to listen. Some people are embarrassed easily, and some do not care if people laugh at them. All these differences are not "bad" or "good". They are just differences. Therefore,

individuals like to learn in different ways. One very clear example is my sister. She studied hotel administration and even though she studied English, she is not very good at producing the language. Nevertheless, she has improved a lot because she is always seeking opportunities for improvement. She has contact with L2 by watching T.V., communicating with native speakers, listening to English songs, etc. Every single student has his or her different techniques to learn the language, so the professor should not teach only in one way. Because learners have different learning styles; a teacher should give some individual attention rather than getting everyone to think the same way.

Age is a very broad, complex term when talking about how it influences individuals learning of a second language. There are many authors (Hatch 1983[a], Stern 1983, Dulay, Burt and Krashen 1982) that have come up with advantages and disadvantages in regard to age. It is said that children are more disposed to learning a second language, while for adolescents and adults it becomes more difficult to learn. For some others (Cazden 1975, Fathman 1975, Snow Hoefnagel-Höhle 1978) it does not work like that; nonetheless, language learning, for me, gets more difficult as you grow older. When I was in the Bachelor Program, I had a 62-year-old classmate. She told me that she learned English when she was around 50. Her grammar and lexicon were amazing; however, her pronunciation was awful. You had to pay close attention to the context; otherwise you would not understand what she was saying. On another occasion, I had a student who started learning English when he was four and sometimes he corrected me. His pronunciation was so precise that he sounded like a native English speaker. So, age does matter when learning a second language. There are very clear differences that reflect the influence of learning when age is taken into account.

Intelligence or the "g factor" stands for the ability to master and use a whole range of academic skills (Ellis 1985:110). It is the capacity human beings have to do things, the ability to learn rather than the actual knowledge that is supposedly measured by intelligence tests (McLaughlin 1981:126). It is said that in order to learn L1, you do not need to be intelligent. Nonetheless, if we are talking about L2 you do. So then to what extend does the "g" factor influence SLA? Oller and Perkins (1978.413) have argued that "there exists a global language proficiency factor which accounts for the bulk of the reliable variance in a wide variety of language proficiency measure." Basically both claim that the "g" factor is

not essential in L1 acquisition. So is it possible that the "g " factor might not be important in SLA? For me, you do need some verbal linguistic intelligence and should have an innate predisposition for learning languages. In other words, language is best learned by extroverted intelligent people. Nonetheless, according to professor Sherry Gapper M.A, she has known retarded people who have learned English as a second language; "One was a 20 year old Costa Rican man who acted about like a 4 year old, but had learned to use English, just as well as Spanish" (Gapper 2004).

According to Howard Gardner's criteria, "an intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings" (Gardner, *Frames of Mind,* Second Edition, p.x). This definition says nothing about either the sources of these abilities or the proper means of "testing them". He proposed the idea that there are multiple intelligences divided into seven categories as follows, logical/mathematical, verbal/linguistic, visual/spatial, body/kinesthetic, musical/rhythmic, naturalistic, emotional, interpersonal and intrapersonal intelligence. All these seven ways of knowing differ from one another and interact in different ways. Since all the intelligences are not the same, they require different ways of learning and teaching. Teachers have to use as many techniques as possible because the teachers need to cover all their students' needs. As a matter of fact, I think that teaching learners to use their own learning strategies is useful and very productive. Sometimes students assume that we as teachers are the only ones in charge of their learning strategies. However, we can also encourage them to become independent learners. They need to find out about their own preferred ways to learn. After that, the students can put them into practice.

I guess it pretty much goes for many different areas of life. My mother told me that when I was a little girl, I constantly moved my body and danced all the time. Observing this, she took me to a dancing academy and from then on I have been dancing all the time. I have been in several groups, participated in dancing contests and won several prizes. I do not know what happens with me, but if I am in a disco and I see someone doing a step, I immediately catch it, and I find myself doing it unconsciously. I do believe this is a phenomenon that goes beyond just me loving dancing. I must have this intelligence that makes me see dancing so easy. My sisters, on the other hand, they just cannot coordinate any dancing movement; nonetheless, they are very intelligent in other ways. One of them

makes paintings, and she is amazing. (In my case I would say that a pink pig knows more of art than me). Intelligence is of great influence not only of language, but also in other areas.

So is intelligence essential in SLA?; "Intelligence may be a powerful predictor of success in SLA classrooms, when the learning is formal and written; however, when it consists of oral fluency skills is not that essential" (Ellis 1985:111). This might be an option; that the "g" factor only works at the oral level. However, I support the idea of having certain predisposition for languages, especially for a second one.

Aptitude is a very tricky term because it is hard to define and differentiate aptitude from intelligence. To me they go hand and hand and are never separated. Nevertheless, from the author's perspective (Ellis 1985), they are different terms. A clear example here, is when English is taught as ESP (English for Special Purposes). In this case a group of specialists in a field (medicine, law, engineering) became aware of the syntactical patterning of sentences of a language (grammatical sensitivity) or the phonetic coding ability (Carrol 1959). This is the case of one of my relatives, she moved to the U.S, but she never went to school. So she did not know how to write. However, she picked the language very easily. She had the ability to perceive and memorize sounds and patterns, known also as phonetic coding ability (Sapon 1959).

Cognitive styles are used to refer to the manners in which people perceive, conceptualize, organize and recall information. The author presents two terms here: field dependent and field independent (Ellis 1985:114). Field dependents are the kind of individuals that would see as a whole, while the field independent would see things in a more detailed way. Some are holistic and the others are analytical. I am more field dependent. I see things generally and I have good interpersonal relationships. Now that I know this, I must try to develop the other part. I have a friend who is very analytical and she is now learning English. Her output is not very good because she sees language as separate things such as grammar, syntax, semantics, pronunciation, etc. When she tries to speak; she tells me that she is thinking about the structures in Spanish. And when she is pronouncing, she does not feel comfortable, because she cannot speak the language. Here, we can see the influence on her learning based on her cognitive style. However, once she finally learns, she will probably use the language much more accurately than I do. Both,

field dependent and independent, are important in the learning of a second language and should be present in English teachers.

Another aspect that is very important when learning a language is motivation, but what does it mean to be motivated to learn something? Motivation is one of the most important factors in successful English learning. Motivation means having real purpose in learning English, or really wanting to learn English for a reason. It is an effective factor inside the individual. It involves the learner's overall goal or orientation (Gardner, Lambert 1972). Motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes, Achidt 1991). Brown (1981) identifies three types of motivation: global motivation (goal of learning L2), situational motivation (situation in which learning takes place) and task motivation (performing particular learning tasks). It is very obvious and it pretty much works the same way for everybody. If you are motivated, you will do things easier, faster, enjoying the experience. Motivation is the key to learning a second language. Since I was in the first year of university, my dream was to get a scholarship and go abroad and do further studies in English. I made this my personal goal. I started studying English and got enrolled in a program to apply for a scholarship. After I passed the first test to get the scholarship, I was so excited and highly motivated to learn English. I felt I was getting closer and closer to my goal. I reached my goal and I felt great about myself and the English that I had learned.

Although motivation is a vast and complex subject, and yet not widely covered, or explained; being aware of the kind of motivation a person has, is of great benefit for the acquisition of a second language. I have found that some important authors have been challenged by this question as well. Well-known authorities such as Gardner and Lambert (1972) have done research in the field of second language learning. We all agree that motivation is highly linked to the needs we must fulfill. So, the teachers try to meet the needs and wants of their students the best they can, thus channeling motivation in directions that are satisfying to the students (Rivers, 147). It means that anything teachers do in their class must be primarily aimed at satisfying what Mallow defined as their hierarchy of needs: psychological, safety, security, stability and acceptance. "If our students are not learning a language as we will like them to, the reason may well be traceable to unsatisfied lower levels of Mallow's hierarchy needs" (Rivers, 148). So this might be one of the first

reasons why a lack of motivation appears. When our needs are not being satisfied, we are not motivated to continue.

Up to this point, needs and wants as guiding points are what we should try to understand as to why motivation is not sometimes present when learning a second language. If we have a need, we think of a desired goal. When we have an attractive goal in mind, especially a long-term one, we get an internal drive, so we become motivated. But what is their goal exactly? How do we realize it? How can we make it attractive enough? How do we get that motivation?

One way is detecting the students' kind of motivation. Basically, the motivated student is the one that is easier to be open to a teaching situation. However, sometimes it is not so easy to discern, and here is when I resort to the Gardener's Socio Educational Model where he says:

"...motivation is perceived to be composed of three elements. These include effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and an affect illustrates the learner's emotional reaction with regard to language study" (Gardener 1982: 132-147).

In regard to motivation we can basically talk about four main kinds of motivation: integrative, instrumental, intrinsic and extrinsic motivation.

I believe that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk 1978). This form of motivation is known as integrative motivation. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It is also theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation" (Finegan 1999:568). I have an excellent example to illustrate this statement. I am now teaching in CUP (Colegio Universitario de Puntarenas) and one of the classes I am teaching is called Oral Communication I. I have different types of students, but one student loves the language and everything related to it, such as movies, songs,

documentaries, idioms, slang, etc. He has the best pronunciation ever, and has told me that he loves watching American movies because he learns the real language. He is very good at English, speaks very fluently, and sounds like a native North American. He is amazing. As a matter of fact, he amazes me more than any other student I have had before. I admit he is very motivated and that is perhaps what makes him so good at the language he is acquiring.

In contrast to integrative motivation, we find the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher payment based on language ability, reading technical material, translation work or achieving higher social status.

While both integrative and instrumental motivation are essential elements of success, it is integrative motivation, which I find to sustain long-term success when learning a second language (Taylor, Miynard, Rheault 1977; Ellis 1997; Crookes et al. 1991). In my particular case, those students who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning. I have seen that some students use one or the other, but most frequently they combine them. Brown (2000) makes the point that most students have a combination of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country.

Intrinsic motivation is focused on what takes place inside the classroom, whereas extrinsic motivation is focused on factors outside the classroom (rewards, incentives; such as candy, stars, happy faces, and some other "fun stuff" for children or other ways to motivate the students). It is said to structure individual or group competition for prizes or recognition. There are many factors that determine whether the students in our classrooms will be motivated or not motivated to learn (Harmer 2001).

Teachers need to understand student's motivational features. Teachers need to know whether their motivation is mostly instrumental or integrative, and which kind of

aspects we, as teachers, should pay more attention to. All this has to be done in order to know them better and provide them with their needs and wants.

Motivation is an important factor in L2 achievement. For this reason, it is essential to identify both the types and the combination of motivations that assist in the successful acquisition of a second language. At the same time, it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors, which are unique to each language learner.

Sometimes it seems to me that teachers are more concentrated on numbers like: the amount of material they have to cover, or how much time they need for each activity. However, what should be essential here is quality instead of quantity. We can do that by creating a pleasant atmosphere in our classrooms, but not only that, you have to be a nice teacher. Motivation depends on many aspects such as internal and external factors. Some of those aspects do not depend on the teacher, but for the ones that do depend, we have the solution at our fingertips. I do believe that motivation is an elemental key in achieving a goal, especially if we are talking about learning a language.

Clifford H. Practor (1964:65) affirms that language learners are mainly, rational human beings. They seem to be proud of their ability to analyze data and make generalizations. Besides, they do not normally enjoy speaking unless they understand what they are saying, but they do get great satisfaction from communicating their thoughts through speech. They like their sentences to come out in a logical sequence, and hope that they bear some relationship with the real world around them. They are deeply reluctant to perform tasks that seem meaningless to them. They dislike endless mechanical repetitions. Learners come in many different shapes and sizes, and appear to learn things in various ways. No matter what they are forced to do, they do not learn at all unless they want to do so.

Attitude refers to the set of beliefs that the learner holds towards members of the target language group and his or her own culture. I remember when I enrolled in this *Licenciatura* Program, one of the courses was Pedagogical Grammar, and I immediately thought how boring and difficult it was going to be. That was a negative attitude towards the course. This and other kinds of attitudes influence the way we learn a language.

Sometimes these attitudes are not even based on true or specific information. They are just thoughts or speculations (right or wrong) that we may have about something or someone.

Personality deals about oneself, one's personal traits, what one is really like. Personality plays a very important role in learning a language. My best students have always been very extroverted and outgoing in elementary as well as at upper levels. They did not mind getting up and starting to talk out of the blue. They are not afraid of talking in front of others, or making a fool of themselves. Their main concern is to communicate, interact and use language by talking to others. On the other hand, for students who are very shy and introverted it takes longer to learn a language because they do not want to talk. They only get input, never output. So, they are closing themselves up because they do not seek for opportunities to talk or express themselves. When the teacher asks students something in English, he or she gets two types of answers, one from extroverted students, who answer in English and the other one from introverted students that answer in Spanish. Extroverted students are always looking for opportunities to practice the language. Even though the introverted can express it through written work, in the communication field they will not do very well. However, the shy, introverted students often end up with a much better mastery of their second language because they are acquiring the new structures at their own pace. Even though, in most of cases, my extrovert students have shown to do better than introverted, it does not mean than the extroverted acquired English faster than the introverted. Language teachers should be aware of their students and try to fulfil all student's needs.

In addition to all these important aspects, there is one more that is essential. Learning a second language always means learning a second culture. Language and culture are connected such as when you greet someone or say "no" to an invitation or talk to people in a informal conversation and some other situations. Culture is a set of guidelines for communicating with other people, rules for being polite or formal, and customs or ways of doing things (Brown, 47).

I have to admit that because different cultures have different values it is very important for a second language learner to develop and understand the basic needs, values, beliefs, behaviors and priorities of native speakers of the target culture. Knowing and understanding this is of extreme importance because not all needs, values, beliefs,

behaviors, and priorities are the same in every culture. By learning about a culture, one gets immersed in all the different views of language of that culture. For learners, it is very important because learning about culture lets them know and understand how people react, behave and subsequently speak in a particular situation. Culture gives the learner the ability to recognize a pattern in an instance of behavior, predict a probable reaction to a given situation, or select an approved attitude; in other words, it gives context to the learner when she or he uses the language. I remember once I was in the U.S and I went to a formal kind of restaurant (what I mean by this is that it was not a fast-food restaurant). Well, I ordered salad and the waiter said after I had ordered, "Ranch, French, Italian, blue cheese..." and I sat there having no idea of what the guy was saying. So, I replied, "Excuse me" and he repeated the whole thing again. Consequently, we went through the same scenario for four more times. Obviously I had no clue of the kind of situation I was in because I had never been exposed to U.S. culture. After a while, the waiter said to me very slowly and pronouncing the words perfectly and trying to make gestures, "What kind of salad dressing would you like, Ranch, French, Italian, blue cheese...? I started laughing and it took me a while to settle down. There was not any problem related to morphology, syntax or even semantics. It was a problem of culture. I had never been to the U.S before and did not know about salad dressings. This is not something that you learn in a book, or maybe you do, but it is not the same. You have to be immersed in the culture to know these things and if you cannot be immersed, teachers should teach students something about culture. Teachers have to bring culture down to the students' feet. The communicative approach aims to teach students some social rules and cultural features of the target culture, in order to make the students able to interact in appropriate ways with people from the target language culture. "Culture is the everyday lifestyle of people who use the language natively" (Larsen-Freeman 1986:134).

If I had known about culture a bit more, probably I would not have been treated like a stupid person. That is why, in addition to the listening, speaking, reading, and writing skills, students should also learn about culture because it gives the learners the necessary perspectives to behave in a particular situation. The student will then function appropriately within the target culture and communicate within it better.

Culture is a complex subject that interacts between behavior and social variables such as place of residence, sex or age. For example, when I was in the United States I met a cousin who was around 11 years old. We became very close friends. We went every day to play soccer, walk around the neighborhood, study together, etc. One day he said, "Why do you speak like that? I did not understand and asked him back, "What do you mean?" He replied, "Well you speak funny, words such as "cool", "buddy", "sweaty", "oky doky", etc, well those words are not used anymore". Then he starts saying like 1000 words according to his age that I had never heard before. Those words mean thousands of things. I was amazed, shocked, and a little bit embarrassed because of my behavior. I was making a fool of myself in his eyes. Later, he taught me some of his "cool" not old-fashioned words and we had a great time together. Something similar happened when I was teaching some kindergarten children in the U.S. If I said, "Let's go to the bathroom or "pipi" room, they would not move, but if you say let's go potty, they would stand up immediately and start screaming and doing all sorts of goofy things.

Culture is so important that it could be an indicator in which a physical or psychological need is being satisfied. Such was the case, that once I lived for a while with a professor in the U.S. She was from New Hampshire, and she was extremely proud of her country. She used to say that the U.S. did not have anything wrong. Everything was just perfect. Later on, I found out that she was not the only one to think that way. It was a cultural behavior of U.S. citizens in general to think like that. Anyhow, she often said that they have the cheapest, most beautiful fast food restaurants in the world. She used to cut every single coupon from the newspaper to present them in all different stores and restaurants. She was overweight and she would go to McDonalds with many coupons and order four huge hamburgers and one extra-large diet coke. She was physically being satisfied with the food she was eating and psychologically, her ego was being satisfied, as well as her pride for her country.

To improve English, students need to understand the culture of an English-speaking country. Students need to be aware of the fact that culture is important in the whole process. Besides culture, curriculum is very important in the classroom.

The syllabus is a program, an outline. It is a specific program of studies to be developed in a classroom. It is the statement of the plan for any part of the curriculum

(Brown 1995). It is ongoing curriculum development process. It is a plan, which the teacher converts into reality classroom interaction. It is a simple specific plan of a course; it guides the path of the class. A syllabus dictates the kinds of language competence the students will get. It dictates the kind of knowledge the students will acquire or learn (if it is grammatical, semantically, etc.). It explains how things are going to be taught and based on what criteria they are going to be evaluated.

On the other hand, curriculum has every aspect that plays a role in the learning-teaching process. The book *The Elements of Language Curriculum* (Brown 1995), includes the goals, objectives, content, resources and means of evaluation all the learning experiences planned for pupils both in and out of school and community through the classroom instruction and related programs. While the syllabus is a very specific program, the curriculum is a very general one.

There are many types of syllabus in regard to curriculum; some of them are situational, structural and communicative (functional and fully notional). Based on these three types, students reach a high level of proficiency in English. The structural type is based on structures and its goal is the mastery of lexicon and grammar. Even though it is presented in a very mechanical way, the grammar rules as well as the vocabulary are learned by the students somehow. Nonetheless, if we combine them with the situational type, in which we add two key words, "social meaning", things change. Here, students are faced with a number of situations in which they will have to apply all the grammar and lexicon learned. In addition to this, the communicative syllabus would help my students a lot. They will have a broader view of language. Here, the students would get the what, why and how people communicate. All these types of syllabus develop the student's communicative competence. The fully notional communicative syllabus brings out the term "learner-centered", which I prefer for my students because I favor the idea "to help the students help themselves" (that is why teacher should provide students with strategies) and learn by doing and not learn by receiving. That is, it is better to teach them how to learn. In addition, I would add the functional communicative syllabus in which students learn functions of language. They communicate, interact and apply all the learning in real situations.

I choose this because as a teacher it is very difficult to attempt to work with a single type of syllabus. In fact, it is quite possible that no one has used only one type of syllabus. One of the challenges for a teacher is not to be narrow-minded or shortsighted. He or she or the whole educational system cannot be focused on only one syllabus. It just does not work that way anymore. Language learning, teaching and acquisition are not set in stone. Language is not one aspect. Language is not grammar or semantics, or syntax. It is a set of rules, and a very broad system. That is why teachers should be flexible and adjust different types of syllabus to the class because the world requires it. Besides that, students have different ways of learning and if you as a teacher use only the structural method, then students may need to communicate in real context or the other way around. Teachers have to open their eyes and see that what they have in front of them is a variety of people expecting something different from the learning-teaching process. That is why teachers need to fulfill all those needs by implementing different syllabus types.

One of the advantages is that the communicative syllabus only focuses on one aspect of language (only functions, grammar, structures, pronunciation) or some cases they will work on two dimensions. Those dimensions would be the structural progression and later on the communicative functions. Even though the primary objective is communication, the proportional syllabus is holistic. It is a balanced syllabus. It involves many different aspects. This communicative objective is used in both, but the proportional is used for longer periods of instruction. Another advantage is that it allows more freedom to respond to changing or newly perceived needs in the learners. Another advantage is that it comprises a large number of possible variations and can be implemented in most of the second language teaching situations. On the other hand, the "fully communicative syllabus" includes no formal or analytical exercises while in the proportional one, there is a range of exercise types including formal exercises teaching linguistic structures and formal exercises focusing on functional aspects of language as well as communication activities based on either structural, functional or semantic aspects of language.

One of the disadvantages for the second language learner remains in the grammatical complexity. If the linguistic system is not approached systematically and the learner's progress goes unmonitored, fossilization can take place at a very early stage, and progress towards a desirable standard of grammatical accuracy maybe forestalled. Another

disadvantage is that the proportional syllabus is a series of several unrelated segments that are to be supposedly in a balanced progression. In the same way, the communicative functions of languages are reached in a balanced way and not as the point of departure as in the other syllabus. Even though the proportional option has some disadvantages, it is a good syllabus. Nevertheless, it will be very hard to apply it in our educational system because there is no budget for implementing such a good syllabus because they imply a lot expenses in books, training, etc. Besides that, the proficiency and the number of the students are not adequate for the level.

In the second half of the 20th century, there has been a fundamental change in the understanding of what is essential to language acquisition. It is the reason that language teaching has shifted from teaching students linguistic forms, to teaching them how to change their verbal behavior. Language teaching started to get more identified with applied linguistics. It changed the way that language was in more ways than just imparting linguistic knowledge. Based on this, it was more important and interesting to know more about the process of acquiring and learning a second language rather than knowing about the process of teaching. It has been demonstrated that language is an active process. Therefore, formal aspects are secondary; what is important is the way in which second language becomes a communicative pattern.

Learning English is very hard; however, teaching English is twice as hard. This is so because a teacher has to take many things into account in the process of teaching a language, aspects such as age, students background, intelligence, aptitude, cognitive style, attitude, personality and motivation, among others.

The process of acquisition is very complex and it presents many controversial topics. Teachers need to consider each student as a unit: a unique and different individual from the rest. Even though this sounds rational on paper, in real life it is very difficult to put into practice. Methods and approaches have changed over the years. They have become more and more communicative and that was precisely a big change in my life. I learned English one way and now I am teaching it another way. In this new trend, function, interaction and communication are the main important keys to open the door of getting the meaning across. That is my main objective now: teaching my students strategies for them to see English as something exciting and challenging in their lives and not as a nightmare.

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ANNOTATED BIBLIOGRAPHIES

INTRODUCTION

This section of the portfolio deals with annotated bibliographies of 15 books related to the issues of curriculum, language acquisition, methodology, and culture, among others. The books chosen: are *Reflective Teaching in Second Language Classrooms* (Richards, 1996), *The Elements of Language Curriculum* (Brown, 1995), *Approaches and Methods in Language Teaching* (Richards, Rodgers, 1996), *Techniques and Principles in Language Teaching* (Freeman, 2000), *Linguistics and Second Language Acquisition* (Cook, 1993), *Foreign and Second Language Learning* (Littlewood, 1999), *Materials Development in Language Teaching* (Tomlinson, 1998), *Assessing Language Ability in the Classroom* Cohen, 1994), *Focus on the Language Classroom* (Allwright, Bailey, 1994), *Teaching English as a Second or Foreigner Language* (Murcia, ed.1991) , *Designing Tasks for the Communicative Classroom* (Nunan, 2000), *Teaching Culture* (Seeley, 1993), *Curriculum Development in Language Teaching* (Richards, 2001), *Beyond Language* (Levine, 1990), and *Cultural Awareness Teaching Techniques* (Gaston, 1992). All of them are written by well-known authorities in linguistics and Applied Linguistics.

The purpose of this section is to read and get informed about important aspects of the language teaching process. By reading, you get more familiar with linguistic theories that can help you better teach your students. Besides, it will make you a more informed person in regard to techniques and methods of teaching a second language.

ANNOTATED BIBLIOGRAPHY
BOOK #1

REFLECTIVE TEACHING IN SECOND LANGUAGE CLASSROOMS
By Jack Richards and Charles Lockhart

This book is very helpful for teachers who want to reflect on their teaching beliefs, approaches and different methods used when teaching a second language. It leads teachers to reflect upon the different changes that language teaching has undergone. It makes teachers realize that there are a lot of ways to collect information in order to know how the language is being taught. They are journals, lesson reports, surveys, questionnaires and observation, among others. The main component of the book deals with the existing interaction between teachers and students. Every single professor has his or her own set of beliefs in regard to teaching, English, learning, the program and the curriculum.

All these beliefs have a great deal of influence when teaching a class. The teacher plays an extremely important role, but according to this book, he or she is not alone. The learner is his or her complement. In the same way, the learner has a great amount of beliefs. Once these two faces get together and have to interact, then everything planned does not go the way it is supposed to. The book presents, in a very efficient way, the kinds of decisions that teachers have to make. The interactive decisions appear and they play an essential role in the teaching-learning process. Teachers plan something in advance, but due to the dynamics of the group, or the timing of the class or any other internal or external factor, they have to so something totally different. All of this is very good to know in case of novice teachers because they will be more prepared to face a real situation in a classroom. The book also explains the different roles teachers play in the classroom, the planning of the lesson, the group arrangements, and the rest of the aspects that teachers need to take into account when teaching a lesson. The book itself is a great tool for teachers self-improvement, and then that is reflected in their classes. It is of enormous importance for all teachers because it does not tell them what to do in a specific situation, it teaches them to analyze themselves, their students, their own beliefs and experiences and put them into practice in order to become a more reflective teacher.

ANNOTATED BIBLIOGRAPHY
BOOK #2

THE ELEMENTS OF LANGUAGE CURRICULUM
(A Systematic Approach to Program Development)
By James Dean Brown

This book is a great tool for all teachers. The introduction describes approaches, syllabi, techniques, exercises and some other packaged pedagogies. All of these categories are analyzed in relation to the systematic design of curriculum involving different elements such as needs assessment, goals and objectives, testing, materials, teaching and program evaluation.

The book explains different kinds of syllabi such as situational, topical, functional, notional, skill-based, task-based. The book describes characteristics about the different syllabuses and gives examples and ideas. One aspect that the book does not deal with, is a sequential historical line time of syllabuses. For example, which syllabuses were used in the past and what trends are used now. It does not explain reasons or justifications why some syllabuses are not appropriate for certain levels. The most important aspect here is the needs analysis in which teachers can best prepare, gather and use information within the context of a specific language program to meet the individual and group needs of the particular students enrolled at the time. The other elements are based on the needs analysis. Even though the book presents few examples of needs analysis, it does give some checklists that will serve as a good point of review for the concepts involved in needs analysis as well as a guide for actually performing the steps in a needs analysis. The book is useful for course designers and teachers in general and much needed in teacher training courses because it is an excellent curriculum development handbook.

ANNOTATED BIBLIOGRAPHY
BOOK #3

APPROACHES AND METHODS IN LANGUAGE TEACHING
By Jack C. Richards and Theodore S. Rodgers

This book "provides a detailed account of major twentieth-century trends in language teaching" (Richards 1996:vii). It presents the differences between a method and an approach in one model. This model is described according to language and language learning; the learning objectives, the syllabi, "the roles of teachers, learners, materials and the classroom procedures" (Richards 1996:vii) that each method or approach uses. The book gives teachers a brief history of language teaching. The analysis of approaches and methods are presented in order to enable teachers to become better informed about the nature, strengths and weaknesses. In this sense, they can better arrive at their own judgement and decisions.

At the end of the book, readers can find a chapter on comparison. This section compares the evaluating methods that some approaches and methods have. This section is very important to teachers because it is the part where you can evaluate and analyze the methods that best fit teacher's needs in the class. Nonetheless, this section is very brief and weak. The book presents general information in the first chapters, which are very well explained while the last section is not.

ANNOTATED BIBLIOGRAPHY
BOOK #4

TECHNIQUES AND PRINCIPLES IN LANGUAGE TEACHING
By Diane Larsen-Freeman

This book addresses language teaching methods and their use in teacher education. This book is of great help to all teachers because methods serve to teach distinct populations. Besides that it provides knowledge about teaching. It also helps expand a teacher's repertoire of techniques. The book introduces teachers to a variety of techniques. Some techniques may require further training; others can be implemented immediately. Methods are of extreme importance because they guide the teacher's actions in the classroom. The book presents extensive information about different methods in the history of language teaching. The methods include the ones use many decades ago until the ones that are nowadays on fashion or that are more used nowadays.

This book is similar to the previous one *Approaches and Methods in Language Teaching* by Jack Richards and Theodore S. Rodgers but with a significant difference. The book by Richards gives the description of an approach (theories about the nature of language and language learning) and the corresponding method. In the case of this book, it not only gives background knowledge, but also its application throughout different techniques and principles. This book is more complete because it is not only a reference book; a book you can read something from as input, but it is a book which you can use as a tool to apply with your students. You learn about the principles and the techniques used for different methods in teaching in a second language.

ANNOTATED BIBLIOGRAPHY
BOOK #5

LINGUISTICS AND SECOND LANGUAGE ACQUISITION
By Vivian Cook

This book is a good source for teachers that want to know about SLA (second language acquisition). It presents some major aspects of SLA and explores different aspects of language such as grammatical morphemes, negation, Krashen´s Input Hypothesis, some creole-based studies and SLA methods and techniques. The book also addresses the production and comprehension of speech as a dynamic choice of strategies within a situation. This piece of writing makes the difference between a learning strategy and a communication strategy. A learning strategy attempts to develop long-term competence while a communicative strategy solves a momentary communication difficulty. To sum up, this provides knowledge that can be put into practice in a classroom because the theories, hypothesis and assumptions go beyond just simple words. These simple words are transformed and carried out in a classroom.

Cook presents some of the important aspects that linguists need to know in order to apply concepts and ideas in the process of learning a second language. It is a book for knowing about the SLA research. Some of the chapters are very difficult to understand for just a simple teacher. The person who reads this book has to know about certain theories and linguistic aspects because it deals with grammar structures such as morphemes, relative clauses, and syntax that are related to SLA. At the end of the book, there are some cognitive approaches to SLA research.

ANNOTATED BIBLIOGRAPHY
BOOK #6

FOREIGN AND SECOND LANGUAGE LEARNING
By William Littlewood

This book deals with developing more effective approaches to teaching based on research about foreign and second language learning. It will help other teachers because it does not focus on teaching, but on learning. Learning to me is of great interest because it is the students' reaction to stimuli and instruction provided by the teacher. In other words, the main aspect in a learning-teaching process is the learner. That's why I believe it is very helpful because the teacher has to study the learner in order to produce more effective methods and techniques because the learner has his/her own personality, motivation and learning styles. Littlewood explains some models of second language learning and the examples a learner uses. These models go from creative constructivism, acculturation, elaboration of simple code, and second language as a form of skill and social learning.

One of the aspects I liked the most about the book is that it makes you consider why some people learn more successfully than others do. In this book, one can learn some aspects of second language learning that will be of benefit in order to understand the process of learning. This book is a great assistance towards orientation and as a source of practical ideas when teaching a second language.

ANNOTATED BIBLIOGRAPHY
BOOK #7

MATERIALS DEVELOPMENT IN LANGUAGE TEACHING
By Brian Tomlinson

This book should definitely be in every single teacher's library. Materials are one of primary aspects while learning a language because teachers tend to use materials that are not adequate for teaching a second language. Most of teachers just use the ones given in the textbook. Nonetheless, a good teacher must prepare extra materials and this book helps teachers create not only simple materials, but also authentic ones. It is concerned with what teachers could do in order to improve the quality of materials, which are used for teaching a second language. A teacher must keep in mind that materials are a very essential part in the language teaching process and that they should achieve impact. This can be done throughout some basic characteristics such as variety, attractive presentation and appealing content. All this is of great importance for the learners because materials help develop their confidence and provide them with opportunities to use the target language to achieve communicative purposes. The book presents a lot of examples for the teacher to follow in different contexts and with different skills. It contrasts and compares authentic tasks, texts and materials, and also deals with the evaluation of the materials developed by Andrew Littlejohn. Materials are the basis of a triangle where teachers and learners play the main roles. That is why teachers should learn how to integrate them.

ANNOTATED BIBLIOGRAPHY
BOOK #8

ASSESING LANGUAGE ABILITY IN THE CLASSROOM
By Andrew D. Cohen

One of the most important issues in a learning-teaching process is assessing students. Besides that, the assessment of students' language abilities is something on which teachers spend a fair amount of class time in one way or another. This assessment is valuable for both the learners and the teachers. It gives the students the opportunities to demonstrate what they know and do not know, and provides useful feedback both for learners and teachers. The book presents very effective language assessment techniques and procedures. The benefit for the learner when language ability is assessed is enormous because it promotes a meaningful involvement of students. The book is of great support because assessing language is very difficult. That is why teachers must be aware of the skills, the process types, the techniques and all the factors of language involving it. This is a good instrument to be familiar with. One essential aspect here is that assessing is not done in order to frighten anybody. Assessment should be seen as a stimulating challenge, both for teachers and learners.

The book is very complete in the sense that it presents information on assessing different skills and subskills of language such as listening and speaking assessment, or assessing reading comprehension and written expression. Chapter 6 is one of the most important aspects when assessing because it deals with the preparation of an assessment instrument. This chapter is very well developed and extended; it explains concepts very well and gives lots of examples to follow.

ANNOTATED BIBLIOGRAPHY
BOOK #9

FOCUS ON THE LANGUAGE CLASSROOM
By Dick Allwright and Kathleen M. Bailey

The book is of primary importance for all teachers. The point here is that while other books are about "planning", this one is about doing and about what happens in a classroom. This focus on the classroom is very significant because teachers want to know which classroom events, planned or not, make learner's tasks easier or more difficult. Teachers definitely know that even the "best laid plans" do not have perfect results. There's a big difference between what's planned and what actually happens in the classroom. On the other hand, sometimes when teachers do not plan a class, it turns out to be of great success and really makes a difference to the learner's progress. This is a book about how teachers might go about continuing the discoveries in the classroom. In other words, the book shows that what teachers need is not "the latest method" to help learners, but rather a fuller understanding of the language classroom and what goes on there.

The book is very efficient in the sense that teachers get informed about classroom issues. Nonetheless, the book is too abstract sometimes for the teachers themselves to understand because some terms are not well explained and structures are difficult to follow. This kind of book should be more practical instead of theoretical. It should not deal so much with theories and linguistic concepts; the author should lower them to the normal teacher that is just starting to work for the first time and whose encounter with second language learners might be frustrating.

ANNOTATED BIBLIOGRAPHY
BOOK #10

TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE
By Marianne Celce-Murcia, ed.

The anthology is a considerable device for successful language instruction knowledge of teaching methods and as background on strategies for teaching the language skills. It is a new way of integrating the skills, an understanding of important student factors, and additional information helpful to a teacher's performance and growth. It should be the bible for all teachers. It is a reference instrument where teachers can find information about almost all aspects in the learning-teaching process. It deals with different methods and techniques for teaching the four skills (speaking, listening, reading, writing) of language and also some subskills (grammar and vocabulary). You can look for data that focuses on the learner as well as the teacher. It also presents the shape of a lesson and the use of media in the language teaching environment. The anthology is very complex; nonetheless, it presents practical general information about teaching English as a second or foreign language. The authors of every chapter provide enough examples and ideas about the topics. The book is a complete source to many issues in the process of learning-teaching.

ANNOTATED BIBLIOGRAPHY
BOOK #11

DESIGNING TASKS FOR THE COMMUNICATIVE CLASSROOM
By David Nunan

The purpose of this book is to provide teachers with a practical introduction to the designing and development of communicative language learning tasks. The ideas presented are relevant to teachers working in or preparing for a range of situations with a variety of learner types. This book is useful to teachers of children as well as adults, to foreign as well as second language teachers. The book does not believe in one method or in the "right method", which is very realistic. There is no single teacher that uses one method; you as a teacher need to know as many methods as possible and use them in different situations. The book is very helpful and effective to be applied in a classroom. The book teaches us to analyze the role of tasks in teacher development, in order to encourage a more reflective methodology. In other words, to plan a lesson on the basis of what actually happens in classrooms rather than on abstract statements about what should happen. The book encourages teachers to think more about the integration and sequencing of tasks. The author makes a great emphasis on tasks and the way they are defined. Some important factors define them such as goals, input, activities, teacher, and students' roles in the teaching-learning process. To sum up, the purpose of the book is to provide teachers with a framework for analyzing learning tasks which will help teachers select, adapt or create their own learning tasks. The only aspect the book is lacking is more examples on communicative tasks.

ANNOTATED BIBLIOGRAPHY
BOOK #12

TEACHING CULTURE
By H. Ned Seelye

According to the dedication page, "sometimes it takes a lot of patience to deal with a foreigner" (Seelye 1993), the author in this book explains important issues in regard to culture. Culture is part of language and is another skill that one has to master to be part of a specific language. The books presents an introduction on culture and six instructional goals: interest, who, what, where and when, why and exploration. Then, there is a well developed chapter for each goal with examples, activities, communication strategies, performance objectives and terminal behaviors that teacher need to know in order to apply them in their classes. Seelye also presents three techniques for teaching cultural concepts. They are culture assimilators, culture capsules and culture clusters. Something important in this book is that it exposes ways to measure culture. Most culture tests unfortunately measure superficial knowledge rather than intercultural skill development (Seelye 1993:207). Chapter 14 seems to be out of place for me. I do not think it is appropriate in this kind of book because it is for teaching cultural aspects to either teachers or students not people in particular. To me the book is more for educational purposes rather than a book directed for other people that are not related to the field of education.

ANNOTATED BIBLIOGRAPHY
BOOK #13

CURRICULUM DEVELOPMENT IN LANGUAGE TEACHING
By Jack Richards

This book seeks to describe and examine the process of curriculum development in language teaching in order to acquaint language teachers and teachers-in-training with fundamental issues and practices in language curriculum development. The book emphasizes the importance of curriculum development because it improves the quality of language teaching through the use of systematic planning development, and reviews practices in all aspects of a language program. The book is an essential sourcebook for teachers because it examines the key processes in curriculum development, including needs analysis, planning, teaching, materials development and evaluation. The book presents a historical perspective on how the field of curriculum development in language teaching has evolved. The rest of the book deals with curriculum, development issues and procedures. The purpose of this book is to provide teachers with tools and techniques for analyzing in depth the syllabi with which they are working. It is also intended to provide concepts and procedures for those teachers who are in position to take part in the development of their own syllabuses. The book describes the concepts of "syllabus" and "curriculum". In addition to these concepts, needs analysis, goal and objective setting, the selection and grading of content, ad the selection and grading of learning tasks are also included. The book is of great backing for all teachers because it provides examples of syllabus design tools, outlines, and planning procedures. The book is a guide that encourages teachers to apply the ideas developed in the book to their own teaching situation. The book makes readers realize that syllabus design is an integral part of the total curriculum. The book helps all language teachers in a process of continual professional development. It guides teachers to critical thinking and adequate information in order to apply these ideas in their own classroom.

ANNOTATED BIBLIOGRAPHY
BOOK #14

BEYOND LANGUAGE
(Intercultural Communication for English as a Second Language)
By Deenar R. Levina, Mara B. Adelman

This book is of fantastic assistance for all teachers because it presents aspects of American culture and encourages an appreciation of cultural diversity. It also explains the process of intercultural communication. The book presents a systematic and graded presentation of language and culture. According to the preface, this book is of great interest for teachers because most of the time students are only exposed to culture in the classroom. So this book and the readings presented in the book develop an awareness of subtle areas of culture such as family, food, individual values, money, privacy, etc. The readings encourage the discussion of American society. Contrary from the book *Teaching Culture* by Seelye that examines intercultural communication, this book deals more with the US culture. It is helpful for teachers because it makes it possible to prevent culturally based misunderstandings. The book pays attention to intercultural communication because it is the process whereby one's culture affects interaction with a person from another culture. It is important because students can learn to identify the ways that culture influences an individual's values, assumptions and beliefs about the world.

ANNOTATED BIBLIOGRAPHY
BOOK #15

CULTURAL AWARENESS TEACHING TECHNIQUES
By Janson Gaston
With an introduction by Raymond C. Clark

This book deals with the need for understanding and mutual respect across cultural boundaries. The book presents a lot of teaching techniques to show cultural awareness. Cultural awareness is the recognition that culture affects perception and influences values, attitudes and behavior. According to these authors there are various ways to be aware of culture. They are recognition, acceptance/rejection, integration/ethnocentrism and transcendence. These four stages are the idealized version of a process of becoming aware of culture. All the techniques presented in this book were developed in an intensive English program conducted in the U.S. The book is of great help because they can be easily used in a variety of situations. The techniques presented in the book follow the four stages of cultural awareness. The techniques are quite varied and include different topics such as family, home, holidays, health, etc. Some of the techniques are nonverbal interviews, drawing picture, talks, and cultural adjustment among others. The book is a great tool because as it says, "it is through the knowledge of languages and cultures that we best begin to know and comprehend the scope and significance of human experience in history, from ancient times to modern; it is through the knowledge of languages and cultures that we best learn to tolerate and appreciate cultural and linguistic diversity at home, to understand our contemporaries abroad and to achieve our full potential as citizens of the world" (Gaston, 1992). It is self-explanatory why the knowledge of culture as well as this book are of immense appreciation.

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SECTION TWO

IMPROVED PROJECTS

INTRODUCTION

There are a few times when we have the chance to improve what we do. This section gives the chance to improve two projects. The first is a communicative test that was designed and proved with students at CUP. I did a statistical analysis of the test in order to know the validity and reliability of it. I also analyzed the item discrimination, difficulty and distraction of the test.

For the second project, I improved a curricular unit based on movies. I did several changes in order to have a better version of it. Experts on the field of culture and communicative evaluation checked both projects.

FIRST PROJECT

FIRST PROJECT

COMMUNICATIVE TEST

This project was part of a class taken during the *Licenciatura* Program. Professor Oscar Rojas gave the class and its name was Communicative Testing. The main objective of the project was to design and analyze a communicative test. This project was the final one of the course. The test needed to include an introduction, test specifications, justification, objectively and subjectively score sections, scales for speaking and writing items, a communicative test, an analysis of all the sections (speaking, listening, reading, and writing) conclusion, and appendix—listening scripts, and answer key for the objective section and possible answers for the subjective section.

The test was designed for a conversational course in FUNDATEC where students needed to develop listening and oral skills as well as fluency in the language. The students had different levels of proficiency; some of them were low, intermediate and high. The test is intended to measure the four main skills of language: speaking, listening, reading and writing. Even though the course covers six units, for this test specifically, only the first 3 units will be covered. Since this course is about conversation and talking, it should be reflected on the test; therefore, the evaluation is going to be mostly oral.

This test was designed for a FUNDATEC's conversational program level and it was applied to those students back in 2000 in San Ramón at the University of Costa (which has nothing to do with FUNDATEC, it was only about the location and borrowing of the building). The results of that test were written down and reported in the analysis section of the original version of this project. Nonetheless, the tests were collected for writing the report, but then they were given back to the students. The main objectives of the improved project section of the portfolio are either to change the project (a great deal of modifications) or

extend it with new knowledge and formulas. In the case of this specific project, I decided to extend it to make it more complete. The report was checked in class and it was very good. The professor in charge of checking it suggested adding a more detailed analysis. Since the theoretical and practical parts were well developed, I did the statistical part. This statistical part was supposed to be covered in the course; however, because of external factors such as time, the topic was not studied in class. So doing this part required a lot more reading and research. This statistical part is basically about numbers, statistics and formulas. In order to collect that information the test needed to be applied with a new group. They are my students in English III. The curriculum of this course is the same as FUNDATEC´s. This time I kept the tests in order to analyze them and prove the difficulty, discrimination and distraction of items. The 3 units cover the following content areas: childhood, transportation problems, houses and apartments. The objectives of the exam would be for students to talk about their childhood, transportation problems and make comparisons.

In the test specifications, I wrote a guideline for the objectives presented above. These test specifications are created for other teachers that may want to implement a similar test for the same level specified, or if I could not apply the test myself, another teacher should be able to do it. The test specifications are very well explained and organized. The test evaluates the four skills of language: speaking, listening, reading and writing. For the objectively scored section I evaluated the skills of reading and listening. The reading section has two parts. The first one is about a text on dorms in Canada and North America in which students need to write true or false to some statements. This part did not present any problem or complication. The other part is about public transportation. The exercise is for students to complete the statements given by using the information from the text. This exercise turned out to be very difficult for students because some statements were confusing, especially item number 3. The first time I checked the exercise I thought, "What a difficult item, everybody had it wrong."

The second time I did it seemed just like an item with a very high degree of difficulty. Nonetheless, when I started analyzing the exercises of the test one by one, I noticed that there was a common pattern in item 3. One of the students wrote nothing, and nine of them wrote the same thing; an answer that according to me was incorrect, but it was not. The answer the students wrote fit even better than the one suggested by me.

The listening section has two different tasks, which are putting in order and filling in missing information. The first part had a problem on item 2 because nine students out of ten got the answer correct. In other words, the item was very easy. For the rest of the items they were well balanced because they had item difficulty. The second part of the listening section did present some problems because mostly all items were very easy. Here students needed to fill in some information about experiences of three immigrants that came to the US. There were six items that all students got correct. Some of the items had to be changed.

The subjective section includes two parts as well, speaking and writing. In the speaking part I will evaluate students with a scale for subjectively scored. In this part, I came up with two sets of situations for students to present them orally. What students have to do is read the situation, organize briefly how they are going to present the situation and start talking. Situation number 1 is about the past tense. So they need to use past structures such as simple past tense, and the *used to* form. For the second situation, students need to use comparatives and agree on an apartment. Both situations are to be evaluated orally. The two situations have part A and B. In other words, students will have two roles, student A and student B. The creation of the scales was another important aspect of the exam. I needed to create two different scales, one for the speaking part and the other one for the writing section. Then the exam and the corresponding analysis of it were presented in the project.

The first version of the project was in 2002 as part of the course. Even though the test had many mistakes, I got all the points of the project. In this course, students were supposed to

learn all about basic statistics to analyze the exam. Nonetheless, due to reasons of time and other external factors the class could not be developed completely and we did not study the statistical part. So the first version of the exam only included the design of the communicative test. The first version had corrections mostly about grammar and spelling. In regard to the scales, the one for speaking needed some changes. This scale was divided into four areas: communication skills, task, language and vocabulary, and pronunciation and fluency. Each was divided into four rubrics. These rubrics needed some modifications. The scale for the writing section was the one that required more changes. First of all, the professor suggested the inclusion of mechanics; nonetheless, I did not consider it important because of the level of the students. The scale was divided into four main areas; they are content, task, vocabulary and language use. In the task area, some rubrics did not include some function of the elements. The first version was like this, *"The student completes the task successfully with enough correct function elements included"* and for the rest of the rubrics I only included the part of the *correct function elements included.* So in the new version I included the part of *"the student completes the task successfully"*. In the vocabulary section, I also needed to make some changes. In the last rubrics I said, "improper use of vocabulary"; nonetheless, the professor pointed that it was too vague. So I included, *"Improper use of vocabulary, lack of it or use of only simple and basic structures"*. In this case I made the rubrics more complete and efficient to evaluate student performance. On the other hand, in the rubric of language use, there is one rubric that says, *"poor grammar accuracy hinders the communication of the written message"*, but according to the professor the word *"hinders"* stated that sometimes there are many errors that do not hinder communication. So I decided to change it to: "*there is unintelligible writing due to poor grammar accuracy"*.

In regard to the exam, there was a problem in the speaking part. There were two situations for the students to develop. Situation #1 says: "You and your roommate are

planning to rent another apartment. This morning you found a great apartment downtown. **(Use the ad at the bottom).** It is convenient because of the facilities, transportation and other circumstances, like space, light, price, and other things you love in an apartment. You have all the information related to it and you will show it to your roommate. Maybe some things are not so convenient for him/her. Try to come to an agreement".

The second part of the situation was the following: "Your roommate has just found the place you both were looking for. He/she has all the information about it and you're so eager to know it. However, you realize that it is not as convenient to you as for your roommate, which he/she loves it. You will have to discuss some of the things related to it like the bus schedules and other services that you believe are not as efficient as in the area you are currently living in. You will have to come to an agreement with your roommate." To this situation, I included the ad for the students to develop the topic, but part of the information in one ad was not correct. The chart said that a furnished apartment for rent in Santa Barbara was $295, when it is not likely to happen in Santa Barbara, so I raised the price to make it more realistic. So I changed for $800 instead of the $295 that I first wrote. Even in the small details you need to be careful.

The example says,

FURNISHED Santa Barbara apartment for rent in quiet & safe neighborhood. 2 bdrm, laundry rm, kitchen, breakfast counter, bath. Cable TV, telephone internet hookup available. Two blocks to post office, taxi, buses, markets & famous restaurants. Enclose parking and overlooking San Jose Valley
$800
237-6273, 269-8713

Another change that I made was in the reading section, where there is an exercise about completing with some information. Item #3 was unclear. The first version said, "3. In this way, people don't need to have a car or worry about missing a bus, this is the

_____". It was not very clear so I rewrote the item for the following. The new version says, "3. By using a _____ system, people don't need to have a car or worry about missing a bus."

However, the story does not end here because after analyzing the test, I found out that this particular item presented another problem. It has to do with item discrimination, item difficulty and especially distractor analysis. Distraction here goes beyond its main function. Item #3, as explained before was a very particular case because no one got the answer correct. To my big surprise, students got the answer incorrect, but with an aspect in common. Students answered the same word. The item says, "By using a _____system, people don't need to have a car or worry about missing a bus." The correct answer, according to me, was *car pool*. However, my students answered *subway*. This distractor analysis was very interesting and valuable for me because if I had not had done it, I would have never noticed my mistake. Students did nothing wrong, I was the one expecting something and it turned out to be a complete different thing. For this kind of problem, I usually give the students the point(s); however, I could not do it this time because the analysis and all the statistical charts were already done.

On the other hand, item #4 was very easy. So I changed it to make more difficult. The old version says, " 4. Because of the high number of _____, traffic has become a world problem." The new version goes like this, "4. Traffic has become a world problem because_____."

The part of analysis of the different skills of language such as speaking, listening, reading and writing had only grammar and spelling mistakes.

Because when I did the test, there was no time for studying the mathematics issues, I decided to expand the investigation and add the statistical part corresponding to the communicative test. For that, I needed to read a lot in order to get familiar with the terms and

the methods required. For that, I met with Professor Oscar Rojas once and he explained the methodology used for this analysis. He also gave me his own design and analysis of a communicative test he did. With all the information I started to put my ideas together and prepare the analysis. However, I first applied the exam with students from the career of Conversational English course and I graded them. I have to admit that the most difficult part of this is to count the results of the students one by one. And by the results I mean, the results of every single item of all the tasks. The first steps were to make some charts to divide the different areas I wanted to pay more attention to. The areas were level of difficulty and degree of discrimination of the items and the influence of the distractors in the tasks.

The first charts were a complete mess. I organized all the information incorrectly and I had no idea of what I was doing. I started with the chart to classify all the grades of the students from the highest to the lowest. Item difficulty and item discrimination were next. There I had some problems because the second task of the listening section did not have specific answers. Actually it did, but I needed to find the way to write the answers. My concepts were not very clear, so I talked to the professor and he gave me clues to continue the analysis. He told me that for the item difficulty the total sum of students is needed and then he told me to get the highest third and the lowest third and use them for item discrimination. So I divided my students into the highest and lowest third and then started the analysis. I did the same for the reading section and that was as far as I got with the second version of the exam. Then I had to call the professor again. We got together and he explained the rest of the analysis.

The new version had many spelling and grammar mistakes. In the test specifications, there were some corrections I needed to make. For test specification # 6 and #7, I changed the order of words and rewrote them. In the description of the objectively-scored section I had to change some ideas because they were unclear. For example one statement said, "These

statements are not literal transcriptions from the listening. So it requires the students to evaluate what they hear to order the statements." This changed the new version; "These statements are not literal transcriptions from the listening. So, students have to evaluate what they hear to order the statements." There were some other statements that I omitted because they were not clear and were not relevant to the description.

In regard to the charts, I had to reorganize them. In the first improved version, I placed all the charts separately because of space and because I wanted to present them by skill. The objectively-scored section was divided into two: listening and reading. Nonetheless, the professor recommended putting them together in order to give more organization and when describing it will be easier to analyze them as a whole. So, the first chart is a presentation of the final results of all the applied tests. The listening section has two tasks, one is finding solutions and the other one is completing information. In the first task I did not have any problem because of the instruction, "Listen to someone talk about how Singapore has tried to solve its traffic problems. Listen and number the solutions from 1 to 5". So students were supposed to write a number. However, the second task was very difficult to analyze because in the task the students were asked to listen to some information about experiences of three immigrants that came to the US and complete the statements. In order words, the students had to write the information they were going to hear. So, for this I had to make an adaptation to be able to interpret the results. I took letters from the alphabet in order to represent a correct answer. I gave one letter to each correct answer. Nevertheless, when I was doing the distractor analysis, which is after that, I discovered that I needed to add two more categories, one for "none" and another one for "other", so that I could do the complete analysis. Then I did the item difficulty analysis. After the chart, there is an explanation of the statistics. I explained the problems and the items that were either too easy or too difficult for students;

however, I did not give any solutions to correct the situation on items. In the new version, I stated if I was going to keep, modify or eliminate the items.

After that I did the highest and lowest third in order to complete the item discrimination analysis. In this chart, I had some mathematics problems. I needed to go over and check the calculations because some of them were incorrect. Then I did the corresponding examination of the chart.

Next I analyzed the reading tasks, which were also two. One was a true/false exercise and the other one was about traffic problems. The first part presented no problem, but the second one was like the listening task. I created an alphabet letter code for one correct answer. And I needed to add to more categories, one for "none" and the other one for other possible answers that students wrote. I did the respective analysis of the item difficulty and item discrimination for the reading section. The item discrimination explanation was very vague. So I expanded with more examples and an examination of the items. The next chart was the distractor analysis. Preparing and analyzing this chart provided me with useful feedback for me to improve and obtain a better version of the test.

All this analysis was for the objectively-scored section. Now, the analysis of the subjectively-scored section is next. The aspect I wanted to analyze was the intrarater reliability. One of the most asked questions by every professor is: "How reliable am I?" At first the formula looked very confusing. Then I have to admit I was scared because there was another question in my mind, "What happens if I am not a reliable professor in regard to test?". Nonetheless, I knew it was worth trying. According to the formula, I am a reliable rater because the intrarater reliability is .78. Reliability is measured from 0 to 1, 0 being not reliable at all and 1 being very reliable. In order to get the numbers to complete the formulas, I checked the writing part twice. The first time was when I applied the test and the other one a couple of months later. The key point here is that you do not see the previous grades

because it might affect the ones you are going to give. I put the ranking of the two different scores into separated columns. Then I subtracted the rankings and squared the difference in rank for each student. The sum of all the differences of square is 36.5, with this information I did the next formula from where one can calculate the intrarater reliability coefficient.

$$RHO = 6 - \frac{5\,(36.5)}{10\,(99)} = 1 - \frac{219}{990} = 1 - 0.22 = \mathbf{0.78}$$

This is one aspect that I would have never known about my teaching. This whole analysis is extremely important for every professor because it is a great tool of evaluation for your own tests.

Through the design of the test, I feel that I have "opened my eyes" on the way classes should be taught and evaluated—in a very communicative way. I learned that every time you design a test you should go by the functions of language that you want your students to develop. If I really teach that way, grammar or vocabulary should not be evaluated in isolation.

When you think about a test, some might think it is a piece of paper to evaluate students, or it is a piece of paper that would turn out to be a number; however, a test goes beyond that. A test is a way to collect students' feedback and information about something studied in class. Tests can be oral or written and both require a lot planning to be accurate, reliable and valid. That is why they must be written and tried several times by some students or other professors. It is obvious that you are not going to try every single test you need because of external factors such as time, money, and lack of professors and other sources. Nevertheless, you must check test whenever possible. By doing this, you analyze yourself and the kind of tests you are doing. You can answer questions like the ones proposed here, "Am I

a good test maker?," "Am I favoring or damaging students with tests?," "Am I testing what it is supposed to?," "Do my expected answers and students responses match or am I getting something different?". So by analyzing the tests you make, you can get a clearer view of what you are doing, and either continue doing what is correct or pay attention to your mistakes in order to make corrections and learn from them.

This test was tried twice with two different populations. One when I took the course of Communicative Testing back in 2002 and the other one for the purpose of this portafolio. The analysis of this test is of great professional growth for anybody related to the learning-teaching process. Life is not static, it is constantly moving and so are we. Human beings have to seek for ways of improvement and perfection. In the same way, professors need to seek for that perfection in all aspects related to their teaching. Being aware of this test analysis is of great help for professors in general, especially for me.

ORIGINAL VERSION

UNIVERSIDAD NACIONAL
COMMUNICATIVE EVALUATION
Prof. OSCAR ROJAS.

FINAL PROJECT:

DESIGNING AND ANALYSIS OF A COMUNNICATIVE TEST

PATRICIA LOPEZ ESTRADA
JOSE FRANCISCO SOTO MORERA

HEREDIA, AUGUST 23, 2002

Introduction

This test was designed for FUNDATEC's conversational program level 3 intensive mode where students are trained on oral and listening skills. Along the courses, the other skills of the language are included. There are 10 students with a level of intermediate. However, some of the students have different levels of proficiency, from low intermediate to high intermediate. This is the midterm of a two months course covering the 6 units of New Interchange 2. For this test specifically, the first 3 units will be covered. The focus of this test is to a higher part, to test students' oral ability, listening comprehension; and to the less extend, reading and writing skills—as specified in the course description.

In order to decide on what objectives to include in the test, we carried out a stratified sampling on the content (topics, objectives and functions) of the 4 units.

The 3 units cover the following content areas:

1. Childhood
2. Transportation problems
3. Houses and apartments

The specific objectives of the units are as follows,

1. Students would be able to talk about childhood memories
2. Students would be able to describe transportation problems
3. Students would be able to compare houses and apartments

The functions of the units are the listed below:

1. Talking about your childhood
2. Talking about transportation problems
3. Making comparisons

Most of these students have already gone through levels 1 and 2. Some of them, enter the program by means of a placement test. This is one of the reasons why the proficiency levels are not consistent.

Test specifications

he test will follow the next guidelines for the objectives presented above. For other teachers that to implement a similar test for the same level specified, please follow the next guideline:

The test will be administered by the teacher who designed it or another one teaching currently the intensive courses. This is so because time allocation for regular courses is different.

The purpose of this test is to test students' oral ability, listening comprehension, and to a less extend, reading and writing skills—see course description.

The test is drawn up to meet the different intermediate proficiency levels that are likely to be found in the test takers.

The test will use the 3 first units of the New Interchange 2. The content included must follow the stratified sampling explained above.

The test will be composed of four sections: speaking, listening, reading and writing. Such actual order determines the degree of importance of those skills to be evaluated in the test.

For the speaking part, each pair of students—the work pairs might be chosen by the students or the teacher—must take in a cassette and a tape recorder of their own meeting the requirement for recording clearly their conversations. It should be advised to the students ~~to~~ that they should make pairs up based on the voice pitch so that the scorer can easily tell them apart.

7. The oral performance will consist of two different situations where students take role A in situation 1 and then role B in situation 2 and vice versa. Suggestion: Students may record their parts over any surroundings of the classroom—being careful about keeping from outside noise and other distractions in order to achieve appropriate record reception. Students will have 5 minutes for each situation.

8. Rubrics must be included for both writing and speaking sections.

9. For the oral section there must be a rating scale for individual evaluation. It is a requirement for them to perform their task in pairs, but the evaluation of this will be graded individually with the use of such scale.

10. This scale must include the criteria chosen by the test designer. The test designer must stick to the achievement of language functions when designing the rubrics. In addition, s/he must set different requirements of performance; each one with the corresponding evaluating criteria with no less than four levels each. Suggestion: (oral) Communication, task (functional achievement), language (structures of the functions), pronunciation and fluency. (written) content, task (functional achievement), vocabulary, language use.

11. The listening *could* have exercises as multiple choice, information transfer, ordering, short answer. For this test, specifically, filling in and ordering tasks will be used.

12. Students cannot use the dictionary or any other translation device since they're being evaluated in functional achievement, which requires of the appropriate use of vocabulary learned and practiced in class in similar exercises, and not in the use of such resources.

13. Students must know the weightings for every section and item.

14. The test must be written in English, including the instructions. Not only the written instructions should be in English, but also oral instructions as well—like those for clarifying doubts, arranging the seats, passing out the tests, utensils used, etc. The teacher should be also comprehensive in trying to meet all learning abilities like using visuals, movements, words, synonyms, etc.

15. Test administration, suggestion (1): This test could be administered in this way: having the speaking part one day and the writing part another day. The speaking section might take the place of another regular test. The reason for this is that both sections on the same day might cause anxiety, stress, and boredom.

16. Test administration, suggestion (2): Since the test could be divided in two parts—oral part and written part, time allocation could vary, too. The speaking section could be 10 minutes itself. In here, we have to take into account the previous arrangements such as getting pairs together, instructions, getting ready, etc. For the rest of the test, an hour might be allowed to complete it.

17. Since it is a conversational course for general real life and authentic purposes, the target language situations presented in the tasks will also be of general daily use. For example: Actual readings, ads, authentic material, real listening situations or close as possible.

18. The text types for the reading will also be of general and regular authentic material.

19. The language skills to be tested are speaking, listening, reading and writing.

20. There must not be exercises like drills, matching, multiple choice, fill in the blanks, etc, where grammar ~~had to be~~ is used in isolation and as an end in itself. There must be a context of language function performance ~~only~~.

21. Students should demonstrate general comprehension of short authentic readings and exercises should be aimed at the objectives.

22. For the writing and speaking part, the students should apply grammar in an integrative way, never using it for isolated purposes. There must be a context of language function performance ~~only~~.

Justification

This test is designed for different intermediate levels from a FUNDATEC's intensive course. The evaluates the four skills of language. Nonetheless, based on the course description, speaking and listening are given primary importance and that is the reason why they have more points in the test than writing and reading. We did not leave these other skills out because we believe they are all an essential part of the communicative performance. The topics and the exercises are based on the three first units of the books New Interchange 2, and the students were given enough similar practice to develop these skills.

Objective-scored section

This section is, first, evaluated through a listening comprehension part. This consists of two different tasks, which are ordering and filling in information. The objectives are in general for understanding transportation problems and past events. The first part is for ordering a set of statements given by a lecturer. The purpose of this is having them apply a top-down process where they first read the statements on the test and get a general idea of it. These statements are not literal transcriptions from the listening. So, it demands the students to evaluate what they hear to order the statements. The task is not as difficult, or as easy for low or high intermediates. The second task–listening task asks them to filling in details from three people talking about their experiences as immigrants in the US. This is a bottom-up task where students not only listen to the main ideas, but also they have to write specific details and from what they hear, answer the questions posted in the chart. They are expected to write, not full sentences, but key words. The target population evaluated is very familiar with this kind of tasks.

Second, the other objective-scored section is the reading part. Here we have two short texts where they have to be able to understand whole ideas and details. The first text uses a true/false task where they are challenged to understand statements that contain language from they units like comparisons. The second is about using information from the text. Here, they have to use this information to complete statements, not literal, from the reading. Here they are expected to get a full understanding, and being able to use key information to complete the statements.

Subjective-scored Section

This part has two sections, the speaking part and the writing part. In the speaking part students are ven two situations in which they have to switch roles so they have the chance to lead or start the versation. In the first situation, we want the students to express past meaning in the way of talking out childhood memories. For this, students will have to use structures of past tense, "used to", and neral descriptions, interaction and discourse abilities to permit appropriate communication. For the cond situation, we give one of the students authentic material (apartment ad) to report it to his partner. re they have to compare the place they live in, which ~~actually~~ is opposite, or very different, to the one in ad. to the place the other one found. This speaking part is the part that has the most weighting since it the most important objective of the course—oral performance.

The reading section aims to elicit a paragraph about one of four choices they are given. We gave em four choices to offer a variety to choose the one they like; as to benefit reliability, they would be mfortable choosing and not being imposed. The four choices imply the use of past structures—"used to d other general descriptions of past events.

Scale for Subjective-Scored Section Criteria

Scale for the Speaking Item (80 POINTS)

COMMUNICATION SKILLS (20 points)

_____ The student shows an appropriate command of communication skills
_____ The student performs with certain command of communication skills
_____ The communication is somewhat minimal and vague
_____ Unsatisfactory communication skills

TASK (20 points)

_____ The student completes the task successfully with enough correct function elements included
_____ The student includes some of the elements of the function in his/her performance
_____ The students includes a few of the elements of the function
_____ No elements of the function used

LANGUAGE AND VOCABULARY (20 points)

_____ The student shows the highest level of grammar mastery of the structures; appropriate choice of words according to the topic
_____ The student has an adequate use of grammar structures; some appropriate use of vocabulary
_____ Some grammar structures impairs communication as to make it unclear; limited use of vocabulary
_____ Communication is hindered due to poor grammar accuracy of the structures; improper use of vocabulary

PRONUNCIATION AND FLUENCY (20 points)

_____ Pronunciation and fluency are appropriate
4 _____ Pronunciation and fluency makes the performance acceptable and understandable
_____ Pronunciation and fluency sometimes present many problems that hinder communication
_____ There's a lack of proper pronunciation

Scale for Subjective-Scored Section Criteria

Scale for the Writing Item (12 POINTS)

CONTENT (3 points)

_____ Developed ideas coherently according to the topic
_____ Acceptable development of ideas
_____ Ideas are vague and somewhat incoherent
_____ Unsatisfactory development of ideas

TASK (3 points)

_____ The student completes the task successfully with enough correct function elements included
_____ The student includes some of the elements of the function
_____ The students includes only some of the elements of the function
_____ The student includes a few of the function elements in his/her performance
_____ No elements of the function used

VOCABULARY (3 points)

_____ Appropriate choice of words according to the topic
_____ Some appropriate use of vocabulary
_____ Limited use of vocabulary
_____ Improper use of vocabulary → lacks variety or mostly simple forms

LANGUAGE USE (3 points)

_____ The student shows the highest level of grammar mastery
_____ The student has an adequate use of grammar structures
_____ Some grammar structures make the writing unclear
_____ Poor grammar accuracy hinders the communication of the written message

sometimes there are many errors that do not hinder communication.

INSTITUTO TECNOLÓGICO DE COSTA RICA – Palmares
ESCUELA DE CIENCIAS DEL LENGUAGE
MIDTERM TEST
LEVEL 3. Intensive p. José Francisco Soto Morera, Patricia López E.

NAME: _____
Total points 105 / Percentage 20% Points: _____ Score: _____

SPEAKING SECTION

Part I. Oral Performance. Read the following situations and develop them naturally with your partner. Try to develop them smoothly and fluently. If you take role A in situation 1, choose role B in situation 2 and vice versa. (80 points)

SITUATION 1

A. You and your older sister/brother are looking at old pictures that bring old memories to your mind. You have some that you don't remember exactly what you were doing at that moment because you were too young. You will have to ask your older sister/brother then. You also see other pictures where your sister/brother does not remember quite well, but you do. Refresh his/her memory!

B. You and your younger sister/brother are looking at old pictures that bring memories to your mind. Your brother/sister doesn't remember some of these things in those pictures. Because you have such a good memory, you will tell him/her what he/she was doing. In fact, it was an usual kind of thing that he or she used to do in the past. However, you find others where you don't remember quite well, but he/she does. Ask it about them!

SITUATION 2

A. You and your roommate are planning to rent another apartment because you need a change. Today in the morning you found this great apartment downtown **(Use the ad at the bottom)**. It is so convenient because of facilities, transportation and other circumstances, like space, light, price, and other things you love in an apartment. It is just so different to the one you are living in now. You have all the information related to it and you will show it to your roommate. Maybe some things are not so convenient for him/her. Try to come to an agreement.

> FURNISHED Santa Barbara apartment for rent in quiet& safe neighborhood. 2 bdrm, laundry rm, kitchen, breakfast counter, bath. Cable TV, telephone Internet hookup available. Two blocks to post office, taxi, buses, markets & famous restaurants. Enclosed parking and overlooking San Jose Valley $295.

B. Your roommate has just found the place you both were looking for. He/she has all the information about it and you're so eager to know it. However, you realize that is not as convenient to you as for your roommate, which he/she loves it. You will have to discuss some of the things related to it like the bus schedules and other services that you believe are not as efficient as in the area you are currently living in. You will have to some to an agreement with your roommate.

INSTITUTO TECNOLÓGICO DE COSTA RICA – Palmares
ESCUELA DE CIENCIAS DEL LENGUAGE
MIDTERM TEST
LEVEL 3. Intensive p. José Francisco Soto Morera, Patricia López E.
NAME: _____
Total points 105 / Percentage 20% Points: _____ Score: _____

Part I. SPEAKING SECTION (80 POINTS)

Part II LISTENING SECTION (20 POINTS)

A) Listen to someone talk about how Singapore has tried to solve its traffic problems. Listen and number the solutions from 1 to 5. (5 points)

They have made it to complicated to have one in Singapore.
Those who drive motorcycles must get a special ticket to drive downtown.
That kind of service is excellent.
They worth even more than in North America.
It must be exhibited in the front window.

B) Listen to the next information about the experiences of three immigrants that came to the US. Complete the statements. (15 points)

	Sofia	Adbul	Paul
1. Where is he/she from?			
2. When did he/she move to the United States?			
3. What did she/he study before?			
4. What was difficult about being an immigrant at first?			
5. what does he/she miss the most?			

Part III. READING COMPREHENSION. (8 points)

A) Read the following paragraph and then write either (T) or (F) False. (4 points)

Dorms

College and universities in the United States and Canada usually provide dormitories for students on campus, but almost 60 percent prefer to live in apartments with friends. In a recent survey, most students said that dormitories have too many rules. Even more said that it was just easier to live with friends. But even friends can have problems when they rent an apartment. The biggest problems are: deciding who's going to cook, work, and living with other people's bad habits.

1._____ Less than half of all the students in North America wish they lived with friends.

2._____ Students think it is as difficult to live with friends than to live in the dorms.

3._____ Some of those students might wish dorms regulations were not as strict.

4._____ It is almost as difficult to live in dorms than to live with friends.

B) Read the next text and complete the exercise below it. (4 points)

Traffic: A Global Traffic

Traffic is a big problem in many cities around the world. Traffic is especially bad during *rush hour*—the time when people go to work or school and the time when they go home. Many people take buses, subways, or trains to work, but many other people drive their cars. As a result, the streets are very busy, and traffic is very bad.

Many cities are trying to solve their traffic problems. Some cities are building more roads. Other cities are expanding their bus and subways systems.

May cities are trying to reduce the number of cars on their roads. Some highways have carpool lanes—special lanes for cars with two three, or more people. In some cities, people drive their cars only on certain days of the week. For example, in Athens, people with license plate number ending in 0 though 4 drive on some days and people with numbers ending in 5 through 9 drive on other days.

Every day around the world, more and more people drive to and from work in more and more cars. As a result, traffic is a global problem.

Complete the next statements using the information from the text (either words or phrases). (4 points)

1. People go from their work to their homes, and vice versa using public transportation during the _____.

2. Cities have more roads, improve their public transportation and reduce the number or cars with a number of measures, in order to _____.

3. In this way, people don't need to have a car or worry about missing a bus. This is the _____.

4. Because of the high number of _____, traffic has become a world problem.

Part IV WRITING SECTION. Select a topic from the following list and write a paragraph about it. (12 points)

make

1. What is a difficult choice that you had to male? Did you make the right decision?

2. Is there some smell, taste, or sound that now reminds you of something you knew as a child?

3. When did you spend your last vacation as a child?

4. Were you ashamed of something that you did when you were a child?

Analysis

For the purpose of doing this analysis, we applied this test to a sample population of students from the same courses. The students were at a intermediate level, but they have different proficiency levels. One of them was low intermediate, two of them were mid-intermediate and one of the one was high intermediate. There were two females and two males—similar age. It was administered in the evening, one hour and a half before class. They recorded themselves on their tape recorders. They were given from 5 to 10 minutes to get ready with the conversation. After this, the four of them started the listening section. The listening section was read aloud by the teacher to the students. The rest of the test took one hour.

SPEAKING SECTION

This speaking section went very good. We interviewed the students and we got very positive feedback. They loved the task. The results were very good. Two of them liked the task because they said that it was real and natural and they did not have to be like in a interview or so. There was more freedom. It was not like someone asking you questions and you answer them like a machine. They love it because they were the main object of the task. They had to have an active role instead of a passive one. The fact that they could choose their partner helped a lot because they could feel and touch the person. So there was more confidence in doing what they were doing. Students also said the task was very challenging because it force them to apply what they studied in real context they had to make up ideas, be creative, act and speak naturally. The first situation was easier for them. They managed to use the past events and the structures in the past. It was easier for them to talk about it, and come up with original information about childhood memories, some of them told that they made the information up while the others actually used real information from their childhood memories. For the second situation, students presented more difficulties. They told us that the ad was a great idea. Nonetheless, comparing houses and apartments was more difficult for them that describing past events. This part was of course the one that more affected their grades on this section. They like the fact that they practiced the communication skills.

LISTENING SECTION

The first section presented some problems. Since synonyms were used in the statements to order, students found this task extremely difficult. The listening was read at a normal speed, not fast. The instructions were clarified to what they had to do, the statements were also read twice, and two or three questions were clarified. We believe that students are used to performing exercises where the statements and its words or other reading material is very similar, if not the same, of the listening. That is why they perform not so well in this task. They expressed that the statements were not clear, that they did not expect that there were going to be "different words".

The second task yielded good results in general.

READING SECTION

The reading section also presented some complications. The first one was seen as very "tricky" by most of them. This is understood because they had to process the information in the statements in order to make the relationship to the text. Again too, the statements have synonyms that make the task more challenging for them.

The second task had four questions that the students had to fill in. Again, the use of synonyms is applied. The problem started because questions 1, 3 and 4 asked for explicit words of phrases. However, number 2 presented a problem. This didn't follow the same pattern as the other. This one asked for a general idea of paragraphs 2 and 3, and not sequenced information like 1,2,4. For improving this question we would have to adapt to the format of this one to the others':

> ? In order to reduce their problems with the traffic, cities are _____.
>
> (possible answers: building more roads / expanding their bus and subway systems)

WRITTEN WRITTING

This last section of the test, presented another problem. This was in the instructions. The expected response was not what we wanted them to do. We expected them to use past tense structures to talk about some choices, but instead, they did it in present tense. Or sort of in a mixture. Then, instead of :

"Select a topic from the following list and write a paragraph about it."

We rather say:

"Select a topic from the following list and write a paragraph about it. Remember to use the past tense for any of the choices you select."

Besides the instructions, the students liked the variety of choices we gave them.

CONCLUSION

Through the course, and the designing of the test. We feel that we have "opened our eyes" on the way classes should be taught and evaluated—in a communicative way.

One of the most important things we also learned was that every time we design a test we should go by the functions of language that we want our students to develop. If we really teach the way it should be, grammar or vocabulary, should be evaluated in isolation.

It is very important to have an accurate test, and because sometimes they can be very important for the progress of a learner. That is why, tests must be carefully drawn up, checked and proved in the best way. The most important the test, the more careful it should be written. However, we also acknowledge the fact that we are not perfect test makers to achieve a perfect test—there is not such thing as a perfect test in fact. So, we learned not to worry about it so much then. But still, we know that there are many guidelines, tips, and other considerations to take into account to make tests reliable—that they are not affected by external factors outside the test and the learner—and valid—what they are supposed to test and not anything different.

One valuable aspect we learn here is that, once we thought the test met all the requirements to be effectively used, we realized, after applying to a group of students, that it didn't. We knew we had to change and modify some things, and for that we took into account the students feedback.

APPENDIX

Listening Scripts

PART A

Listen to someone talk about how Singapore has tried to solve its traffic problems. Order the solutions for 1 to 5.

Engineer: Quite a number of things have been done to help some traffic problems in Singapore. For example, motorists must buy a special pass if they want to drive into the downtown business district. They can go into the business district only if they have the pass displayed on their windshield.

Another thing Singapore has done is to make it more difficult to buy cars. People have to apply for a certificate if they want to buy a car. And the number of certificate is limited. Not everybody can get one. There is also a high tax on cars, so it costs three or four times as much to buy a car in Singapore as it does in say the United States or Canada.

The other thing Singapore has done is to build an excellent public transportation system. Their subway system is of the best in the world. And there is also a very good taxi and bus system.

PART B

Listen to the next information about people talking about their life in the US as immigrants.

Sofia:

Eh, my name's Sofia. Sofia Ramirez. I was born in Buenos Aires, Argentina. I got a degree on law, back in my country. Right now, what I do is way too different than that. I moved to the US two years ago, in 1998, and I work as a waitress in an Italian restaurant. I speak Italian so I have no problem with that. But, that's very much the problem I had when I first started working here, not Italian or Spanish of course, but English. It had always been difficult to me when I was in high school, and now I had to learn it the hard way and I've improved a lot. Right now, I'm happy with what I am doing, too. Maybe next year I'll enter college to practice law, you know, my true calling. But one thing I've just haven't overcome is being far from my relatives and friends. I used to be very close to them you know.

Abdul:

Eh, if there's something I really can't get out of my mind from my country is my food. The rice, for example, is not the same, not at all. I just miss it too much. Well, I'm sorry, my name is Abdul Sei, I'm from, India. Now, I'm working in Seattle as translator from my native language to English, and offering my services in that way too, for lots of purposes. I used to be an official translator in India too. That's what I studied there for. I have a lot of work... I moved to the US in 1983, but when I came here I had a lot of troubles. I used to keep getting sick from laryngitis and all that because of the American weather. You know, it's very cold in Seattle, and my health is very sensitive too many things. I was about to return to India several times because I could not take it all. People in India could never image how cold it can get sometimes here.

Paul:

Hi, my name is Paul. I've lived in this country since 1991 and I just can't get accustomed to all about America lifestyle. Especially for someone of my age. I miss my lifestyle when I used to live there. I obtained a medicine degree in Birmingham, England and here I work in the medicine school doing research... ok, the most difficult thing to handle here in America the first times was the road system. You know, here they drive on the wrong side of the street. Back there, we would drive on the left lane, as usual. And that's the way I learned it. Of course I knew about it, but I never knew it was going to cause so much trouble to me. It really did. I even caused two car accidents, and nearly ran over a lady. She sued me, but at the end I was right. It was terrible.

Answer key for objective-scored section

Part II. LISTENING PART

Part A

1. 3
2. 1
3. 5
4. 4
5. 2

Part B

	Sofía	Abdu	Paul
1. Where is she/he from?	Argentina	India	England
2. When did he/she move to the United States?	1998-two years ago	1983	1991
3. What did he/she study before?	Law	Translation-translator	Medicine/doctor
4. What was difficult about being an immigrant at first?	English/language	(American) weather/ health/sick	Road system Driven system
5. What does he/she miss the most?	Relatives/friends	Food/ rice	(American) Lifestyle

Part III. READING COMPREHENSION

Part A

1. False
2. True
3. True
4. True

Part B

1. rush hour
2. solve the traffic/ reduce the traffic problems
3. carpool
4. cars

Possible answers fro subjective-scored section

PART I. SPEAKING SECTION

In here, we want the students to express past meaning in the way of talking about childhood memories. For this, students will have to use structures of past tense, "used to", and general descriptions, interaction and discourse abilities to permit appropriate communication. For the second situation, we give one of the students authentic material (apartment ad) to report it to his partner. Here they have to compare the place they live in, which actually is opposite, or very different, to the one in the ad, to the place the other one found.

PART II. WRITING SECTION

In here, we want students to express past meaning by giving them the choice to select one of the four different topics provided by the teacher. As in the previous one, students will have to use structures of past tense, "used to", and general descriptions and writing abilities like good development of ideas, paragraph organization, an efficient use of structures and vocabulary to make their writing coherent.

If you would like to improve this project in the future, try to improve the rating scales and do the statistical procedures studied in class, both in the objectively and subjectively-scored sections.

IMPROVED VERSION

UNIVERSIDAD NACIONAL
COMMUNICATIVE EVALUATION
Prof. OSCAR ROJAS

FINAL PROJECT: DESIGNG AND ANALYSIS OF A COMMUNICATIVE TEST

PATRICIA LÓPEZ ESTRADA

HEREDIA, AUGUST 23, 2002

Introduction

This test was designed for FUNDATEC's conversational program level 3 intensive mode where students are trained in oral and listening skills. Along the courses, the other skills of the language are included by different activities and exercises in which students practice reading, writing, vocabulary and grammar. There are 10 intermediate students. However, some of the students have different levels of proficiency, from low intermediate to high intermediate. This is the midterm of a two-month course covering 6 units of *New Interchange 2*. For this test specifically, the first 3 units will be covered. The focus of this test is, for the most part, to test students' oral ability, listening comprehension, and to a less extent, reading and writing skills—as specified in the course description.

Even though this test was designed for FUNDATEC's conversational program level 3, it is going to be applied to Hotel Administration students in Colegio Universitario de Puntarenas—CUP. They are in English 3 and are using the same book, *New Interchange 2*, units from 1 to 3.

In order to decide what objectives to include in the test, I carried out a stratified sampling on the content (topics, objectives and functions) of the 4 units.

The 3 units cover the following content areas:

1. Childhood
2. Transportation problems
3. Houses and apartments

The specific objectives of the units as follows:

1. Students would be able to talk about childhood memories
2. Students would be able to describe transportation problems
3. Students would be able to compare houses and apartments

The functions of the units are the listed below:

1. Talking about your childhood
2. Talking about transportation problems
3. Making comparisons

Most of these students have already gone through levels 1 and 2. Some of them enter the program by means of a placement test. This is one of the reasons why the proficiency levels are not consistent.

Test Specifications

The test is based on the following guidelines for the objectives presented above. Other teachers who want to implement a similar test for the same level specified should also follow these guidelines:

1. The teacher who designed it or another one who is currently giving the intensive courses will administer the test. This is so because time allocation for regular courses is different.

2. The purpose of this test is to measure students' oral ability, listening comprehension, and to a less extent, reading and writing skills—see course description.

3. The test is drawn up to meet the different intermediate proficiency levels that test takers show.

4. The test will use the 3 first units of the *New Interchange 2*. The content included must followed the stratified sampling explained above.

5. The test will be composed of four sections: speaking, listening, reading and writing. The order is determined by the degree of importance of the skills to be evaluated on the test.

6. For the speaking part, each pair of students (the pairs might be chosen by the students themselves or the teacher) must take a cassette and a tape recorder of their own and record their conversations clearly. The students should be advised that they should pair up based on the voice pitch so that the scorer can tell them apart easily.

7. The oral performance will consist of two different situations where students take role A in situation 1 and then role B in situation 2 and vice versa. Suggestion: Students may record their parts anywhere in the classroom, but they have to be careful about keeping away from outside noise and other distractions. Students will have 5 minutes for each situation.

8. Scales must be included for both writing and speaking sections.

9. For the oral section there must be a rating scale for individual evaluation. It is a requirement for them to perform their task in pairs, but the evaluation of this will be graded individually with the use of such a scale.

10. This scale must include the criteria chosen by the test designer. The test designer must stick to the achievement of language functions when designing the scales. In addition, s/he must set different performance requirements, each with the corresponding evaluating criteria with no less than four levels each.

11. The listening part *could* have exercises such as multiple choice, information transfer, and ordering, short answer. For this test, specifically, information transfer and ordering tasks will be used.

12. Students cannot use the dictionary or any other translation device since they are being evaluated on functional achievement, which requires the appropriate use of vocabulary learned and practiced in class in similar exercises, and not in the use of such resources.

13. Students must know the weightings for every section and item.

14. The test must be written in English, including the instructions. Not only the written instructions should be in English, but oral instructions as well—such as those for clarifying doubts, seat arrangement, passing out the tests, etc. The teacher should also be very flexible in trying to meet all learning abilities such as using visual aids, movements, words, synonyms, etc.

15. Test administration, suggestion (1): This test could be administered in this way: do the speaking part one day and the writing part another day. The speaking section might take the place of another regular test. The reason for this is that both sections on the same day might cause anxiety, stress, and boredom.

16. Test administration, suggestion (2): Since the test could be divided into two parts (oral and written) could vary. The speaking section could be 10 minutes. Here we have to take into account the previous arrangements such as getting pairs together, instructions, getting ready, etc. For the rest of the test, an hour might be allowed to complete it.

17. Since it is a conversational course for real life and authentic purposes, the target language situations presented in the tasks will also be of general daily use. For example: ads, authentic material readings, and real listening situations.

18. The text types for the reading will also be of general, regular authentic material.

19. The language skills to be tested are speaking, listening, reading and writing.

20. There must not be exercises such as drills, matching, multiple choice, fill in the blanks, etc., where grammar is used in isolation and as an end in itself. There must be a context of language function performance.

21. Students should demonstrate general comprehension of short authentic readings and exercises should be aimed at the objectives.

22. For the writing and speaking part, the students should apply grammar in an integrative way, never using it for isolated purposes. There must be a context of language function performance.

Justification

This test is designed for different intermediate levels of FUNDATEC's intensive courses. It evaluates the four language skills; nonetheless, based on the course description, speaking and listening are given primary importance. That is why they have more points on the test than writing and reading. We did not leave these other skills out because we believe they are all an essential part of communicative performance. The topic and the exercises are based on the three first units of the textbook *New Interchange 2*, and the students were given enough similar practice to develop these skills.

Objectively-scored section

This section is first evaluated through a listening comprehension part. This consists of two different tasks, ordering and filling in missing information. The objectives are in general for understanding transportation problems and past events. The first part is for ordering a set of statements given by a lecturer. The purpose of this is having them apply a top-down process where they first read the statements on the test and get a general idea of it. These statements are not literal transcriptions from the listening. So, students have to evaluate what they hear to put the statements in order. The second listening task asks them to fill in details from three people talking about their experiences as immigrants in the US. This is a bottom-up task where students not only listen to the main ideas, but also write specific details and answer the questions posted in the chart. They are expected to write, not full sentences, but key words. The target population evaluated is very familiar with this kind of tasks.

Second, the other objectively-scored section is the reading part. Here I have two short texts where they have to be able to understand whole ideas and details. The first text includes a true/false section where they are challenged to understand statements that contain language from the units, such as comparisons. There they are expected to have a full understanding, and be able to use key information to complete the statements.

Item Difficulty and Item Discrimination

LISTENING SECTION
A. FINDING SOLUTIONS

Item	1	2	3	4	5	TOTAL
Key	**3**	**1**	**5**	**4**	**2**	
S1	3	1	5	4	2	87
S2	2	1	4	3	5	86
S3	2	1	4	3	5	86
S4	3	1	4	5	2	85
S5	2	1	4	3	5	85
S6	2	1	3	4	5	71
S7	2	1	3	4	5	63
S8	1	2	5	4	3	61
S9	4	1	5	3	2	57
S10	2	1	4	3	5	53

B. COMPLETE

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	TOTAL
Key	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	
S1	A	B	C	D	E	F	G	H	I	Q	K	L	M	N	O	87
S2	A	B	C	D	E	F	P	H	I	J	K	L	M	N	O	86
S3	A	B	C	D	E	F	P	H	I	J	K	L	M	N	P	86
S4	A	B	C	D	E	F	G	H	I	J	K	L	M	N	P	85
S5	A	B	C	D	E	F	P	H	I	J	K	L	M	N	O	85
S6	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Q	71
S7	A	B	P	D	E	F	G	H	I	J	K	L	M	N	O	63
S8	A	B	C	D	E	F	Q	H	Q	J	K	Q	Q	Q	Q	61
S9	A	B	C	D	E	F	P	H	I	J	Q	L	M	N	P	57
S10	A	B	C	D	E	F	P	H	I	J	K	L	Q	N	Q	53

Note:

- A: Argentina
- B: India
- C: England
- D: 1998/ two years ago
- E: 1983
- F: 1991
- G: law
- H: translation/translator
- I: medicine/doctor
- J: English/language
- K: American/weather/health/sick
- L: road system/ driven system
- M: relative/friends
- N: food/rice
- O: American/ lifestyle
- P: other
- Q: none

Item	# of correct answers	# of correct answers / students	**Item difficulty**
LISTENING SECTION			
Finding Solutions			
1	2	2/10	0.2
2	9	9/10	0.9
3	3	3/10	0.3
4	4	4/10	0.4
5	3	3/10	0.3
Complete			
1	10	10/10	1
2	10	10/10	1
3	9	9/10	0.9
4	10	10/10	1
5	10	10/10	1
6	10	10/10	1
7	4	4/10	0.4
8	10	10/10	1
9	9	9/10	0.9
10	9	9/10	0.9
11	9	9/10	0.9
12	9	9/10	0.9
13	8	8/10	0.8
14	9	9/10	0.9
15	4	4/10	0.4

Highest Third and Lowest Third

FINDING SOLUTIONS						**COMPLETE**															
Item	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	**Total**
KEY	**3**	**1**	**5**	**4**	**2**	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	
S1	3	1	5	4	2	A	B	C	D	E	F	G	H	I	X	K	L	M	N	O	87
S2	2	1	4	3	5	A	B	C	D	E	F	X	H	I	J	K	L	M	N	O	86
S3	2	1	4	3	5	A	B	C	D	E	F	X	H	I	J	K	L	M	N	X	86
S8	1	2	5	4	3	A	B	C	D	E	F	X	H	X	J	K	X	X	X	X	61
S9	4	1	5	3	2	A	B	C	D	E	F	X	H	I	J	X	L	M	N	X	57
S10	2	1	4	3	5	A	B	C	D	E	F	X	H	I	J	K	L	X	N	X	53

The results of the item difficulty are very complex. The first part of the listening section, "Finding solutions," has some items that are very easy. That is the case of item #2 that says, "Those who drive motorcycles must get a special ticket to drive downtown". In this item students had to listen to some dialogs with solutions about transportation problems and then number the solutions from 1 to 5. This item has a percentage of difficulty that is 0.9, which is very easy. Nine students out of ten got the answer right. In this case, I will modify the item to make it more difficult for students to get the correct answer.

On the other hand, items #2, #3 and #4 are more complex items. The problem remains in the fact that item #2 was worded exactly like the reading. However, I paraphrased the four items and that changed the form a little bit. This section, with the exception of item #2, had a high percentage of difficulty. Item #1 was easy for them because, as mentioned before, as the students were listening they had to complete the information. So it is easier for anybody to be listening and reading the same things. Nonetheless, it gets more complicated when you are listening and looking at something different. Even when the words in the sentences have the same meaning, it gets more difficult. I will keep this item because the majority of the other items are very easy or fairly easy, so the test needs some difficult items to create a balance in the test. In general, I found this first listening section to be very difficult. That is why, in section #2 the items are easier. I tried to create a balance in the exam; the first part was supposed to be more difficult than the second one. The second one is less difficult and that is shown in the item difficulty analysis. The purpose of this analysis is to see if the test maker created a balanced test. A balanced test should include difficult and easy items. The listening section of the test has some easy items and other difficult ones.

Item	Highest Third	Lowest Third	Highest - Lowest	**Item Discrimination**
LISTENING SECTION				
Finding solutions				
1	1/3	0/3	0.33-0	0.33
2	3/3	2/3	1-0.66	0.34
3	1/3	2/3	0.33-0.66	0.33
4	1/3	1/3	0.33-0.33	0
5	1/3	1/3	0.33-0.33	0
Complete				
1	3/3	3/3	1-1	0
2	3/3	3/3	1-1	0
3	3/3	3/3	1-1	0
4	3/3	3/3	1-1	0
5	3/3	3/3	1-1	0
6	3/3	3/3	1-1	0
7	1/3	0/3	0.33-0	0.33
8	3/3	3/3	1-1	0
9	3/3	2/3	1-0.66	0.34
10	2/3	3/3	0.66-1	0.34
11	3/3	2/3	1-0.66	0.34
12	3/3	2/3	1-0.66	0.34
13	3/3	1/3	1-0.33	0.67
14	3/3	2/3	1-0.66	0.34
15	2/3	0/3	0.66-0	0.66

In the case of item difficulty, number 1 means a very easy item whereas 0 represents a very difficult one. As we can see, items #4 and #5 do not discriminate between the different kinds of students. Items #1, #2 and #3 discriminate a lot more. This is because the three statements in this section were paraphrased in order to have students think more about the answer and analyze it in a way that it is not as easy as the rest of the other items. The opposite happens in the item discrimination because 1 means that it discriminates a lot and 0 that it does not discriminate at all. The first six answers of the second reading section do not discriminate and the majority of them have an item difficulty of 1, and two of them have an item difficulty of 0.4 and 0.9. It is interesting to see how the items from 9 to 15 are easy items because the item difficulty is 0.9 or 0.8 and they discriminate between students because the item discrimination goes around 0.40 to 0.66. That is the case of item #13 in which the highest third got all the answers correct and in the lowest third only 1 out of three got the answer correct, so it discriminates very well (0.67).

READING COMPREHENSION

A. TRUE AND FALSE

ITEM	1	2	3	4	TOTAL
KEY	**F**	**F**	**T**	**T**	
S1	F	F	T	T	87
S2	F	F	T	T	86
S3	F	F	T	T	86
S4	F	F	F	T	85
55	F	F	T	T	85
S6	F	F	F	T	71
S7	F	T	T	T	63
S8	F	F	F	T	61
S9	T	T	F	T	57
S10	F	F	F	T	53

B. TRAFFIC PROBLEMS

ITEM	1	2	3	4	TOTAL
KEY	**A**	**B**	**C**	**D**	
S1	A	G	E	D	87
S2	A	G	F	D	86
S3	A	G	F	D	86
S4	A	B	F	D	85
S5	G	G	F	D	85
S6	A	B	F	D	71
S7	A	G	F	D	63
S8	A	G	F	D	61
S9	A	G	F	G	57
S10	A	B	F	D	53

NOTE:

- A: rush hour
- B: solve the traffic/reduce the traffic problem
- C: carpool
- D: because more and more people drive to and from work/there are more cars
- E: none
- F: subway system
- G: other

Item	# of correct answers	# of correct answers / of students	**Item difficulty**
READING SECTION			
True/False			
1	9	9/10	0.90
2	8	8/10	0.80
3	5	5/10	0.50
4	10	10/10	1
Traffic Problems			
1	9	9/10	0.90
2	3	3/10	0.30
3	0	0/10	0
4	9	9/10	0.90

The reading section has some items such as #1 and 2 in part I, and items #1 and 4 for part II have an item difficulty of 0.80 and 0.90. In other words, those items are very easy because almost all the students—8 or 9 out of ten, got the answer correct. Those items present a very low level of difficulty. Item #1 in part II of the reading section is taken almost literally from the text, which obviously makes students get the answer correct. One item, # 4 of the first part is very easy because its level of difficult is 1; that is, the ten students got the right answer. Other items of both exercises are more complex. That is the case of items # 2 and 3. On the other hand, item # 3 in part II of the reading section, which shows great difficulty because it has an item difficulty of 0. That means that not a single student got the answer correct. This was because there was a new term introduced and the students did not know it. The meaning was there, but students needed to interpret its meaning.

Highest Third and Lowest Third

	TRUE/FALSE				**TRAFFIC PROBLEMS**				
Item	1	2	3	4	1	2	3	4	**Total**
KEY	**F**	**F**	**T**	**T**	**A**	**B**	**C**	**D**	
S1	F	F	T	T	A	X	X	D	87
S2	F	F	T	T	A	X	X	D	86
S3	F	F	T	T	A	X	X	D	86
S8	F	F	F	T	A	X	X	D	61
S9	T	T	F	T	A	X	X	X	57
S10	F	F	F	T	A	B	X	D	53

Item	Highest Third	Lowest Third	Highest - Lowest	**Item Discrimination**
READING SECTION				
True/False				
1	3/3	2/3	1-0.66	0.34
2	3/3	2/3	1-0.66	0.34
3	3/3	0/3	1-0	1
4	3/3	3/3	1-1	0
Traffic Problems				
1	3/3	3/3	1-1	0
2	0/3	1/3	0-0.33	0.33
3	0/3	0/3	0.33-0.33	0
4	3/3	2/3	1-0.66	0.34

As we can see, item #3 in the first section presents the highest level of discrimination. In the highest third all students got the answer correct whereas in the lowest third no one did. Items #4 in part I and items 1 and 3 in part II, on the contrary, have no item discrimination at all. The rest of the items have an item discrimination of 0.33 and 0.34. For item #3, the comparison form that I used is very complex; it says, *"some of those students wish dorms regulations were not as strict"*. I will keep it because students need to master this kind of comparison. For the items that do not discriminate at all, I will rewrite them because I used too many cognates and this definitely influences the student's answer. For example, item #1 in the second part says "**people go** from their **work** to their **home**, and vice versa, using public transportation during the ***rush hour*** " and the paragraph in the reading says, " Traffic is especially bad during ***rush hour*** the time when **people go** to **work** or school and the time when they go **home"**. So it is obvious that students will guess that answer. The same happens to the other items that do not discriminate, I will modify them in order to make them a bit more difficult for the students.

Distractor Analysis

1	F	1	9
2	F	2	8
3	T	5	5
4	T	0	10

Item	Key	A	B	C	D	G	E	F
1	A	9				1		
2	B		3			7		
3	C						1	9
4	D				9	1	9	

Item	Key	1	2	3	4	5
1	3	1	6	2	1	
2	1	9	1			
3	5			3	5	3
4	4			5	4	1
5	2		3	1		6

Item	Key	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	A	10														
2	B		10													
3	C			9												
4	D				10											
5	E					9										
6	F						10									
7	G							4								
8	H								10							
9	I									9						
10	J										9					
11	K											9				
12	L												9			
13	M													8		
14	N														9	
15	O															4
	P							5								3
	Q			1		1		1		1	1	1	1	2	1	3

In the first true and false exercise there is some distraction between the items. For example, item #3. This item presented a very difficult concept and also discriminated between students. Items #1 and #2 did not have many distractions among students because almost of the students got the points. The problem was that the statements are very similar to the ones from the reading. Item #4 presents no distraction at all. The 10 students got the answers. This last item I should modify to include some distractors that will work in the sense that it distracts students.

In the second task, items #1 and #4 do not distract students. Nonetheless, there are some problems with items #2 and #3. In item #2, only three students got the answer correct; the distractor here worked very well. Seven of them had another answer different from the correct one. Item #2 is a very item difficulty (0.30). I will keep this item because I believe it is a good item. It represents a balance in the task; here, students needed to read and analyze the answer in order to get the appropriate answer because the students had to interpret and read between lines to answer correctly.

On the other hand, item #3 presents a major problem. Distraction here goes beyond its main function. In item #3, not a single student got the answer correct. One did not answer anything and the rest of them (9 students) answered incorrectly. To my big surprise, the students got the answer incorrect, but with an aspect in common. They answered the same word. The item says, "By using a _____system, people don't need to have a car or worry about missing a bus." The correct answer, according to me, was *car pool*. However, my students answered *subway*. This distractor analysis is of great importance because here you can see difference between the teacher's expected answers and the students' real responses. Now that I am analyzing this item, I see that the students' response is correct. They read the paragraph and the answer is in the text. So students showed me that they interpreted the question and got the correct answer. This item I will keep, but this time I will write as correct the answer that the students wrote. This item I also will change the grammar structures and avoid the use of cognates.

In the next exercise, the items used as distractors worked very well in the sense that some of them distracted only a few students. Most of them got the intended item right. The last exercise about listening scripts has a very good balance of distraction. The items that distracted the students the most are items #7, #13 and #15. Some students did not write anything and others got distracted and wrote something else. I will keep them because I do want some distraction in the items.

Subjectively-scored section

This part has two sections: the speaking part and the writing part. In the speaking part, the students are given two situations in which they have to switch roles, so they have the chance to lead or start the conversation. In the first situation, I want the students to express past meaning by talking about childhood memories. For this, the students will have to use structures such as the past tense, "used to", and general descriptions, interaction and discourse abilities to allow for appropriate communication. For the second situation, I give one of the students authentic materials (apartment ad) to report it to his partner. Here they have to compare the place they live in, which is opposite, or very different, to the one in the ad, to the place the other one found. This speaking part is the part that has the most weighting since it is the most important objective of the course—oral performance.

For the reading section I gave them four choices to offer a variety from where to choose the one they like; as to benefit reliability, they would be comfortable choosing and not being imposed. The four choices imply the use of past structures—used to and other general descriptions of past events.

Intrarater Reliability for Subjectively-Scored Section

In order to calculate the intrarater reliability, I decided to use Spearman RHO Alderson 1995:278-279). This was because I was the only rater, so I want to know how reliable I am as a rater. I first scored this section in January this year and then I did for the second time in June, five months later. I scored the written section twice. For some external factors, the speaking section could not be scored twice. So we are going to focus on the written part only. The results of the two ratings are presented in the following table.

Spearman RHO to calculate intrarater reliability

Student	Score for raking 1	Ranking #1	Score for ranking 2	Ranking #2	d (diff. in rank)	d-square
1	97	1	95.75	1	0	0
2	95	2	95	2	0	0
3	83	3	74	6	3	9
4	81	4	87	3	1	1
5	79	5	79	4	1	1
6	77	6	62	8.5	-2.5	6.25
7	74.8	7	77	5	2	4
8	72.8	8	60	10	-2	4
9	68	9	62	8.5	1.5	2.25
10	62	10	66	7	3	9
						Sum of d-square= 36.5

$$\text{RHO} = 1 - \frac{6\,(36.5)}{10\,(99)} = 1 - \frac{219}{990} = 1 - 0.22 = \mathbf{0.78}$$

As we can see, I am a reliable rater because the intrarater reliability is .78. Reliability is measured from 0 to 1; 0 being not reliable at all, and 1 being very reliable. I did not have major problems while checking the written part for the second time. Even though a lot of time passed after the second revision, I am very glad that I am a reliable rater.

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CARRERA DE ADMINISTRACIÓN HOTELERA
MIDTERM TEST
LEVEL 3. PROFESSOR: Patricia López Estrada.

NAME: _____ DATE: _____

TOTAL POINTS: 80 POINTS OBTAINED: _____ GRADE: _____

Scale for Subjectively-Scored Section Criteria

Scale for the Speaking Item (80 POINTS)

COMMUNICATION (20 points)

_____ The student shows an appropriate command of communication skills.
_____ The student performs with some command of communication skills.
_____ The communication is minimal and vague.
_____ Unsatisfactory communication

TASK (20 points)

_____ The student completes the task successfully with enough correct function elements included.
_____ The student includes some of the elements of the functions in his/ her performance.
_____ The student includes only a few of the elements of the functions.
_____ No elements of the functions used

LANGUAGE (20 points)

_____ The student shows the highest level of grammar mastery of the structures; appropriate choice of words according to the topic.
_____ The student has an adequate use of grammar structures; some appropriate use of vocabulary.
_____ Some grammar structures impair communication as to make it unclear; limited use of vocabulary.
_____ Communication is hindered due to poor grammar accuracy of the structures; lack of variety of vocabulary.

PRONUNCIATION AND FLUENCY (20 points)

_____ Pronunciation and fluency make the performance acceptable and understandable.
_____ Pronunciation and fluency are appropriate.
_____ Pronunciation and fluency sometimes cause many problems that hinder communication.
_____ There's a lack of proper pronunciation and speech is very hesitant.

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NAME: _____ DATE: _____

TOTAL POINTS: 16 POINTS OBTAINED: _____ GRADE: _____

Scale for Subjectively-Scored Section Criteria

Scale for the Writing Item (16 POINTS)

CONTENT (4 points)

_____ Developed ideas coherently according to the topic
_____ Acceptable development of ideas
_____ Ideas are vague and somewhat incoherent.
_____ Unsatisfactory development of ideas

TASK (4 points)

_____ The student completes the task successfully with enough correct function elements included.
_____ The student completes the task somewhat successfully including some of the elements of the functions.
_____ The student completes the task including only a few of the elements of functions.
_____ The student completes the task with no elements of the functions used.

VOCABULARY (4 points)

_____ Appropriate choice of words according to the topic
_____ Somewhat appropriate use of vocabulary
_____ Limited use of vocabulary
_____ Improper use of vocabulary, lack of it or use of only simple and basic forms

LANGUAGE USE (4 points)

_____ The student shows the highest level of grammar mastery.
_____ The student has an adequate use of grammar structures.
_____ Some grammar structures make the writing unclear.
_____ There is unintelligible writing due to poor grammar accuracy.

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NAME: _____
Total points 128 / Percentage 20% Points: _____ Score: _____

SPEAKING SECTION

Part I. Oral performance. Read the following situations and develop them naturally with your partner. Try to develop them smoothly and fluently. If you take role A in situation 1, choose role B in situation 2 and vice versa. (80 points)

SITUATION 1

A. You and your older sister/brother are looking at old pictures that bring old memories to your mind. You have some that you don't remember exactly what you were doing at that moment because you were too young. You will have to ask your older sister/brother.

B. You and your younger sister/brother are looking at old pictures that bring memories to your mind. Your brother/sister doesn't remember some of the things in those pictures. Because you have such a good memory, you will tell him/her what he was doing. In fact, it was an usual kind of thing that he or she was accustomed to doing in the past. However, you find others where you don't remember quite well, but he/she does. Ask about them!

SITUATION 2

A- You and your roommate are planning to rent another apartment. This morning you found a great apartment downtown. **(Use the ad at the bottom).** It is convenient because of the facilities, transportation and other circumstances, like space, light, price, and other things you love in an apartment. You have all the information related to it and you will show it to your roommate. Maybe some things are not so convenient for him/her. Try to come to an agreement.

FURNISHED Santa Barbara apartment for rent in quiet & safe neighborhood. 2 bdrm, laundry rm, kitchen, breakfast counter, bath. Cable TV, telephone internet hookup available. Two blocks to post office, taxi, buses, markets & famous restaurants. Enclose parking and overlooking San Jose Valley
$800
237-6273, 269-8713

B- Your roommate has just found the place you both were looking for. He / she has all the information about it and you're so eager to know it. However, you realize that it is not as convenient for you as for your roommate, which he/she loves it. You will have to discuss some of the things related to it like the bus schedules and other services that you believe are not as efficient as in the area you are currently living in. You will have to come to an agreement with your roommate.

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Part I. SPEAKING SECTION. (80 points)

Part II. LISTENING SECTION. (20 points)

A) Listen to someone talk about how Singapore has tried to solve its traffic problems. Listen and number the solutions from 1 to 5. (5 points)

_____ They have made it too complicated to have one in Singapore.
_____ Those who drive motorcycles must get a special ticket to drive downtown.
_____ That kind of service is excellent.
_____ They are worth even more than in North America.
_____ It must be exhibited in the front window.

B) Listen to the next information about experiences of three immigrants that came to the US. Complete the statements. (15 points)

	Sofia	Adbul	Paul
1. Where is she/he from?			
2. When did he/she move to the United States?			
3. What did she/he study before?			
4. What was difficult about being an immigrant at first?			
5. What does he/she miss the most?			

Part III. READING COMPREHENSION. (8 points)

A) Read the following paragraph and then write either (T) True or (F) False. (4 points)

Dorms

College and universities in the United States and Canada usually provide dormitories for students on campus, but almost 60 percent prefer to live in apartments with friends. In a recent survey, most students said that dormitories have too many rules. Even more said that it was just easier to live with friends. But even friends can have problems when they rent an apartment. The biggest problems are: deciding who's going to cook, work, and living with other's people bad habits.

1. _____ Less than half of all the students in North America wish they lived with friends.
2. _____ Students think living with friends is as difficult as living in the dorms.
3. _____ Some of those students wish dorms regulations were not as strict.
4. _____ Students living with friends have as much trouble as those living in dorms.

B) Read the following text and complete the task below it. (4 points)

Traffic: A Global Traffic

Traffic is a big problem in many cities around the world. Traffic is especially bad during *rush hour*—the time when people go to work or school and the time when they go home. Many people take buses, subways, or trains to work, but many other people drive their cars. As a result, the streets are very busy, and traffic is very bad.

Many cities are trying to solve their traffic problems. Some cities are building more roads. Other cities are expanding their bus ad subways systems.

Many cities are trying to reduce the number of cars on their roads. Some highways have carpool lanes—special lanes for cars with two, three or more people. In some cities, people drive their cars only on certain days of the week. For example, in Athens, people with license plate number ending in 0 through 4 drive on some days and people with numbers ending in 5 through 9 drive on the other days.

Every day around the world, more and more people drive to and from work in more and more cars. As a result, traffic is a global problem.

Complete the following statements using the information from the text (either words or phrases). (4 points)

1. People go from their work to their homes, and vice versa, using public transportation during the _____.
2. Cities have more roads, improve their public transportation and reduce the number of cars with a number of measurements, in order to _____.
3. By using a _____system, people don't need to have a car or worry about missing a bus.
4. Traffic has become a world problem because_____.

PART IV. WRITING SECTION. (16 points)

A) Select a topic from the following list and write a paragraph about it.

1. What is a difficult choice you had to make? Did you make the right decision?

2. Is there some smell, taste, or sound that now reminds you of something you knew as a child?

3. When did you spend your last vacation as a child?

4. Were you ashamed of something that you did when you were a child?

Analysis

For the purpose of doing this analysis, I administered this test to a sample population of students from the same courses. The students were at an intermediate level, but they have different proficiency levels. One of them was low intermediate, two of them were mid-intermediate and one of them was high intermediate. There were two females and two males—similar ages. It was administered in the evening, one hour and a half before class. They recorded themselves on their tape recorders. They were given from 5 to 10 minutes to get ready with the conversation. After this, the four of them started the listening section. The listening section was read aloud by the teacher to the students. The remainder of the test took one hour.

SPEAKING SECTION

This speaking section went very well. I interviewed the students and I got very positive feedback. They loved the task. The results were very good. Two of them liked the task because they said that it was real and natural and they did not have to be in an interview. There was more freedom. It was not like someone asking you questions and you answering them like a machine. They loved it because they were the main objective of the task. They had to have an active role instead of a passive one. The fact that they could choose their partner helped a lot because they could feel and touch the person. So there was more confidence in doing what they were doing. Students also said the task was very challenging because it forced them to apply what they studied in a real context where they had to express their ideas, be creative, act and speak naturally. The first situation was easier for them. They managed to use past events and structures in the past. It was easier for them to talk about it and come up with original information about childhood memories; some of them mentioned that they made up the information while the others actually used real information from their childhood memories. For the second situation, students had more difficulties. They told me that the ad was a great idea. Nonetheless, comparing houses and apartments was more difficult for them than describing past events. This part was of course the one that more affected their grades more. They liked the fact that they practiced communication skills.

LISTENING SECTION

The first section caused some problems. Since synonyms were used in the statements to be put in order, students found this task extremely difficult. The passage was read at a normal speed, not fast. The instructions were clear in what they had to do; the statements were also read twice, and two or three questions were clarified. We believe that students are used to performing exercises where the statements and its words or other reading material are very similar, if not the same. That is why they did not perform so well in this task. They expressed that the statements were not clear, that they did not expect to find "different words". The second task yielded good results in general, because students got the majority of the answers correct and they did very well in the exercises. They understood the task and did a good job.

READING SECTION

The reading section also had some complications. The first one was seen as very "tricky" by most of them. This is understandable because they had to process the information in the statements in order to make the relationship to the text. Again, the statements have synonyms that make the task more challenging for them.

The second task had four questions, which the students had to fill in. Again, the use of synonyms is applied. The problem occurred because questions 1, 3 and 4 required explicit words or phrases. However, number 2 caused a problem. It did not follow the same pattern as the other. This one called for the general idea of paragraphs 2 and 3, and not sequenced information like 1, 2 and 4. For improving this statement, I would have to rewrite the item as the following example shows:

2. in order to reduce their traffic problems, cities are _____.
(possible answers: building more roads / expanding their bus and subway systems)

WRITING SECTION

This last section of the test had another problem, the instructions. The expected response was not what we wanted them to do. We expected them to use past tense structures to talk about those choices, but instead, they did it in present tense or sort of in a mixture. Then, instead of:

"Select a topic from the following list and write a paragraph about it."

I should say:

"Select a topic from the following list and write a paragraph about it. Remember to use the past tense for any of the choices you select."

Besides the instructions, the students liked the variety of choices I gave them.

CONCLUSION

Through the course, and the design of the test, I feel that I have "opened my eyes" on the way classes should be taught and evaluated—in a very communicative way.

One of the most essential things I also learned was that every time I design a test I should go by the functions of language that I want my students to develop. If I really teach that way, grammar or vocabulary should not be evaluated in isolation.

It is essential to have an accurate test because tests are very important for the progress of learners. That is why tests must be carefully drawn up, checked and tried out as precisely as possible. The more important the test is, the more carefully it should be designed. However, I also acknowledge the fact that I am not a perfect test maker to design a perfect test—there is no such thing as a perfect test. In fact, I learned not to worry about it so much then. But still, I know that there are many guidelines, tips, and other considerations to take into account to make tests reliable (that they are not affected by external factors outside the test and the learner) and valid (what they are supposed to test and not anything else).

One valuable aspect I have learned here is that once I thought that the test met all the requirements to be effectively used. After administering it to a group of students I realized that it did not. I knew I had to change and modify some things, and for that I took into account the students' feedback.

After having done the corresponding analysis of the test, I can now see that there is so much of this test that needs to be improved. The test is not well balanced, some items are too easy for students to get the correct answer and some others do not discriminate between students. I used a lot of cognates and that should not be the case. In regard to the distractor analysis, there are some items, specifically item #3 in the reading section that needs to be rewritten. In general, the design and analysis of a communicative test was of great importance because I learned not only to create a communicative, but I learned how to evaluate the items of the tasks. The difficulty, the degree of discrimination, the distractor analysis for the objectively part were essential to see how balance the test is. Finding out the intrarater reliability coefficient in the subjectively section was also of immense help because it tells you how reliable as a rater you are.

APPENDIX

Listening Scripts

PART A

Listen to someone talk about how Singapore has tried to solve its traffic problems. Order the solutions for 1 to 5

Engineer: Quite a number of things have been done to help some traffic problems in Singapore. For example, motorists must buy a special pass if they want to drive into the downtown business district. They can go into the business district only if they have the pass displayed on their windshield.
Another thing Singapore has done is to make it more difficult to buy cars. People have to apply for a certificate if they want to buy a car. And the number of certificates is limited. Not everybody can get one.
There is also a high tax on cars, so it costs three or four times as much to buy a car in Singapore as it does in, say the United States or Canada.
The other thing Singapore has done is to build an excellent public transportation system. Their subway system is one of the best in the world. And there is also a very good taxi and bus system.

PART B

Listen to the next information about people talking about their life in the US as immigrants.

Sofia:

Hi, my name's Sofia, Sofia Ramírez. I was born in Buenos Aires, Argentina. I got a degree on law, back in my country. Right now, what I do is way too different than that. I moved to the US two years ago, in 1998, and I work as a waitress in an Italian restaurant. I speak Italian so I have no problem with that. But, that's very much the problem I had when I first started working here, not Italian or Spanish of course, but English. It had always been difficult to me when I was in high school, and now I had to learn it the hard way and I've improved a lot. Right now, I'm happy with what I am doing, too. Maybe next year I'll enter college to practice law, you know, my true calling. But one thing I just haven't overcome is being far from my relatives and friends. You know, I used to be very close to them.

Abdul:

Hi, if there's something I really can't get out of my mind from my country is my food. The rice, for example, is not the same, not at all. I just miss it too much. Well, I'm sorry, my name is Abdul Sei, I'm from India. Now, I'm working in Seattle as translator from my native language to English, and offering my services in that way too, for lots of purposes. I used to be an official translator in India too. That's what I studied there for. I have a lot of work… I moved to the US in 1983, but when I came here I had a lot of troubles. I used to keep getting sick from laryngitis and all that because of the American weather. You know, it's very cold in Seattle, and my health is very sensitive to many things. I was about to return to India several times because I could not take it all. People in India could never imagine how cold it gets here sometimes.

Paul:

Hi, my name is Paul. I've lived in this country since 1991 and I just can't get accustomed to all about America lifestyle. Especially for someone of my age. I miss my lifestyle when I used to lived there…I obtained a medical degree in Birmingham, England and here I work in the medical lab doing research…o.k. the most difficult thing to handle here in America the first time was the road system. You know, here they drive on the wrong side of the street. Back there, we would drive in the left side, as usual. And that's the way I learned it. Of course I knew about it, but I never knew it was going to cause so much trouble for me. It really did. I even caused two car accidents, and nearly ran over a lady. She sued me, but in the end I was right. It was terrible.

Answer key for objectively-scored section

Part II. LISTENING PART

Part A

1. 3
2. 1
3. 5
4. 4
5. 2

Part B

	Sofia	Adbul	Paul
1. Where is she/he from?	Argentina	India	England
2. When did he/she move to the United States?	1998-two years ago	1983	1991
3. What did she/he study before?	Law	Translation-translator	Medicine-doctor
4. What was difficult about being an immigrant at first?	English-language	(American) weather/health/sick	Road system Driven system
5. What does he/she miss the most?	Relative/friends	Food/rice	(American) lifestyle

Part III. READING COMPREHENSION

Part A

1. False
2. False
3. True
4. True

Part B

1. rush hour
2. solve the traffic/ reduce the traffic problems
3. carpool
4. because more and more people drive to and from work/ there are more cars

Possible answers for subjectively-scored section

PART I. SPEAKING SECTION

In here, I want the students to express past meaning in the way of talking about childhood memories. For this, students will have to use structures of past tense, "used to", and general descriptions, interaction and discourse abilities to permit appropriate communication. For the second situation, I give one of the students authentic material (apartment ad) to report it to his/her partner. Here they have to compare the place they live in, which actually is opposite, or very different, to the one in the ad, to the place the other one found.

PART IV. WRITING SECTION

In here, I want the students to express past meaning by giving them the choice to select one of the four different topics provided by the teacher. As in the previous one, students will have to use structures of past tense, "used to", and general descriptions and writing abilities like good development of ideas, paragraph organization, an efficient use of structures and vocabulary to make their writing coherent.

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SECOND PROJECT

SECOND PROJECT

CURRICULAR UNIT

This project was part of a class taken during the Licenciatura courses. Professor Jorge Hernández Dr, gave the class and the name of the class was Curriculum Design. The main objective of the project was to create a unit. The unit had to start at the very beginning; that is, collecting information and starting from scratch. The creation of the unit was based on analyzing what goes previous to a unit. In other words, knowing what is behind the process. The fundamental focus was the creation of an unit. Nonetheless, the project had other objectives. Among some of them, the students had to create an instrument to gather information in order to evaluate the needs of their own students. So, through a lot of reading and analysis, I came up with a needs assessment project. The professor gave us lots of materials and examples to follow. The idea was to integrate all the materials as much as possible in order to come up with a comprehensive holistic instrument. Once the instrument was done. I looked for a student population to apply it. At that time, I was working with a group of students from a bilingual high school in Esparza. There were 20 students and seemed perfect for the needs assessment. They were in ninth grade and had a good level of English (intermediate).

After the application, I analyzed all the information and presented a report with different graphics showing the facts and findings of the instrument. I had to make a lot of corrections in the needs assessment because I was not focusing on functions; I was dealing more with situations and topics. Besides that, most of the information that was asked in the instrument led students to write general information. However, I needed specific and concrete data; otherwise the unit was going

to be very broad. I changed several things in order to ask for more specific issues. I had to add more graphics that demonstrated and illustrated the highlights of the application of the instrument.

The needs assessment showed that my students wanted to learn more about aspects such as watching television, listening to radio, communicating with relatives, reading newspapers, books and magazines and talking to English-speaking friends. They wanted to do activities related to those issues in order to apply the language in real life contexts. That is why I decide on the topic of movies. I selected this because in this topic, students could watch movies, make oral and written reports about the movies; they could also read movie reviews or even come up with a short movie of their own. Besides that, previous experience has shown me that the majority of students love the topic presented in this unit because it deals with aspects that they are facing such as watching movies, talking about actors and actresses, listening to music, etc,. It motivates students, and as a result they are more willing to participate and they enjoy classes more.

So, the first step of the project consisted of the creation and application of the needs assessment. The project also included a general description of the unit with a detailed description of four content areas: knowledge about language, language use, culture and language learning.

Besides that, the project had to have a justification section in which the unit explained the reasons for creating it. Knowing my students wanted to be in contact with the language; the creation of the unit would lead students to face and interact with all the aspects that they proposed.

So I selected some functions as follows:

- Talk about different kinds of movies
- Describe movies
- Give and ask information related to movies
- Write movie reviews

- Listen to soundtracks of different movies

These functions were clearly derived from the needs assessment. I synthesized them into the following ones:

- Describing movies
- Talking about likes and dislikes in regard to movies
- Asking for and giving reactions and opinions about movies in written and oral forms

Then the project required a unit outline. In order to do the outline, I needed some contents. All contents of the previous four syllabi needed further and deeper explanation. Knowledge about language was the first content. There were four main aspects that had to be taken into consideration such as syntax, morphology, phonology, and lexicon. Here, I had some problems with morphology and phonology because there were some factors that I did not include, or if they were included, they were not developed enough in the unit. In morphology, they were the plural of nouns (*-es,-s*) and the endings of the regular verbs in past forms (*-ed*). In the phonology section, there was another element that was not covered in depth, the pronunciation (-es,-s) of the third person singular verbs in the simple present. They are the phonetic symbols of /z/, /s/ and /əz/. So I included them in a different section of the unit. The second content: language use was divided into functions, notions, topics, situations, skills and culture. In this part, I had completely omitted notions as part of the unit. So, when redoing the unit, I included the money, tickets and schedules. In the culture section, I chose an aspect that was not too appropriate for this part. In the new version of the unit, I did not exclude it completely, but I added other issues such as the activities teenagers do when they are in the cinema, the kind of

food they eat as well as what they are more likely to watch. With the addition of other cultural aspects, I made this section more complete and comprehensive.

The last content was language learning. In this part, there was a short introduction about the importance of learning a language and how complicated it can be. This section also included some learning strategies that students ought to use within the unit. These learning strategies are steps that the students use to enhance their own learning. Some of the ones I used were social, cognitive and affective strategies. Strategies here are fundamental roles for students as follows,

> "It is worth to keep in mind this guiding principle: Learning styles are relatively stable and fixed. However, this does not mean that we or our students are prisoners, so to say, of our own selves. Luckily, people can and do change, and perhaps one of the most gratifying things in the teaching profession is the fact that we can witness change in people. Perhaps we can also do something to promote this change, by helping people discover their own route of learning" Mariani, 1997:10)

Strategies dictate the way students learn, so the needs assessment has a major objective: to discover their learning style. By doing this, learning for students can be easier, faster and funnier. So basically, students needed to ask for clarification and correction. Students also had to repeat and practice naturalistically, and of course, students had to encourage themselves to take risks wisely, in a relaxed environment. The last one deals with students making mistakes and having to take risks in order to apply what they are learning. It is important to know that telling our students to use learning strategies is very important for them because they learn better and faster. That is, they get to know which way is easier for them to learn and how fast they can learn, or they discover what strategy motivates them more for learning, etc.

So far everything was set to begin the unit. The name of the unit is "What's playing tonight?" The students' level was ninth grade, and they were studying at a bilingual high school named Colegio Bilingüe Santa Sofia, Esparza, Puntarenas. The unit was created to be taught in four lessons. Each lesson presents a grammatical pattern to analyze and work with. In the first

two pages, I had to invert the position of some sections. In the original unit, I introduced the practice before even presenting the grammar focus for students to study the grammar and then apply it in the exercise. So in the new version, the grammar focus goes first and then comes the practice. The first grammatical point to be taught is simple present tense—specifically the verb "like" and "dislike". Here, students can express likes and dislikes in simple present tense.

Then I had students come up with many movie titles as possible. Based on that, they had to classify the movies into different categories such as comedies, horror, westerns, science fiction and documentaries among others. After that, I wanted my students to practice the simple present tense orally. They had to carry out interviews in order to find out information and apply the new knowledge they are just learning.

There is another grammar point that students needed to learn: participles used as adjectives. Students should know the difference between present and past participles. With this grammatical point they were able to accomplish one of the functions of the unit, which is talking about likes and dislikes in regard to movies. I also included some other exercises about writing definitions for different kinds of movies. In this section I wanted my students to read and listen to some information. In this part, I had an exercise that must be done in pairs so that students could apply the learning strategy of encouraging each other and interview a classmate in order to apply the knowledge orally. Nonetheless, the first unit did not have any instruction for students to complete the exercise. So I changed this part by adding the instructions and also by giving some freedom to the students for them to create other questions and interact more with the classmate. This was part A of the exercise. I changed part B completely. The first version's instructions say, *"Group work. Compare your information with the rest of the class."* The new instruction says, *"Report the information to the rest of the class. Use the simple present tense. Ex: She likes romantic movies, but she hates/dislikes horror films... "* I did this change because

there was a section in the content of knowledge about language: the phonology that was not worked out in the unit. It was the pronunciation of the (-es,-s) in third person singular in the simple present tense. In that sense, now students get to practice this pronunciation.

In this part I inverted two exercises to give the unit more integration of the steps such as presentation of the grammar, then practice of the grammar point and finally some production. All of this was on the behalf of the students. There is another part of this section in which some culture is introduced. This exercise included two parts. Part A was a dialogue about some common activities Americans do in the cinema and part B was about some questions I wanted my students to answer. Nonetheless, I did not give them any guide or reading to get the information from. That is why in the new version of the project I changed that. Now the exercise starts with a brainstorming section in which students think about the questions and discuss them in groups. I have an extra activity; I brought five different English native speakers for students to ask and interact with them. In this way, students can apply the fourth content of the unit: language learning. Students can use the learning strategies proposed for the unit. Students also get to work with three of the language skills: speaking, listening and culture. Nonetheless, reading and writing skills are also covered in the unit.

There is another grammatical point presented here. It is the simple past tense. Here students were presented the grammar and then they had to so some practice. Some of the exercises are dialogs and interviews. There is one exercise in which students have to interview a classmate and then report the information in past tense. This includes the part of phonology in which students had to practice the pronunciation of final (*-ed*) in past regular verbs—the sounds of /-t/, /-d/ and /ɪ-d/. The first version had the practice first and then the grammar explanation, whereas in the new version I inverted the two and had the grammar explanation first and then the practice.

Next I wanted to include some authentic materials. I took a movie review article from *The Tico Times*. In this part students had to work in pairs (as they expressed in the needs assessment) and discussed some of the movies they would like to see. They also had to practice calling the theater and asking for the schedules and the prices of the tickets for the movies. This part represents that content of language use, the section on notions where tickets and money are included as topics for the unit. Students have a guide to follow, but they are encouraged to add more questions and come up with creative dialogs. Then there are more movie reviews for students to read and discuss. There is one exercise about rating movies.

The last section of the project includes everything. For example, students are assigned a movie, or they get to choose one. The students have to watch it, discuss it and then write a report using all the grammar points studied in the unit such as simple present and past tense as well as participles used as adjectives. In addition, students had to look for one or some of the soundtracks of the movie, find the lyrics and bring the song to class. Then they had to prepare an activity to practice the lyrics. In this sense, they are applying all the grammar and their needs are being satisfied. The activities of the unit match the functions. The functions were to be performed as objectives in the unit.

This project was revised by an expert in the field. According to the section II, "Proyectos Mejorados", this project is required to have different versions till the last most improved one. The idea was to show the development, advance and redoing of the project. In addition to this, I gave it to an English professor from the United States; his name is Herman Brown. I also gave it to my tutor for her to give me some advice and I did some checking myself. I did change a lot of things. And the professor from the course to who I submitted the papers, made brief comments and some notes the very first time that I presented the unit back in 2000.

ORIGINAL VERSION

UNIVERSIDAD NACIONAL
FACULTAD DE FILOSOFIA Y LETRAS
ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAGE
LICENCIATURA ENLINGUISTICA

Course: Curriculum Design

UNIT PROJECT

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220250-3

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Campus Omar Dengo, Heredia

TABLE OF CONTENTS

NEEDS ASSESSMENT

In order to do this unit; a questionnaire was given to the students. All the information gathered was the basis of the unit. From the questionnaire, the students needs were subtracted as well as their work preferences. There is a big influence on working in pairs. They would also work individually or in small groups. In regard to the learning strategies, students prefer to learn by listening, reading and finally speaking and interacting with others. The unit would reflect this on the content as well as in the activities. The results of the questionnaire show why I chose the topic of the unit. The students are learning English in order to:

- ✓ Watch T.V
- ✓ Listen to radio
- ✓ Communicate with relatives
- ✓ Read newspapers, books and magazines
- ✓ Talk to English-speaking friends

Based on this, my unit would satisfy these needs and work on the activities to fulfill their goals for the language.

GENERAL DESCRIPTION

This unit is intended to be for ninth grade. The students are from a bilingual high school and their level of English is intermediate. They are twenty-three students. Right now I am teaching Grammar and Conversation as two different subjects. Nonetheless, in the unit I will be mixing the two different subjects, some grammar and some conversation points. The unit would be in the middle of the course. The purpose of the unit is to increase students` interested in the subject because in the questionnaire they showed that. The unit was created in order to fulfill the student's goals and expectation of an English class. Their communicative needs are going to be satisfied throughout the unit. I will do this based on the four content of:

- **Knowledge about language** (syntax, morphology, phonology, lexicon, grammar)
- **Language use** (functions, notions, topics, situations, and skills)
- **Culture** (elements of culture to be learned including para-language)
- **Language Learning** (concepts and processes of language learning to be understood, learning strategies)

JUSTIFICATION

The theme of the unit would be movies. I chose this because most of my students want to be in contact to the language; that is, watch television and movies read magazines and newspapers, talk about different aspects of language. They also want to listen to music in English. So the situation " At the movies" is going to respond to what they are asking for. The title of the unit would is "What's playing tonight?" By implementing the unit, the students would face and interact with all the aspects they proposed. Students want to communicate, and that is what they will be doing. In my unit, I want students to be able to talk about different kinds of movies, describe them and give and ask for information related to movies. I want them to tell me why they like some and dislike others. They would have to read magazines and newspapers to check the movies on play and the movie reviews. In fact, they would also have to write their own movie review. They would have to listen to the soundtracks of the movie they will be watching. To sum up, the unit will be of great interest for them because they wanted that. The reasons for this unit are clearly derived from the students needs.

UNIT OUTLINE

KNOWLEDGE ABOUT LANGUAGE

- SYNTAX: *Simple Present*

  Do/does formulas in statements, negation and interrogation

  Simple Past tense

  Did forms in affirmation, negation and interrogation

  Participle as adjectives (past: e.g. bor**ed**, fascinat**ed**)

  (present: e.g. amaz**ing**, surprising...)

  Wh- questions

  - What kind of movie do/does/did...?
  - What time does the movie play...?
  - Who is your favorite actor...?
  - Why did you like x movie?

  Yes/ No questions

  - Do you like...? does she like...? Did they like...?

  Verb

  - To like.

- MORPHOLOGY: Endings of the verb in third person singular (Suffixes).

  Plural of nouns

  Endings of the regular verbs in past forms

- PHONOLOGY:

  The pronunciation of the /s/ in third person singular in the simple present. They are /z/, /s/, /∂z/

  The pronunciation of final /ed / in past regular verbs. They are /t/, /d / and /id/.

- LEXICON:

  Nouns:

  Movies (action movies, comedy, horror movies, musical, mystery, nature film, romance, western, drama movies, thriller), director, actor, rating, scene, script, studio.

Adjectives: amazing, bizarre, disgusting, dreadful, dumb, fabulous, fascinating, frightening, horrible, marvelous, main, odd, outstanding, ridiculous, silly, stupid, surprising, unusual, weird, wonderful, boring.

Verbs: amaze, like, bore, fascinate, star, surprise, take place, like.

LANGUAGE USE

FUNCTIONS:

- ✓ Describing movies
- ✓ Talking about likes and dislikes in regard to movies
- ✓ Asking for and giving reactions and opinions about movies in written and oral ways

NOTIONS: Time (schedules for the movies)

Numbers (money, tickets)

TOPICS: Entertainment

Movies

Dates and times

Reactions and opinions

SITUATIONS: At the movie theater

In a friendly conversation

SKILLS: Reading

Writing

Speaking

Listening

Culture

CULTURE: In this aspect, students would be facing behavior in a cinema and also the fact that movies are first shown in the U.S and then some time later they come to other countries like Costa Rica.

LANGUAGE LEARNING

At the beginning of the class the students were given a short paragraph about language itself. Students read it and discussed it. They, and with the help of the teacher, talked about the importance of learning a language. We explained basic information such as the significance of a language; that is, students learned that a language even tough it seems to be very simple thing human beings do, it is very complicated. They understood that it is an instrument we have in order to communicate with others; that it is a process (one can not learn it in

a couple of days) it takes time for the brain to process all the information to get to apply it somehow.

LEARNING STRATEGIES:

These learning strategies are steps that the students use to enhance their own learning.

SOCIAL STRATEGIES

ASKING QUESTIONS

1. Asking for clarification
2. Asking for correction

This strategy involves students asking for clarification, verification and correction of the structures used, or the vocabulary, or some other pattern of language.

COGNITIVE STRATEGIES

PRACTICING

1. Repeating
2. Practicing naturalistically

In here, the students have to listen to several expressions in order to be able to pronounce and use them freely. In the same way, students have to participate in a conversation and also they have to read from magazine or newspapers and write something in the target language.

AFFECTIVE STRATEGIES

Encouraging yourself

1. Taking risks wisely

Students have to push themselves to take risks in a language learning situation even if they know they are making mistakes, they have to risk in order to apply what they learn.

UNIT

WHAT'S PLAYING TONIGHT?

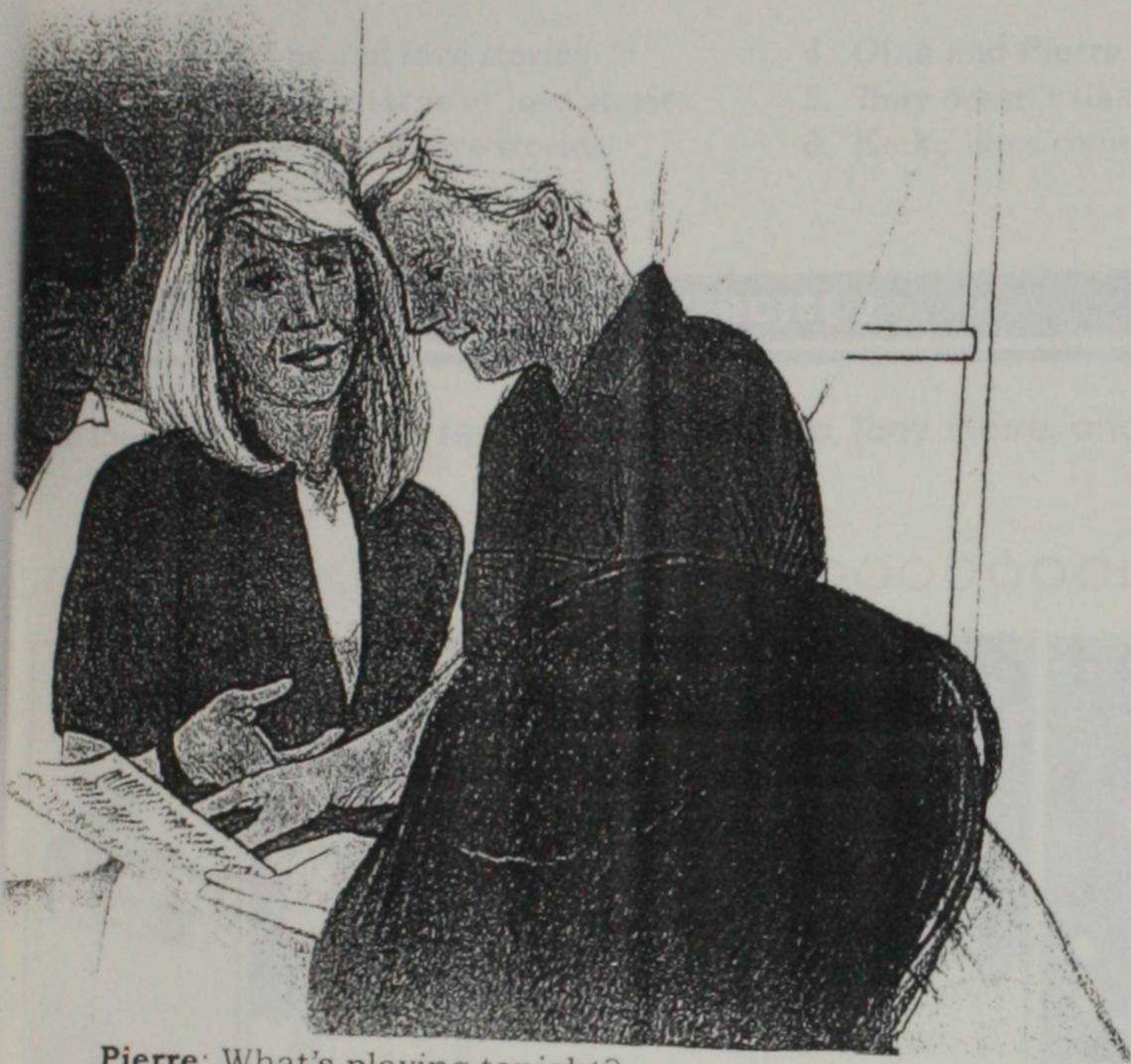
Level: Ninth grade level from a bilingual high school

Subject: Students

Institution: Colegio Bilingüe Santa Sofia

What's playing tonight?

A. Gina, Tony and Pierre are staying in Dallas this weekend. Look at the picture. Then listen as you read the conversation. Apply learning strategy about listening and then repeating.



Pierre: What's playing tonight?
Tony: Well, there's *The Cowboy Rides Again* with Pat Conroy.
Gina: I don't know ... I don't really like westerns.
Pierre: I agree. I don't like westerns very much either. And I don't think Pat Conroy is a good actor.
Tony: OK. What about *Love in the Afternoon?*
Gina: I don't like love stories.
Pierre: I don't either.
Gina: Hey! What about *That's a Laugh?* It's a comedy.
Pierre: Yeah. I like comedies. How about you, Tony?
Tony: That's fine with me, I like comedies, too.
Pierre: Keiko?
Keiko: What?
Pierre: Do you like comedies?
Keiko: No. Not really.

B. Now work in pairs in order to practice the vocabulary.

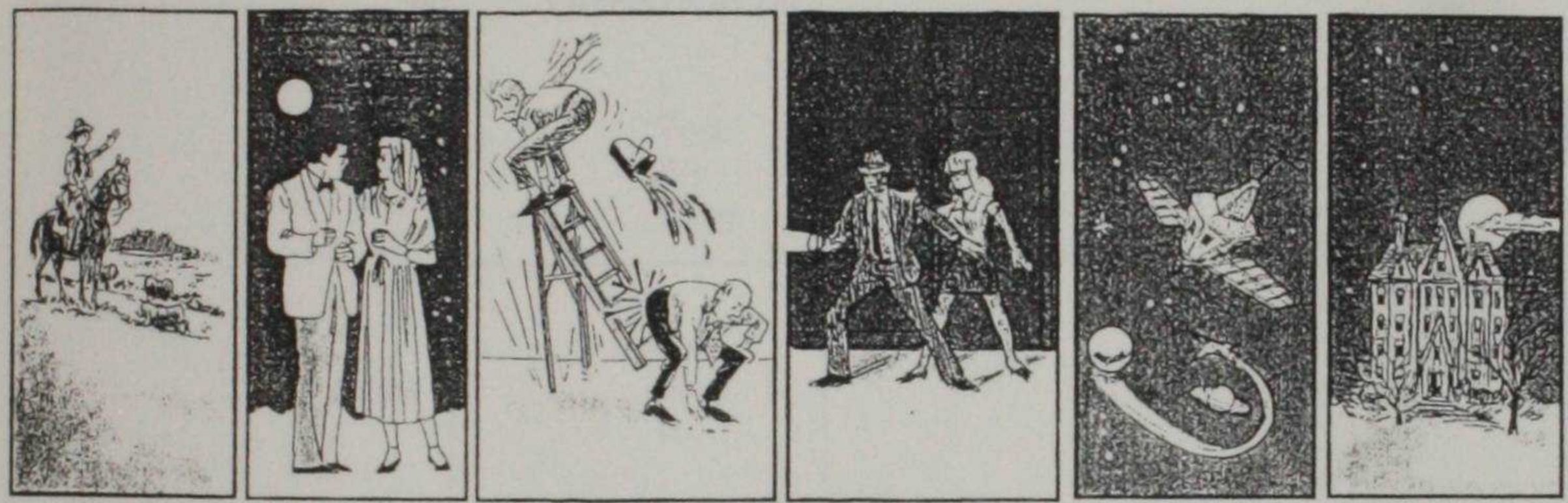
EXERCISE 1

Read the conversation again and answer *That's right*, *That's wrong*, or *It doesn't say*.

1. Gina likes westerns and love stories.
2. Pierre doesn't like westerns or love stories.
3. Keiko likes westerns and love stories.
4. Gina and Pierre like comedies.
5. Tony doesn't like comedies.
6. Keiko likes comedies.

EXERCISE 2

Look at the chart and make sentences about Gina, Tony, Pierre, and Keiko.



WESTERNS	*Love Stories*	Comedies	Mysteries	Science Fiction	HORROR MOVIES
		Gina		Gina	
Tony	Tony	Tony	Tony		Tony
		Pierre	Pierre		Pierre
Keiko	Keiko			Keiko	

GRAMMAR FOCUS

Read the following structures.

1. Simple present tense: to like

AFFIRMATIVE (+)

I You We They	like	movies.
He She It	**likes**	

NEGATIVE (-)

I You We They	don't (do+not)	like movies.
He She It	doesn't (does+not)	

QUESTION (?)

Do	I You We They	movies?
Does	He She It	

SHORT ANSWER (+)

Yes	I You We They	do.
	He She It	does.

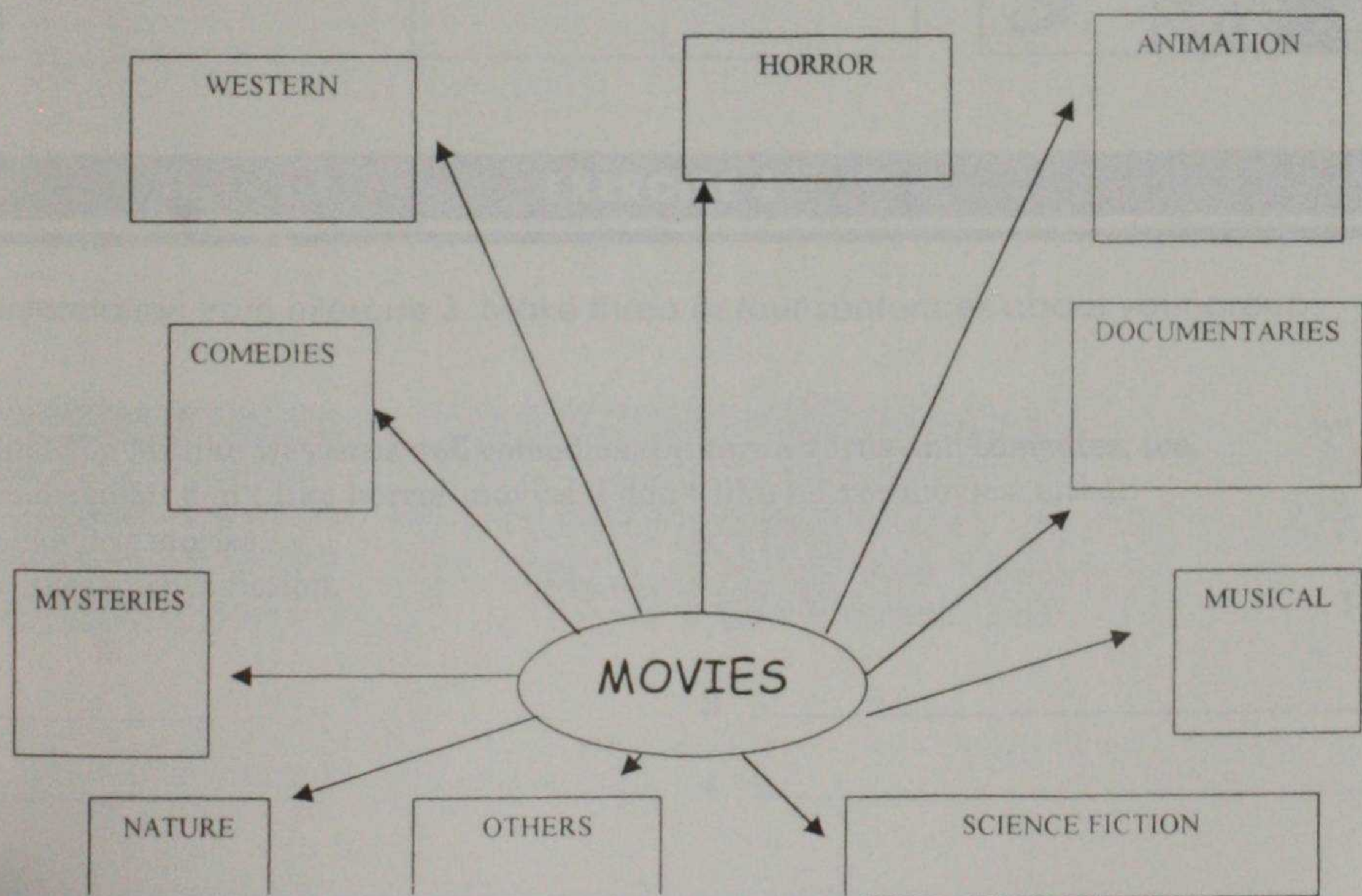
SHORT ANSWER (-)

No	I You We	don't. (do+not)
	He She It	doesn't. (does+not)

WORD POWER

A. Write as many movies as you can think of. For example, *Star Wars*, *The Lion King*, *Batman*, *The Matrix*, *The Truman Show*, etc.

B. Complete the charts with the movies you wrote before. Classify them into the following categories of movies.



EXERCISE 3

Work in a group. Find out what kind of movies your classmates like. Check (✓) the appropriate movies.

A: What kind of movies do you like?
B: I like *westerns, science fiction,* and *horror movies.*

	Name of Classmate _____	Name of Classmate _____	YOU
Westerns			
Love stories			
Comedies			
Mysteries			
Science fiction			
Horror movies			
OTHER			

EXERCISE 4

Use the information from exercise 3. Make three or four sentences about your group.

Lynn and Yon Mi like westerns and comedies. I like westerns and comedies, too.
Lynn and Yon Mi don't like horror movies. I don't like horror movies, either.
We all like love stories.
No one likes science fiction.

1. _____

2. _____

3. _____

4. _____

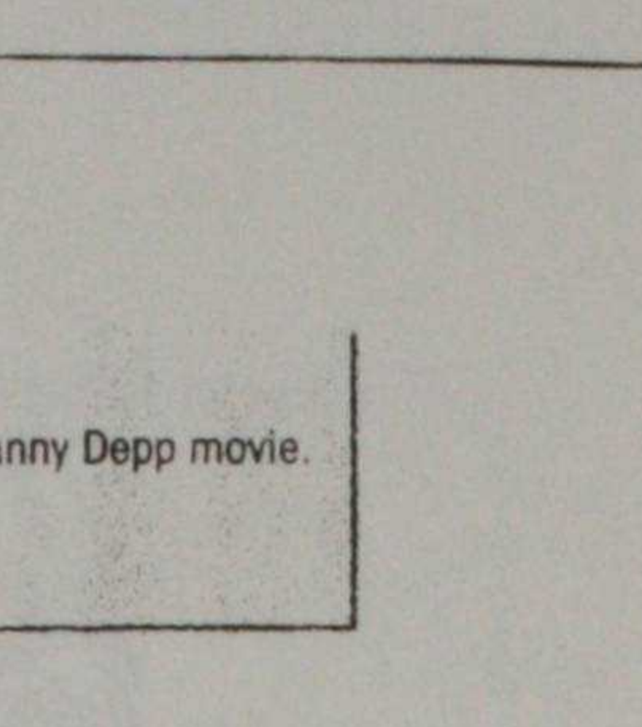
GRAMMAR FOCUS

Participles as adjectives

Present participles	*Past participles*
The new Johnny Depp movie sounds **interesting**.	I'm **interested** in the new Johnny Depp movie.
The movie *Jurassic Park* was **boring**.	I was **bored** by *Jurassic Park*.
The book was **fascinating**.	I was **fascinated** by the book.

Complete these sentences. Then compare with a partner.

1. Denzel Washington is a very ..... actor. (interest)
2. I find nature films ..... . (fascinate)
3. I'm not ..... in horror movies. (interest)
4. I'm ..... with watching television. (bore)
5. I loved Winona Ryder's latest movie.
   I was ..... that it didn't do better. (amaze)
6. I thought *Jurassic Park* was an ..... book. (excite)
7. I'm ..... by Michael Crichton's novels. (fascinate)
8. It's ..... they don't make many westerns these days. (surprise)



WORD POWER *Reactions*

A Complete the chart with synonyms from the list.

absurd	dumb	marvelous	silly
bizarre	fabulous	odd	terrible
disgusting	fantastic	outstanding	unusual
dreadful	horrible	ridiculous	weird

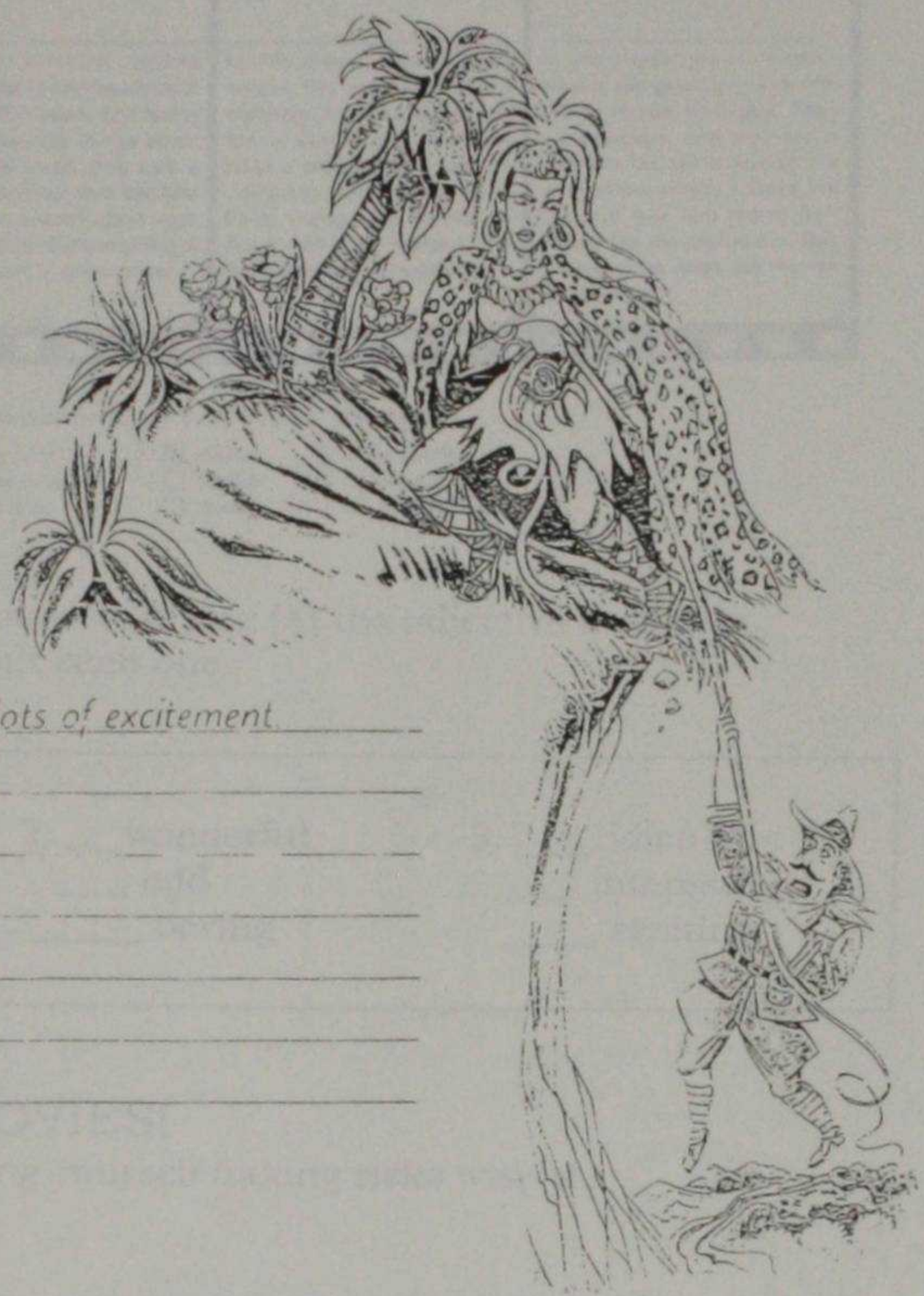
awful	wonderful	stupid	strange
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

B Write six sentences like the ones in Exercise 3 about movies, actors, or novels. Then compare with a partner. Does your partner agree?

VOCABULARY REVIEW

A. Write definitions for the different kinds of movies. Use the phrases in the box.

- ☐ has cowboys in it
- ☐ is scary
- ☑ has lots of excitement
- ☐ has songs
- ☐ makes you laugh
- ☐ tells you about animals or plants
- ☐ has a love story



1. An action movie *is a movie that has lots of excitement*
2. A romance _____
3. A comedy _____
4. A western _____
5. A horror film _____
6. A musical _____
7. A nature film _____

B. Choose the correct answer.

1. A: I think that Tom Cruise is very good-looking.
   B: *Oh, I do, too*
   - Oh, I do, too
   - I don't like him, either
2. A: His new movie is the dumbest movie I've ever seen.
   B: _____
   - Yeah, I liked it, too.
   - I didn't like it, either.
3. A: It's weird that they don't show movie classics on TV. I really like them.
   B: _____
   - I know. It's really wonderful.
   - I know. It's strange.
4. A: I think Glenn Close is an outstanding actress.
   B: _____
   - Yeah, she's horrible.
   - Yeah, she's excellent.
5. A: The movie we saw last night was ridiculous.
   B: _____
   - Yes, I agree. It was exciting.
   - Well, I thought it was pretty good.

C. MOVIE GUIDE

A Read the movie guide. Choose a title from the box for each review.

☐ A Question of $1 Million ☐ Then and Now ☐ The Best Man Wins

1. _____

A crazy scientist makes a time machine and travels back in time 1,000 years. She learns some interesting things about life in the past. She has a problem with her time machine and almost doesn't come back to the present. But everything is OK in the end. A great movie.

2. _____

In this movie, Rosie Stamp works for an electronics company. As usual, she is very funny. One night, someone takes a million dollars from the company. The police think Rosie Stamp took the money. But it's all a big mistake. The film will make you laugh a lot!

3. _____

In this classic movie, Terence Neal is the good guy and Alex White is the bad guy. They are cowboys, and they are in love with the same woman. For most of the movie, it looks like the bad guy will marry her. It looks like she prefers him. But, of course, the good guy marries her in the end.

B What kinds of movies are they? Check (✓) the answers.

1. ☐ horror film ☐ science fiction ☐ travel film
2. ☐ classic ☐ thriller ☐ comedy
3. ☐ western ☐ comedy ☐ science fiction

D. LISTENING

Listen to people talk about movies. Check (X) the adjective that best describes what they say about each one.

1. ____fascinating	2. ___wonderful	3. ____ridiculous
____ silly	____ odd	____ interesting
____ strange	_____ boring	____ exciting

LET´S GO TO THE MOVIES!

Learning strategy: encouraging yourself (taking risks wisely)

A. PAIR WORK

Take turns asking and answering these questions and others of your own.

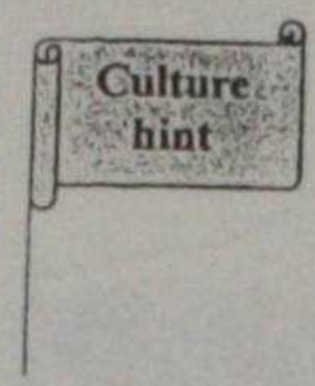
1. What kinds of movies are you interested in? Why?
2. What kinds of movies do you find boring?
3. Who are your favorite actors and actresses?
4. Are there any actors that you don't like?
5. What is one of the most exciting movies you have ever seen?
6. What did you like about it?
7. What are your three favorite movies in English? Why?
8. Are there any outstanding movies playing now?

B. GROUP WORK

Compare your information with the rest of the class.

MOVIES ON PLAY?

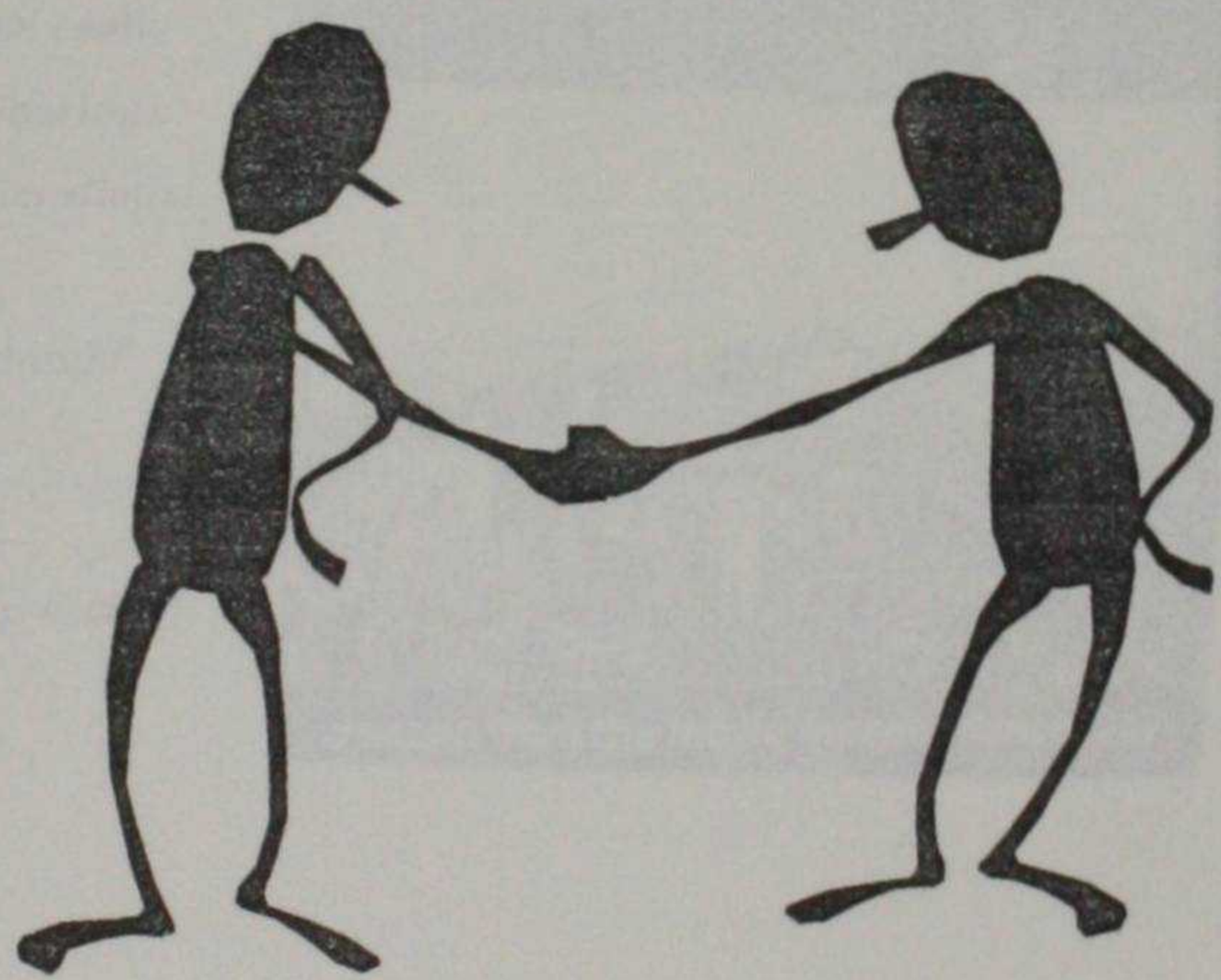
A. Paul and his friend from Costa Rica are talking about movies. Listen to the following dialog.



Paul: Did you see Final Fantasy?
Carlos: Which one? Final Fantasy? No.
Paul: Why not? It's quite popular in the United States. I saw it last week in L.A.
Carlos: Well, now that you mention it, I heard of it, but only its reviews. They say it will be on play in two months here.
Paul: Oh that's bad I didn't know that happen to movies here.
Carlos: Yeah, when we first have it here, people in the U.S have already seen it a thousand times. That's not fair...
Paul: Well, can you rent it in a video store?
Carlos: I guess not.

B. After talking about the movies they went for a cup of coffee. There they started talking about different behaviors in cinemas. Can you help them?

✓ Do Costa Rican and North American people behave the same way in a cinema? Yes? No? Why? Explain your answer.



WHAT HAPPENED IN THAT MOVIE?

you need to do after lectures read it the first time

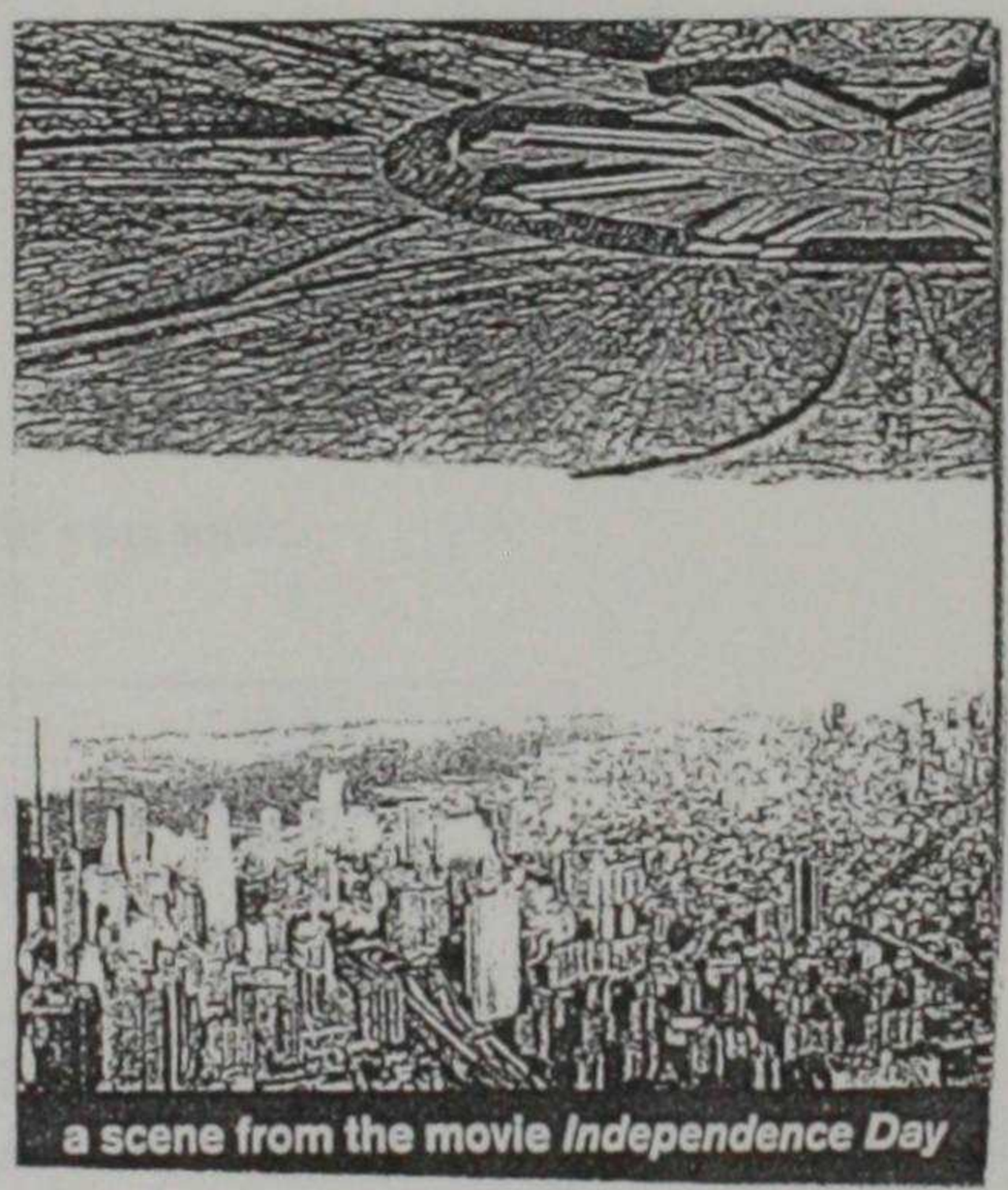
Choose the correct words to complete these movie reviews.

Nathan Kane's movie *The President* is based on a true story about the life of a president. But don't watch this movie if you're ___interested___ (interested/interesting) in history. It isn't all true. However, Kane makes the film _____ (excited/exciting), and the editing is outstanding. I was also _____ (amazed/amazing) by the photography, which certainly deserves to win an Oscar.

You will be _____ (surprised/surprising) at how good *The Patient* is. It is one of the most _____ (fascinated/fascinating) films I've ever seen. It's a romantic story about four people during the Second World War. All the actors are fantastic. You won't be _____ (bored/boring) for one second. A must-see.

Choose the correct words.

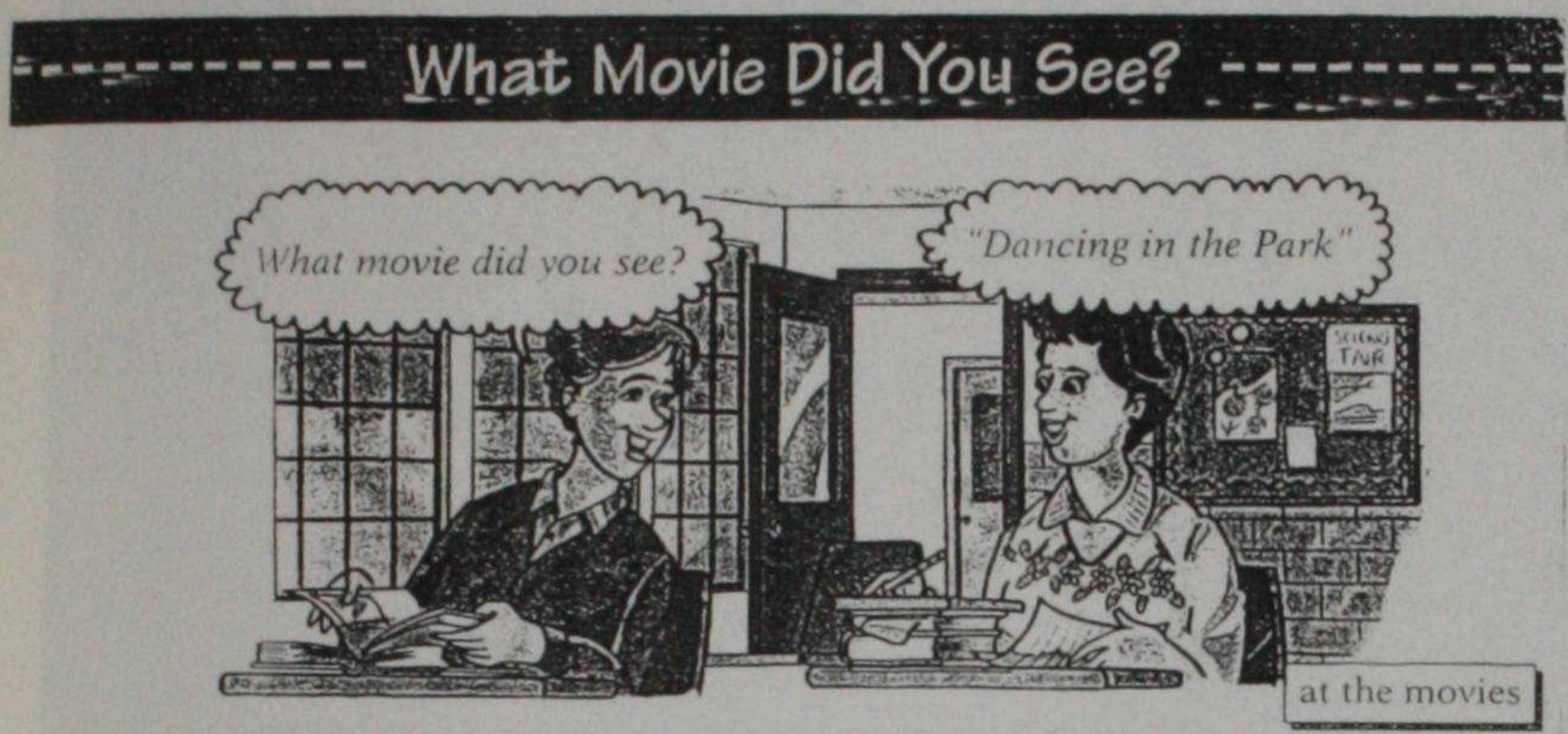
1. *Independence Day* was a ___marvelous___ (absurd/disgusting/marvelous) movie, and I'd love to see it a second time.
2. I think Spielberg's movie *The Lost World* is as good as *Jurassic Park*. In fact, it's really _____ (terrible/terrific/boring).
3. The dogs were really great in *101 Dalmations*. I don't know how they made them do such _____ (dreadful/dumb/fantastic) things.
4. Uma Thurman is _____ (horrible/ridiculous/wonderful) in *Pulp Fiction*. I think she's a really great actress.



a scene from the movie *Independence Day*

What movie did you see?

A. Listen to the following dialog.



A. Where were you yesterday evening? I called you, but you weren't home.

B. That's right. I wasn't. I was at the movies.

A. Oh. What movie did you see?

B. I saw "Dancing in the Park."

A. Did you enjoy it?

B. Yes. It was excellent.

B CROSS TALK: MOVIES

Talk with a partner about the last movie you saw.

Who was in the movie?
What was the plot?
How was the movie?
Was it good?
Bad? Exciting? Boring?
Do you recommend the movie?

Report to the class about your partner's movie.

1. Simple Past Tense

The form of the simple past tense is the same for all persons.

REGULAR VERBS

Most regular verbs add **-ed** to the base form: work + **ed** = worked

Verbs ending in **e** take **-d**: live + **d** = lived

Verbs ending in a consonant + y take **-ied** and drop the y: study + **ied** = **studied**

IRREGULAR VERBS

They have irregular past forms.

AFFIRMATIVE (+)

I	**cleaned** the house.
You	**washed** the dishes.
He	**lived** in Spain.
She	**studied** in France.
It	**ate** its food.
We	**had** a good time.
You	**went** to the mall.
They	**saw** a good movie.

NEGATIVE (-)

I	didn't (did not)	clean the house.
You		wash the dishes.
He		live in Spain.
She		study in France.
It		eat its food.
We		have a good time.
You		go to the mall.
They		see a good movie.

QUESTION (?)

Did	I	clean the house?
	You	wash the dishes?
	He	live in Spain?
	She	study in France?
	It	eat its food?
	We	have a good time?
	You	go to the mall?
	They	see a good movie?

SHORT ANSWER (+)

Yes,	I / You / He / She / It / We / You / They	did.

NEGATIVE ANSWER (-)

No,	I / You / He / She / It / We / You / They	didn't.

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LET'S WORK ON REVIEWS!

A. Take a look at the following movies on play taken from the *Tico Times*. Work in pairs and discuss some the movies you would like to see. Explain why you would like to see them.

This Week's Movies

Movies and schedules may change without notice. Please call for today's shows.

Art of War: Pure adrenaline with Wesley Snipes, Donald Sutherland and Anne Archer, *Cariari II*, 4:45, 6:50, 9:10 p.m. *San Pedro X*, 2:30, 4:45, 6:50, 9:10 p.m. (weekdays 4, 6:45, 9 p.m.).

Autumn in New York: Falling in love for the first time, with Richard Gere and Winona Ryder, *Cariari V*, 7, 9 p.m. *Cariari VI*, 5 p.m. *San Pedro VI*, 2:15, 4:30, 6:45, 9 p.m.

Blair Witch 2: Just when everybody thought the forest was safe, the witch is back. *San Pedro III*, 9 p.m. (weekdays 7, 9 p.m.).

Blessed the Child: At six years old, she's the only hope for humanity, with Kim Basinger, *San Pedro VII*, 2:10, 4:30, 6:45, 9 p.m. (weekdays 4, 6:45, 9 p.m.)

Cast Away: At the end of the world, his odyssey starts, with Tom Hanks, winner of the Golden Globe as best actor in a drama, *Cariari IV*, 1, 4, 6:50, 9:30 p.m. (weekdays 3:15, 6:30, 9:15 p.m.). *San Pedro VIII*, 1, 4, 6:50, 9:30 p.m. (weekdays 3:15, 6:30, 9:15 p.m.). *Internacional IV*, 1, 4, 6:45, 9:30 p.m. (weekdays 3:30, 6:45, 9:20 p.m.). *Plaza Mayor I*, 1, 4, 6:45, 9:30 p.m. (weekdays 3:30, 6:45, 9:20 p.m.). *Colonial I*, 1, 4, 6:45, 9:30 p.m. (weekdays 3:30, 6:45, 9:20 p.m.). *Outlet III*, 1, 4, 6:45, 9:20 p.m. (weekdays 3:30, 6:45, 9:20 p.m.). *Colon I*, 3:15, 6:30, 9:15 p.m. *Variedades*, 3, 6:30, 9:15 p.m.

Dungeons and Dragons: The game has just started with Jeremy Irons and Justin Whalin, *Cariari I*, 1, 3, 5, 7, 9 p.m. (weekends no 1 p.m. show). *San Pedro V*, 1, 3, 5, 7, 9 p.m., (weekdays no 1 p.m. show). *Internacional III*, 1, 5, 7, 9 p.m. (weekdays 3, 5, 7, 9 p.m.). *Colonial II*, 1, 3, 5 p.m. (weekdays no 1 p.m. show). *Colón II*, 3, 5 p.m. *Omni*, 1, 3, 5, 7, 9 p.m. (weekdays no 1 p.m. show).

102 Dalmatians: (Spanish) The new adventure, *Cariari II*, 1:15, 2:45 p.m. (weekdays no 1 p.m. show). *San Pedro IV*, 1, 3, 5 p.m. (weekdays no 1 p.m. show).

La Ley de Herodes: Mexican movie winner of the Valladolid Festival to Best Actor and Best Photography and winner of Ariel Awards in Mexico, *Outlet II*, 1, 3:15, 5:15, 7:15, 9:15 p.m.

Meet the Parents: She's his dream girl, but her parents are a nightmare, with Robert De Niro and Ben Stiller, *Cariari VI*, 2:30, 7, 9:15 p.m. *San Pedro II*, 1:10, 3:10, 5:10, 7:10, 9:10 p.m. (weekdays no 1:10 p.m. show). *Internacional II*, 3:15, 5:15, 7:15, 9:15 p.m.

The Emperor's New Groove: (Spanish) A proud emperor learns how to be humble, Disney animation, *Cariari V*, 1:15, 3:15, 5:15 p.m. (weekdays no 1:15 p.m. show). *San Pedro IX*, 1, 2:45, 4:20, 5, 7:40, 9:10 p.m. (weekdays no 1 p.m. show). *Internacional II*, 1 p.m. (weekdays no 1 p.m. show).

The Little Vampire: They're not just friends, they're blood brothers, with Jonathan Lipnick, *Cariari III*, 1:10, 3:10, 5:10, 7:10 p.m. (weekdays no 3:10, 5:10 p.m.). *San Pedro X*, 1:10, 3:10, 5:10, 7:10 p.m. (weekdays no 1 p.m. show).

The Sixth Day: They stole his identity, his family and his life, with Arnold Schwarzenegger, *San Pedro IV*, 7, 9:15 p.m.

Romance: (adults only) Controversial French love story, Laurence Olivier, 3, 5, 7, 9 p.m.

Sunshine: A revolution, a separated family and a man in love, *Plaza Mayor II*, Fri.-Sat., 3, 6:45, 9:50 p.m.; Sun., 3:30, 7:15 p.m. *Magaly*, Fri.-Sat., 3, 6:45, 9:50 p.m.; Sun., 3:30, 7:15 p.m.

Tumbleweeds: A mother and daughter story, Garbo, 3, 5, 7, 9 p.m.

Vertical Limit: High-adrenaline adventure, with Chris O'Donnell, Bill Paxton, Robin Tunney, and Scott Glenn, *Cariari III*, 1:30, 4, 6:45, 9:15 p.m. (weekdays no 1:30 p.m. show). *San Pedro I*, Sat., 4:15, 6:45, 9:15, Sun., 1:30, 4, 6:40, 9:10 p.m. (weekdays no 1:30 p.m. show). *Internacional I*, 1:30, 4, 6:45, 9:15 p.m. (weekdays no 1:30 p.m. show). *Colonial II*, 7, 9 p.m. *Outlet I*, 1:45, 4:15, 6:45, 9:15 p.m. (weekdays no 1:45 p.m. show). *Colón II*, 7, 9 p.m. *Variedades*, 1:15, 3:15, 6:15, 8:45 p.m. (weekdays 3:30, 6:15, 8:45 p.m.).

CINEMAS

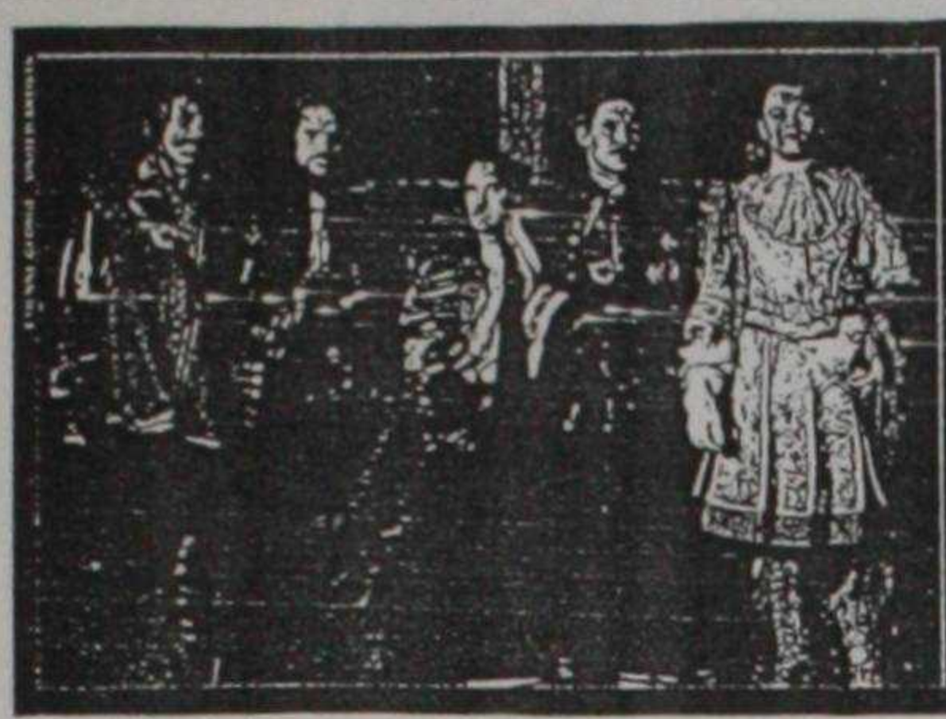
Capri 1-2, Ave. Ctrl., Calle 9/11, 223-02640
Cariari 1-6, Plaza Real Cariari, Barreal de Heredia, 293-3238
Cinemark, Multiplaza, Escazú, 288-1111.
Cine en el Campus, Teatro Centro de Arte, Universidad Nacional, 200 m. north of McDonald's, Heredia
Cine Universitario, Law School Auditorium, U.C.R., 207-4271, 207-4717
Colón 1-2, Centro Colón, Paseo Colón, Calle 32, 221-4517
Colonial 1-2, Plaza Colonial, Escazú, 289-9000
Internacional 1-4, Mall Internacional, Alajuela, 442-6100
Laurence Olivier, Ave. 2, Calle 28, 222-1034.
Magaly, Calle 23, Ave. Ctrl./1, 223-0085, 221-6272
Omni, Calle 3, Ave. Ctrl./1, 221-7903
Outlet 1-3, San Pedro, 234-8868
Plaza Mayor 1-2, Rohrmoser, 232-3271
Sala Garbo, Ave. 2, Calle 28, 222-1034, 223-1960.
San Pedro 1-10, Mall San Pedro, 283-5716
Variedades, Calle 5, Ave. Ctrl./1, 222-6108

B. Now in pairs, practice calling the theater and asking for the schedules and the prices of the tickets for the movies. Use some of the following examples,

What's `playing tonight? /What time is x movie? 7 How much is the ticket?

C. Now take a look at the following movie reviews.

By MARTHA PICKERILL



And One for All

Their favorite King is dead, they're sans uniforms, and their faces are a bit battle-worn. The Three Musketeers as featured in *The Man in the Iron Mask* are clearly not the devil-may-care dudes on the candy-bar wrapper. But the stars of the new film based on the last book in Alexandre Dumas's trilogy find the long-in-the-tooth trio with more savoir faire. "They still have a little swash, a little buckle," says JEREMY IRONS, who plays Aramis. "But they are older and wiser." GERARD DEPARDIEU is Porthos, JOHN MALKOVICH is Athos, and GABRIEL BYRNE is D'Artagnan, their friend and captain. The film by first-time director Randall Wallace (Oscar-winning screenwriter of *Braveheart*) is being shot in France and also stars LEONARDO DICAPRIO as the Sun King, Louis XIV.

Battle of the Bugs

Biting like flies. Stinging like bees. No, not the cartoon insects—the studios that made them

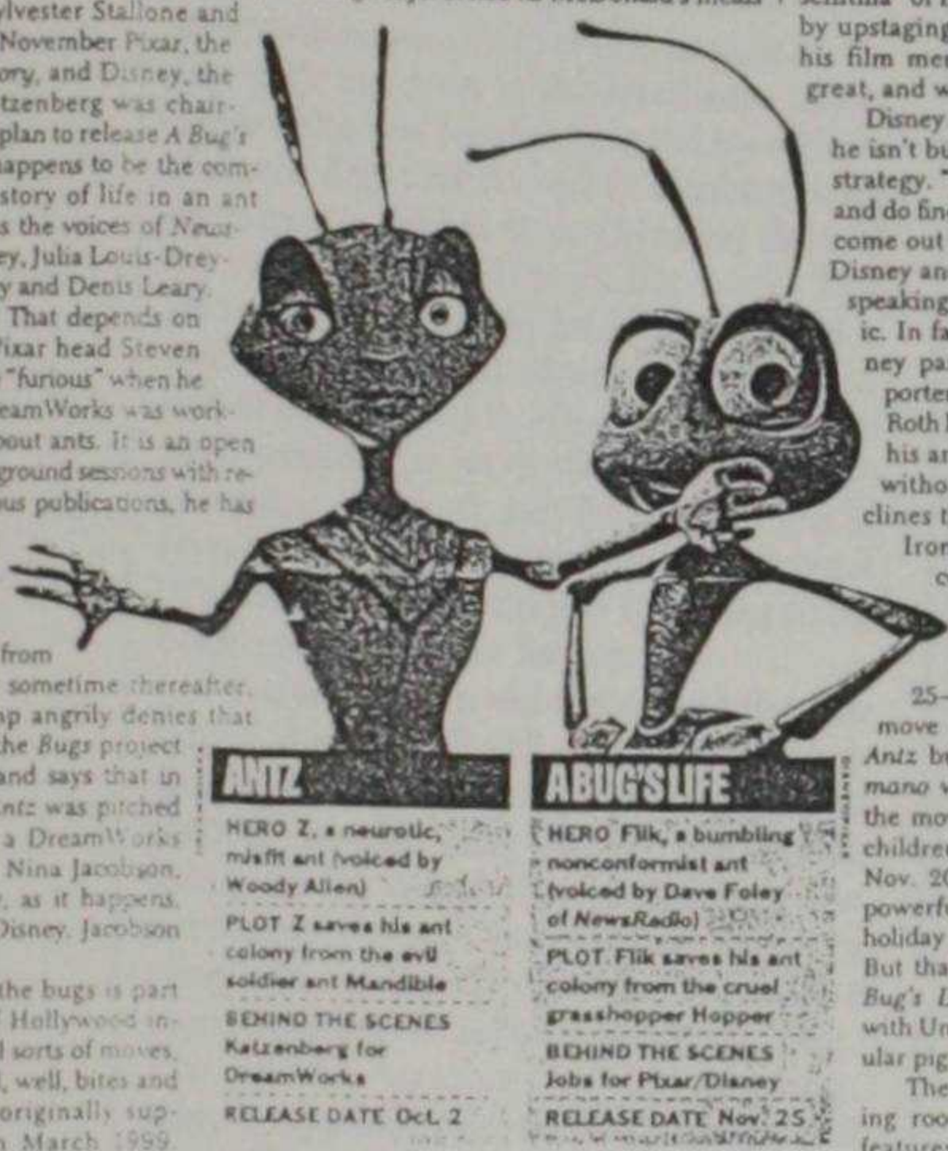
By KIM MASTERS LOS ANGELES

SOMETIMES IT REALLY IS A SMALL, small world. Next week DreamWorks—the studio founded by Steven Spielberg, Jeffrey Katzenberg and David Geffen—opens its first cartoon feature, *Antz*. The computer-animated story of life in an ant colony, *Antz* features the voices of Woody Allen, Sharon Stone, Sylvester Stallone and Dan Aykroyd. In November Pixar, the creator of *Toy Story*, and Disney, the studio where Katzenberg was chairman for 10 years, plan to release *A Bug's Life*, which also happens to be the computer-animated story of life in an ant colony. It features the voices of *NewsRadio's* Dave Foley, Julia Louis-Dreyfuss, Kevin Spacey and Denis Leary.

Coincidence? That depends on whom you ask. Pixar head Steven Jobs was said to be "furious" when he found out that DreamWorks was working on a movie about ants. It is an open secret that in background sessions with reporters at numerous publications, he has been complaining that Katzenberg swiped the idea for *Antz* on his way out the door from Disney in 1994 or sometime thereafter. Katzenberg's camp angrily denies that he ever heard of the *Bugs* project while at Disney and says that in fact the idea for *Antz* was pitched to Katzenberg by a DreamWorks executive named Nina Jacobson, who subsequently, as it happens, went to work for Disney. Jacobson confirms this.

The battle of the bugs is part of a larger web of Hollywood intrigue involving all sorts of moves, countermoves and, well, bites and stings. *Antz* was originally supposed to open in March 1999. Meanwhile, DreamWorks planned to make its animated debut in November with *The Prince of Egypt*—the story of Moses, a project very dear to Katzenberg's heart. Katzenberg is hoping his Bible epic will be enough of a critical and commercial success to prove he actually did play a crucial role in the making of such Disney animated hits as *Aladdin*, *Beauty and the Beast* and *The Lion King*—all released while he ran the Disney roost.

Disney, however, buzzed into Katzenberg's plans by slotting *A Bug's Life* for November, directly against *Prince of Egypt*. Disney had completely underestimated the phenomenon *Toy Story* would be, but it was expecting great things from *A Bug's Life*. It had its McDonald's meals and its merchandise deals all lined up. Pixar has alleged that Katzenberg was so intimidated that he offered to cancel *Antz* if Disney would move *A Bug's Life* away from *Prince of Egypt*. DreamWorks denies that, but Katzenberg eventually shifted *Prince of Egypt* to what he thought would be a safer date: Dec. 18.



ANTZ

HERO Z, a neurotic, misfit ant (voiced by Woody Allen)

PLOT Z saves his ant colony from the evil soldier ant Mandible

BEHIND THE SCENES Katzenberg for DreamWorks

RELEASE DATE Oct. 2

A BUG'S LIFE

HERO Flik, a bumbling nonconformist ant (voiced by Dave Foley of *NewsRadio*)

PLOT Flik saves his ant colony from the cruel grasshopper Hopper

BEHIND THE SCENES Jobs for Pixar/Disney

RELEASE DATE Nov. 25

Disney then promptly moved its remake of *Mighty Joe Young*, the story of a giant ape on the loose in New York City, out of summer and head to head with *Prince* in December. Although Disney is known for hardball scheduling tactics (it rereleased *The Little Mermaid* against Fox's *Anastasia*, for example), it insisted it had decided to move the ape well before DreamWorks switched *Prince of Egypt*. Late last week Disney moved *Mighty Joe Young* back a week, to Dec. 25.

Months earlier, though, Katzenberg had decided to give Disney a taste of its own medicine. He put *Antz* on a rush schedule to get it out five months early—beating *A Bug's Life* by several weeks. Katzenberg insists that he has "not a scintilla" of interest in tweaking Disney by upstaging *Bugs* but that he hurried his film merely because "the movie's great, and we could get it done."

Disney studio chief Joe Roth insists he isn't bugged by the DreamWorks strategy. "I think *Antz* will come out and do fine, and I think *Bug's Life* will come out and do fine," he says. But Disney and Pixar apparently are not speaking with one voice on this topic. In fact, Jobs has irked his Disney partners by speaking to reporters without consulting them. Roth has asked Jobs to tone down his anti-DreamWorks rhetoric, without much luck. Jobs declines to comment.

Ironically, Disney's toughest competition may not come from *Antz*. The studio is pushing *A Bug's Life* back from Nov. 20 to Nov. 25—not, according to Roth, to move another week away from *Antz* but to avoid going *mano a mano* with Paramount's *Rugrats*, the movie version of the popular children's TV show, which opens Nov. 20 and is expected to be a powerful contender in the intense holiday family-entertainment race. But that move to Nov. 25 puts *A Bug's Life* in direct competition with Universal's sequel to the popular pig movie, *Babe*.

There is precious little breathing room for any of the family features this holiday season. Says Paramount motion-picture-group vice chairman Rob Friedman: "The movies are going to cannibalize one another. All you can hope is that parents during the holidays take their children to multiple movies." Or as any bug can tell you, the trick will be to avoid getting squashed. ■

FAMILY AFFAIR: Burns, with Bahns, shows he's more than a one-time wonder

C I N E M A

Fools for Love

Edward Burns scores with a wry romance

MR. FITZPATRICK (JOHN MAHONEY) IS a retired New York City fireman who has lost faith in God but doesn't believe that prevents him from remaining a good Catholic. His wife (whom we never see) is having an affair with the man at the hardware store. Their elder son Mickey (played by writer-director Edward Burns) is a cabbie who marries one of his fares (Maxine Bahns) 24 hours after she hails his hack. The younger, Francis (Mike McGlone), is a master of the Wall Street universe, but not of life beyond it. He claims to be too preoccupied to have sex with his wife (Jennifer Aniston), but he's lying. He is trying to remain faithful to his mistress (Cameron Diaz), who just happens to be his brother's former fiancé.

Sounds like an old-fashioned French farce, doesn't it?—all intricate coincidence, mislaid innocence and misplaced passion. But *She's the One* has something more on its mind than extending the privileges of upper-class sexual idiocy to people of—or newly emerged from—the contemporary American working class. For all the wildness of his plotting, Burns, expanding the territory he opened up in *The Brothers McMullen*, is at heart a realist of an interesting kind—cool, nonjudgmental, even genial. He is also a confident subversive, gnawing away at the notion, currently so popular in political circles, that average Americans, holding to traditional values, bulwark us against the virus of postmodern moral ambiguity. What he's saying in this marvelously dry, sly movie is that it's epidemic ... and irresistible. —***By Richard Schickel***

Star Wars – Three Reviews

Have you ever seen the movie *Star Wars*?

Movie Director's Latest Triumph!

Don't believe people who say you can't improve a good thing. Director George Lucas has taken *Star Wars*, which was a hit back in 1977, and made it even better. There are new scenes, incredible special effects, and an improved soundtrack. But Lucas isn't just a technical genius. He also knows how to win our hearts. Everyone will love this science-fiction adventure story about growing up, friendship, and good against evil. Audiences will especially like the exciting chase scenes, shootouts, and Darth Vader, who is one of the greatest movie villains of all time. This movie is spectacular!

A New, Old Hit

Star Wars is back and better than ever . . . sort of. Yes, the soundtrack is clearer, but it's also louder. Yes, there are some new characters, but the old ones seem a little silly now. Even though it's a fun movie, and I liked it the first time I saw it, I expected this to be so much better. Maybe George Lucas should have made an entirely new movie.

Why did George Lucas spend his money and time on a tired old movie? There is a scene where Luke Skywalker, the hero, is rushing to the spaceship that will take him on his journey to save a princess, some robots, and, oh yes, the universe. When Luke sees the old spaceship, he exclaims, "What a piece of junk!" I knew exactly how he felt. This movie is just that, a piece of junk.

A Read the reviews. What rating would each critic give *Star Wars*? Circle the words in each review that helped you decide on the critics' ratings.

★ poor ★★ fair ★★★ very good ★★★★ excellent

B *Pair work* Talk about these questions. Explain your answers.

1. Do you read movie reviews or watch movie critics on TV? Do they help you decide which movies you want to see?
2. What movie did you see when you were a child that is still special to you today?
3. What makes a movie great? terrible?

WRITING

Pick a movie. Watch and come to the class and describe it orally. Then write a movie report following the examples below. The review has to include present or past tense and participle as adjectives. In addition, look for the soundtrack of the movie. Bring to class and have students listen to it, read the lyrics and sing it.

UNIT EVALUATION

I learned a lot from the unit. The fact that you were presented the topics and materials first and then the final project was excellent. It is a very efficient process because at the end of the class you get to apply all you have learned.

The methodology of the course was reflected in the unit. Creating the unit made me realize what is behind the whole process. Extracting all the different elements of the four syllabi was something I have never done before. You, as a learner or teacher, are never given what comes previous to a unit. So, doing it was of great importance for my professional growth.

In this unit, you get to a point were you have to integrate everything in a whole, coherent way. Doing that was not an easy task.

One aspect that needs to be considered in creating the unit is time. For building such a complex, difficult task more time should be allowed. I got the whole idea about the unit throughout classes; readings, questionnaires and other unit examples, but I got it totally almost at the end of the course. That was a negative aspect because I had to run to have it done.

To me, more time should be devoted to the unit, not only because of the percentage in the grade it has, but also because of the complexity of the assignment.

Annexes
(supplementary
materials, scripts, etc)

LISTENING

Listen to people talk about books and movies. Check the adjective that nest describes what they say about each one.

1.

MAN 1: What did you think of the new Steven Spielberg film?

WOMAN 1: Oh, I heard it is really exciting. He directed Jaws, E.T and Jurassic Park. People say the end of that movie is really good.

MAN 1: Is the ending great?

WOMAN 1: Yeah, it really is! Such a surprise! And the whole story moved along so fast, too!

2.

WOMAN 2: How did you like the movie?

MAN 2: Well, I walked out after half an hour.

WOMAN 1: You did?

MAN 2: Yeah, it was so dull that I started falling asleep! And I've never seen such a bad acting from Jim Carrey.

WOMAN 1: Oh, really! He's usually pretty good.

MAN 2: Well, not in that movie. I wish he'd choose better roles.

3.

MAN 1: What do you think of that documentary about Australia?

MAN 2: Oh, I learned so much! I didn't know they had so many different kinds of animals there. And the photography!

MAN 1: Yeah, it was something, wasn't it?

MAN 2: Uh-huh, it was pretty amazing. It made me want to go there and see it for myself sometime.

IMPROVED VERSION

UNIVERSIDAD NACIONAL
FACULTAD DE FILOSOFIA Y LETRAS
ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAGE
LICENCIATURA ENLINGUISTICA

Course: Curriculum Design

UNIT PROJECT

Professor: Jorge Hernández

Student: Patricia López Estrada

2202250-3

November, 2003

Campus Omar Dengo, Heredia

TABLE OF CONTENTS

NEEDS ASSESSMENT

In order to do this unit, a questionnaire was given to the students. All the information gathered was the basis for the unit. The students needs and their work preferences were taken from the questionnaire. There is a big influence on working in pairs. They would also work individually or in small groups. In regard to the learning strategies, students prefer to learn by listening, reading and finally speaking and interacting with others. So, the activities will have to match the Communicative Language Teaching. The unit would reflect this on the content as well as in the activities. The results of the questionnaire show why I chose the topic of the unit. The students are learning English in order to:

- ✓ Watch T.V
- ✓ Listen to radio
- ✓ Communicate with relatives
- ✓ Read newspapers, books and magazines
- ✓ Talk to English-speaking friends

Based on this, my unit would satisfy these or some of the needs and work on the activities to fulfill their goals for the language. So the main function

here is for students to improve their oral proficiency in order to express and receive ideas in English. They want to get as much input as possible so that they can process all that knowledge and utter it. In other words, they want to be in contact with the language. Students in general would like to communicate with relatives, friends and any person from the English speaking community. Students want to watch T.V, listen to music, read newspapers, books, and magazines because in a way this is communicating in the target language. They want it because students would like to get informed in order to be part of the English community.

GENERAL DESCRIPTION

This unit is intended for ninth grade. The students are from a bilingual high school and their level of English is intermediate. There are twenty-three students. Right now I am teaching Grammar and Conversation as two different contents. Nonetheless, in the unit I will be mixing the two different contents, some grammar and some conversation. The students are working with the book *New Interchange 2* by Jack Richards. They just worked on the unit on movies. So this unit is more like a review for them. They are very interested in learning all about entertainment in general, so that is what the unit is all about. It has movies, television programs, songs, etc, which match the students' needs of watching television, listening to radio, communicating with relatives, reading newspapers, books and magazines.

The unit would be studied in the middle of the course. The purpose of the unit is to increase students` interest in the subject because in the questionnaire they showed that. The unit was created in order to fulfill the students' goals and expectations of an English class.

Their communicative needs are going to be satisfied throughout the unit. I will do this based on the four contents of:

- **Knowledge about language** (syntax, morphology, phonology, lexicon, grammar)
- **Language use** (functions, notions, topics, situations, and skills)
- **Culture** (elements of culture to be learned including para-language)
- **Language Learning** (concepts and processes of language learning to be understood, learning strategies).

JUSTIFICATION

The theme of the unit is movies. I chose this because most of my students want to be in contact with the language; that is, watch television and movies, read magazines and newspapers, and talk about different aspects of language. They also want to listen to music in English. So the situation "At the movies" is going to respond to what they are asking for. The title of the unit is "What's playing tonight?" By implementing the unit, the students would face and interact with all the aspects they proposed. Students want to communicate, and that is what they will be doing. In my unit, I want students to be able to talk about different kinds of movies, describe them and give and ask for information related to movies. I want them to tell me why they like some and dislike others. They would have to read magazines and newspapers to check the movies playing and the movie reviews. In fact, they would also have to write their own movie review. They would have to listen to the soundtracks of the movie they will be watching. To sum up, the unit will be of great interest for them because they wanted that. The reasons for the unit are clearly derived from the students' needs.

UNIT OUTLINE

KNOWLEDGE ABOUT LANGUAGE

- SYNTAX: *Simple Present*

  "Do/does" formulas in statements, negation and interrogation

  Simple Past tense

  "Did" forms in affirmation, negation and interrogation

  Participle as adjectives (past: e.g. bor**ed**, fascinat**ed**)

  (present: e.g. amaz**ing**, surpris**ing**...)

  Wh- questions

  - What kind of movie "do/does/did"...?
  - What time does the movie play...?
  - Who is your favorite actor...?
  - Why did you like x movie?

  Yes/ No questions

  - Do you like...? does she like...? Did they like...?

Verbs

- To like.
- To dislike

- MORPHOLOGY: Endings of the verb in third person singular (Suffixes).

  Plural of nouns (-es-s)

  Endings of the regular verbs in past forms (-ed)

- PHONOLOGY:

  The pronunciation of the (-s) in third person singular in the simple present. They are /z/, /s/, ə z/

  The pronunciation of final (-ed) in past regular verbs.

  They are /t/, /d / and ɪ d/.

- LEXICON:

  Nouns:

  Movies (action movies, comedy, horror movies, musical, mystery, nature film, romance, western, drama movies, thriller), director, actor, rating, scene, script, studio.

Adjectives: amazing, bizarre, disgusting, dreadful, dumb, fabulous, fascinating, frightening, horrible, marvelous, main, odd, outstanding, ridiculous, silly, stupid, surprising, unusual, weird, wonderful, boring.

Verbs: amaze, like, bore, fascinate, star, surprise, take place, like.

LANGUAGE USE

FUNCTIONS:

- ✓ Describing movies
- ✓ Talking about likes and dislikes in regard to movies
- ✓ Asking for and giving reactions and opinions about movies in written and oral ways

NOTIONS: Time (schedules for the movies)

Numbers (money, tickets)

TOPICS: Entertainment

Movies

Dates and times

Reactions and opinions

SITUATIONS: At the movie theater

In a friendly conversation

SKILLS: Reading

Writing

Speaking

Listening

Culture

CULTURE: In this aspect, students would be learning about American behavior in a cinema and also the fact that movies are first shown in the U.S and then some time later they come to other countries like Costa Rica. They will know about the activities Americans do in a cinema as well as what they are more likely to watch.

LANGUAGE LEARNING

At the beginning of the class the students were given a short paragraph about language itself. They read it, discussed it and with the help of the teacher, talked about the importance of learning a language. I explained basic information such as the significance of a language; that is, students learned that a language even though it seems to be a very simple thing human beings do, it is very complicated. They understood that it is an instrument we have in

order to communicate with others; that it is a process (one cannot learn it in a couple of days) it takes time for the brain to process all the information to get to apply it.

LEARNING STRATEGIES:

These learning strategies are steps that the students use to enhance their own learning.

SOCIAL STRATEGIES

ASKING QUESTIONS

1. Asking for clarification
2. Asking for correction

This strategy involves students asking for clarification, verification and correction of the structures used, or the vocabulary, or some other pattern of language.

COGNITIVE STRATEGIES

PRACTICING

1. Repeating
2. Practicing naturalistically

The students have to listen to several expressions in order to be able to pronounce and use them freely. In the same way, students have to

participate in a conversation and also they have to read from magazine or newspapers and write something in the target language.

AFFECTIVE STRATEGIES

Encouraging yourself

1. Taking risks wisely

Students have to push themselves to take risks in a language learning situation even if they know they are making mistakes, they have to risk in order to apply what they learn.

2. Lowering your anxiety

Students need to use progressive relaxation: deep breathing. Students use music and movies to relax and laugh. By doing this, they apply the language more because they are relaxed and excited about the movies.

UNIT

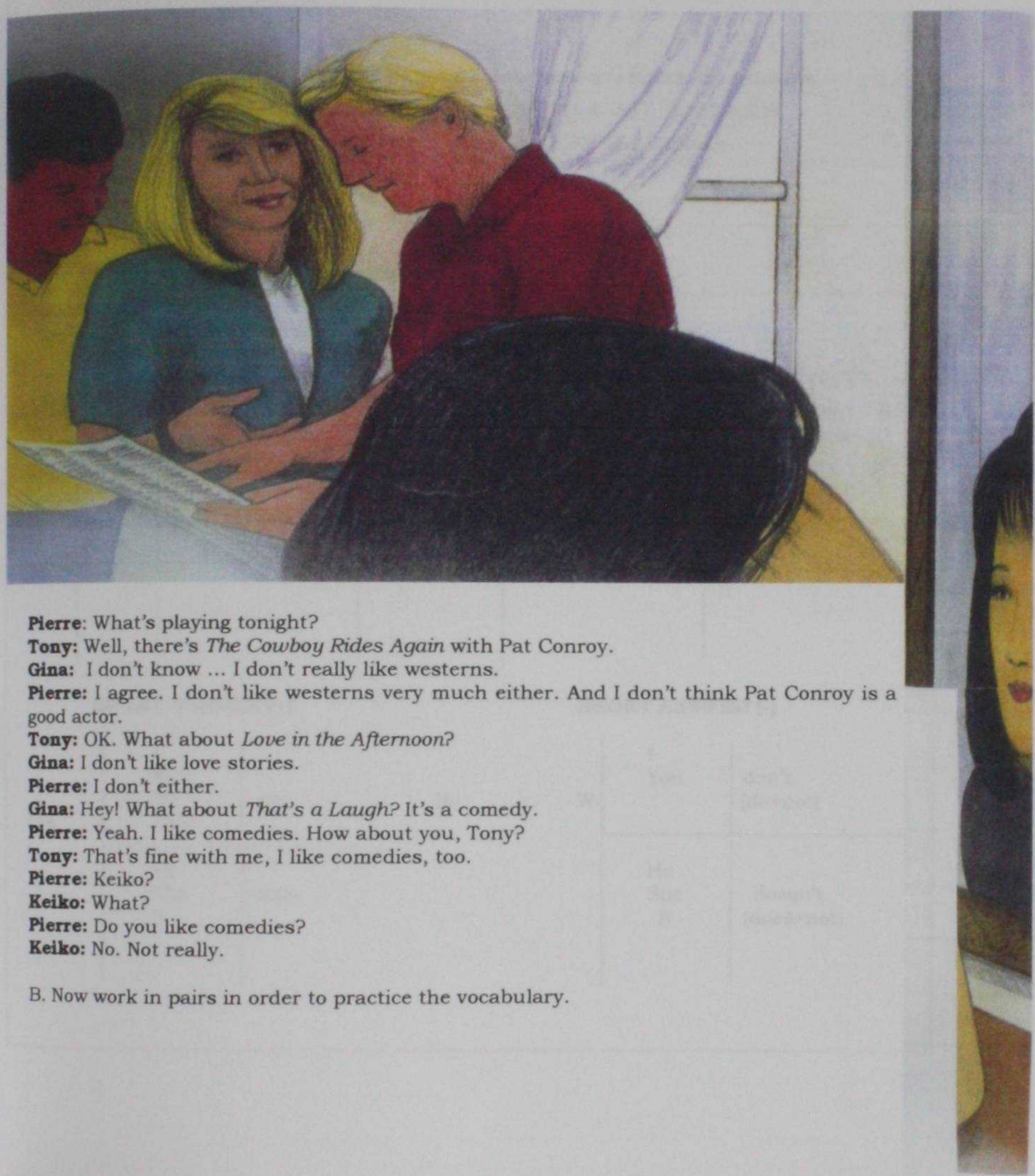
WHAT`S PLAYING TONIGHT?

Level: Ninth grade

Institution: Colegio Bilingüe Santa Sofía

What´s playing tonight?

A. Gina, Tony and Pierre are staying in Dallas this weekend. Look at the picture. Then listen as you read the conversation. Apply learning strategy about listening and then repeating.



Pierre: What's playing tonight?
Tony: Well, there's *The Cowboy Rides Again* with Pat Conroy.
Gina: I don't know ... I don't really like westerns.
Pierre: I agree. I don't like westerns very much either. And I don't think Pat Conroy is a good actor.
Tony: OK. What about *Love in the Afternoon?*
Gina: I don't like love stories.
Pierre: I don't either.
Gina: Hey! What about *That's a Laugh?* It's a comedy.
Pierre: Yeah. I like comedies. How about you, Tony?
Tony: That's fine with me, I like comedies, too.
Pierre: Keiko?
Keiko: What?
Pierre: Do you like comedies?
Keiko: No. Not really.

B. Now work in pairs in order to practice the vocabulary.

EXERCISE 1

Read the conversation again and answer *That's right*, *That's wrong*, or *It doesn't say*.

1. Gina likes westerns and love stories.
2. Pierre doesn't like westerns or love stories.
3. Keiko likes westerns and love stories.
4. Gina and Pierre like comedies.
5. Tony doesn't like comedies.
6. Keiko likes comedies.

GRAMMAR FOCUS

Read the following structures.

1. Simple present tense: to like

AFFIRMATIVE (+)

I You We They	like	movies
He She It	likes	

NEGATIVE (-)

I You We They	don't (do+not)	like movies.
He She It	doesn't (does+not)	

QUESTION (?)

Do	You	I We They movies?
Does		He She It

SHORT ANSWER (+)

Yes	I You We They	do.
	He She It	does.

SHORT ANSWER (-)

No	We I You	don't. (do+not)
	He She It	doesn't. (does+not)

EXERCISE 2

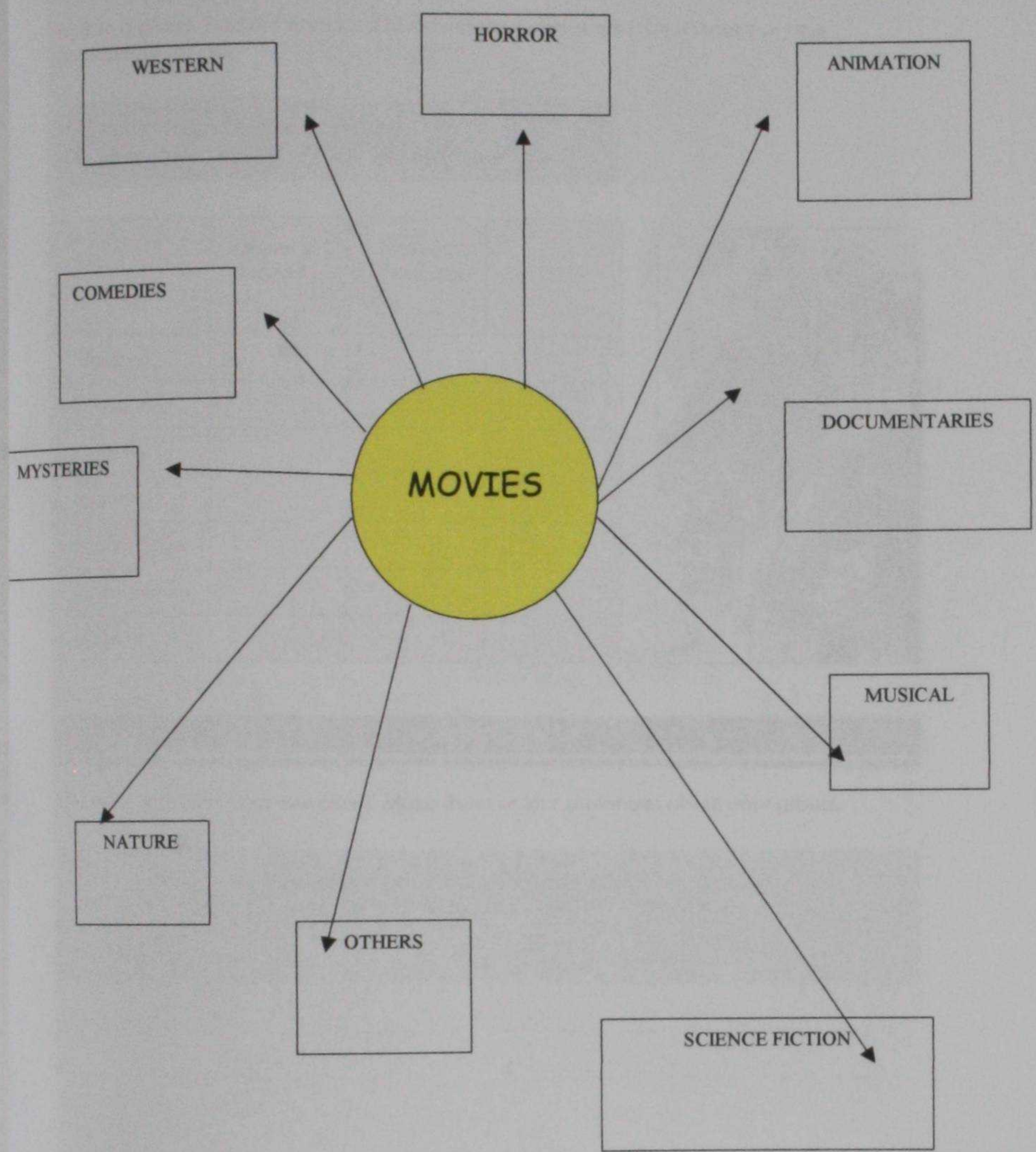
Look at the chart and make sentences about Gina, Tony, Pierre, and Keiko.

WESTERNS	Love Stories	Comedies	Mysteries	Science Fiction	HORROR MOVIES
		Gina		Gina	
Tony	Tony	Tony	Tony		Tony
		Pierre	Pierre		Pierre
Keiko	Keiko			Keiko	

WORD POWER

A. Write as many movie titles as you can think of. For example, *Star Wars, The Lion King, Batman, The Matrix, The Truman Show*, etc.

B. Complete the charts with the movies you wrote before. Classify them into the following categories of movies.



EXERCISE 3

Work in a group. Find out what kind of movies your classmates like. Check (✓) the appropriate movies.

A: What kind of movies do you like?
B: I like *westerns, science fiction,* **and** *horror movies.*

	Name of Classmate _____	Name of Classmate _____	YOU
Westerns			
Love stories			
Comedies			
Mysteries			
Science fiction			
Horror movies			
OTHER			

EXERCISE 4

Use the information from exercise 3. Make three or four sentences about your group.

Lynn and Yon Mi like westerns and comedies. I like westerns and comedies, too.
Lynn and Yon Mi don't like horror movies. I don't like horror movies, either.
We all like love stories.
No one likes science fiction.

1. _____
2. _____
3. _____
4. _____

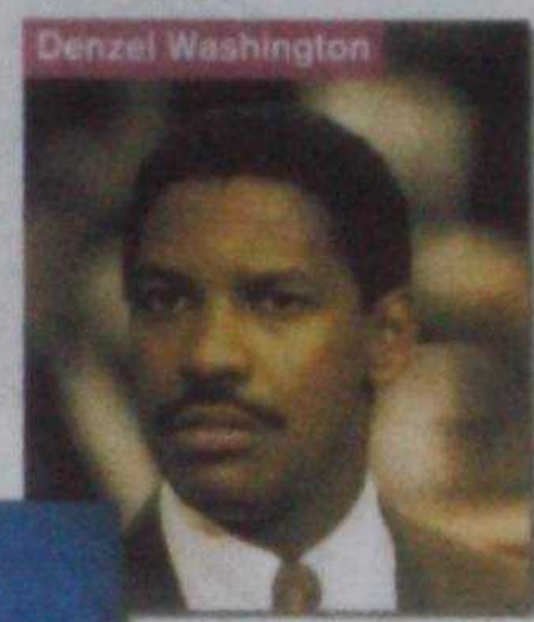
GRAMMAR FOCUS

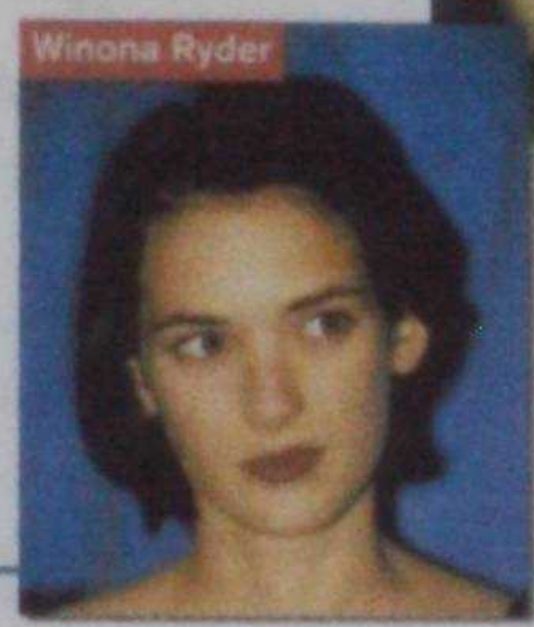
Participles as adjectives

Present participles	*Past participles*
The new Johnny Depp movie sounds **interesting**.	I'm **interested** in the new Johnny Depp movie.
The movie *Jurassic Park* was **boring**.	I was **bored** by *Jurassic Park*.
The book was **fascinating**.	I was **fascinated** by the book.

Complete these sentences. Then compare with a partner.

1. Denzel Washington is a very ..... actor. (interest)
2. I find nature films ..... . (fascinate)
3. I'm not ..... in horror movies. (interest)
4. I'm ..... with watching television. (bore)
5. I loved Winona Ryder's latest movie.
   I was ..... that it didn't do better. (amaze)
6. I thought *Jurassic Park* was an ..... book. (excite)
7. I'm ..... by Michael Crichton's novels. (fascinate)
8. It's ..... they don't make many westerns these days. (surprise)


Denzel Washington


Winona Ryder

WORD POWER *Reactions*

A Complete the chart with synonyms from the list.

absurd	dumb	marvelous	silly
bizarre	fabulous	odd	terrible
disgusting	fantastic	outstanding	unusual
dreadful	horrible	ridiculous	weird

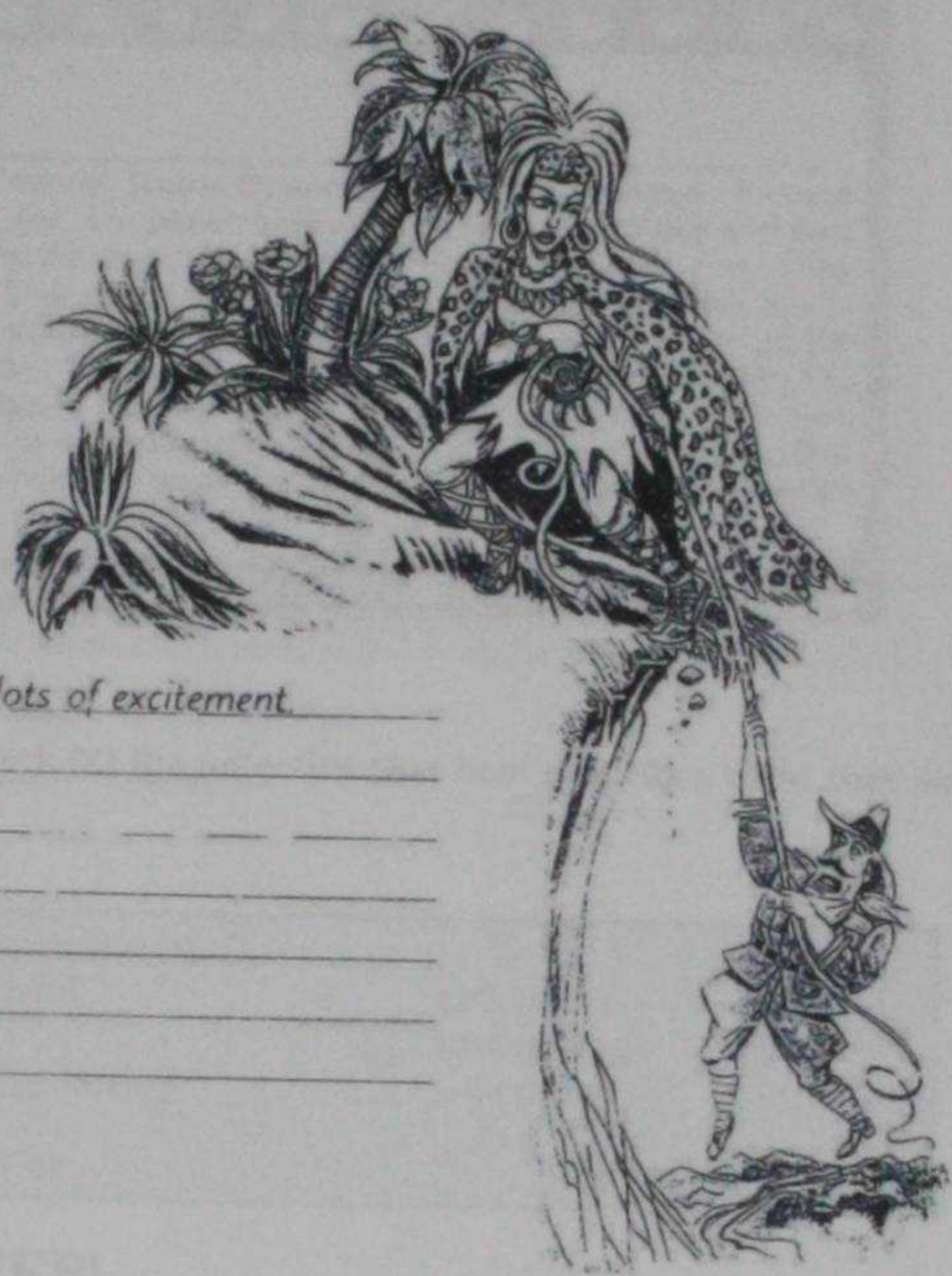
awful	wonderful	stupid	strange
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

B Write six sentences like the ones in Exercise 3 about movies, actors, or novels. Then compare with a partner. Does your partner agree?

VOCABULARY REVIEW

A. Write definitions for the different kinds of movies. Use the phrases in the box.

- ☐ has cowboys in it
- ☐ is scary
- ☑ has lots of excitement
- ☐ has songs
- ☐ makes you laugh
- ☐ tells you about animals or plants
- ☐ has a love story



1. An action movie *is a movie that has lots of excitement.*
2. A romance _____
3. A comedy _____
4. A western _____
5. A horror film _____
6. A musical _____
7. A nature film _____

B. Choose the correct answer.

1. A: I think that Tom Cruise is very good-looking.
   B: *Oh, I do, too.*
   - Oh, I do, too.
   - I don't like him, either.
2. A: His new movie is the dumbest movie I've ever seen.
   B: _____
   - Yeah, I liked it, too.
   - I didn't like it, either.
3. A: It's weird that they don't show movie classics on TV. I really like them.
   B: _____
   - I know. It's really wonderful.
   - I know. It's strange.
4. A: I think Glenn Close is an outstanding actress.
   B: _____
   - Yeah, she's horrible.
   - Yeah, she's excellent.
5. A: The movie we saw last night was ridiculous.
   B: _____
   - Yes, I agree. It was exciting.
   - Well, I thought it was pretty good.

C. MOVIE GUIDE

A Read the movie guide. Choose a title from the box for each review.

☐ A Question of $1 Million ☐ Then and Now ☐ The Best Man Wins

1. _____

A crazy scientist makes a time machine and travels back in time 1,000 years. She learns some interesting things about life in the past. She has a problem with her time machine and almost doesn't come back to the present. But everything is OK in the end. A great movie.

2. _____

In this movie, Rosie Stamp works for an electronics company. As usual, she is very funny. One night, someone takes a million dollars from the company. The police think Rosie Stamp took the money. But it's all a big mistake. The film will make you laugh a lot!

3. _____

In this classic movie, Terence Neal is the good guy and Alex White is the bad guy. They are cowboys, and they are in love with the same woman. For most of the movie, it looks like the bad guy will marry her. It looks like she prefers him. But, of course, the good guy marries her in the end.

D. LISTENING

Listen to people talk about movies. Check (X) the adjective that best describes what they say about each one.

1. ____fascinating	2. ___wonderful	3. ____ridiculous
____ silly	____ odd	____ interesting
____ strange	_____ boring	_____ exciting

LET´S GO TO THE MOVIES!

A. PAIR WORK

Take turns asking and answering these questions and others of your own.
Learning strategy: encouraging yourself (taking risks wisely)

1. What kind of movies are you interested in? Why?
2. What kind of movies do you find boring?
3. Who are your favorite actors and actresses?
4. Are there any actors that you don't like?
5. What is one of the most exciting movies you have ever seen?
6. What did you like about it?
7. What are your three favorite movies in English? Why?
8. Are there any outstanding movies playing now?

B. GROUP WORK

Report the information to the rest of the class. Use the simple present tense. Ex: *she likes romantic movies, but she hates horror...*

WHAT HAPPENED IN THAT MOVIE?

Choose the correct words to complete these movie reviews.

The President

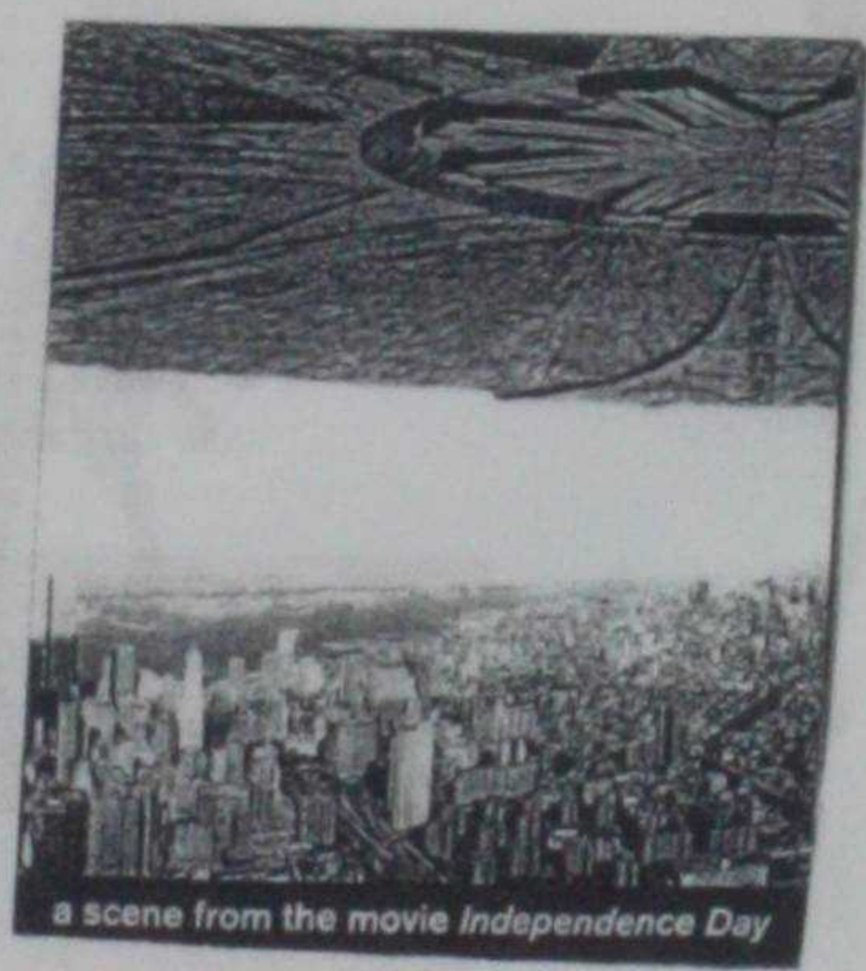
Nathan Kane's movie *The President* is based on a true story about the life of a president. But don't watch this movie if you're ___interested___ (interested/interesting) in history. It isn't all true. However, Kane makes the film _____ (excited/exciting), and the editing is outstanding. I was also _____ (amazed/amazing) by the photography, which certainly deserves to win an Oscar.

The Patient

You will be _____ (surprised/surprising) at how good *The Patient* is. It is one of the most _____ (fascinated/fascinating) films I've ever seen. It's a romantic story about four people during the Second World War. All the actors are fantastic. You won't be _____ (bored/boring) for one second. A must-see.

Choose the correct words.

1. *Independence Day* was a ___marvelous___ (absurd/disgusting/marvelous) movie, and I'd love to see it a second time.
2. I think Spielberg's movie *The Lost World* is as good as *Jurassic Park*. In fact, it's really _____ (terrible/terrific/boring).
3. The dogs were really great in *101 Dalmations*. I don't know how they made them do such _____ (dreadful/dumb/fantastic) things.
4. Uma Thurman is _____ (horrible/ridiculous/wonderful) in *Pulp Fiction*. I think she's a really great actress.



a scene from the movie *Independence Day*

MOVIES ON PLAY?

A. Paul and his friend from Costa Rica are talking about movies. Listen to the following dialog.

Cultural hint

Paul: Did you see Final Fantasy?
Carlos: Which one? Final Fantasy? No.
Paul: Why not? It's quite popular in the United States. I saw it last week in L.A.
Carlos: Well, now that you mention it, I heard of it, but only its reviews. They say it will be on play in two months here.
Paul: Oh that's bad I didn't know that happen to movies here.
Carlos: Yeah, when we first have it here, people in the U.S have already seen it a thousand times. That's not fair...
Paul: Well, can you rent it in a video store?
Carlos: I guess not.

B. After talking about the movies they went for a cup of coffee. There they started talking about different behaviors in cinemas. Can you help them?

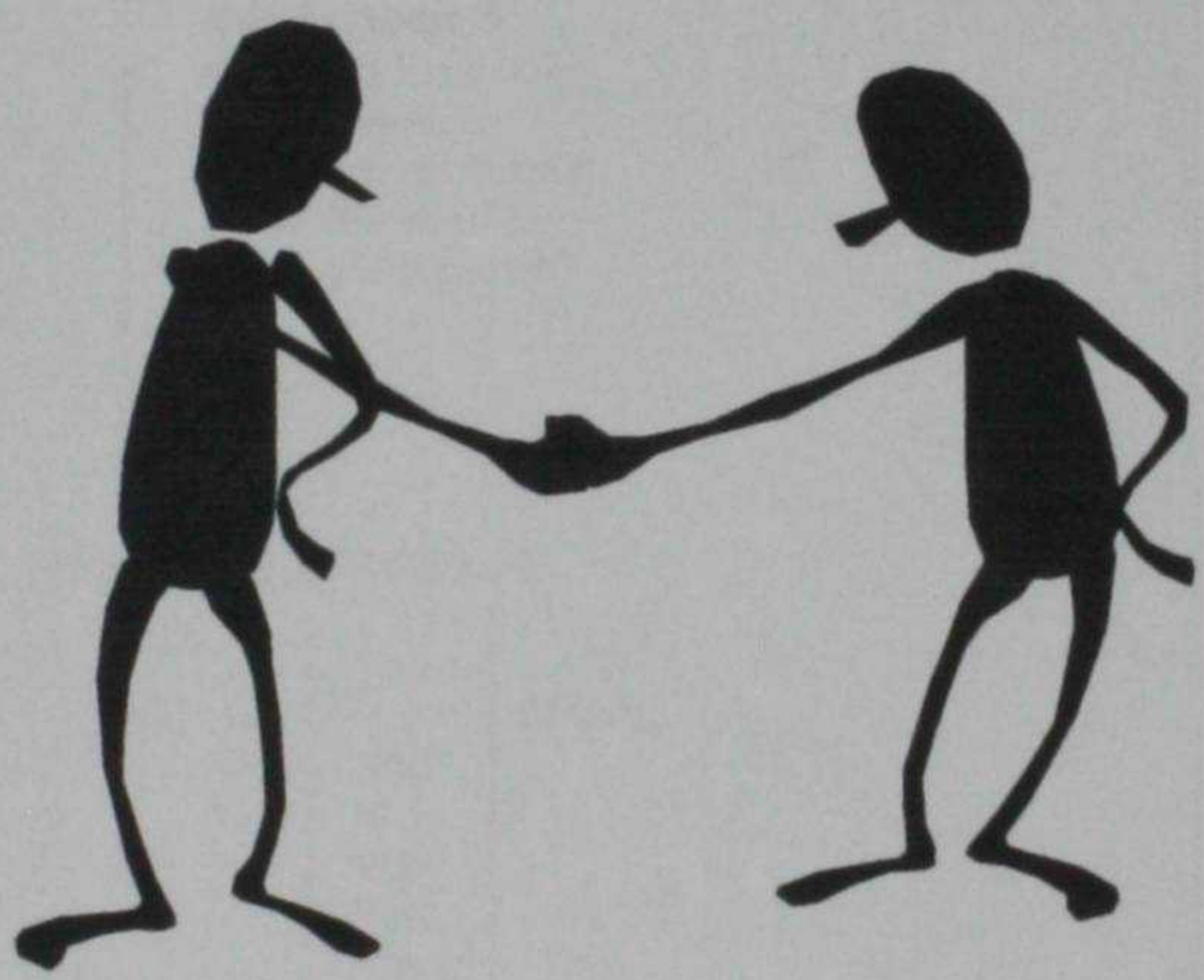
BRAINSTORMING

✓ Do Costa Rican and North American people behave the same way in a cinema? Yes? No? Why? Explain your answer.
✓ What kind of movies do Americans watch? How much is it for a ticket? What time are the movies?

Listening

Listen to five different English people talk about the questions written above. Feel free to ask questions and interact with them.

Take notes.



1. Simple Past Tense

The form of the simple past tense is the same for all persons.

REGULAR VERBS

Most regular verbs add **–ed** to the base form: work + **ed** = work**ed**

Verbs ending in e take **–d**: live + **d** = live**d**

Verbs ending in a consonant + y take **–ied** and drop the y: study + **ied**= stud**ied.**

IRREGULAR VERBS

They have irregular past forms.

AFFIRMATIVE (+)

I	clean**ed** the house.
You	wash**ed** the dishes.
He	liv**ed** in Spain.
She	stud**ied** in France
It	**ate** its food.
We	**had** a good time.
You	**went** to the mall.
They	**saw** a good movie

NEGATIVE (-)

I		**clean** the house.
You		**wash** the dishes.
He		**live** in Spain.
She	**didn't**	**study** in France.
It	**(did not)**	**eat** its food.
We		**have** a good time.
You		**go** to the mall.
They		**see** a good movie.

QUESTION (?)

	I	**clean** the house?
	You	**wash** the dishes?
	He	**live** in Spain?
Did	She	**study** in France?
	It	**eat** its food?
	We	**have** a good time?
	You	**go** to the mall?
	They	**see** a good movie?

SHORT ANSWER (+)

Yes,	I You He She It We You They	**did**.

NEGATIVE ANSWER (-)

No, He	I You She It We You They	**didn't**.

What movie did you see?

A. Listen to the following dialog.

A. Where were you yesterday evening? I called you, but you weren't home.
B. That's right. I wasn't. I was at the movies.
A. Oh. What movie did you see?
B. I saw "Dancing in the Park."
A. Did you enjoy it?
B. Yes. It was excellent.

B. CROSS TALK: MOVIES

Talk with a partner about the last movie you saw.

Who was in the movie?
What was the plot?
How was the movie?
Was it good?
Bad? Exciting? Boring?
Do you recommend the movie?

C. Report to the class about your partner's movie. Use simple past tense.

LET'S WORK ON REVIEWS!

A. Take a look at the following movies on play taken from the *Tico Times*. Work in pairs and discuss some the movies you would like to see. Explain why you would like to see them.

This Week's Movies

Movies and schedules from April 26 may change without notice. Please call for today's shows

Thirteen Ghosts: Oh, the horror. *San Pedro V*, 3, 4:55, 6:50, 9, *Cariari V*, 3, 4:55, 6:50, 9.

A Beautiful Mind: everyone is out to get you. *San Pedro V*, 1:50, 4:20, 6:50, 9:25, (weekdays, 4, 6:45, 9:15), *Cariari I*, Mon.,-Thurs., 4, 6:45, 9:15, *Cariari II*, Fri.-Sun., 6:45, 9:15.

Black Hawk Down: Historically inaccurate U.S. war propaganda trash: Go! Kill! Win! *San Pedro X*, 3:45, 6:45, 9:15.

Domestic Disturbance: John Travolta protects his family, dances. *San Pedro II*, 1:50, 3:35, 5:25, 7:15, 9:05 (weekdays, 3:35, 5:25, 7:15, 9:05), *Cariari VI*, 1:50, 3:35, 5:25, 7:15, 9:05 (weekdays, 3:35, 5:25, 7:15, 9:05), *Internacional II*, 1:45, 3:35, 5:25, 7:15, 9:05, (weekdays 3:35, 5:25, 7:15, 9:05).

The Count of Montecristo: *San Pedro VIII*, 1:45, 4:15, 6:45, 9:15, (weekdays 4, 6:45, 9:15). *Cariari IV*, 1:45, 4:15, 6:45, 9:15, (weekdays 4, 6:45, 9:15), *Internacional IV*, 1:45, 4:15, 6:45, 9:15, (weekdays 4, 6:45, 9:15), *Plaza Mayor I*, 1:45, 4:15, 6:45, 9:15, (weekdays 4, 6:45, 9:15), *Colonial II*, 1:45, 4:15, 6:45, 9:15, (weekdays 4, 6:45, 9:15), *Magaly*, 4:15, 6:45, 9:15, (weekdays 4, 6:45, 9:15), *Omni*, 1:45, 4:15, 6:45, 9:15, (weekdays 4, 6:45, 9:15).

El Espinazo del Diablo: excellent cast. *Internacional III*, 3, 5, 7, 9.

Highlander 3: The Final Conflict: Decapitatingly good fun. San Pedro, Sat., Sun., 7, 9, (weekdays, 3, 5, 7, 9).

Ice Age: Fun animation (in Spanish), *Cariari I*, 1:45, 3:30, 5:15, 7, 9, Sat. & Sun. (Fri. 3:30, 5:15, 7, 9) *Cariari III*, 1:45, 3:30, 5:15, 7, 9 (weekdays, 3:30, 5:15, 7, 9), *San Pedrol*, 11:15, 1, 2:45, 4:35, 6:40, 8:30, 9:50, Sat., Sun., (Fri. 2:45, 4:35, 6:40, 8:30, 9:50, Mon.-Thurs., 2:45, 4:35, 6:40, 8:30), *San Pedro III*, Sat., Sun., 1:45, 3:30, 5:15, 7 (Fri., 3:30, 5:15, 7), *Internacional I*, 1:45, 3:30, 5:15, 7, 9 (weekdays, 3:30, 5:15, 7, 9), *Plaza Mayor II*, 1:45, 3:30, 5:15, 7 (weekdays, 3:30, 5:15, 7), *Colonial II*, 1, 3, 5, 7, 9 (weekdays, 3, 5, 7, 9), *Magaly*, Sat., Sun., Wed., 2, *Variedades*, 1:30, 3:15, 5, 6:45, 8:45 (weekdays, 3:15, 5, 6:45, 8:45).

Jimmy Neutron: loud, nauseating animation for kids. Worse than Pokémon, *San Pedro IX*, Sat., Sun., 1:40, 3:30, 5:20.

La Infiel: *Laurence Olivier*, 4, 6:45, 9:15,

Lord of the Rings: small folk with funny feet. *San Pedro X*, 1, 4:15, 7:30 (weekdays, 4:15, 7:30), *Cariari II*, Fri.-Sun., 3 (weekdays, 4:15, 7:30).

Pantaleón y las Visitadoras: Excellent rendering of Vargas Llosa's classic novel, *San Pedro VI*, 2:30, 4:45, 7, 9:15 (weekdays, 4, 7, 9:15),

The Man Who Wasn't There: A story of passion, crime and punishment. *Sala Garbo*, 3, 5, 7, 9.

The Contender: Christian Slater, Jeff Bridges, *San Pedro III*, 4:15, 6:45, 9:10 (weekdays, 9), *Plaza Mayor II*, 9 (weekdays, 9:10)

B. Now in pairs, practice calling the theater and asking for the schedules and the prices of the tickets for the movies. Use some of the following examples, **"What's playing tonight? What time is a specific movie? How much is the ticket?"**

Taken from *The Tico Times*, April 26, 2002.

C. Now take a look at the following movie reviews.

bestsellers

Shrek

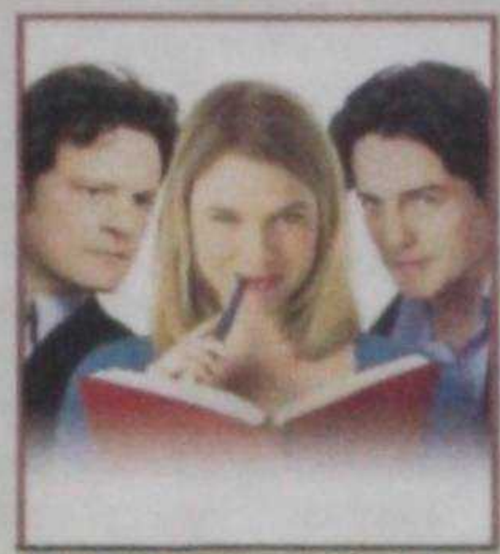
Special Edition

Starring the voices of Mike Myers...Shrek, Eddie Murphy...Donkey, Cameron Diaz...Princess Fiona, John Lithgow...Lord Farquaad
Brilliant animation, all-star voice talent, and a modern twist on all your favorite fairy tales highlight this fun-filled hit about an ornery ogre out to protect his life at [illegible] Loaded with incredible, groundbreaking DVD extras!
2001 C Dim Dreamworks (1.78:1) PG
001/055 DUB:DD+ SPF/R SUB:SP/FR
Intro, Comm, Add Info, Del, Outtakes, Mak Of+
A Dreamworks Home Entertainment Release
™ & © 2001 Dreamworks L.L.C. All Rights Reserved.
2647600 W $26.95 $16.95*

Pearl Harbor (2001)

60th Anniversary Commemorative Edition

Starring Ben Affleck, Josh Hartnett
Affleck and Hartnett head up the top-notch cast in this heroic WWII epic from the creators of *Armageddon*, includes historical documentary, director's introduction, more!
2001 C 143m Wide PG-13
001 ACC
Dual, Mus Vid, Web Lk*, Doc
A Touchstone Home Video Release
© Touchstone Pictures. All Rights Reserved.
2652303 W $29.95 $19.95*



Bridget Jones's Diary

Starring Renée Zellweger, Colin Firth
In this offbeat romantic comedy, based on the bestseller, Zellweger is hilarious as the spunky British publicist searching for love among the singles crowd. With director's commentary, deleted scenes, and more.
2001 C 116m Wide (1.85:1) R
ACC
Comm, Add Info, Mak Of, Mus Vid, Feat
A Miramax Home Video Release
2647709 W $29.95 $19.95

The Godfather DVD Collection

Starring Marlon Brando, Al Pacino
An offer you can't refuse! This elegant five-disc set includes *The Godfather*, *The Godfather Part II* (on 2 discs), and *The Godfather Part III* (each with Francis Ford Coppola's commentary!) plus over three hours of extras on a fifth DVD!
1972–1990 C Dim Wide R
DD DUB:DDM FR SUB:EN
cc Add Feat, Add Info, Mak Of, Mus High+
A Novelty Industries Release
2682201 W
~~$106.95~~ $79.95*

25 off!

A Knight's Tale

Special Edition

Starring Heath Ledger, Mark Addy
The 14th century takes a rocking new twist in this stylish, action-packed adventure where squire Ledger passes himself off as a knight and takes the jousting world by storm! Features director Brian Helgeland's commentary, 11 featurettes, and more!
2001 C 132m Wide (2.35:1) PG-13
DD DUB:FR SUB:EN/FR NCC
Intro, Comm, Del, Mak Of, Trail, Mus Vid+
A Columbia Tristar Home Video Release
© 2001 Columbia Tristar Television, Inc. All Rights Reserved.
2648004 W $27.95 $17.95

O Brother, Where Art Thou?

Starring George Clooney, John Turturro
In the Coen Brothers' acclaimed comedy, Clooney leads a trio of escaped convicts on a journey filled with hilarious adventures and strange characters. Includes featurette, script to scene comparisons, and more!
2000 C 106m Wide (2.35:1) PG-13
001 SUB:SP ACC
Mak Of, Trail, Mus Vid, Screply, Storyb, Feat
A Touchstone Home Video Release
© Touchstone Pictures
2617406 W $22.95 $12.95

Hannibal

Special Edition

Starring Anthony Hopkins, Julianne Moore
Ridley Scott's chilling sequel to *The Silence Of The Lambs*! Two-disc edition includes commentary by Scott, 35 minutes of deleted scenes, five featurettes, three interactive multi-angle featurettes, and much more!
2001 C 131m Wide (1.85:1) R
001 DUB:DD SP/FR SUB:EN/SP/FR NCC
cc Intro, Add Feat, All Ext, Del, Trail+
An MGM Home Entertainment Release
2659902 W $29.95 $19.95

Exit Wounds

Starring Steven Seagal, DMX, Isaiah Washington
Action veteran Steven Seagal stars in this stylish, fast-paced actioner from the director of *Romeo Must Die*! Includes making of documentary, featurette, and DMX's music video "No Sunshine."
2001 C 101m Wide R
DD DUB:DD FR SUB:EN/SP/FR NCC
Mak Of, Trail, Mus Vid, Doc
A Warner Home Video Release
2634400 W $24.95 $14.95

Taken from DVD CLUB, March 2002, 2.

Star Wars – Three Reviews

Have you ever seen the movie *Star Wars*?

Movie Director's Latest Triumph!

Don't believe people who say you can't improve a good thing. Director George Lucas has taken *Star Wars*, which was a hit back in 1977, and made it even better. There are new scenes, incredible special effects, and an improved soundtrack. But Lucas isn't just a technical genius. He also knows how to win our hearts. Everyone will love this science-fiction adventure story about growing up, friendship, and good against evil. Audiences will especially like the exciting chase scenes, shootouts, and Darth Vader, who is one of the greatest movie villains of all time. This movie is spectacular!

A New, Old Hit

Star Wars is back and better than ever . . . sort of. Yes, the soundtrack is clearer, but it's also louder. Yes, there are some new characters, but the old ones seem a little silly now. Even though it's a fun movie, and I liked it the first time I saw it, I expected this to be so much better. Maybe George Lucas should have made an entirely new movie.

"What Junk!"

Why did George Lucas spend his money and time on a tired old movie? There is a scene where Luke Skywalker, the hero, is rushing to the spaceship that will take him on his journey to save a princess, some robots, and, oh yes, the universe. When Luke sees the old spaceship, he exclaims, "What a piece of junk!" I knew exactly how he felt. This movie is just that, a piece of junk.

A Read the reviews. What rating would each critic give *Star Wars*? Circle the words in each review that helped you decide on the critics' ratings.

★ poor ★★ fair ★★★ very good ★★★★ excellent

B *Pair work* Talk about these questions. Explain your answers.

1. Do you read movie reviews or watch movie critics on TV? Do they help you decide which movies you want to see?
2. What movie did you see when you were a child that is still special to you today?
3. What makes a movie great? terrible?

WRITING

I PART

GROUP WORK

Watch a movie. The movie has to chosen of previously by the teacher and the students. Discuss the movie in groups and then write a movie report. The review has to include present and past tense verbs as well as participles used adjectives.

II PART

PAIR WORK

In addition, look for the soundtrack of the movie. Bring to class and have students listen to it, read the lyrics and sing it.

Note:

The articles in pages139,140,141, and 148 were taken from *New Interchange II*, the teacher's guide, the student book and the workbook (1999).

UNIT EVALUATION

This unit was very helpful. The presentation of the topics and materials first and then the final project was an excellent way to organize it. It is a very efficient process because at the end of the class, all I have learned was applied: the different methodologies, the needs assessment project, the analysis, the strategies, etc,.

The methodology of the course was reflected in the unit. In each class, we would study one aspect at a time, and then we needed to apply the aspect in the unit. In other words, the unit started the first class we had. The beginning was the needs assessment, the general description (outline of the curriculum), justification, the unit outline (listening of the four contents), the unit itself and the personal evaluation. Creating the unit makes me realize what is behind the whole process. Extracting all the different elements of the four syllabi was something I had never done before. The learner or teacher is never given what comes previous to a unit. So, doing it was of great importance for my professional growth.

In this unit, there is a point where you have to integrate everything in an organized, coherent way. Doing that was not an easy task.

One aspect that needs to be considered in creating the unit is time. More time should be allowed for such a complex, difficult task. I got the whole idea about the unit through classes; readings, questionnaires and other unit examples, but I completed it totally almost at the end of the course. That was a negative aspect because I had to hurry to have it done.

For me, more time should be devoted to the unit, not only because of the percentage in the grade it has, but also because of the complexity of the assignment.

Annexes
(supplementary
materials, scripts, etc)

LISTENING

D. Listen to people talk about books and movies. Check the adjective that best describes what they say about each one.

1.
MAN 1: What did you think of the new Steven Spielberg film?

WOMAN 1: Oh, I heard it is really exciting. He directed Jaws, E.T and Jurassic Park. People say the end of that movie is really good.

MAN 1: Is the ending great?

WOMAN 1: Yeah, it really is! Such a surprise! And the whole story moved along so fast, too!

2.
WOMAN 2: How did you like the movie?

MAN 2: Well, I walked out after half an hour.

WOMAN 1: You did?

MAN 2: Yeah, it was so dull that I started falling asleep! And I've never seen such a bad acting from Jim Carrey.

WOMAN 1: Oh, really! He's usually pretty good.

MAN 2: Well, not in that movie. I wish he'd choose better roles.

3.
MAN 1: What do you think of that documentary about Australia?

MAN 2: Oh, I learned so much! I didn't know they had so many different kinds of animals there. And the photography!

MAN 1: Yeah, it was something, wasn't it?

MAN 2: Uh-huh, it was pretty amazing. It made me want to go there and see it for myself sometime.

Taken from New Interchange 2, page 82. Exercise 5, 1999.

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SECTION THREE

INTRODUCTION

The best way to understand processes and theories is by applying them and collecting the information. Section III of the portfolio deals with the creation of a unit, from which there are derived lesson plans, a test with an objective and subjective part, and observation reports. All of which were applied with the same population of students in order to write comments and get feedback.

There is also an analysis about assessment instruments and other products. The last one is a collection of the best products produced through the time I have studied and worked.

CURRICULAR UNIT
FOOD

DESCRIPTION AND ANALYSIS OF THE PROCESS OF MAKING THE UNIT AND THE FACTORS THAT INTERFERED IN ITS DESIGN

Doing the unit was a lot of work. It was very complicated because there are a lot of factors that need to be taken into account in order to do it. When I first started putting it together, I tried to include all the aspects that I studied during the *Licenciatura* at UNA. I chose the topic of food because I believe that the topic itself is of great interest and excitement for the students, and because you can easily introduce authentic material that leads to real communication. There are also a lot of materials to work with. I believe that food is one of the best examples to present culture because food is culture itself. The unit had to be organized with the creation of objectives, content outline, and functions among others. It has been corrected several times and even I myself checked it around six times; I made five versions of it because every time I was checking it, I found that something was incorrect. The unit consists of four lessons that are supposed to be developed in two weeks. The unit deals mostly with culture. First of all, I wanted students to be aware of their own food habits so that they could understand better those found in the U.S. The grammatical patterns that are studied throughout the unit are linked to the topic of food. Some of them are quantity determiners (some, any), nouns (countable, noncountable) and modal verbs (will, would). One of the most fundamental functions of the unit is for students to talk about food in C1 as well as C2. The unit presents communicative activities in which students have to talk and express ideas about food in C1 and C2; activities such as role-plays, dialogues, conversations, speeches, group discussions, debates, which demand a great deal of oral production. To develop the unit, I read a lot about how to integrate culture in a unit. First I used a unit in the book *In Contact I*, unit 5. This unit itself has no integration. The skills were presented in a very disorganized way. Besides that, speaking was not clearly emphasized; only reading and listening.

The subskills of grammar and vocabulary are the ones that get more attention. Grammatical patterns have no relationship among them. Grammar is studied as isolated discrete points that are not linked to the issue of food. In this unit on food, you can find topics such as the months, age and directions. In my opinion, I don't see any relation between talking about food, asking how old a person is or asking where the bank is. The unit also has some other grammatical patterns that are not well presented. The unit has no communicative perspective. In addition, the activities are not logically and smoothly presented.

In the new unit, I decided to change and give it a more communicative cultural view. I included the five skills of language: listening, speaking, reading, writing and culture. I also included some grammatical patterns, but not to be studied in isolation, but as part of the unit, in which students have to apply the grammar while expressing ideas, likes and dislikes in regard to C1 and C2. In the unit, I wanted students to be in contact with culture, so I included some activities that I think are of great interest for students. These activities will motivate students to learn more about just the superficial idea and concept that the word food has. One of them is for students to listen to a native speaker that I will bring to class. I did this so that the students could listen to what an American would eat on a typical day. I included some cultural notes for students to get acquainted with. My big surprise was that when students were listening to the speech, they got real excited and started asking questions. The questions were really interesting, and they showed a great deal of motivation. In the other activity the students had to interview a native speaker in order to find out about how the person visualized fast food. I thought about it and came up to the conclusion that it might be difficult for some of the students to do that. So I gave my students some e-mail addresses of some of my friends in the U.S. Students wrote to them and found out the requested information. Students also read two passages about C1 and C2 in which they had to discuss some food habits and table manners in C1 and C2. Another activity that I

included in the unit, which students loved, was the role-play, where they had to play the role of a waiter/waitress and some others were customers. They had to use the menu in the unit. The activity was great because students were very creative and original. They made a very funny activity that once again led to motivation while learning. In the last lesson, students get to understand how tipping works in C1 and C2.

In conclusion, this was an excellent experience for me. It took a lot of work and dedication. I had to analyze many factors. I had to make sure all the objectives and functions matched the activities in the unit. I used the unit with 10 Hotel Administration students, in a course named English III. I was very happy with my students' response to the unit. I worked with the final version of the unit and to my surprise I found a lot of mistakes that I did not see when I was printing it.

The final version of the unit was a process of changes. For example, I had to make some changes in some words. I had to make sure the objectives were congruent with the justification and the cultural goals given. I also had to add more communicative context such as situations and topics as contexts for the functions. I had to change the organization of the unit to adjust it to the sequence of presentation, practice and use (free use). This unit has served to teach other classes in the college I work at. There is a class called Intercultural Communication and some professors have used the unit.

UNIVERSIDAD NACIONAL
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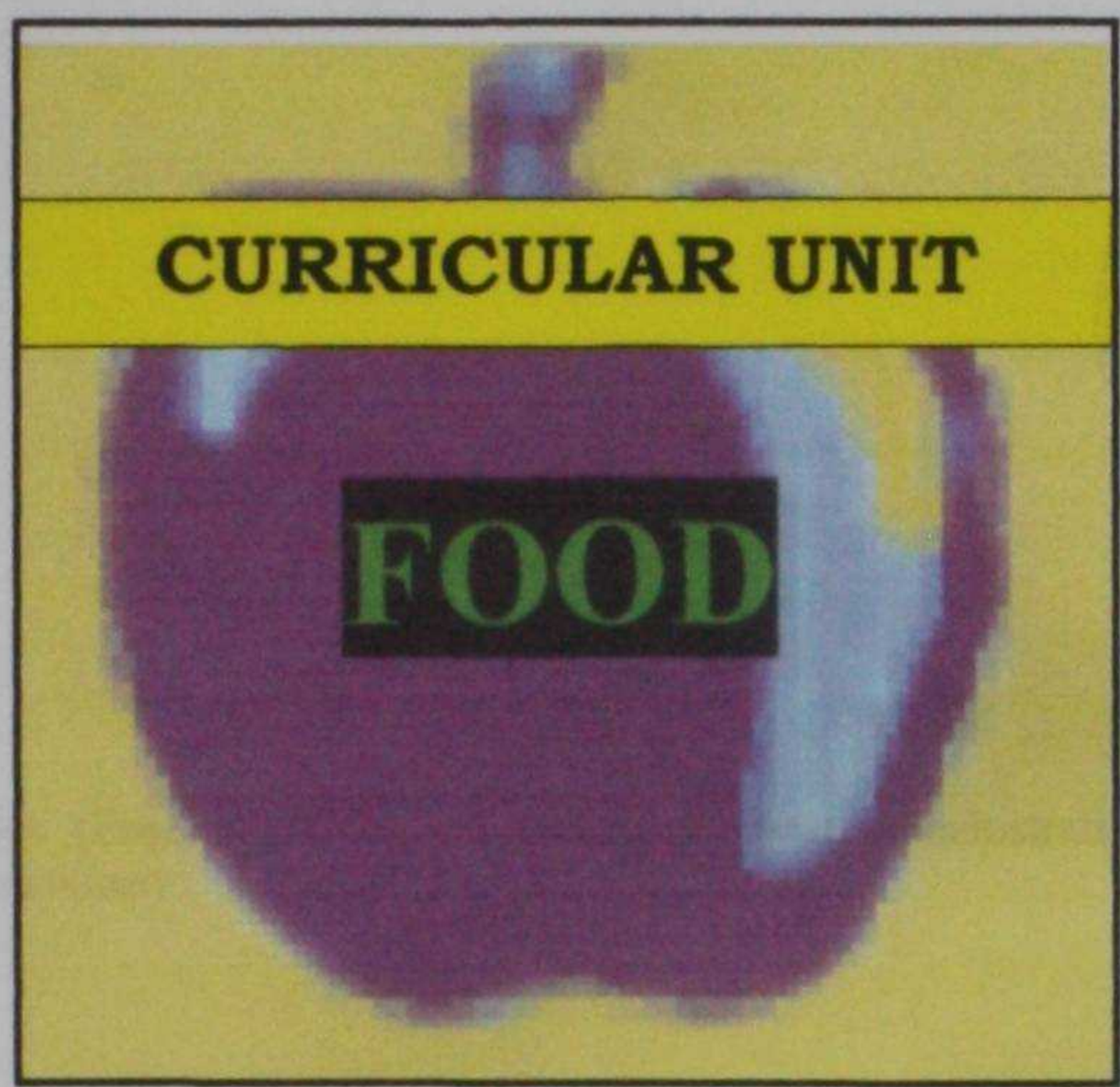
ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE
LICENCIATURA EN LINGÜÍSTICA APLICADA—INGLÉS



PATRICIA LÓPEZ ESTRADA 220250-3

DICIEMBRE, 2003

Pedagogical Unit	Patricia López Estrada 220250-3

Theme:

Food in the United States

Topics:

-Foods
-Eating contexts
-Eating manners

Level: Intermediate (English III for the major of Hotel Administration at CUP—Colegio Universitario de Puntarenas)

Duration: 2 weeks (8 hours)

Justification

A culture-oriented unit based on food becomes more relevant when it comes to dealing with and facing differences and similarities between two cultures.

Knowing cultural patterns about food issues is vital on survival levels. A person could actually do relatively well without other aspects, but the need to eat becomes a matter of life and death! Some topics related to this issue could be shopping and asking for food, as well as ordering and tipping, diets, meal times, etc. The learners should be aware that their eating habits, manners, diets, among others are not going to be the same once they are immersed in the target culture.

In addition, the learner must be able to know what to offer or expect from a member of the target culture—culture in the United States (C2). When it comes to eating, the learner should know that his/her own habits would not necessarily match the guests. Therefore, it is also important for the learner to understand that "others" will not necessarily accept willingly a usual dish or snack that might be habitual for the host.

Cultural Goals

Students already know the basics of goals #1 and #2. That is, students show curiosity about another culture and empathy toward its members. They also recognize that role expectations and other social variables such as age, sex, social class, religion, ethnicity, and place of residence affect the way people speak and behave (Seelye, 1993). Now, students are ready for deeper goals as follows,

> Goal 3, What: The student demonstrates an awareness that effective communication requires discovering the culturally conditioned images that are evoked in the minds of people when they think, act, and react to the world around them.

> Goal 4, Where and When: The student recognizes that situational variables and convention shape behavior in important ways (Seelye, 1993).

Cultural Objectives

1. To become aware of the student's own food habits.
2. To demonstrate awareness that different meals imply specific kinds of food in the target culture.
3. To understand that different eating places for eating call for different behavior or conventions.
4. To recognize the differences in meals in the target culture.

Linguistic Content Outline

- Quantity determiners
  - **Some: I** want **some** bread, milk, etc.
  - **Any: I** do not have **any** rice, beans, etc.

- Nouns
  - Countable: peas, tomatoes, potatoes, carrots, etc.
  - Uncountable: rice, bread, milk, ice cream, etc.

- Modals verbs for requests
  - Will: What **will** you **like** to eat? I **would like** a hamburger.
  - Would: What kind of dressing **would** you **like? I will have** Italian, please.

Communicative Content Outline

1. Talking about eating habits in C1 and C2
2. Talking about food in C1 and C2
3. Expressing likes and dislikes
4. Ordering food in C2
5. Recognizing different behaviors and manners when eating out in C2
6. Making a shopping list

Cultural content

- Meal times
  - Breakfast
  - Lunch
  - Brunch
  - Dinner/supper
  - Coffee break
  - Snack times

- Different kinds of meals at different times of the day
  - Hamburger and french fries
  - Ham/chicken/cheese sandwich
  - "Casado" Typical Costa Rican meal that includes white rice, beans, a small green salad, fried plantains, hash, chicken, beef or fish.
  - Pizza
  - Salads
  - Potatoes (mashed, baked, fried, etc.)
  - Fried chicken
  - Desserts (cheese cake, ice cream, chocolate mousse, apple/cherry/lemon pie)

- Different kinds of food
  - Fats, oils, sugar: cream, butter, oil, candy, honey, potato chips, etc.
  - Dairy products: cheese, milk, yogurt, margarine, sour cream, etc.
  - Vegetables: lettuce, carrots, broccoli, tomatoes, potatoes, onion, celery, cucumber, peas, corn, eggplant, garlic, avocados, etc.
  - Fruit: apples, bananas, pineapple, mangoes, oranges, strawberries, grapes, lemons, etc.
  - Grains: bread (white and whole wheat) tortillas, cereal, crackers, rice, pasta, noodles, toast, spaghetti, etc.
  - Desserts: cake, cookies, ice cream, pie (apple, cherry, lemon), etc.
  - Meat/protein: chicken, fish, beans, nuts, eggs, beef, bacon, seafood, steak, turkey, meat balls, ham, pork, sausage, ribs, etc.
  - Frozen foods, beans, breakfasts, dinners, green beans, ice, ice cream, pies, pizza, potato salad, etc.
  - Fast foods: fried chicken, french fries, pizza, tacos, burritos, hamburger, hot dogs, pop corn, etc.
  - Beverages: lemonade, water, coffee, beer, iced tea, soft drinks, wine, apple/orange/grape juice, etc.

- Eating habits

  - Costa Ricans have different habits for eating. Their diet is based on rice and beans, vegetables and meat. They have a great variety of fruits and seafood products. On the whole the food is bland and heavy on the grease. These habits are totally opposed to the ones in the United States.
  - The typical North American diet consists of fast foods—hamburgers and french fries. It also includes convenience foods, usually frozen and canned, junk food without much food value—candy, potato chips, cereal and lots of sugar, but no vitamins. Another important aspect is that the typical North American diet is changing now, but it also includes food from many countries. More ethnic restaurants are opening in big cities in the United States. In addition to that, North Americans are now trying to eat for healthy and include salads, vegetables and more fruit to their daily diet. Some North Americans are vegetarian as well.

- Eating behaviors and eating manners used in restaurants

  - Ordering food in the United States is done in a very direct way. The waiter would approach the table almost immediately once the client has sit down. Waiters in the United States commonly greet guests by saying, May I take your order? This is done in a very polite way. "Please" and "thank you" is often used. The people who go out are normally very polite also. Depending on the kind of food that is ordered or if it is a formal or an informal restaurant, the behaviors and manners vary.

Introduction

This unit is a new version oriented on cultural goals 3 and 4 from Seelye (1975). The original unit belongs to *In Contact I*, unit 5 (1991:37-44).

Specifically, I decided to omit some elements and add others that are communicatively oriented. For example, some/any, and countable and uncountable nouns. I also added (infinitives with like, want, I'd like and need) for working in the parts of asking for and ordering food.

I believe that the textbook, linguistically speaking, has no communicative perspective. The topics and abilities have no relationship among them. There was no logical sequence (see page 39), months, and calendars are not related to food issues, for instance.

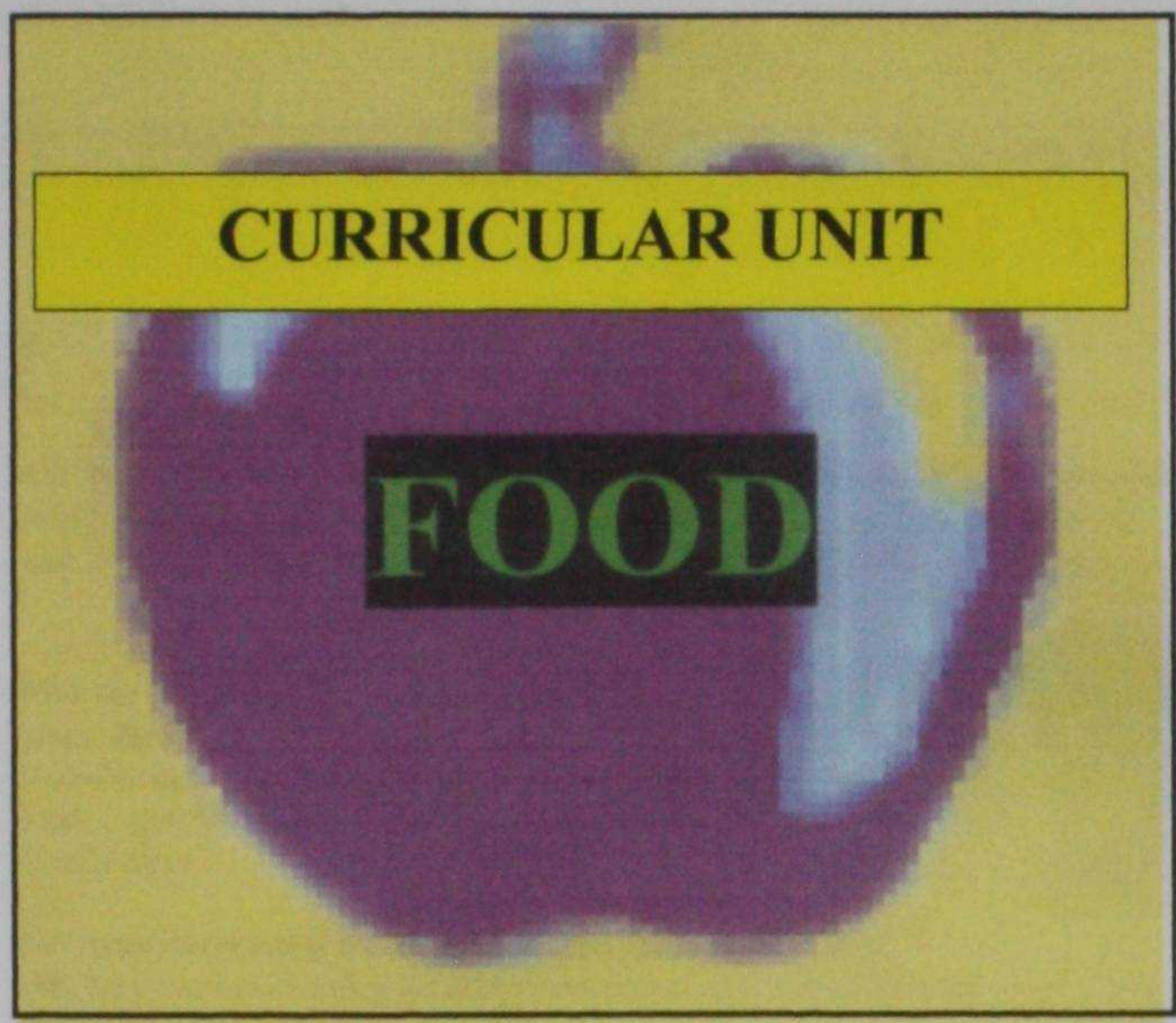
In the cultural area, I included the elements I consider appropriate for the topic. In fact, the unit from *In Contact I* has no cultural aspects developed. Due to this cultural omission, the unit was redesigned, so that the linguistic, communicative and cultural content are more integrated.

Why goal 3 and 4?

For this unit, students need to know what is in people's minds when they face eating situations.

Goal 3 is important because the students will have the ability to make or change their assumptions and perceptions about what people eat, at what time and where. All of this in order to give the tools to manage situations with native speakers in their country or to handle themselves in the target culture.

For goal 4 we decided that this is important for the learner to recognize the different ways a person, maybe a waiter, or the host of a house, should address them in a restaurant or at eating times in the hosts' home.


CURRICULAR UNIT
FOOD

Day 1

Activity 1

1. Give three related kinds of food to each of the meal times in the day. Use the list at the end of the lesson on page 4.

	In Costa Rica	In the USA
Breakfast		
Lunch		
Coffee break		
Dinner		

Activity 2
Pair Work.

1. Take a look at the list of food on page two (day 2). Also use the information from the chart that you completed in the first activity. With a partner talk about food at different times. Talk about likes and dislikes. You can use the following statements and come up with some of your own.

1. A: What do you usually have for… breakfast,… lunch,… coffee break,… or dinner in Costa Rica?
   B: I usually eat … or I usually have … and … how about you?
   A: I eat….or I like to eat… but I don't like to eat…
   B: That's nice.

2. A: Do Costa Ricans and North Americans eat the same food?
   B: Yes, they do, but at different times and they prepare it differently.
   A: That's true. For example…
   B. What do you like to eat for lunch? What is your favorite snack?
   A. I dislike…but I love to eat…my favorite snack is..

Activity 3
Pair Work.

1. Listening. Listen to Mario, Grace and Ann talk about food.
There seems to be a disagreement between these girls and Mario. Discuss these questions.
Relate the questions to activity #1.
What does Mario expect? Why?
Are Grace and Ann willing to accept Mario's lunch choice?
What is the difference between what Mario wants for lunch and what the girls want?

Activity 4

1. Take a look at the following grammar instructions.

Countable and Uncountable Nouns

	SPECIFIC	GENERAL
Countable →	I'm buying an orange.	I love oranges. Oranges are delicious.
Uncountable →	I'm buying some broccoli.	I like broccoli. Broccoli is good for you.

WORD POWER

1. Chicken
2. Rice
3. Cookies
4. Mushrooms
5. Pop corn
6. Onions
7. Salt
8. Oil
9. Hot dogs
10. Milk
11. Burritos
12. Bread
13. Peanut butter
14. Peas
15. Tomatoes
16. Coke
17. Green peppers
18. Garlic
19. Ice cream
20. Candy
21. Coffee
22. Frozen french fries
23. Pumpkin pie
24. Orange juice

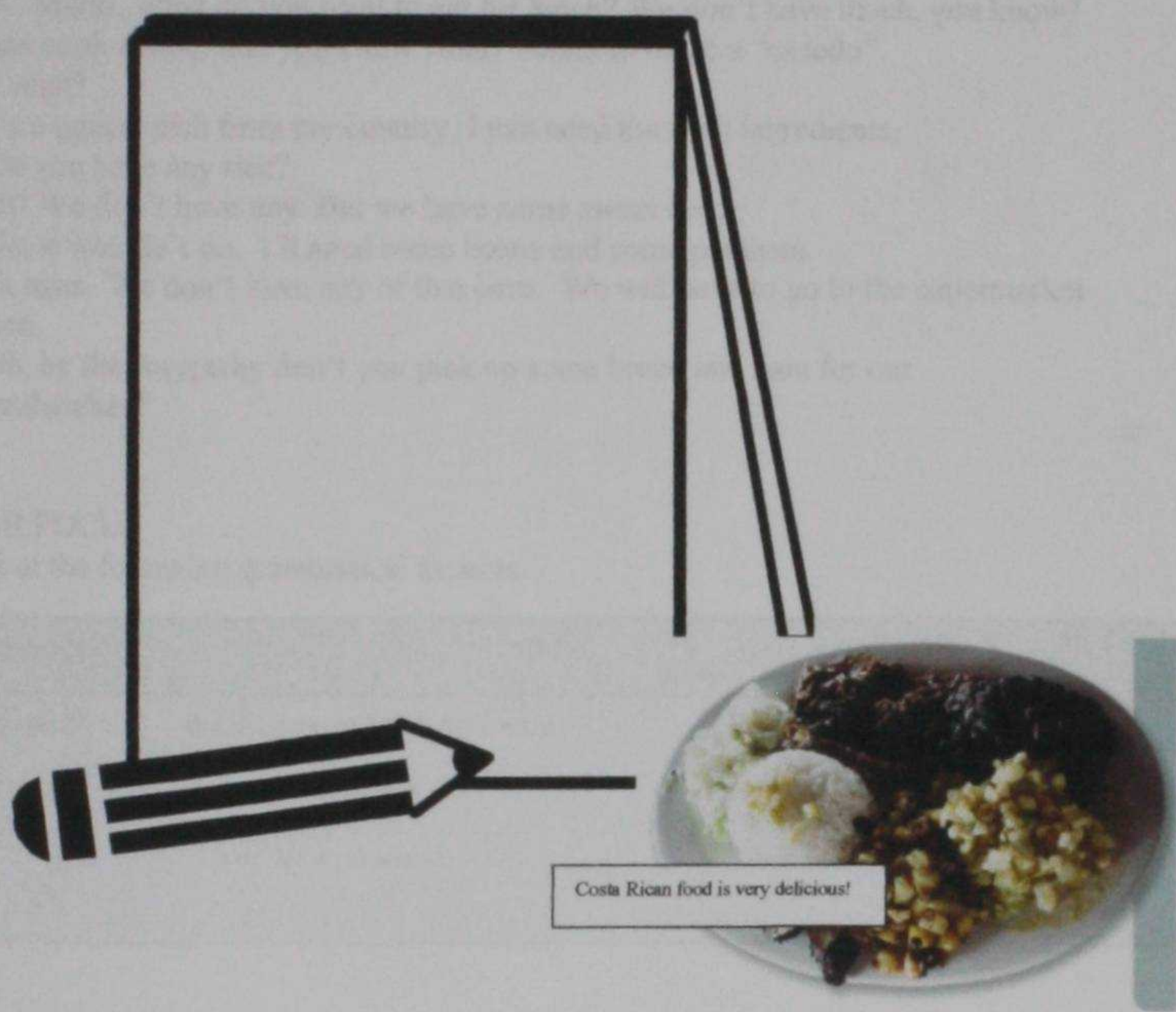
Things you can't count
Rice

2..Choose the correct words for each list.

Things you can count
Peas

Activity 5

1. Prepare a short speech about what you would eat in a typical day. Include the meal times such as breakfast, lunch, coffee break and dinner.



Activity #6

2. Listen to a native speaker talk about what he/she would eat in a typical day. Include the meal times.
3. Make a report and present it next class.

Cultural note about U.S. meal times

Breakfast: waffle, pancakes, hashbrowns (onions, peppers, cheese, and ketchup)

Typical lunch: sandwich (cheese, chicken, ham, and turkey) hamburger, French fries, fast food. It is now becoming popular to have salads, fish, sushi, etc.
Brunch (Weekends): 10-11 p.m.
Coffee break: You get your coffee in the coffee room.

Day 2

Activity 1

1. Let's continue the conversation to see where it ends.

Ann: OK. Mario. What do you want to eat for lunch? We don't have much, you know?
Mario: I can cook a little, and you know what? I want to make a "casado".
Grace: A what?
Mario: It's a typical dish from my country. I just need the right ingredients.
Do you have any rice?
Ann: Ah? We don't have any. But we have some sweet corn.
Mario: No, it wouldn't do. I'll need some beans and some potatoes.
Ann: Ok man. We don't have any of that here. We will have to go to the supermarket then.
Grace: Oh, by the way, why don't you pick up some bread and ham for our sandwiches?

GRAMMAR FOCUS
Take a look at the following grammatical aspects.

SOME AND ANY		
Do you need **any** meat?	We need **some** hamburger meat.	We don't need **any** chicken.
Do we need **any** rice?	Yes, let's get **some** rice.	No, we don't need **any** rice.
	Yes, let's get **some.**	No we don't need **any.**

Activity 2

1. Complete this conversation using **some** and **any**. Then compare it with your partner.

Amanda: Hmm. Let's not buy _____ potato salad.
Let's make _____ at home.
Adam: Ok. So we need _____potatoes.
Is there _____ mayonnaise at home?
Amanda: No, we need to buy _____ potatoes.
Adam: Ok. And we need _____onions, too.
Amanda: Oh, I don't want _____onions in the salad. I hate onions!
Adam: Then let's buy _____carrots. That's delicious in potato salad.
Amanda: Good idea.

Activity 3

Part A.

1. You and your American friend have no food in the fridge. Use the following supermarket list of products and make your own different shopping list. Apply **some** and **any** in your dialogue. Use **countable** and **non-countable** nouns.

- What do I need?
- I guess I need **some**…
- I do not have **any** …I am going to buy **a…**
- I feel like eating **some**…

BAKERY

Bagels
- poppy seed,
- plain,
- blueberry,
- cranberry onion,
- chocolate

bread
Biscuit
Crackers
Cookies
- chocolate chip

Cakes
cakes
cookies
croissants
Donut
Muffins
Pie
- apple
- cherry
- lemon
- strawberry

Rolls
- cinnamon
- chocolate

White bread
Whole wheat bread

CANNED PRODUCTS

corn
Chicken noodles
green beans
soups
- chicken
- noodle
- beef
- vegetable

tomatoes
tuna
pickles
fruit cans

DAIRY

apple juice
butter
cottage cheese
creamer
eggs
grapefruit juice
juice
margarine
milk
milk (skim)
milk (whole)
milk 2%
orange juice
prepared salads
sour cream
tomato sauce
yogurt

DELI

coffee beans
fresh olives
fresh pizza
fresh sandwiches
hot chicken
paté

DRINKS

soda
water

FRESH CHEESE

brie
farmers
feta
gouda
muenster

FRESH PRODUCE

apple
avocados
bananas
beans
beets
bread
broccoli
cabbage
carrots
cauliflower
celery
cherries
corn
cucumbers
garlic
grapefruit
grapes
lemons

FROZEN FOOD

beans
breakfasts
dinners
green beans
ice
ice cream
juice
- orange
- lemon

pastries
peas
pies
pizza
potato salad
potatoes
T.V. dinners
vegetable
whipped cream

GROCERY

beans
bread
Cereal
coffee
cookies
crackers
dried fruit
flour
honey
jam
jelly
juice
ketchup
kool-aid
mayonnaise
mustard
nut/seed
oil
olives
pasta
peanut butter
pepper
pickles
popcorn
potatoes chips
rice
salad dressing
salt
spices
sugar
syrup
tea
tortillas

MEAT

bacon
beef
chicken
ground beef
liver
pork
ribs
roast
sausage
steak
turkey

Activity 4

Read the following text.

Food Facts

Many people think the sandwich came from England in the eighteenth century. Others say sandwiches are an American invention. The truth is that this type of food has been with us for thousands of years. It is only its name that is not very old.

A British nobleman named John Montagu, the Earl of Sandwich (1718-1792), loved to play cards and didn't like to stop his game for meals. When he was hungry, he asked his servant to bring him a piece of meat between two slices of bread; this way he didn't have to use a fork and knife, and his hands stayed clean. He gave the sandwich its name, and this way of eating soon became popular in Europe.

Long before then, however, the ancient Romans enjoyed eating meat between two slices of bread. For centuries, people in the Middle East have stuffed barbecued lamb and other tasty things into pita, a type of flat bread with a pocket. A long time before the Spaniards arrived in the New World in the sixteenth century, Mexicans had their own version of the sandwich: thin, round tortillas filled with beans, eggs, and cheese, and then rolled up.

What country do you think of when you hear the words *hot dog* and *hamburger*? The United States? These kinds of sandwiches are very popular in the U.S., but they were not born there.

Historians disagree on the origins of the hamburger. One story is that in the nineteenth century many Europeans immigrated to America on the German ship *Hamburg-Amerika*, which served a famous kind of Hamburg beef. The beef was hard, so it was usually chopped up before it was cooked. Nobody knows how the "Hamburg" steak got between two pieces of bread, but the hamburger has been part of the American diet since the beginning of the twentieth century.

The hot dog also came from Germany. During the Middle Ages, European sausage makers developed local recipes and named their sausages after their cities. In 1852, the butchers of Frankfurt created the frankfurter, also called the dachshund sausage because it looked like the pet dog of one of the butchers. When the frankfurter traveled to America, both its names went with it. Vendors sold it at baseball games, shouting "Get your red-hot dachshund sausage!" A cartoonist named Tad Dorgan drew one for his newspaper in 1906. He couldn't spell the word *dachshund*, so he wrote *hot dog* instead. This name quickly replaced the others.

Part B.

1. Compare the list you both make. Relate the different food habits you have in your country and the ones in the United States.

Student A: (Costa Rican student) I bought some **rice, beans** and four **tomatoes...**
Student B: (American student) Really! I didn't get any of that. I got **canned vegetables, a frozen pizza** and **some bacon.**

GROUP WORK

Discuss the following questions.

1. What is the origin of the food mentioned in the reading?
2. Do you know the origin of some of your typical food?
3. Talk about the impact that the hamburger has had in Costa Rica.
4. When do Costa Ricans eat fast food?
5. Is it very common in Costa Rica to eat this kind of food?

Activity 5

Generating hypothesis
1. Interview a native English speaker about how she or he visualizes the words FAST FOOD. Write the comments and bring the conclusions to class. You can also find information in the internet.

Day 3

GROUP WORK

Part A.

1. Look at the following picture. Discuss the following questions:

1. Where are they?
2. What kind of food are they having?
3. What time of the day do you think it is?
4. Are fast food restaurants very common in the US?
5. Do all Americans eat junk food?
6. Is there a difference between fast food, convenience and junk food?

GROUP WORK

Read the following text and discuss it in the class

What does the typical American usually eat? The typical North American diet consists of fast foods—hamburgers and french fries. It also includes convenience foods, usually frozen and canned, junk food without much food value—candy, potato chips, cereal and lots of sugar but no vitamins—and so on. This diet is very high in sugar, salt, fat and cholesterol, but the choice of food does not provide much good nutrition. However, eating habits are changing. North Americans are becoming more interested in good health, and nutrition is a very good part of healthy diet. Also the typical North American diet now includes food from many countries. More ethnic restaurants are opening in big cities in the United States. U.S people like to eat alone most of the time. The meal that is more commonly shared by family members is dinner.

Part B.

PAIR WORK

1. Talk about the following questions.
Do people eat out in your country? What kind of food do they eat? What kind of restaurants do they go to? What kind of food do they eat for breakfast, lunch, during coffee break, etc?

Part C. Read the following text.

FOOD GLORIOUS FOOD
SIMPLE, BUT TASTY DELIGHTS

A colorful abundance of fresh fruits and vegetables fills Costa Rican street stands and markets. Tropical delights such as papaya, mango, pineapple, watermelon, berries, guavas, and passion fruits mingle with avocado, cucumbers, cassava, tomatoes and plenty more. Local rarities include the *pejibaye*, a chestnut miniature relative of the coconut, and *palmito*, tasty hearts of palm.

On the whole, Tico food is bland and heavy in grease. Rice and beans are a dietary staple. A *casado* lunch, or meal of the day is served at local *sodas*, generally offers white rice, beans, a small green salad, fried plantains and beef, chicken or fish. For breakfast, try the staple *gallo pinto*—a delicious mixture of rice, beans, bell pepper and onion-it's extra tasty with a few dishes of Salsa Lizano or *spicy chilero*. Favorite dishes include *arroz con pollo*-chicken mixed with rice and vegetables; *ceviche*—raw fish, onions and spices, cooked, in lemon; *chicharrones*, extra thick fried pork rind; olla de carne "a hearty-assemble yourself" meat and vegetable soup; and *picadillos*—hash of potato, plantain and other veggies and more. *Gallos* are popular light snacks of white tortillas folded around chicken, picadillo, meat or cheese, served everywhere and frequently accompanied by Tico's beloved café con leche coffee with milk "a gallo gives the coffee drinker" something for the other hand. For snacks, try plantain and cassava chips, guacamole, or *patacones*—plantain rounds that are boiled, mashed, fried and salted. *Empanadas*, flour or corn-based dough filled with potatoes, meat, chicken, cheese or sweet fruit and fried, are a favorite much frequently sold in small restaurants and by street vendors. There's no question Ticos love sweets. A browse through the local *panaderia* or bakery will yield desserts and sweet breads galore. Try a *chorreada*, a sweet corn pancake topped with *natilla*, heavy sour cream. Or indulge in *tres leches*, a moist, milky cake. A favorite country-style dessert, *arroz con leche*, combines cooked rice with sweet condensed milk, cinnamon and raisins; try it hot off the woodstove. And don't pass up "ultra-fresh seafood delights", caught out the back door along either of this country coasts. Savor the freshness. Ticos usually eat with their families all together. The time that is more common for them to eat together is lunch.

Activity 2

PAIR WORK

Part A.

1. In groups of two talk about the differences in meals in the target culture. Compare the two cultures, Costa Rica and the United States. Use the paragraphs previous studied.

Part B.

2. Discuss which of the following pictures is more likely to happen in Costa Rica and the U.S.

1.

2.

3.

4.

5.

Eating out

Listen to the following dialogs.

Jim: Hi. May I take your order?
Mr. Pearson: We need a few more minutes.
Jim: OK. Take your time. I'll come back.

Jim: Are you ready to order?
Mrs. Pearson: Yes, I think so. I´d like the fried chicken, please.
Jim: Would you like French fries or a baked potato with that?
Mrs. Pearson: Umm... a baked potato.
Jim: Soup or a salad?
Mrs. Pearson: What kind of soup do you have?
Jim: Vegetable
Mrs. Pearson: I'll have soup.
Jim: Anything to drink?
Mrs. Pearson: Coffee, I guess.
Daughter: No, thanks.
Jim: And what about you, Sir?
Mr. Pearson: I'll have the fried chicken, too with a baked potato and a salad.
Jim: To drink?
Mr. Pearson: Just water. In fact, bring water for everyone.
Jim: All right. I'll be back with your drinks in just a minute.

Mr. Pearson: Excuse me.
Jim: Yes? What can I get you?
Mr. Pearson: We don't have any napkins.
Jim: Oh, I'm sorry. I'll go get some. Do you need anything else?
Mr. Pearson: Could you bring us some ketchup? This bottle is empty.
Mrs. Pearson: And some more water.
Jim: Certainly.

Activity 3

GROUP WORK

1. Talk about the following questions. Look at the drawings to help you answer the questions. Look for American patterns in a restaurant. Present to the class your conclusions.

1. What kind of restaurant is that?
2. Do they sell fast food? Yes or no? What makes you say that?
3. What time of the day is it?
4. What behaviors can you notice in the way the customers order food?

Activity 4

Part A. Listen to Tom and Tina ordering in a restaurant. What did each of them order? Fill in their orders.

THE CHEF'S HOUSE No **399825**

Date: _____

Amount	Dish

THANK YOU ! **TOTAL**_____

Part B. Listen to the rest of the conversation. Report orally what happened.

Part C. GROUP DISCUSSION

In groups of three students talk about what the customers ordered.

GRAMMAR FOCUS

1. Take a look at the following chart paying close attention to the grammatical structures.

Modal verbs *would* and *will* for requests		
What **would** you **like** to eat?	**I will like** a hamburger. **I'll** have a small salad.	Contractions I will = **I'll**
What kind of dressing **would** you **like**?	**I'd like** Italian, please. **I'll** have French.	I would = **I'd**
What **would** you **like** to drink?	**I'd like** a large soda. **I'll** have some coffee.	
Would you **like** anything else?	Yes, please. **I'd like** some water. No, thank you. That will be all.	

Activity 5

Complete the following conversation.
Then practice with a partner.

Waitress: What _____ you like to order?
Customer: I _____ have the fried chicken.
Waitress: _____ you like rice or potatoes?
Customer: Potatoes, please.
Waitress: What kind of potatoes would you _____? Mashed, baked, or french fries?
Customer: I _____ like french fries.
Waitress: OK. And what would you _____ to drink?
Customer: I guess I _____ have a cup of coffee.
Waitress: Would you _____ anything else?
Customer: No, that _____ be all for now, thanks.

Later
Waitress: Would you _____ dessert?
Customer: Yes, I _____ like ice cream.
Waitress: What flavor _____ you like?
Customer: Hmm. I _____ have chocolate, please.
Waitress: OK. I'll bring it right away.

Day 4

Activity1

ASSIMILATING CULTURE

A. Read the following passage.

Carlos is a Mexican who went to a formal American restaurant. He ordered salad and the waiter said in a very fast-memorized way, "Ranch, French, Italian, blue cheese, etc", and Carlos was sitting there having no idea of what the guy was saying. So, he replied, "Excuse me", and the waiter repeated the whole thing again. They went through the same thing four more times. After a while the waiter said to him very slowly and pronouncing the words perfectly, trying to make gestures, "What kind of salad dressing would you like, ranch ... French ... Italian ... blue cheese ... etc.?" Carlos started laughing and it took a while for him to settle down.

B. Discuss the following assumptions of why you think Carlos had so much trouble with the waiter?

1. because Carlos did not know the words for the different kinds of dressings?
2. because Carlos couldn't handle fast speech?
3. because he did not know it is customary to order salad before the main dish?
4. because he did not know that when you order salad, you also order the salad dressing?

Activity 2

Part A. Read the following text.

Guidelines for Tipping

People in the service industry can be among the hardest working people you will ever meet. Most of them are paid a paltry hourly wage, and they depend on tips to make a living. There are standard guidelines for tipping.

- In restaurants, tip based on the service, not the food. You are not tipping the chef, you are tipping the waiter/waitress. Nonetheless, the food quality and the atmosphere are important aspects to be taken into account.
- For good service, you should leave 15% of the total bill. If you are using a coupon or other discount, the tip should be based on the full bill, not the discounted amount.
- If the service was outstanding, 20% is a great way to show it. Alternately, if the service was poor, the expected 10% or lower sends the same message.

Service Industry Tipping Chart

BILL AMOUNT	BAD SERVICE	GOOD SERVICE	GREAT SERVICE
$25	$2.50-	$3.75	$5+
$40	$4-	$6	$8+
$50	$5-	$7.75	$10+
$60	$6-	$9	$12+
$75	$7.50-	$11.25	$15+
$90	$9-	$13.50	$18+
$100	$10-	$15	$20+

GROUP WORK

Part B. Read the following situations. Discuss and figure out with your classmates the possible tip that you would pay in each case.

1. You just had lunch and the bill was $66. The service was so terrible that you are considering complaining to the manager of the restaurant. How much should you tip?

2. You went out with your friends. You went to a nice restaurant at night. You were so pleased with the service that you even had dessert, and you usually don't. The bill was $85. How much should you tip?

3. It was a regular day. You were hungry and went to have coffee and a snack. Everything went as usual. The bill was $24. How much should you tip?

Activity 3

1. Read about tipping in Costa Rica.

Tipping Guides

Costa Rica

Restaurant bills in Costa Rica include a 10% service charge—sometimes this amount is included in the menu prices and sometimes it isn't. An additional gratuity is not expected, especially in cheap restaurants, but people often leave something extra when service is good

Taxi drivers are not usually tipped. Tours guides are tipped anywhere from $3 to $20 depending on the tour and the quality of service provided. Hotel maids and tour drivers are also sometimes left a tip, if service is satisfactory. Porters and bellhops get around 75¢ per bag.

GROUP WORK

2. In groups of three discuss tipping in Costa Rica and in the United States. Discuss the following questions. How are they different ? Which one seems to be the best? What are the advantages and disadvantages of each one? Present your conclusions to the classroom.

Activity 4

1. Find Costa Ricans that have had experiences in the target culture such as buying food, ordering food, eating out or having meals at different times and places. Write about them. If you wish, you can write about your own experiences.

Example

I remember once a friend of mine told me when he and his friend did not know that, in some semi-formal and formal restaurants in US, people had to wait for their turn to be assigned a table. Instead, he went right to a table and sat. They were so ashamed when the restaurant's waiter sent them out back to the entrance to wait for their turn.

Unit Evaluation

Through this unit I grasped the notion of the usefulness of making activities and designing a sequenced set of tasks to accomplish the cultural goals that must be attained when teaching a language and its culture.

Making a unit on food gave me the chance to approach the teaching of this topic and its language. As stated above, food as a cultural aspect is an important thing that language students must learn to handle in the context of the target culture.

Deciding on the objectives that were used (Goals 3 and 4) challenged me to work the steps above the level of only "knowing about" them. Thinking about the activities to accompany these goals is where the main focus of making the unit is. From now on, I have a rich source to refer to for insights, and useful ideas.

As studied in this class on Cultural Aspects, I have seen that culture plays a really crucial role in the learning-teaching process (communication and understanding). It is so important that culture is to be considered the fifth skill of language. Therefore, I am convinced that language and culture go hand in hand; I believe they should be learned simultaneously; otherwise, language learning would be incomplete. The significance of this is now entirely clear for me.

Sometimes the only source the students have about culture is the teacher and the textbook. So it is essential to insert attainable culture objectives in the units of a language textbook. Throughout this unit, I learned that cultural perceptions are acquired by a process. In no "best-seller" textbook we, the teachers, are ever given what is behind the language. So, making this unit was of great importance for my professional growth.

While doing the unit, I applied what was studied in class, the materials, the activities, etc., and I put them together in an efficient and sequenced way. Here, it is obvious that one needs to integrate everything in a logical, coherent format. It was not an easy task. Nonetheless, it is going to be very useful in terms of the second language curriculum development and the understanding that in order to teach a second language learning culture must be included.

Listening Scripts

Appendix 1
Day 1
Activity 3
Listening 1

Mario: Hi, girls. You know? That breakfast we had was great. What are we going to have for lunch?

Grace: We'll fix ourselves a great ham sandwich.
Mario: Well ... Ok.... What else then?
Ann: What else? What else do you want to have?
Mario: I don't know, the usual for lunch I guess, a bigger kind of meal.
Grace: The usual? Bigger?
Ann: Are you kidding us?

Appendix 2
Day 3
Activity 4
Listening 4

Part A. Listen to Tom and Tina ordering in a restaurant. What did each of them order? Fill in their orders.

Waiter: Hi. May I take your order?
Tom: Yes, I'll have a cup of coffee.
Waiter: Cream and sugar?
Tom: Oh, yes, please.
Waiter: And you?
Tina: I'd like a chicken sandwich. And I'll have some chips... oh, you can call them french fries here. (laughs) Right. I'll have some french fries, please.
Waiter: All right. One coffee with cream and sugar and a chicken sandwich with french fries. Uh, anything else?
Tina: Yes, I'd like an iced tea, please.
Waiter: One iced tea. Thank you.
Tom: Oh, wait a minute! What kind of desserts do you have?
Waiter: Well, we have pie, cake, ice cream, chocolate mousse...
Tom: Oooo! What kind of pie do you have?
Waiter: I think today we have apple, cherry, lemon...
Tom: Hmm..., I think I'll have a piece of apple pie with my coffee. How about you, Tina?
Tina: Oh, maybe, I'll have a piece later ... or ... I'll have some of yours! (laughs)
Waiter: Then it's one coffee, one apple pie, one chicken sandwich, an order of French fries, and an iced tea. Right?
Tom: Yes, thank you.

Taken from *New Interchange 1*, (84:1997)

Appendix 3
Day 3
Activity 4
Listening 4

Part B. Listen to the rest of the conversation. Report orally what happened.

Tina: Oh, here comes our waiter!
Tom: Yeah, I wondered what took so long.
Waiter: (rushing to table) Whew! Here you are!
Tina: I ordered french fries with my chicken sandwich, and you brought me potatoes with gravy!
Waiter: Oh, you ordered french fries?
Tina: Yes!
Waiter: Well, then, OK.
Tom: Uh, and could I have the apple pie I ordered?
Waiter: What apple pie? Did you order apple pie?
Toni: Uh-huh. Yeah, I did ... with my coffee. Remember?
Waiter. Really? Gee, how did I forget that?
Tina: Uh, Can I ask you a question?
Waiter: Yes?
Tina: How long have you been a waiter?
Waiter: Who me? Oh, uh. Today is my first day. (all laugh) well, I'll... I'll get your apple pie and the french fries right away. Sorry about that.
Tom: Yeah, thanks. Good luck!
Tina: Thanks!

Taken from *New Interchange 1*, (84:1997)

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LESSON PLANS

DESCRIPTION AND ANALYSIS OF THE PROCESS OF MAKING THE LESSON PLANS AND THE FACTORS THAT INTERFERED IN THEIR DESIGN

The lesson plans in this section used the previous unit as the starting point. The unit was about food, so the plans are the sequence to that project. The unit was developed in two weeks; the lesson plans were designed to be carried out in four lessons of two hours each. I used the students of Hotel Administration, which were at that time the group I was teaching. They were in a class named English III. At that moment they were not studying anything about food; however, it did not matter because they had some previous knowledge about the topic. The lesson plans have a brief introduction at the beginning, a linguistic content outline that includes the grammatical patterns to be studied, and the communicative content outline, which describes the functions and the cultural objectives. Some techniques presented in the unit are also part of the introduction.

The lesson plans are organized in general objectives, specific objectives, functions, grammar structures, topic, culture and activities, materials and evaluation. I put the lesson plans in practice, and they worked out just fine. I had some problems, specifically with the activities. This was because I thought they were well explained and organized. Nonetheless, my tutor checked it, and it turned out to be not too clear for her. Usually, when we are doing something, it seems clear to us because we know its background and we know what we are doing. However, for someone else, it is totally confusing. The activities needed to be more specific. For example, "Students will do activity #1 on day #1 and the vocabulary will be explained throughout the activity." So I changed it because I had to explain specifically how the activity was going to be carried out and how the vocabulary was going to be explained and clarified. That was the essential problem that I faced when writing the lesson plans.

I also experienced some unexpected situations. In the first lesson a native speaker was supposed to come at a certain time, but he could not make it on time and then he was very late. So I had to be flexible and adapt the lesson somehow till he showed up, and I could continue with the rest of the lesson. So because of that, the debate in which students were supposed to present some own culture (C1) and target culture (C2) cultural assumptions and ideas was not possible because of time, so what I did was a short session in which students made comments about the two cultures.

Furthermore, I audio-taped the dialogs that I was going to use in the unit. I did it with the help of a native speaker and some high intermediate students. However, it did not come out as it was supposed to. When they were recording, the cassette sounded perfect. However, I did not make sure that, once recorded, they sounded good. So I had audio problems; the sound was not clear at all because of the equipment. So I had to improvise and ask for volunteers to read the conversations and discuss them. In addition, I clarified some ideas.

Lesson plan #3 was well balanced in regard to language skills. Students read passages, talked about them, worked in groups, and expressed ideas about food in C1 and C2. Besides that, students listened to some dialogues, learned about cultural notes, discussed some questions, practiced with some modal verbs such as would and will for requests, and they presented a role-play in a restaurant, which was the best activity of all. Students loved it. It was a great activity because students had to order food in a semiformal restaurant in C2, which is way too different from ordering food in Costa Rica. Students were amazed with how polite and formal people behave in C2. Students were making comments and jokes about the way, we Costa Ricans, call the waiter for something else that we want or just for asking for the bill. They came up with words like, "primo, tigre, macho, amigo, compa, etc." It could even be a simple whistling. All of

this was very rewarding for the students because they understood why some Americans get really mad in a restaurant in Costa Rica.

Lesson #4 was more reading and discussion. In activity #4 of lesson #4 I asked for experiences about buying food, ordering food, eating out or food in general at different times and different places in the target culture. Two students did make comments about experiences in C2. However, some other students asked, "Professor, I have some experiences, but they happened to me in Costa Rica. Can I talk about them? I hesitated for a second, but then I realized that experiences in their own culture was part of the objectives of the unit. So I let them, and the comments turned out to be very funny.

The evaluation aspects were oral and written work, pair and group work, classroom interaction and participation and all of them were presented in the four lesson plans. Students were very happy and motivated and so was I.

LESSON PLANS

INTRODUCTION

The lesson plans provided in this unit are based on an improved version of a unit from another textbook. The original unit belongs to *In Contact I* unit 5. Specifically, I decided to omit some elements and add other ones communicatively oriented. For example, syntax on *some / any*, and countable and uncountable nouns. Also, I adjusted the part of infinitives with *like, want, I'd like* and *need* for working in the parts of asking for and ordering food.

I believe that the unit in the book of *In Contact I*, linguistically speaking, does not have a communicative perspective. The topics and abilities have no relationship among them. In some cases there was no logical sequence, months, and calendars are not related to food issues, for instance (see page 39). The type of activities, for instance, are not communicatively.

Knowing cultural patterns about food issues is vital. You could actually do without other aspects relatively, but the need to eat might become a matter of life and death. Some topic-related examples could be shopping for food, asking for, ordering, expectations for food, tipping, diets, meal times, etc. The learners should be aware that their eating habits, table manners, diets, etc. are not going to be the same once they are immersed in the target culture.

In addition, the learner must be able to know what to offer or expect from a member of the target language. When eating comes around, the learner should know that his/her own habits would not necessarily match the guests. Therefore, it is also important to get the learner to understand that "others" will not willingly necessarily accept a dish or snack that can be common for the host. Of course, this is only one skill for other cultural aspects related to food.

Linguistic Content Outline:

- Quantity determiners

  - **Some:** I want **some** bread, milk, etc.
  - **Any:** I do not have **any** rice, beans, etc.

- Nouns

  - Countable: peas, tomatoes, potatoes, candies, etc.
  - Uncountable: rice, bread, milk, ice cream, etc.

- Modals verbs for requests

  - Will: What **will** you **like** to eat?
    I **will like** a hamburger.

  - Would: What kind of dressing **would** you **like**?
    I **would have** Italian, please.

Communicative Content Outline:

Note: the previous content will be related to the following:

1. Talking about eating habits in C1 and C2
2. Talking about food in C1 and C2
3. Expressing likes and dislikes
4. Ordering food in C2
5. Recognize different behaviors and manners when eating out in C2
6. Making a shopping list

Cultural objectives:

1. To become aware of the student's own food habits
2. To demonstrate awareness that different meals imply specific kinds of food in C2
3. To demonstrate awareness that different places for eating call for different behaviors or conventions
4. To recognize the differences in meals in the target culture

Techniques Presented in the unit

- VOCABULARY

  -Pictures
  -Word sets
  -Cognates
  -Realia
  -Native speaker
  -Internet

- LISTENING

  -Listening to understand
  -The question oriented model
  -Task oriented response model
  -Bottom/up – Top/down Processing. (Top/down predominates).
  -Native speaker

- READING

  -Scanning Tasks
  -Shopping lists
  -Word Sets
  -Compare details

- SPEAKING

  -Role plays
  -Conversations
  -Dialogues
  -Discussions (pair-groups)
  -Debates
  -Speech
  -Oral reviewing

Context Description

The target population that this project is aimed at an intermediate level of English *(English III)* for the major in Hotel Administration at CUP—Colegio Universitario de Puntarenas.

COLEGIO UNIVERSITARIO DE PUNTARENAS

LESSON PLAN #1

Professor's name: Patricia López Estrada
Course: *English III*

Major: Hotel Administration
Period: 3rd Quarter, 2003

General objective:

ξ Recognize the differences in meal and meal times in C1 and C2

Specific Objectives

- Talk about the students own food habits
- Express ideas about the food in C1 and C2
- Apply count and uncountable nouns
- Apply vocabulary in order to talk about meals

Functions

- Talking about meals and meal times in C1 and C2
- Expressing ideas about food habits

Grammar Structures

Nouns:
-**Countable nouns**: peas, tomatoes, potatoes, candies, etc.
-**Uncountable nouns:** rice, bread, milk, ice cream, etc.

Topic

Different meals and meal times in C1 and C2

Culture

Meals and meals times in C2

Activities

1. The teacher brings a picture of a sandwich. The teacher asks the students when it is a good time for a person to eat it. Based on the answer, the teacher gives the students an explanation about the two different cultures in regard to the food and the time that it is more likely for the sandwich to be eaten.
2. Students do activity #1, in which they have to give three related kinds of food for each of the meal times in the day. Students will apply the vocabulary at the end of day #1.
3. Students have to write what they would eat at different meal times and what they think an American person would eat.
4. Students talk about preferences (likes and dislikes) at different meal times in activity #2. In this activity, students will also talk about food at different times.
5. Students listen to a conversation and do activity #3. In this activity students will listen to a conversation in order to discuss a set of questions that are in the unit.
6. Students discuss the disagreement presented in the previous conversation.
7. The teacher encourages students to present the conclusions in front of the class.
8. Students, in groups of three, review and do activity #4. (Grammar focus)
9. Students write and classify the given list of food into count and non-countable nouns.
10. Students present a short speech about what they would eat in a typical day.
11. The teacher will bring to the class, a native English speaker who is visiting Costa Rica. The visitor gives a short speech of what an American would eat on a normal day.
12. There is a group discussion about the speeches given by the students and the one given by the native speaker. Students will be organized in two groups: one of them will present their native culture assumptions and the other one will be supporting the American ideas and thoughts about the issue. The teacher will be the mediator.
13. At the end of the debate, the teacher explains some cultural notes on U.S. meal times.

Materials

- Flashcards
- Listening scripts
- Copies of the unit (day 1), practices, handouts, etc
- A native English speaker
- Tape recorder
- Cassette
- Food list

Evaluation

- Oral and written practice
- Group discussion (See chart at the end of the lesson plans)

COLEGIO UNIVERSITARIO DE PUNTARENAS

LESSON PLAN #2

Professor's name: Patricia López Estrada
Course: *English III*

Major: Hotel Administration
Period: 3rd Quarter, 2003

General objective:

ξ Talk about food in C1 and C2

Specific Objectives

- Talk about food origins
- Express ideas about food in C1 and C2
- Apply some and any to talk about food
- Do a role-play in order to apply grammatical structures
- Interview a native speaker to learn more about food in C2
- Make a shopping list and discuss about it

Functions

- Talking about meals and meal times in C1 and C2
- Expressing ideas about food habits

Grammar Structures

Quantity determiners:
-**Some**: I want **some** bread, milk, etc.
-**Any:** I do not have **any** rice, beans, etc.

Topic

Meals and meal times in C1 and C2

Culture

Meals and meals times in C2

Activities

1. The teacher does a short review about last week's lesson, especially the conversation that Ss listened to the last time.
2. Students listen to the dialogue on activity #1.
3. The teacher asks for three volunteers to read the conversation. Unknown vocabulary will be explained during the conversation. The teacher will explain the vocabulary with examples related to the unknown words. Literal translation will be done only when necessary.
4. Students discuss (in pairs) the opinions on the dialogue.
5. Students do activity #2 by completing the grammar exercise. In this exercise, Ss will complete a conversation using *some* and *any*. Then Ss will compare it with a partner.
6. Students perform a freer communicative activity. They will create a dialogue based on the grammar structure on day 1 and 2. They use a supermarket list of products (from the unit) to come up with a shopping list.
7. The teacher asks the students what they know about hamburgers and hot dogs.
8. Students read a reading the origin of some fast foods such as hamburger and hot dogs and sandwich, among others.
9. Students, in groups of three, answer and discuss the given questions.
10. Orally the teacher asks questions for the students to give their opinions.
11. Students interview a native English speaker and/or look in the internet to find out about the term "fast food" in the United States (C2). For this activity, the teacher knows that it might be difficult for some students to look for a native speaker. So, she gives the students some e-mail addresses of some of her friends in the U.S. for students to get in contact with them and do the assignment.

Materials

- Listening scripts
- Copies of the unit (day 2), practices, handouts, etc
- An English native speaker
- Internet resources
- Shopping list

Evaluation

- Oral and written practice
- Reading
- Discussions
- Role-play (See chart at the end of the lesson plans)

COLEGIO UNIVERSITARIO DE PUNTARENAS

LESSON PLAN #3

Professor's name: Patricia López Estrada
Course: *English III*

Major: Hotel Administration
Period: 3rd Quarter, 2003

General objective:

- Order food at a restaurant

Specific Objectives

- Talk about differences in meals in the target culture
- Demonstrate awareness of their own food habits
- Apply would and will as grammatical structures used in requests
- Analyze an oral passage
- Make a role play to practice orally ordering food and serving it

Functions

- Talking about meals and meal times in C1 and C2
- Expressing ideas about food habits

Grammar Structures

Modals verbs for requests:

-**Will:** What **will** you like to eat? I **will** like a hamburger.
-**Would:** What kind of dressing **would** you like? I **would** have Italian, please.

Topic

Eating contexts and manners

Culture

Food in C2

Activities

1. The teacher makes a short review about last lesson.
2. The teacher reviews the homework of day #2, activity #5, in which students had to interview a native English speaker to see how s/he visualizes fast food. Ss could also look for information in the internet.
3. Students answer the questions on activity #1. The teacher will guide them.
4. Students read passage about C2.
5. The teacher asks a volunteer to read the passage. New vocabulary is clarified at the end of the unit. The teacher explains the vocabulary in English. Spanish will be used if necessary.
6. Students work in pair in order to discuss some questions.
7. Students read a passage about C1.
8. Students work in pairs in order to talk about the differences in meals in the target culture and their native one. They will compare the two cultures using the paragraphs previous studied.
9. Students look at pictures and discuss which is more likely to happen in C1 and C2.
10. Students listen to some dialogues.
11. The teacher explains some cultural notes about ordering food in the U.S.
12. In pairs, students will discuss a set of questions in exercise #3. They will look for American patterns in a restaurant and present their conclusions to the rest of the class.
13. Students listen to a conversation in activity #4 (part A) and fill out the chart with the correct information. The conversation is about ordering food at an American restaurant.
14. The teacher explains that they will listen to the rest of the conversation (part B).
15. Afterwards, students are asked to summarize the outcome of the conversation and report it orally to the rest of the class.
16. In groups of three, the students talk about the order that the customers made.
17. Students are asked to look at a chart and pay close attention to the grammatical structures.
18. The teacher explains the grammar focus about modal verbs through the chart given in the textbook.
19. Ss do activity #5 in which they have to complete a conversation. Then the teacher checks it and students practice with a partner.
20. Students create a role play in which students play and switch roles of being a customer ordering food and a waiter taking an order. The role play is to be presented in class.

Materials

- Flashcards
- Listening scripts
- Copies of the unit (day 3), practices, handouts, etc
- An English native speaker
- Tape recorder
- Cassette

Evaluation

- Oral and written practice

(See chart at the end of the lesson plans)

COLEGIO UNIVERSITARIO DE PUNTARENAS

LESSON PLAN #4

Professor's name: Patricia López Estrada
Course: *English III*

Major: Hotel Administration
Period: 3rd Quarter, 2003

General objective:

ξ Recognize about tipping in C1 and C2

Specific Objectives

- Talk about differences in meals in the target culture
- Recognize how tipping works in C1 and C2
- Write about food experiences in C2
- Compare tipping in C1 and C2

Functions

- Talking about tipping in C1 and C2
- Expressing ideas tipping

Topic

Tipping in C2

Culture

Food in C2

Activities

1. The teacher reviews about last week's lesson.
2. A volunteer is asked to read the passage about a cultural situation that happened to a Latin American person when he was ordering food in an American restaurant.
3. Students discuss the problem in the passage by analyzing the assumptions in a set of questions.
4. The teacher asks the students some questions to review some of the student's conclusions to the previous activity.
5. Students read about tipping in the United States.
6. Students work in groups in order to complete an exercise in which they have to read some situations, discuss and figure out with their classmates the amount that they would pay in each specific case.
7. Students read about tipping in Costa Rica.
8. Students in groups compare the differences and characteristics of tipping in C1 and C2.
9. Students write about experiences in the target culture about buying food, ordering food, and eating food or food in general. They might be their own experiences or those of some of their friends.

Materials

- Listening scripts
- Copies of the unit (day 4), practices, handouts, etc

Evaluation

- Oral and written practice
- Writing a paragraph
- Oral discussions
- Presentation of conclusions

EVALUATION

All student evaluation is done through the responses and interaction with other students and the teacher. The oral and written work refers to the different kinds of exercises that students will be doing. Students will be evaluated on how much they participate in class, whether they do the exercises (written or oral), how they work (pair or group), and how they interact in the classroom.

EVALUATION CHART

EVALUATION ASPECTS	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**
Oral practice	✓	✓	✓	
Written work	✓	✓		✓
Pair work	✓		✓	✓
Group work		✓	✓	✓
Classroom interaction	✓	✓	✓	✓
Classroom participation	✓	✓	✓	✓

TESTING

DESCRIPTION AND ANALYSIS OF THE PROCESS OF MAKING THE TEST AND THE FACTORS THAT INTERFERED IN ITS DESIGN

This test was designed to evaluate students on the unit of food. I used this unit last year with a group of Hotel Administration students. The class was English III. This year, I had the same class, but this time it is English IV. So at the beginning of the quarter, I reviewed the unit in order to check out its main points. The group was no longer the same; two students had dropped out, one had to move to Heredia and there were two new students. In all I had only nine students, including a new one, so I gave the unit to the new student. He studied and was ready for the test. Nonetheless, I was missing one student to have ten. So I got in touch with Monica in Heredia and she agreed on coming to do the test. So the test went well.

The structure of the test is very holistic. All language skills were included: listening, speaking, reading, writing and even culture. The test was applied in the Colegio Universitario de Puntareans—CUP for the major of Hotel Administration. The first part of the test is the speaking section. For this part, the oral performance consisted of two situations that students had to develop in groups of two persons. In situation number one, students were supposed to talk about food and manners in the United States. The students had to make decisions in regard to what they think Americans would eat. In this situation, students needed to be aware of the Americans patterns. When the unit was applied with them, I brought a native speaker in order to talk about the issue. Students also investigated and some clues were present in the unit. For situation number 2, the students needed to express ideas in regard to food in Costa Rica as well as in the United States. In addition to this, the students were asked to talk about how tipping works in both cultures. These issues were present in the last two lessons of the unit and students did study them not only in order to get a good grade in the test, but also to internalize them as part of their learning and general knowledge of the target culture. The students had to present the two situations. For this purpose, students were chosen randomly and paired up to develop the situations. They presented both situations, and were evaluated with a scale for subjectively scored speaking items. It was divided into four criteria:

communication, task, language and pronunciation and fluency. Each of them was worth 20 points. The whole scale has a total of 80 points. In this part, the students did not do very well. The majority of the grades were from 60 to 72. This part of the test was done at the end of the test. This was due to the fact that some students came in late, so I decided to start with the written section first. The oral part took forty-five minutes, on the back of the scale for speaking items, I wrote the mistakes that the students were making when talking. The mistakes were grammar, vocabulary and pronunciation. I also included comments for the students to read later and learn from their mistakes.

The test was carried out in the audiovisual room for several reasons. Some of them include air conditioning, space, light and some other aspects that I consider are of extreme importance while taking a test. All of this helped with the development of the test because there was no heat, and the students were relaxed.

The second part of the test was the listening part. Here, the students had to listen to a conversation in order to write or draw the ingredients of a sandwich. This kind of exercise is a limited response task, where the professor does not fix the range of responses available to the students; nonetheless, the range of those possible responses is limited. In the listening exercise, the students should produce a correct and appropriate response; therefore, they must be able to recall the correct grammar rule, word, expression, pronunciation, etc. In this case, I wanted my students to recall the correct word in order to describe the ingredients that were in the sandwich. All the students wrote the names of the ingredients; they did not draw anything. They thought it was childish to do and besides that, they did not have any drawing skills for doing such a thing. I played the cassette twice for students to have a better understanding of the assigned task. The majority of the students got five out of the seven ingredients that were mentioned during the conversation. The two key words were *mushrooms* and *mustard.* Most of the students wrote the rest of the ingredients. This was maybe because students were more familiar with the other vocabulary. In addition, the spelling of *mushrooms* and *mustard* tends to be more complicated for them. The listening section had an error with the total number of points. In the heading it says that the total points are 20;

however, there were only 7 points. All this affected the final sum of points of the test. The listening part took about 20 minutes.

The third part was the reading section. For this exercise I included a reading that was taken from a book named *Goals*. This book is used in the courses of oral communication from the Centro Cultural Norteamericano—CCNN. The text was about a semiformal restaurant in the United States. The students needed to discriminate the information as true or false and the exercise consisted of five statements. This kind of exercise is a closed-ended response task. The category is a judgement task in which the students respond to an item with an answer of correct or incorrect, true or false, same or different, appropriate or inappropriate. This task basically requires recognizing the correct answer (Genese, Apshur, 168-169). Closed-ended test tasks are suitable for assessing comprehension skills. They do not involve language production and cannot be used for assessing speaking and writing skills directly. Closed-ended tasks are often referred to as objective test task since deciding whether the response is right or wrong does not depend on the professor's subjective judgement or opinion; one simply needs to see whether the student has selected the correct alternative (Genese, Apshur, 171). The reading comprehension section presented another problem in regard to the points because there were supposed to be only 10 instead of 8. The students got almost all of the points in this section.

The last part of the test was the writing section. The part of the test was an open-ended response task in which the alternatives are not limited by the professor or test time. The students are free to give a wide variety of possible responses. In other words, the professor has relatively little knowledge beforehand of what students will say or write and how they will express it linguistically. Open-ended tasks are suitable for assessing speaking, listening, and other language skills that call for the production or generation of language such as writing. The first exercise is an open-ended task. In the writing section, students are free to choose the content. I gave them the specific situation with a context, function and topic for students to develop a paragraph about it. The students were asked to write about any experience in the target culture; nonetheless, I had to be more flexible and allow students to write about Costa Rica, too.

This was because some students did not have any experience in the target culture. Besides that, I asked them to write something about the target culture. The grades in this section were not so good. Production is a lot more complicated and difficult for them. That is why open-ended tasks are more complex to score since student's responses are not predictable and a great deal of subjective judgement is called for; therefore, these tests are referred to as subjective tests. In order to score this kind of tests, a scale must be used. The scale was worth 16 points, divided into 4 points for each rubric. The rubrics were content, task, vocabulary and language use. Both scales, the one for the speaking and the one for writing, were applied to the students' performance. The scale presented one problem and it had to do with the points because it said 80 points instead of 16. Scales are of great importance when talking about open-ended tasks because these kinds of tasks are subjective. Subjectivity demands a great deal of attention because there are many possible correct ways to answer.

In general, the test took about one hour and a half. The test went well. Students were very relaxed and excited about it. The test presented a general problem in regard to the points. I made a mistake and the total points were 113 and I wrote 105. I tried to use all the different kind of test tasks to make the test more integrative. I included cloze tasks and, limited and open-ended items. Student's grades were around sixties and seventies. To me, this is an acceptable average because the students are in a low intermediate level and they are not majoring in English. They are in Hotel Administration. Nevertheless, it showed that they learned a lot from food in the target culture.

TEST

COLEGO UNIVERSTARIO DE PUNTARENAS
CARRERA DE ADMINISTRACIÓN HOTELERA
MIDTERM TEST
LEVEL 3. PROFESSOR: Patricia López Estrada.

NAME: _____

Total points 105 / Percentage 20% Points: _____ Score: _____

SPEAKING SECTION

Part I. Oral performance. Read the following situations and develop them naturally with your partner. Try to develop them smoothly and fluently. (80 points)

SITUATION 1

A. You and two more friends invited some American friends over to your house. You are going to prepare dinner for them. Nonetheless, you are not sure what you are going to cook for them. You agree that it has to be something from their country. Decide what you are going to cook, how the dinner is going to be served and in general how you are going to attend your guests. Try to come to an agreement on the organization of the whole event.

SITUATION 2

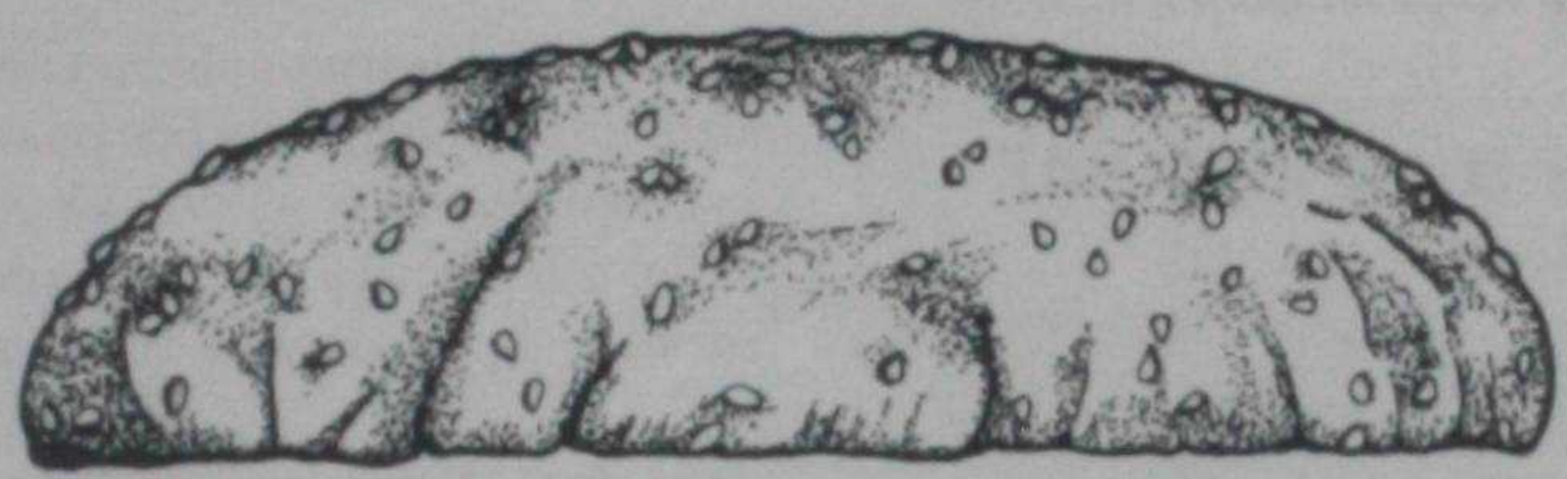
A- You and your American friend are customers in a semiformal restaurant in the United States. Another student is the waiter/waitress. You are going to order a starter/appetizer, salad, main dish, side dish, and beverage. While you are eating, you start talking about the differences between Costa Rica and United States food. The waiter/waitress brings the bill and you also compare the system of tips in both countries.

COLEGO UNIVERSTARIO DE PUNTARENAS
CARRERA DE ADMINISTRACIÓN HOTELERA
MIDTERM TEST
LEVEL 3. PROFESORA: Patricia López Estrada.

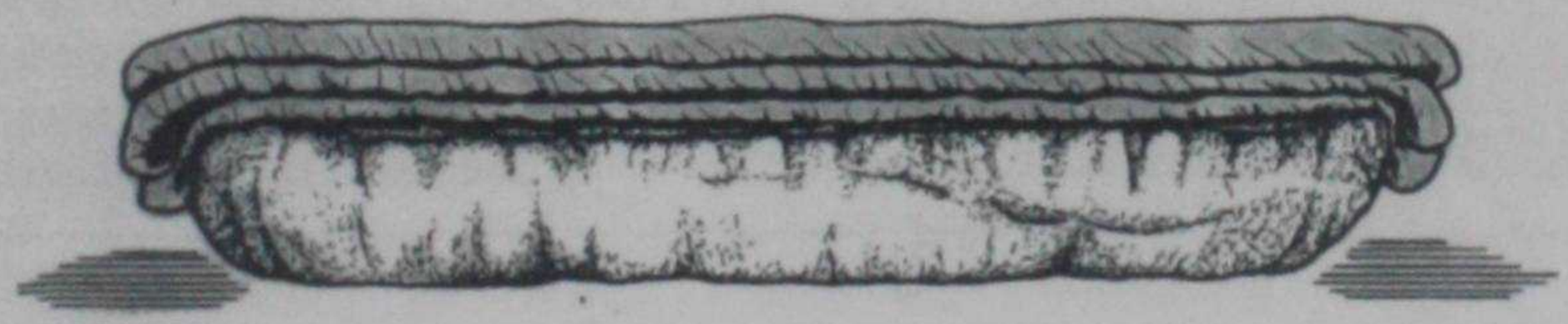
Part I. SPEAKING SECTION. (80 points)

Part II. LISTENING SECTION. (20 points)

A) Listen. What ingredients go in this sandwich? Write or draw them. (5 points)



Roast beef



Part III. READING COMPREHENSION. (8 points)

A) Read the following paragraph and then write either (T) True or (F) False. 4 points.

Where To Eat | Eliza Fitzgerald

The Courtyard is an inexpensive but beautiful little restaurant right in the middle of New Orleans' French Quarter. Don't miss it—it's excellent!

There is an outside courtyard with lots of plants and flowers and a beautiful little fountain in one corner. You can eat in the courtyard or in the small dining room, which is also full of plants. Some nights a jazz band plays in the courtyard.

The Courtyard is famous for its Creole food. On a recent visit, my friends and I tried all the specialties. Our favorites were the seafood jambalaya (rice with lobster, mussels, clams, and shrimp), blackened redfish (redfish grilled with lots of spices), and fresh red crayfish. The dirty rice (red beans and rice with or without sausage) was especially good. For dessert we had the specialty of the house—bread pudding in whiskey sauce. It was absolutely delicious!

The service was friendly and fast. Our server knew about all the food and its ingredients (one of my guests was a vegetarian). Our food arrived quickly and was served piping hot.

There were only two problems with the restaurant. We had to wait one hour for a table, and the courtyard was very, very noisy. If you want a quiet meal, eat inside.

The Courtyard ★★★

612 St. Louis Street
New Orleans, Louisiana
(504) 555-2815

Lunch: 11:30 a.m. to 3:00 p.m. Monday through Saturday
Dinner: 5:30 p.m. to 10:00 p.m. Sunday through Thursday;
6:00 p.m. to 11:00 p.m. Friday and Saturday
Appetizers: $4.25 – $6.95
Main Courses: $12.95 – $19.95
Credit Cards: Visa, MasterCard
Reservations not accepted
Wheelchair Access: No steps

★ Good
★★ Very Good
★★★ Excellent
★★★★ Extraordinary

1. _____ The Courtyard is an expensive restaurant located in France.
2. _____ Among some of the food that the restaurant offers is varied seafood.
3. _____ The servers have some knowledge about the main courses ingredients.
4. _____ If you do not want any noise while eating, you can go outside.
5. _____ If you would like to make a reservation, you need to call in advance.

PART IV. WRITING SECTION. (12 points)

A) Write paragraph about the following.

ꝑ Write an experience in the target culture of your own or of someone else. Write about any occurrence in the target culture buying food, ordering food, eating out or food in general at different times and different places and write about them. If you do not have any experiences in the target culture, you can write about your native culture.

Colegio Universitario de Puntarenas
Vision Tecnológica con Misión Social

COLEGO UNIVERSTARIO DE PUNTARENAS
CARRERA DE ADMINISTRACIÓN HOTELERA
MIDTERM TEST
LEVEL 3. PROFESSOR: Patricia López Estrada.

NAME: _____ DATE: _____
TOTAL POINTS: 80 POINTS OBTAINED: _____ GRADE: _____

Scale for Subjectively-Scored Section Criteria

Scale for the Speaking Item (80 POINTS)

COMMUNICATION (20 points)

_____ The student shows an appropriate command of communication skills.
_____ The student performs with some command of communication skills.
_____ The communication is minimal and vague.
_____ Unsatisfactory communication

TASK (20 points)

_____ The student completes the task successfully with enough correct function elements included.
_____ The student includes some of the elements of the functions in his/ her performance.
_____ The student includes only a few of the elements of the functions.
_____ No elements of the functions used

LANGUAGE (20 points)

_____ The student shows the highest level of grammar mastery of the structures; appropriate choice of words according to the topic.
_____ The student has an adequate use of grammar structures; some appropriate use of vocabulary.
_____ Some grammar structures impair communication as to make it unclear; limited use of vocabulary.
_____ Communication is hindered due to poor grammar accuracy of the structures; lack of variety of vocabulary.

PRONUNCIATION AND FLUENCY (20 points)

_____ Pronunciation and fluency make the performance acceptable and understandable.
_____ Pronunciation and fluency are appropriate.
_____ Pronunciation and fluency sometimes cause many problems that hinder communication.
_____ There's a lack of proper pronunciation and speech is very hesitant.

COLEGO UNIVERSTARIO DE PUNTARENAS
CARRERA DE ADMINISTRACIÓN HOTELERA
MIDTERM TEST
LEVEL 3. PROFESSOR: Patricia López Estrada.

NAME: _____ DATE: _____

TOTAL POINTS: 16 POINTS OBTAINED: _____ GRADE: _____

Scale for Subjectively-Scored Section Criteria

Scale for the Writing Item (16 POINTS)

CONTENT (4 points)

_____ Developed ideas coherently according to the topic
_____ Acceptable development of ideas
_____ Ideas are vague and somewhat incoherent.
_____ Unsatisfactory development of ideas

TASK (4 points)

_____ The student completes the task successfully with enough correct function elements included.
_____ The student completes the task somewhat successfully including some of the elements of the functions.
_____ The student completes the task including only a few of the elements of functions.
_____ The student completes the task with no elements of the functions used.

VOCABULARY (4 points)

_____ Appropriate choice of words according to the topic
_____ Somewhat appropriate use of vocabulary
_____ Limited use of vocabulary
_____ Improper use of vocabulary, lack of it or use of only simple and basic forms

LANGUAGE USE (4 points)

_____ The student shows the highest level of grammar mastery.
_____ The student has an adequate use of grammar structures.
_____ Some grammar structures make the writing unclear.
_____ There is unintelligible writing due to poor grammar accuracy.

ASSESSMENT

DESCRIPTION AND ANALYSIS OF THE ASSESSMENT INSTRUMENTS

Looking for these materials was very difficult. First of all, I went to many libraries in order to read and get well informed about assessment. I remember studying about assessment in the university, but not very deeply. I talked to several professors and even the committee of assessment at the place where I work. They recommended a lot of books. I read them in order to have a clearer idea of what I needed to know and do. I went through some papers from the courses of *Licenciatura* and some other materials from other places that I have worked. So, the process went really well. I read and found information from books and experts on the field. Then, I searched for the best instruments, the ones that are examples for my analysis. I wanted to choose the most representative ones. They showed progression on my behalf; from the instruments that my professors used with me until the ones that I used with my students.

I am going to present the instruments in a chronological order since all the portfolio project is focused toward a professional growth that starts from my years as an English student until the present as an English professor.

ULACIT
ORAL COMMUNICATION II
EVALUATION SHEET

Student's name: _____

Level: _____ Date: _____ GRADE: _____

Topic: _____

Students will be evaluated in the following. The grading scale is 1 - 10, where 1 is low competency and 10 is mastery of the skill.

1.	Preparation (use of audiovisual aids)	1	2	3	4	5	6	7	8	9	10
2.	Organization (intro.-body-concl.)	1	2	3	4	5	6	7	8	9	10
3.	Content (subject matter)	1	2	3	4	5	6	7	8	9	10
4.	Delivery (general performance)	1	2	3	4	5	6	7	8	9	10
5.	Topic Development	1	2	3	4	5	6	7	8	9	10
6.	Pronunciation	1	2	3	4	5	6	7	8	9	10
7.	Fluency	1	2	3	4	5	6	7	8	9	10
8.	Grammar and word order	1	2	3	4	5	6	7	8	9	10
9.	Vocabulary	1	2	3	4	5	6	7	8	9	10
10.	Comprehension of questions asked	1	2	3	4	5	6	7	8	9	10

General Comments:

SECOND INSTRUMENT

I used the second instrument in a private bilingual high school. The name of the high school is *Colegio Santa Sofia*, Esparza. At that time, I was teaching all levels of high school from seventh to eleventh grade. The scale was used to evaluate daily activities done by students. I had never used such an instrument before, but at the high school level it is necessary because it is part of their final grades. The aspects to be observed are a very efficient way to evaluate students. Each aspect is given a specific number that at the end is a total of 25 points. I used this instrument for two years in the high school and it worked out really well. For me, it is very appropriate for evaluating students. I understand that in a public school or high school, because of the time and the amount of students it is very difficult to apply such a thing every day. Besides that, in these institutions the curriculum is very extended, so assessment is not considered to be one of the most important aspects while learning a second language. Nonetheless, in that private high school I was teaching at, it worked out perfectly because the instrument measured the student's abilities on a daily base.

COLEGIO SANTA SOFIA

COMITÉ DE EVALUACIÓN

SUGERENCIA DE ESCALA PARA CALIFICAR TRABAJO COTIDIANO

PROFESOR ASIGNATURA SECCIÓN VALOR %

ASPECTOS A OBSERVAR	VALOR
1.- Realiza el trabajo individual que se le asigna en la clase	0 a 4
2.- Se preocupa por terminar los trabajos asignados en clase	0 a 4
3.- Participa activamente en la discusión, revisión y corrección de los trabajos realizados en la clase	0 a 3
4.- Aporta el material de trabajo necesario para no retrasarse en la realización del mismo	0 a 3
5.- Se esfuerza porque su trabajo sea original, creativo y de calidad	0 a 4
6.- Colabora con el desarrollo de la lección, fomentando un buen ambiente de trabajo	0 a 4
7.- Aprovecha al máximo el tiempo en la realización de los trabjos de la clase	0 a 3
CÁLCULO DE LA NOTA: PUNTOS OBTENIDOS X 4	Tot = 25

	NOMBRE DEL ALUMNO ⇩ RANGOS ⇨	ASPECTOS A OBSERVAR							Puntos	Nota	Porcent
		1	2	3	4	5	6	7			
		0-4	0-4	0-3	0-3	0-4	0-4	0-3			
1											
2											
3											
4											
5											
6											
7											
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34											

THIRD INSTRUMENT

The third instrument is a rating scale for writing. The scale was part of a workshop at Universidad Nacional. The students prepared several scales and presented them to the class. The objective was for everybody to share and have as many scales as possible in order to use them in class. I use this scale with advanced groups in Conversational English. The criteria are divided into five categories: content, language use (grammar), mechanics (punctuation), coherence (organization), and vocabulary. For me, the scale is very integrative because it evaluates writing as a whole. The scale is divided into excellent, very good, average, fair and poor. I personally like the part on mechanics because this is where you can evaluate students' spelling, grammar, and capitalization mistakes. Nonetheless, this scale should be applied to advanced groups or to students majoring in English, or taking a composition or translation course. I like the scale because it also gives the professor the mathematical formula to the final grade.

Rating Scale for Writing

SCALE / Criteria	EXCELLENT 5	VERY GOOD 4	AVERAGE 3	FAIR 2	POOR 1	Total Points
Content	Complete and well developed ideas proper for the topic	Clear ideas appropriate for the context w/occasional mistakes	Unclear message that is separated from the general topic with frequent mistakes	Undeveloped ideas that are disconnected from the main topic, so that obscure the message	Incoherent message And impaired communication	
Language Use (grammar)	Effective use of grammar structures: agreement, tense, number, word order, articles, pronouns, prepositions.	Some grammar mistakes which interfere with the message	Frequent grammar mistakes with simple and complex structures that obscure the message	Severe and consistent grammar mistakes that interfere with communication	No mastery of sentence construction. Meaning totally obscured, unclear and unintelligible.	
Mechanics (punctuation)	Adequate mastering of spelling, punctuation, capitalization and indentation.	Occasional mistakes in spelling, punctuation capitalization and indentarion	Frequent errors of conventions that interfere with the message	Serious and consistent mistakes of spelling, punctuation,. capitalization and indentation	No mastery of conventions that make the massage incomprehensible.	
Coherence (organization)	Ideas clearly stated and supported with specific details that create well organized and logical paragraphs	Some limitations in the development of ideas but clear message	Frequent mistakes and incoherent ideas that obscure the message.	Communication often impaired, not fluent, and lacks logical order.	Incoherent, illogical, and undeveloped ideas	
Vocabulary	Appropriate choice of words according to the topic	Some lexical limitations but often appropriate for the topic	Limited lexicon that hinder the expression of ideas	Inadequate use of words that interfere with communication of ideas	Vocabulary limitations so extreme that make message incomprehensible	
Total Score						

Scale: 1 to 5
Total points: 25
Points of the test: 10

Formula: $\frac{\text{Pts. Obt X 100}}{\text{total points}}$ = Total points

Points of the test = $\frac{\text{Total points X points of the test}}{100}$

FOURTH INSTRUMENT

The fourth scale is the one that is used at CUP (Colegio Universitario de Puntarenas) in order to evaluate the student's oral proficiency. So far I have presented two different instruments used in the past. I did not use the first one because for grading me as a student; the second one was given to me to be used with high school students. This third instrument is the one I use whenever possible. The English Department at CUP designed it and is the official instrument all English professors have to use. You can use to evaluate role-plays, oral presentation, conversations, oral midterms and final oral exams or any other oral activity. It is divided into grammar, pronunciation, vocabulary, comprehensibility and task achievement. This scale is not exclusive to the Conversational English courses, but rather used in every department at CUP—Digital and Industrial Electronics, Management Computer, Accounting, Management, Hotel Administration, Natural Guide, Graphic Design, and Industrial Production. It is called assessment scale for oral examinations.

Personally I have found that the scale is not appropriate. The rubrics should be redone and the criteria should be rewritten again. The scale has five criteria. Each of them has a specific value that goes from 1 to 6, where 1 stands for a very poor task and 6 stands for an excellent one. Students usually present in pairs or groups of three. Students are given a written situation that has to deal with the topics and units studied in class. Students are chosen randomly, and they in turn have to choose the situations randomly. When they select the situation, they have some time to get ready and start presenting it. There is a tribunal of three professors. In the case of Conversational English, the professors are chosen according to those teaching different classes for the same students. In the other areas, the professors are chosen randomly. Each professor within the tribunal has a scale for evaluating each student individually. At the end, all the scales are put

together and the points are added up and divided by three, to make the final score fairer. Personally, I give my students three or four situations because one situation is not representative of the units studied in class. For example, a test covers from 5 to 8 units and, for me, one situation does not cover that much because it only represents one unit of the book. So I particularly, select four or five questions for students to develop in order to have a better idea about the students' knowledge.

COLEGIO UNIVERSITARIO DE PUNTARENAS
CONVERSATIONAL ENGLISH
ORAL COMMUNICATION II
PROFESSOR: PATRICIA LÓPEZ ESTRADA
ASSESSMENT SCALE FOR ORAL EXAMINATION

GRADE: _____
TOTAL POINTS: 30 POINTS
OBTAINED POINTS: _____
PERCENTAGE: _____
OBTAINED PERCENTAGE: _____

NAME: _____

DATE: _____

SCORE	GRAMMAR	PRONUNCIATION	VOCABULARY	COMPREHENSIBILITY	TASK ACHIEVEMENT
6	Always uses the appropriate grammar.	Always uses the appropriate pronunciation.	Always uses the appropriate vocabulary.	The message is always understood.	Excellent
5	Almost always uses the appropriate grammar.	Almost always uses the appropriate pronunciation.	Almost always uses the appropriate vocabulary.	The message is almost always understood.	Very good
4	Usually uses the appropriate grammar.	Usually uses the appropriate pronunciation.	Usually uses the appropriate vocabulary.	The message is usually understood.	Good
3	Sometimes uses the appropriate grammar.	Sometimes uses the appropriate pronunciation.	Sometimes uses the appropriate vocabulary.	The message is sometimes understood.	Fair
2	Seldom uses the appropriate grammar.	Seldom uses the appropriate pronunciation.	Seldom uses the appropriate vocabulary.	The message is seldom understood.	Poor
1	Never uses the appropriate grammar.	Never uses the appropriate pronunciation.	Never uses the appropriate vocabulary.	The message is never understood.	None

FIFTH INSTRUMENT

The fifth instrument is a peer feedback form. This form is of great use for students because they get motivated about their speeches, oral presentations, role-plays and any other work that they do in class. This is an oral language assessment instrument composed of three parts: part one is general information about the student, the speaker's name and the date; part two is composed of five questions that have three possible options—yes, some, no, in which the students have to tell how the felt about the speaker's report; and part three is an exercise of completing some sentences. There are three sentences in which the students have to go deeper in the answers. Students have to write comments about what they liked about the speaker, how good the speaker was at something and some recommendations that the speaker could use in order to improve his/her performance. I believe this instrument is very motivating for the students because usually the rest of the students would write positive encouraging messages. Students would also write good recommendations to be followed. In these cases, the professor's feedback is different from that of the students because they see their classmates as friends and in this scene, they value friend's advice. They see each other at the same level so they are more interested in their classmates' point of view. I use this instrument on a regular basis almost every time the students have an oral presentation. For this report, I applied this instrument on two occasions; one with a presentation on tenses, in which they had to talk about a specific tense, give examples, and do a final exercise. The last one was used to evaluate the students' attention during the presentation. The instrument was used with a class of Hotel Administration, level IV. This is the only group, that is intermediate and I am teaching now. It is a small group, but the coordinator had to open the course because it is the group that has to finish the classes they started four quarters ago.

The instrument was applied on a second occasion, but this time the students had an oral presentation about holidays. In this case, I also included another instrument: evaluation criteria for class presentations, in which students would be evaluated on five aspects: content coverage (essentials), appropriate use of visual aids/board, clarity of presentation (language), organization and handling of presentation (pace, self control, response to questions). At the end of the instrument, there is a part for observations.

This is my special part, which I use for writing personal comments that motivate my students. As I repeat, motivation is a very important aspect in learning a language. So I combined the two instruments and got the best results from them. I checked out all the instruments and then I gave the results to the students. They were really excited and they were all reading the comments and they came to ask me a couple of questions. The students were fascinated by the activity.

ure 4.11 Peer Feedback Form: Explaining a Process

Speaker's Name _____ Date _____

Your Name _____

art 1: Circle the word *Yes, Some,* or *No* to tell how you feel about the speaker's report.

. I understood what the speaker was talking about.	Yes	Some	No
. The speaker described how everything worked.	Yes	Some	No
. The speaker explained in steps I could follow.	Yes	Some	No
. I think I could do this myself now.	Yes	Some	No
. The directions were clear.	Yes	Some	No

art 2: Complete the following sentences.

. I liked when the speaker _____

_____

_____

. The speaker was good at _____

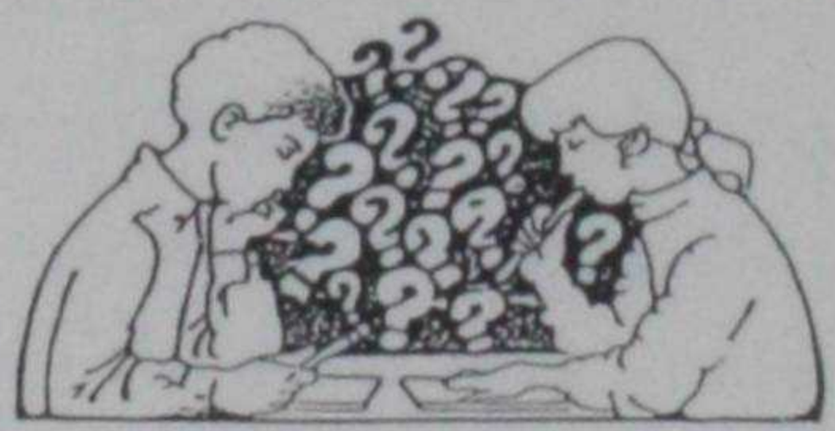
_____

_____

. Maybe the speaker could _____

_____

Adapted by ESL teacher M. Crossman
from Hill and Ruptic (1994).



OBSERVATION REPORTS

OBSERVATIONS

Section III deals with observing and interacting in a class. This part requires two observations: one lesson that had to be observed by me, and the other one that I had to observe. For this specific part of section III, I investigated a lot to come up with a completely different scale to be used as a guide for the observations. I collected different scales from several institutions such as ULACIT, CUP, UNA and some others. In addition to this, I spoke with the Evaluation Committee and they recommended other scales that I could use. I checked the internet and searched for different aspects to be observed in a lesson. The main objective of the scales was to evaluate general aspects, and concentrate on a specific one. I came up with three different instruments in order to evaluate the lessons.

For the first observation, I used the same lesson plans that I created for the curricular unit of Food. There were four lessons divided into two days. So a professor from CUP—Colegio Universitario de Puntarenas came twice and observed my class. She wrote a description of my lessons that is on the following pages. She also made an analysis of the observed aspects as well as the behavior of the students and the factors that interfere during the observation process. She also wrote some recommendations for me. The aspect that was being evaluated was motivation. I wanted that aspect to be the one because, I was very interested in knowing about the kind of motivation my students had and above all, I wanted to know if they were motivated or not. For me motivation is a key to learn a language, it was of extremely importance for me when I was learning English and try to have very motivating class for my students. Besides the observation, I did something else;

I created an instrument in order to measure motivation in students. I distributed it and carried out an analysis that is included in the observation report.

For the second observation, I inverted roles and went to observe professor Viviana Fernández in a grammar class. In the second observation, I analyzed the aspect of methodology. Why this aspect? Well because this topic is kind of a controversy due to the different beliefs in the past such as the grammar-translation method, the direct method or the audiolingual method. In these methods methodology was restricted to merely grammar exercises, memorization of structure-based dialogs and drilling as a central technique (Brown 1994, 79). I wanted to analyze this particular aspect to see if it was taught more communicatively now. I went twice to her class in order to have a better view of the group dynamics and behavior. For this observation, I used my own instrument, which is included in this part of section III.

OBSERVATION REPORT OF A LESSON GIVEN BY PROFESSOR PATRICIA LOPEZ ESTRADA

OBSERVATION REPORT OF A LESSON GIVEN BY PROFESSOR PATRICIA LÓPEZ ESTRADA

Nowadays to master English has become an important necessity in Costa Rica due to the recent globalization and the existence of international companies that are looking for English speaking workers. In fact, the emerging global economy is both competitive and interdependent in any country requiring this the existence of English as a means of communication. However, the teacher in charge of this group of students did not lose one important objective in teaching, which is the use of an integrative motivation. She tried hard to motivate her students during her class. This group was English III majoring in Hotel Administration at CUP. They were 10 students. The class was very well organized and students were very active during the class. Patricia's personality was of great help for the students because she showed motivation. She is relaxed, funny and self-confidence when teaching which is transmitted to students. She lowered student's' anxiety and by doing this, student are more willingly to participate, interact and produce the language. Students' affective filter is lowered and they looked motivated. Motivation is a key in learning a language. "Motivation determines the degree of effort you put into foreign or second language learning, the more motivation you may have, the more effort you tend to put into learning the language and it leads to success in learning" (Nunan, Richards, 1990:61).

Patricia implemented some social strategies, which are related to communication, and it seems to me that they are really important to use when you are teaching English. As Andrew D. Cohen points out (1998, 68) social strategies enhance learning through seeking

for cooperating with others and seeking for opportunities to interact with native speakers. Some social (Oxford, 1990:21) strategies she used are: asking for correction, cooperating with others (cooperating with peers), and empathizing with others (developing cultural understanding).

Other strategies used by Patricia were affective strategies, which are useful to regulate emotions, motivation and attitudes, in other words, these can be used to reduce students anxiety and give them self-encouragement. Lowering the students' anxiety includes using progressive relaxation, deep breathing or meditation, and using laughter. The one professor Patricia used the most was encouraging students by making positive statements (Oxford 1990:21). The use of these strategies caused the motivation of the students in the class.

Finally, telling real stories to the students was an excellent technique promoted by Patricia when giving her class. I could see how much attention students paid to her when she started to explain something of her own life. This was one of the most interesting aspects in the lesson, that she used authentic material such as her own personal information.

The only aspect that she should try to improve is the fact that because of her personality she sometimes talks too much and does not give the students the chance to practice among them.

On the other hand, the invitation of a native speaker to the class was a nice thing to do because students could practice a lot of listening and it could not be better to learn the culture of United States than by learning it from a real native English speaker. This is also a social strategy that is cooperating with proficient users of the new language (Oxford 1990:17).

Moreover, observing the given class by Patricia taught me how much desire she has for being a good teacher. The way of planning and following steps in the process were excellent. She really got involved with students needs and interests. Her personality influenced the students in a good way. They felt motivated to speak the language. She checked errors and mistakes at the right moment and students did pretty well. I would like to remark again that her lesson was well organized and well planned. The materials were excellent and the way of presenting them was fine. I visited her twice in a week. The lesson plans were about food and they were very well arranged. The professor was always on time for the two classes.

She introduced the grammar very creatively, sometimes with a picture, song or story, which obviously motivated students since the beginning of the class. Then she always asks students for clarification and keeps on reviewing until the students had understood completely. The five skills of language: listening, speaking, reading, writing and culture were emphasized and developed in the class. The class was very dynamic with a variety of activities. The environment of the class was interesting and challenging. In general the teacher's values towards the students were positive, enthusiastic and motivating. To sum up, motivation was present during the whole class in the teacher and environment, but mostly in the students.

Nonetheless, there are some recommendations that I would like to mention:

- Do not forget to involve all the class in working and take into account each student's characteristics.
- Do not forget to go assign students individual work in class. Some of them work and others not.

As a conclusion, Patricia López was a good professional efficient teacher in her English class. She taught in an excellent way and the students felt confident to make sentences and participate freely. In order to complement this observation report, Patricia distributed a survey for students to follow and the results are included.

UNIVERSIDAD NACIONAL
FACULTAD DE FILOSSOFIA Y LETRAS
ESCUELA DE LITERATURA Y CIENCIAS DEEL LENGUAGE

Teacher Observation Form

OT—Outstanding OK—Satisfactory NI—Needs improvement NA—Not applicable

You can also write *comments* in regard to the aspects to be observed.

Aspects to be considered when observing a class:	Visit #1	Visit #2	Comments
Beginning of the class			
• Punctuality	✓	✓	
• Good personal presentation in the classroom	OT	OT	
• Classroom management	OT	OT	
• Timing of the class	OT	OT	
Development of the class			
• Student-teacher interaction (typical patterns of interaction) • Teacher-student interaction	OT	OT	
• Student-student interaction	OT	OT	
• Different learning styles in the learning process	OT	OT	
• Different strategies to be applied in the learning process	OT	OT	a very good variety of them were applied
• Feedback present in the whole teaching-learning process	OT	OT	
• Answering-questioning	OT	OT	
• Critical thinking	OT	OT	
• Variety of activities (they are changed	OT	OT	

quently and logically)			
Technology aids to facilitate learning	OT	OT	
Cultural and contextual understanding	OT	OT	it was presented during the whole class.
Relation of theory and practice	OT	OT	
Development of oral communication skills	OT	OT	
Is the methodology used appropriate for students? (teacher's approach to teaching)	OT	OT	
Class participation	OT	OT	
English used in the classroom /Spanish translations to clarify ideas and concepts	OT	OT	
Monitoring of the class (monitoring around the room)	OT	OT	
Assertive, positive, prompt and nondisruptive discipline	OT	OT	
Aspect to be observed: Motivation in students			
Active participation/dynamic activities	OT	OT	
Motivation/encouragement to speak the language	OT	OT	
The teacher uses authentic communication to motivate all language use	OT	OT	telling stories was very authentic
Environment in the class (safe, non-threating, interesting, challenging, etc)	OT	OT	
Teacher's values and attitudes towards students (courteous, prompt, enthusiastic, motivated, in control, patient, organized, well-prepared)	OT	OT	
Student's values and attitudes towards the teacher, class, environment, and the language itself (good, positive, motivated, interested, etc)	OT	OT	

COMMENTS

1. Write a complex, detailed summary of the whole lesson taking into account the aspects written above. Take into account the kind of students, the behaviors patterns, the motivation presented in the students during the class, the different strategies, learning styles, the variety of activities, etc,.

2. Write the strengths and weak points of the professor.
    a. Was the teacher motivated?
    b. Did the teacher make students participate actively in the class?
    c. Was the teacher on time?
    d. Did the teacher monitor students?
    e. Did the teacher make sure all students understand?

3. Write recommendations that you would give to the professor.
    a. Any suggestion that you might give the teacher to improve her classes.
    b. Any aspect(s) that you consider relevant for the teacher to correct.

Results

The following are the results corresponding to an analysis made in the Colegio Universitario de Puntarenas. The analysis had, as a main goal, to find out motivation patterns present in the students of Hotel Administration, course English IV. The whole analysis is part of a lesson observation. The aspect that was most observed and analyzed in the class was motivation and these are the results that best explain the information collected. There were a total of 10 students that participated in the process.

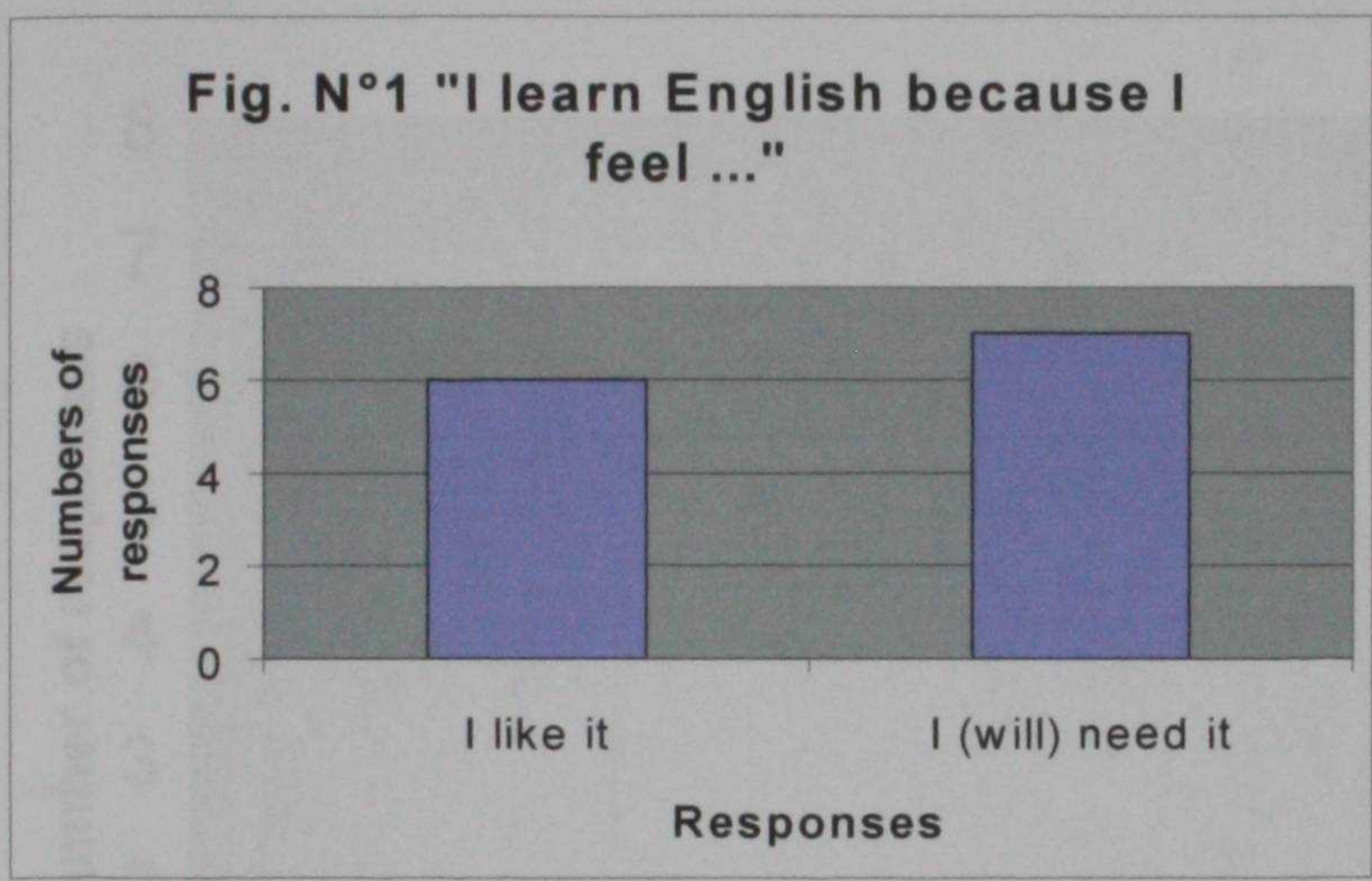
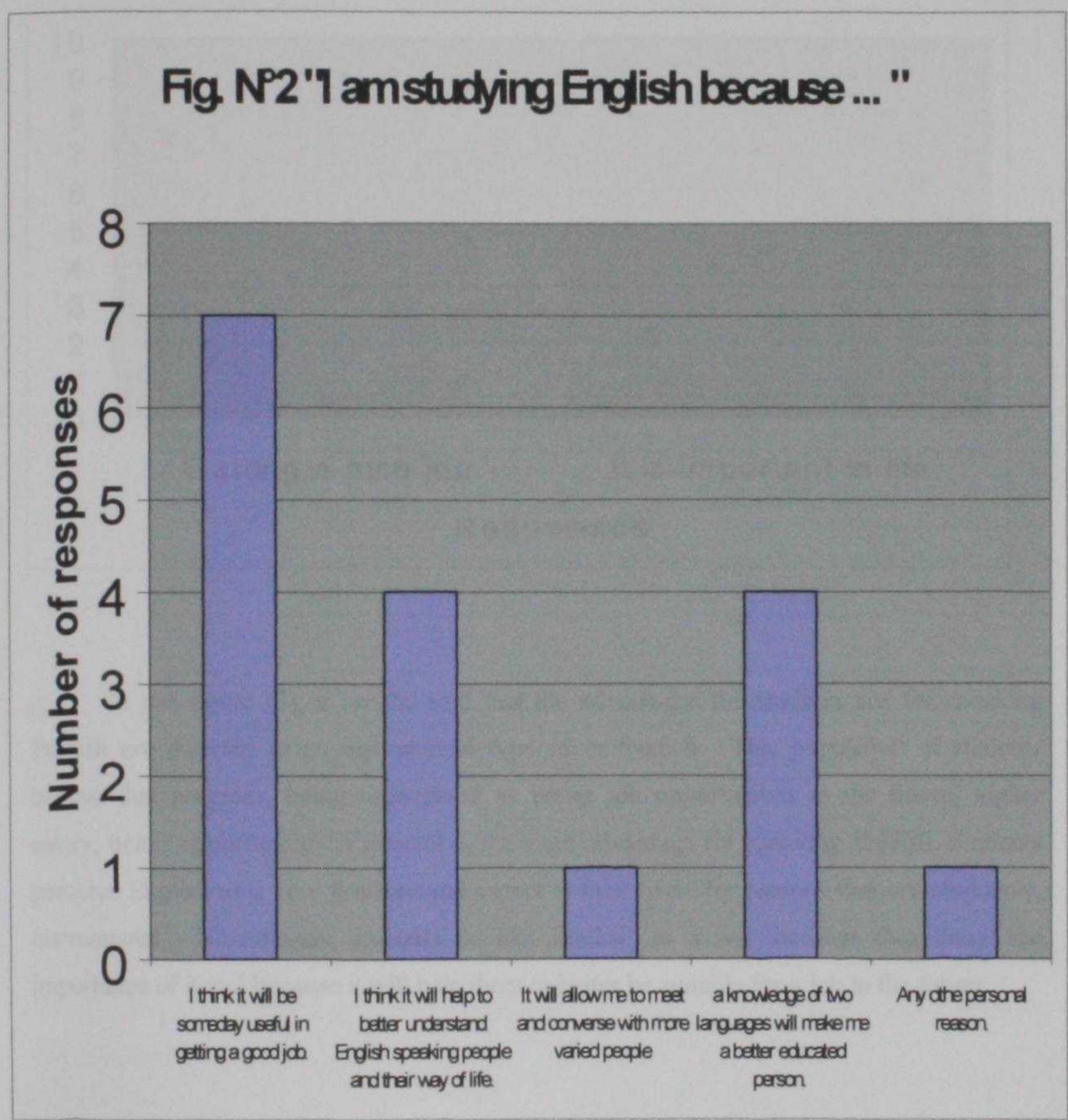
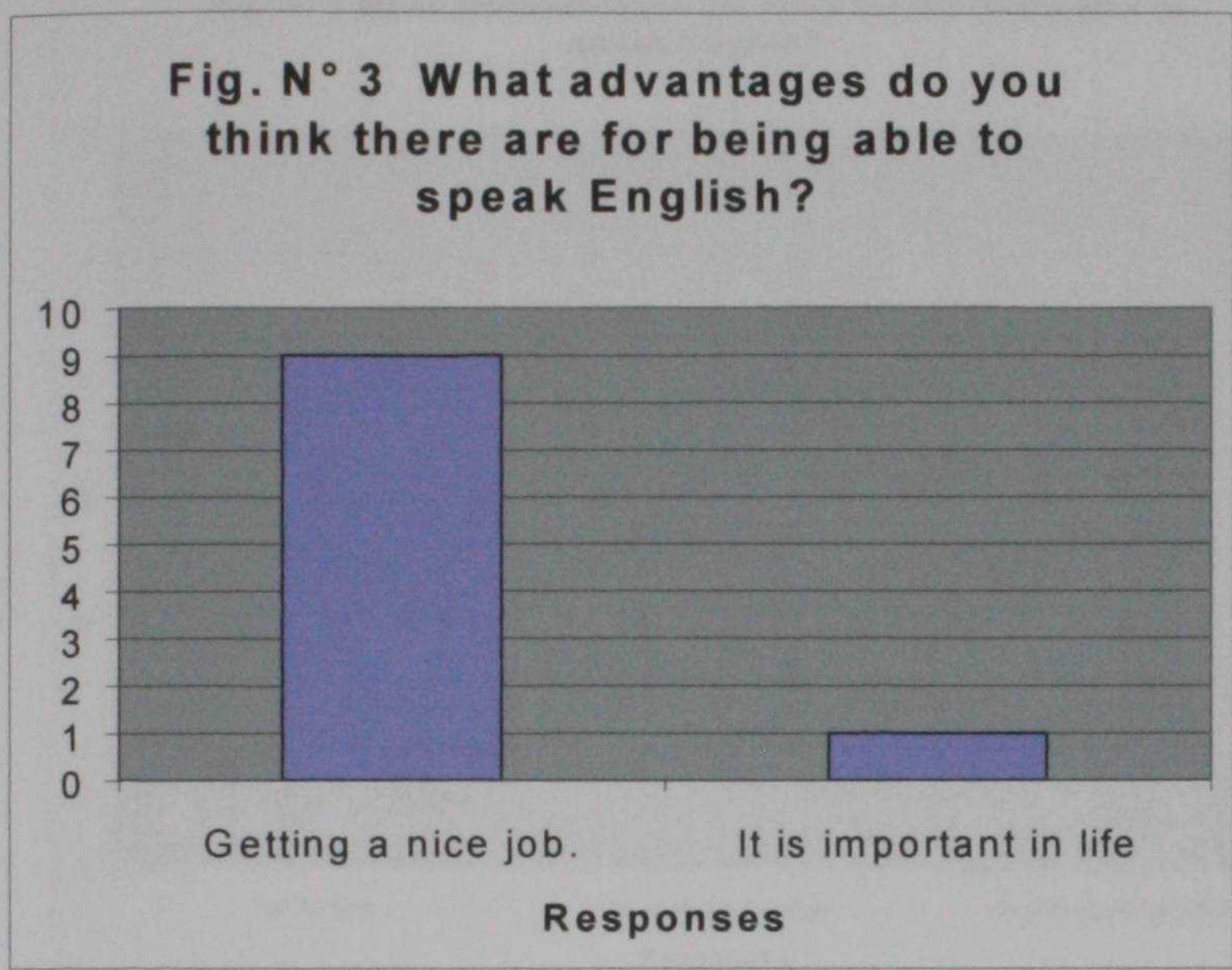


Figure 1 shows that the students are integrative and instrumentally motivated. They are aware that they will need English some day in their lives in order to get a better job, have better curriculum, higher salary, etc. Nonetheless, students like learning English at the personal level. The result shows a very good balance between the learning of English in students.

Fig. 2 shows that the pattern of liking is still constant for the students. In the same way, the instrumental orientation keeps itself constant as well. The students value the cultural enrichment and knowledge of two languages and the figure shows that they somehow identify with the target culture.





In this figure (3), it can be said that the advantages the students see for speaking English are directed to an instrumental type of motivation. This population of students believe that progress, being understood as better job opportunities in the future, higher salary, better opportunities in general is the main advantage for speaking English. Students perceive English as a very fundamental aspect in their lives, for reasons that are obviously, instrumental. Nonetheless, students do like English, in a way because they know the importance of it and because it will help them to better be suitable for a job in the future.

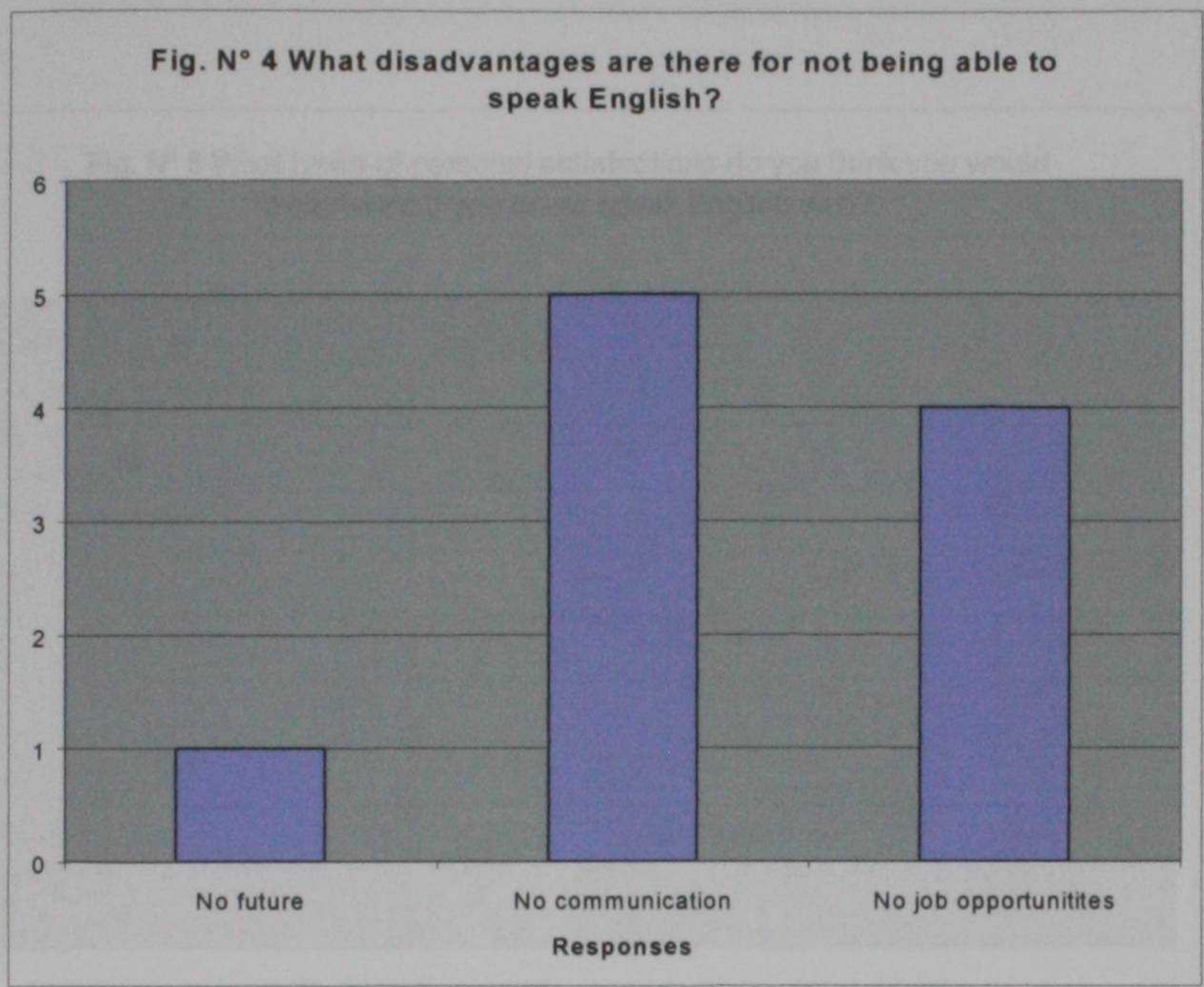


Figure 4 demonstrates that the students are matured and future-oriented. It can be concluded that instrumental motives are the ones that are apparent when thinking about disadvantages for not speaking English. However, there is a great response from half of the students. They were worried about the communication area. That aspect of no communication was the highest. All this shows that the students are somewhat integratively motivated. They do care about job opportunities, but their main concern here was that they consider the main disadvantage of not being able to speak English was that there would be no communication at all.

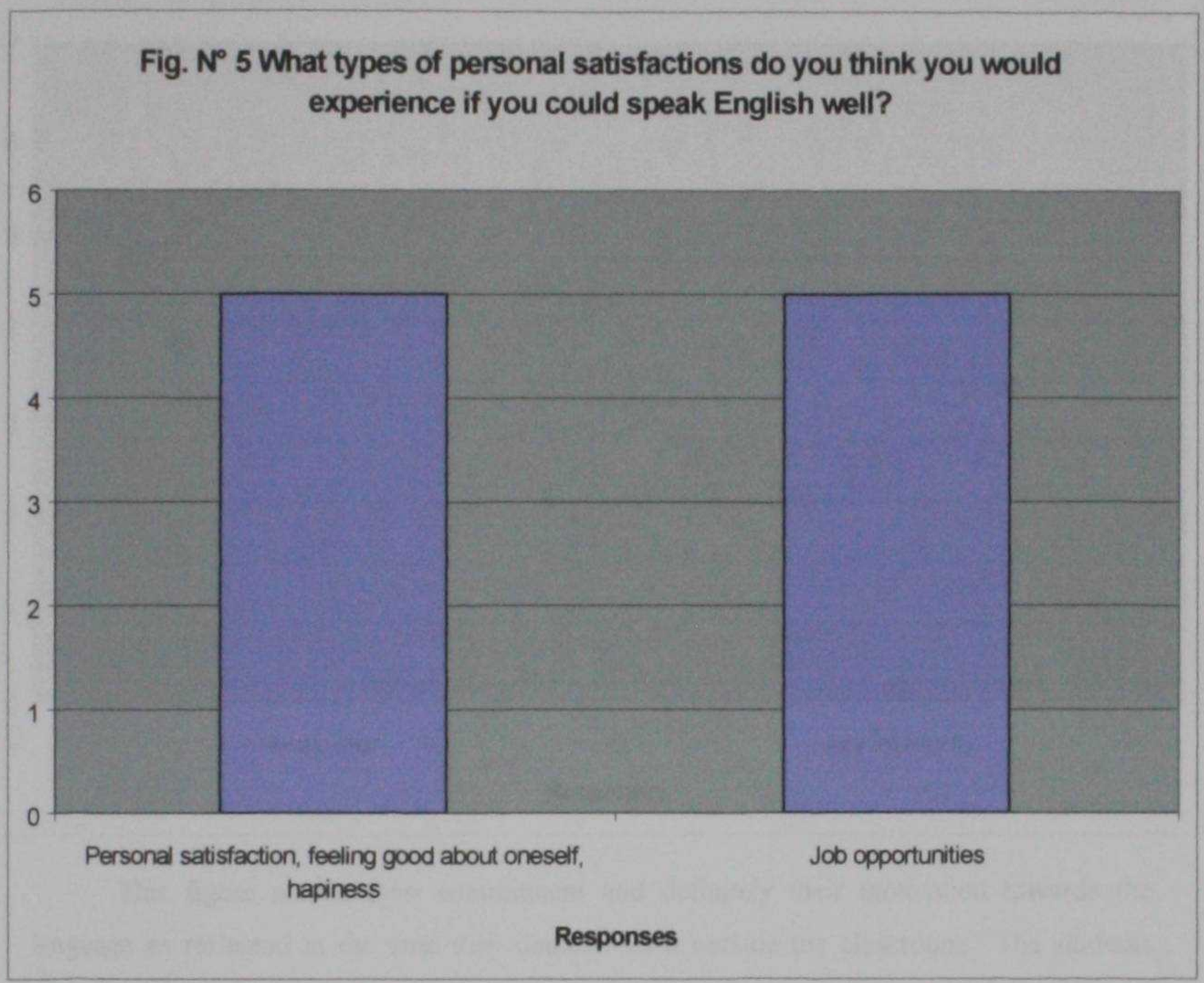
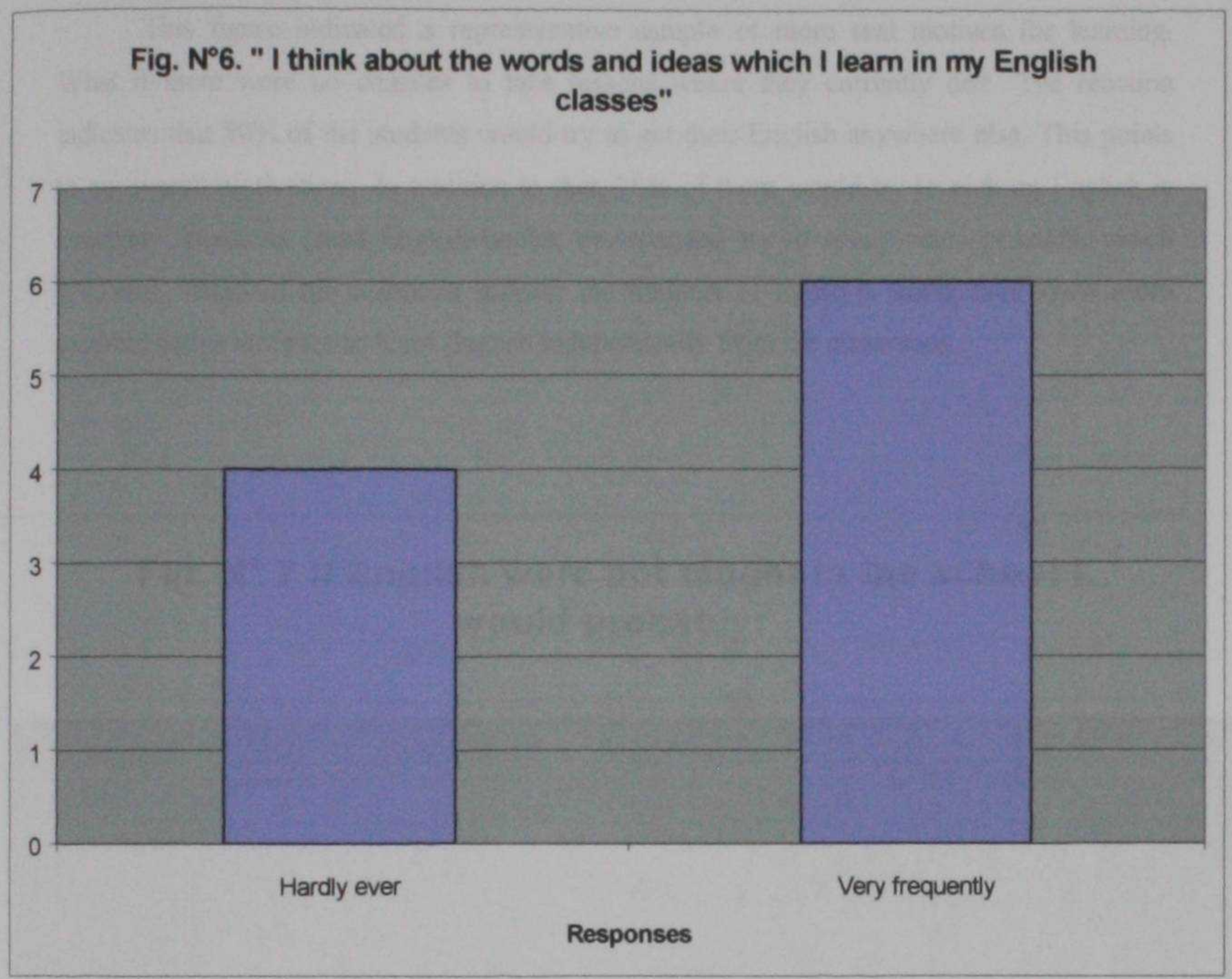


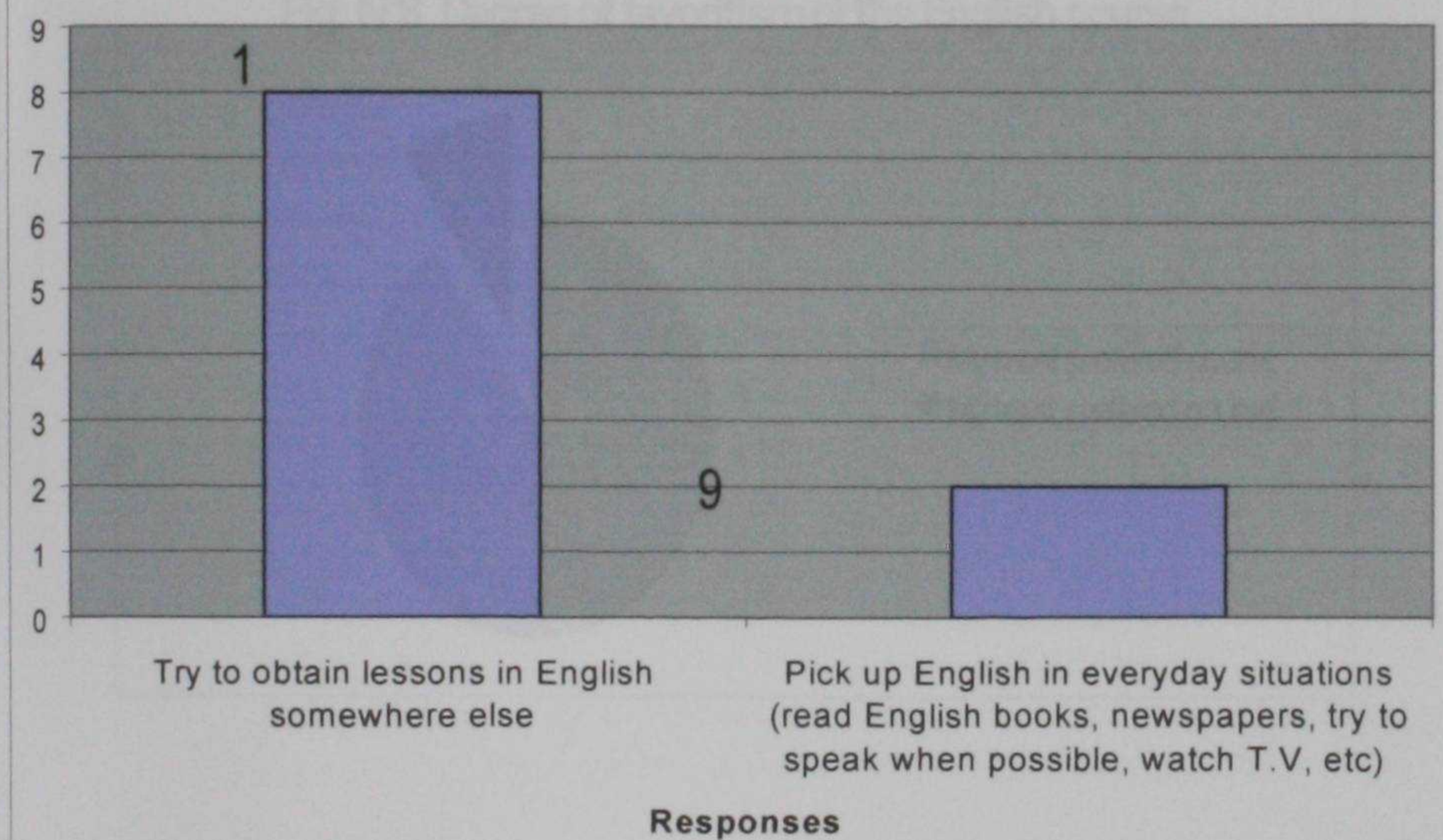
Figure 5 indicates that students are both integratively and instrumentally motivated. Communication is the most important satisfying factor for the students. The students do see speaking English as very positive personal satisfaction and also they interpret it as job opportunities.



This figure shows their commitment and definitely their motivation towards the language as reflected in the time they dedicate to it outside the classroom. The students present more frequency of external practice of the language. This might be due to more regular examinations in college or because they feel forced to as a required subject for a grade. In addition, they may do this due to their integrative orientation since the English speaking culture is very widespread through the media and other influences (songs, movies, internet, video games, and the like). Students here are showing that they are very motivated because they think about English very frequently and as a consequence, they are more into learning English because of their motivation.

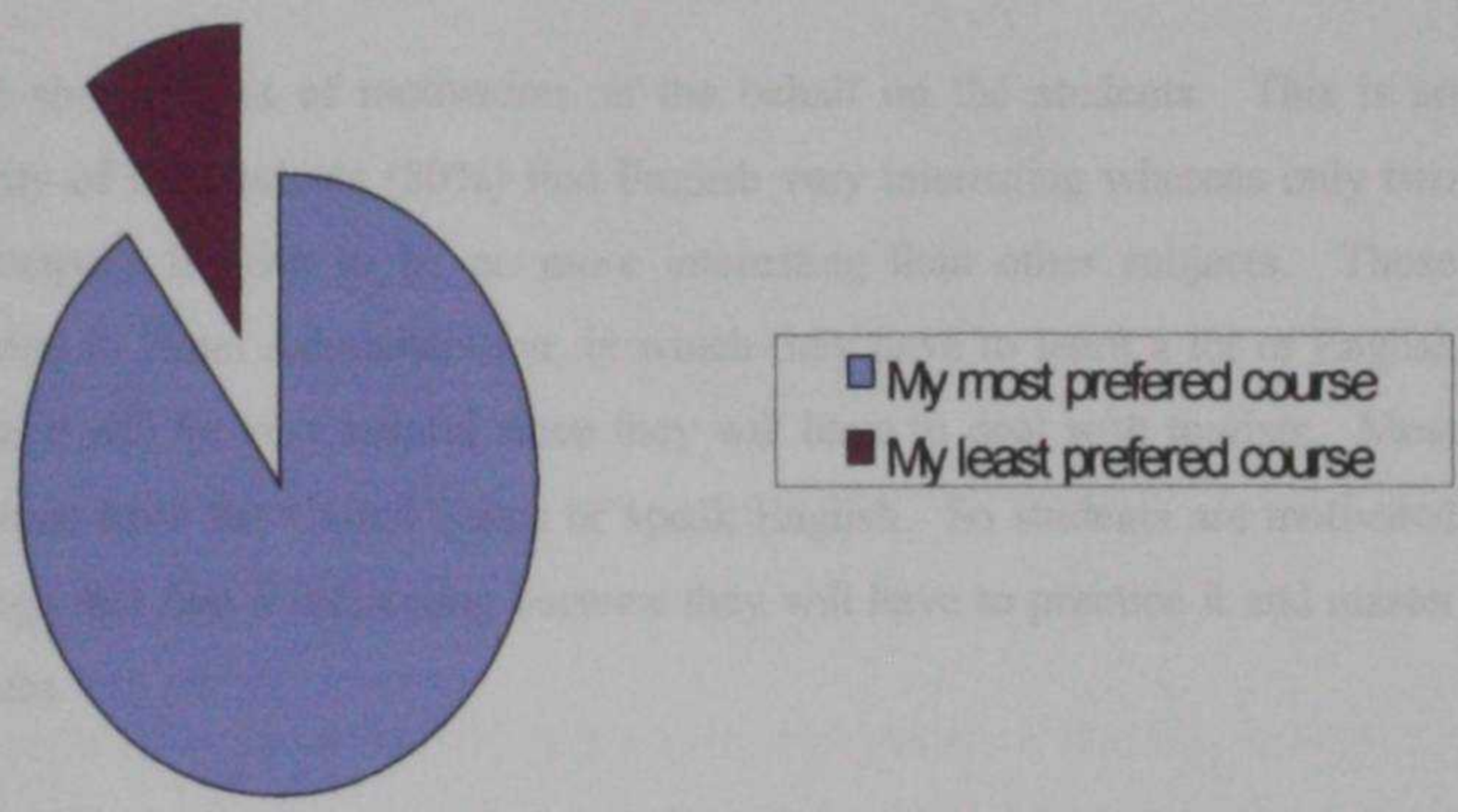
This figure indicated a representative sample of more real motives for learning. What if there were no chances to take lessons where they currently do? The reaction indicates that 80% of the students would try to get their English anywhere else. This points to an overall motivation. In addition to that, 20% of them would try to pick up English in everyday situations (read English books, newspapers, try to speak when possible, watch TV, etc). Both of the reactions support the findings of figure 6 where they show more external active attitudes to learn English independently from the classroom.

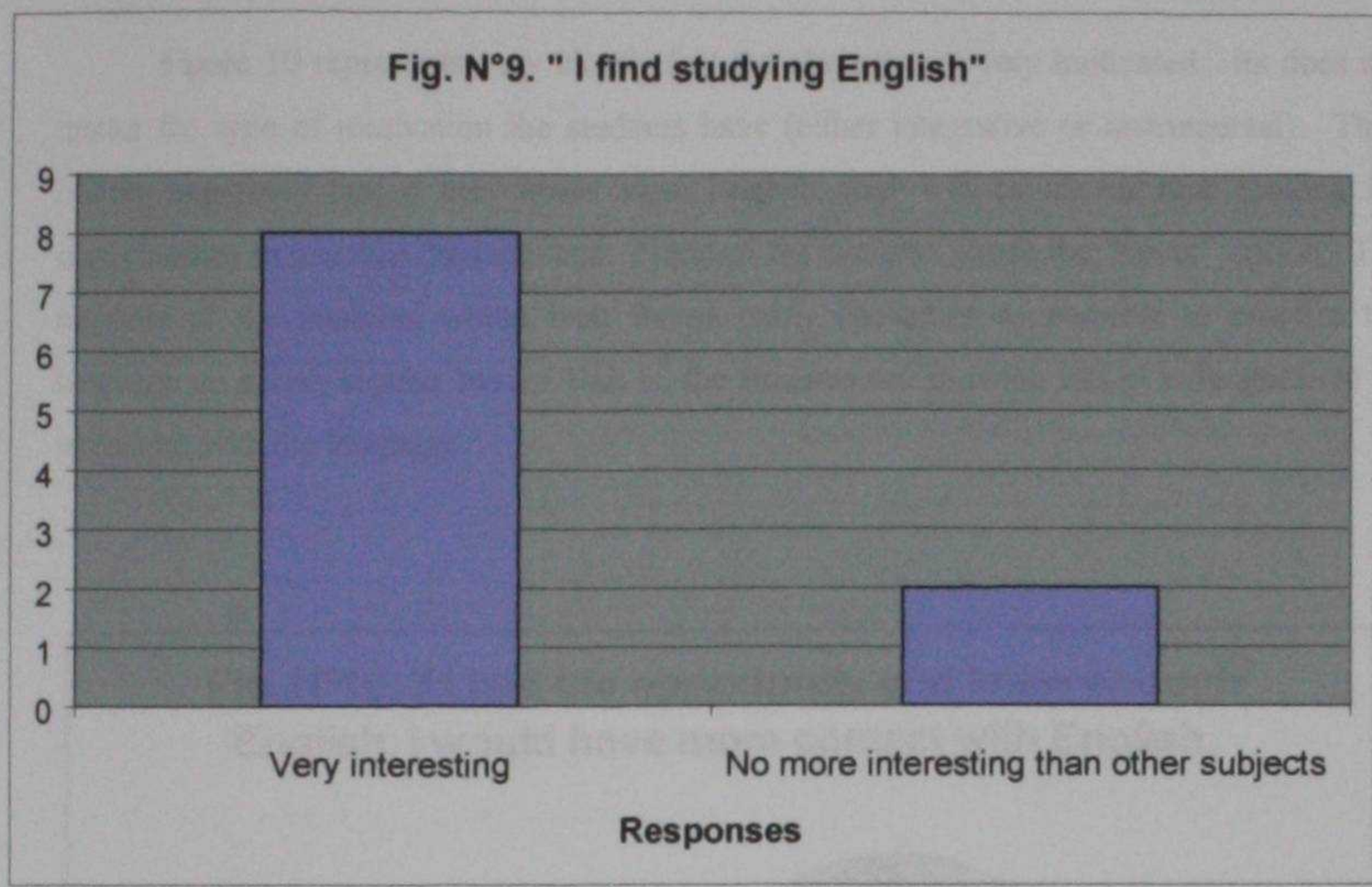
Fig. N° 7 If English were not taught in the school I would probably:



This figure tells us a lot about the kind of motivation the students have. In figure 8, 90% of students selected English as their most preferred course, which is obviously related to the motivation they have: integrative in this case. When students see English as their most preferred class it is because they actually like English and all the concern it. For example, learning the language, getting involved with the culture and the English speaking people, trying to look for external opportunities in order to practice and be more in contact with the language itself.

Fig. N°8 Degree of favoritism of the English course

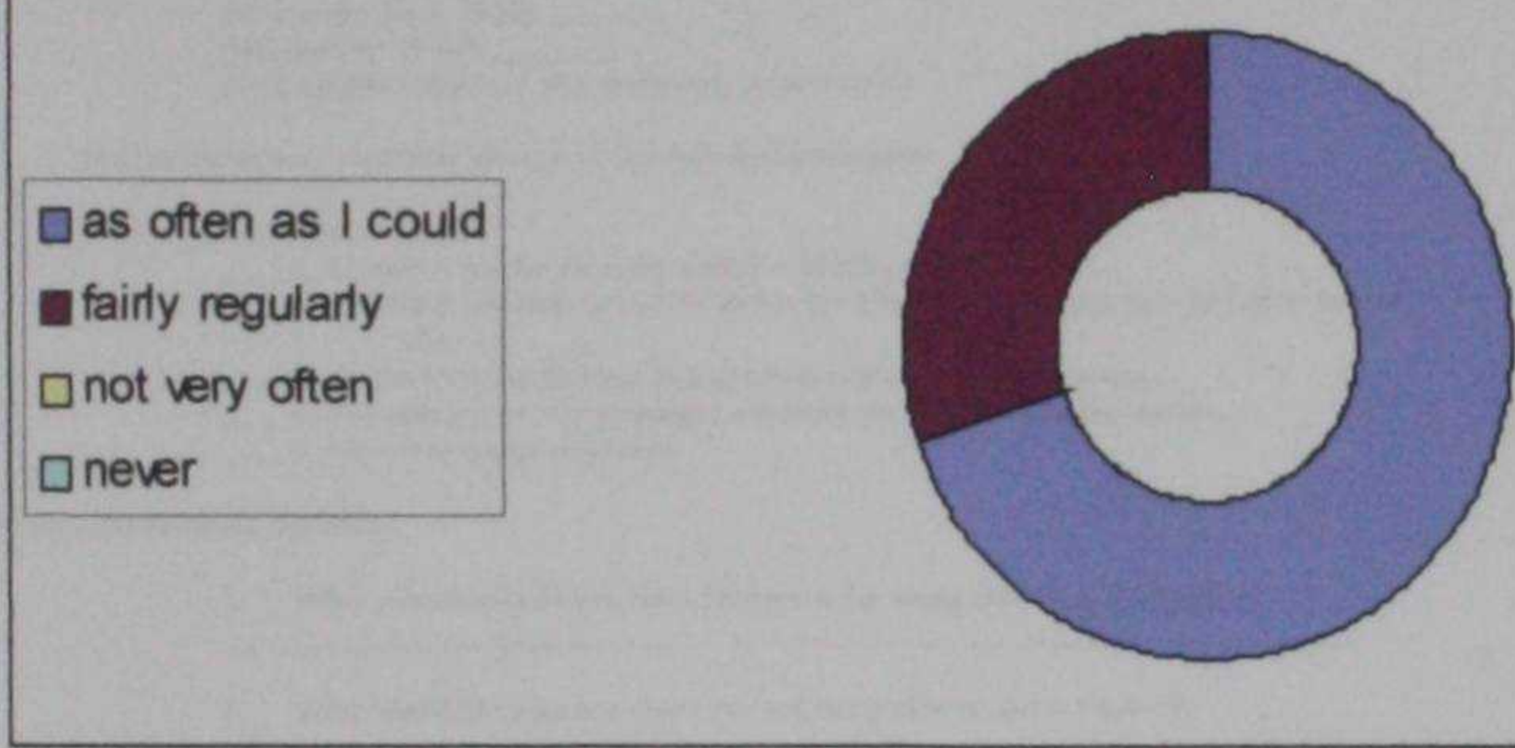




This figure shows a lot of motivation on the behalf on the students. This is so because the majority of the students (80%) find English very interesting whereas only two of them (20%) compare English to be no more interesting than other subjects. These students are majoring in Hotel Administration, in which they have to learn a lot of English because the language will be very helpful since they will have to deal with tourists. Most of those tourists come from the United States or speak English. So students are motivated to learn the language and find it interesting because they will have to practice it and master it for their future jobs.

Figure 10 represents very clearly that the students are very motivated. Its does not matter the type of motivation the students have (either integrative or instrumental). They openly expressed that if they knew more English, they will be all the time looking for opportunities to practice the language. None of the students chose the "never" option. The majority of the students would look for as many occasions as possible to practice the language on a very regular basis. That is, the students are showing lots of willingness to be in contact with the language.

Fig. N°10. If I had the opportunity and knew enough English, I would have more contact with English.



In general terms, I am very pleased because the graphics show that my students are highly motivated to learn language. They are aware of the importance and necessity of learning a second language. They also know the advantages and disadvantages of this learning. Motivation towards English means personal satisfaction and job opportunities as well. For them, English is very essential in their majors that they are all the time seeking for opportunities to produce the language.

INSTRUMENT

THANKS FOR YOUR TIME! The next questionnaire is aimed at finding research results for a study carried out in a course from APPLIED LINGUISTICS IN TEACHING ENGLISH at UNA (Heredia). We appreciate you to fill in the information requested. The information you will provide is highly confidential. HAVE A NICE DAY!

I. Check the statement that best apply to yourself

A) I speak English: not at all_____ a little_____ fairly well_____ Fluently_____
I read English: not at all_____ a little_____ fairly well_____ Fluently_____
I write English: not at all_____ a little_____ fairly well_____ Fluently_____

B) I learn my English primarily at:
_____ home _____ school _____ the street other:_____

C) I learn English because you feel:
_____ I like it. _____ I (will) need it.

Why? _____

II. Rank the next propositions from one to ten (1-10) according to your own preference:

A) What is your impression of English speaking people: _____
(1 = I don't particularly like any of them. / 10 = I like most of them very much)

B) Indicate how much you enjoy speaking English: _____
(1 = I don't enjoy it a lot. / 10 = I do not enjoy it at all)

C) How much would you like to live in an English Speaking country?
For a short time (1-10): _____
Permanently (1-10): _____
(1 = I wouldn't like it / 10 = Definitely would like it)

III. Choose the options that best answer to the following statement.

I am studying English because:
_____a. I think it will be someday useful in getting a good job.
_____b. I think it will help to better understand English speaking people and their way of life.
_____c. It will allow me to meet and converse with more varied people.
_____d. A knowledge of two languages will make me better educated person.
_____e. Any other personal reason:

II. Answer the following questions.

1. What advantages do you think there are for being able to speak English?

_____

2. What disadvantages are there for not being able to speak English?

_____

3. What type of personal satisfactions do you think you would experience if you could speak English well?

_____

III. Write a check mark to the left of the statement that is most applicable to you.

1. Compared to the others in my English class, I think I:
_____a. do more studying than most of them.
_____b. do less studying than most of them.
_____c. study as much as most of them.

2. I think about the words and ideas which I learned about in my English classes:
_____a. once in a while.
_____b. hardly ever.
_____c. very frequently.

3. If English were not taught in the school I would probably:
_____a. not bother learning English at all.
_____b. try to obtain lessons in English somewhere else.
_____c. pick up English in everyday situations (read English books, newspapers, try to speak when possible, watch T.V., etc)
_____d. none of these. (Explain)_____

4. On the average I spend about the following amount of time doing home study in English:
____a. four hours per week.
____b. one hour per week.
____c. seven hours per week.
____d. none of these. Give approximate numbers of hours per week:
_____hours.

5. Considering how I go about studying English, I can honestly say that I:
____a. do just enough work to get along.
____b. will pass on the basis of pure luck or intelligence because I do very little work.
____c. really try to learn English.
____d. none of these. (Explain)_____

6. After I finished high school I will probably:
____a. try to use my English as much as possible.
____b. make no attempt to remember my English.
____c. continue to improve my English.
____d. none of these. (Explain)_____

IV. Answer the following questions.

1. Place a check mark anywhere along the chart to indicate how much you like English compared to all of your other courses.

English is my least preferred course								*English is my most preferred course*

2. When you have an assignment to do in English, do you:
____a. do it immediately when you start the homework?
____b. become completely bored?
____c. postpone it until all your other homework is finished?
____d. none of these. (Explain)_____

3. During English classes I:
____a. have a tendency to daydream about other things.
____b. become completely bored.
____c. have to force myself to keep listening to the teacher.
____d. become completely absorbed in the subject matter

4. If I had the opportunity and knew enough English, I would have more contact with the English language such as reading newspapers and magazines, watching T.V., etc:
___a. as often as I could.
___b. fairly regularly.
___c. not very often.
___d. never.

5. After I have been studying English for this period of my life, I find that I:
___a. have a tendency to think about other things.
___b. am interested enough to get my assignments done.)
___c. become very interested in what I am studying

6. If I had the opportunity to change the way English is taught is our school , I would:
___a. increase the amount of training required for each student.
___b. keep the amount of time as it is.
___c. decrease the amount of training required for each student.

7. I believe English should be:
___a. taught to all high school students.
___b. taught only to those students who wish to study it.
___c. omitted from the school curriculum.

8. I find studying English:
___a. very interesting
___b. no more interesting than most subjects
___c. not interesting at all

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OBSERVATION REPORT OF A LESSON GIVEN BY PROFESSOR VIVIANA FERNADEZ VIZCAINO

MY OBSERVATION OF PROFESSOR VIVIANA FERNANDEZ

First Day

The observation was done in the CUP (Colegio Universitario de Puntarenas) with a group from Grammar and Elocution II, which is a part of Conversational English program. The students are low intermediate. The name of the professor was Viviana Fernández. She graduated with a *Licenciatura* in Applied Linguistics at UNA. She has been working for this program at CUP for about four years. The material being taught was a unit based on food that included some grammatical patterns such as countable and noncountable nouns and some quantity determiners *some* and *any*. The teacher's approaches to teaching are constructivist and communicative. The group is composed of 13 students, nine of whom are female and the rest of them are male. The aspect that I wanted to observe in the class was the methodology used by the teacher to teach grammar, pronunciation and vocabulary.

According to what I saw, the methodology was student-centered. She told me that she believes in students' doing all the work because they learn by doing. Besides that, according to her, it allows students to speak up most of the time during the class period.

The classes started very late. They were supposed to start at 1:00 o'clock, but it was not until 1:25 p.m. that the class started. The teacher came in late for the first time and then she left the classroom. When I entered the classroom, it was totally decorated. The classroom was presenting "food" as the topic for that day's class. The teacher had given instructions and extra materials to the students previously. First, she gave some photocopies for students to analyze and come up with a very creative way of presenting them. She wanted students to be involved in the teaching of the materials. The classroom was all decorated by sections. The classroom had a restaurant area, a supermarket area, a kitchen area, and an area for giving oral presentations and presenting conclusions. The whole place was colorful and nice. Her students seemed relaxed, happy and excited. The classroom had lots of realia.

The teacher returned to the class and told the students to settle down. Once the students were seated, she distributed a sheet of paper with a song that is called "Supermarket Sally". She greeted students and told them that they were going to listen to a song. She did a bit of brainstorming and asked students what the song was about. Some students were not interested in the song. Then, she said that one group was going to present. One group of girls started to present a role-play based on activity #2, using materials provided by the teacher. The group was excellent. Their pronunciation and grammar were very good. They talked about the differences between Costa Rica and the Untied States. They had a projector and gave a presentation about those differences. Two students were in charge of this presentation. They investigated and presented their conclusions in relation to meals, drinks, snacks, etc. When the first group finished, the teacher guided the class toward the other side of the classroom where group #2 was ready to present their part. This group was in charge of presenting the meal times in Costa Rica and the United States. Basically both groups presented the same topic in different ways. In the middle of the presentation of group #2, the teacher interrupted and asked a question, which the students were willing to answer. The question was about fast food. The teacher used a native speaker to clarify all the misconceptions that the students had about fast food. The explanation was very good, and the native speaker said that Americans eat that kind of food basically because of time, easiness and the distances that every person (worker/student) has to travel from one place to another. Then the class came back to group #1 and the girls started presenting a situation about four girls living together. Two were from Costa Rica and the other two were from the United States. They presented a role-play explaining the differences between food in both countries. The teacher was observing the role-plays and taking notes. After group #2 presented their work, she went to activity #3, which was a listening activity. So far, the interaction of the groups was fantastic; the two groups had done great presentations. For this activity, she had students read the conversation and do the exercises.

Then the teacher introduced some grammar deductively. She gave the students a reading to introduce *countable* and *noncountable* nouns. At this part of the class, the teacher was more concentrated only on one part of the class, I would say the ones that were

paying more attention—in general the women seemed more interested. After the reading, the teacher gave a lot of examples and then the students did practice #3 and #4. Then the teacher introduced activity #5 and two students gave speeches about what they would eat in a typical day. When the group finished, they distributed food to the whole group. It was a small hamburger and a pancake, which, of course, it is representative of the U.S.A food. It was a great class.

In general, the class was full of interaction and it was student-centered. The students were extremely creative and original.

MY OBSERVATION OF PROFESSOR VIVIANA FERNANDEZ

Second Day

The next class, the teacher greeted the students. After that, one group started to present what Americans would eat on a typical day. One group presented the conclusions they found. The other group was in charge of bringing a guest to the class. The guest was a native English speaker. The speaker started talking about the kind of food that is customary for people to eat in the United States. The students had a lot of interaction with the native speaker. It is interesting to see that the interaction was only on the side of the women. The girls asked the native speaker questions; nonetheless, the men did not. In general, the men did not get involved in any activity during the two classes. After the speaker left, the teacher tried to integrate the men. The male students read a passage from the materials given by the teacher and then the whole group discussed the questions, with the help of the teacher. Then the teacher moved to the vocabulary section. The professor, in advance, asked some students to come up with strategies for learning vocabulary. So group number #1 presented the BINGO GAME, in which the students had to play. Students had lots of fun because the members of the group created the bingo cards and they brought beans for students to use and play bingo. The students had a lot of fun. Everybody participated in the classroom. The class was very dynamic. The students were extremely organized. Then, group #2 presented their strategy for learning vocabulary. So they presented a pictorial dictionary with the corresponding words to the pictures. The dictionary was organized by categories: beverages, dairy products, desserts, fat, oil, sugar, fruits, grains, meats and vegetables.

After that, the students read an exercise. The professor included the help of another native speaker. The professor gave another copy to the students in order to be read and discussed. It was about quantity determiners *some* and *any*. The men were interrupting the class. The students did a written exercise of grammar, and then the professor checked it. The professor kept on trying to make the guys part of the group. Students from group #1 presented a good role-play using *some* and *any*. The class was very interactive, and the students talk all the time. They used the grammar structures in a very effective way. Then

group #2 presented their role-play using *some* and *any*. After that, one man read a paragraph about food facts. Then the teacher divided the group into five groups and she gave one question to each group. They were in charge of answering the questions based on the reading. They also needed to present the conclusions. At the end, the other group brought a sample of a sandwich and the native speaker brought brownies. So far, these have been the best classes I have ever been to.

In general terms the two sessions of the class were very good. I went to the class twice in order to get a better idea about the class and the interaction in the class. The professor told me that she prefers her class to be more focused on the student. Her approaches to teaching are constructivist and communicative as previously mentioned. There were a great variety of techniques and activities. There was also evidence of lesson plans and previous lessons because the students got the material ahead of time, so they had time to prepare themselves. The target language was used through the whole class period, which was fantastic. The majority of the students were very good and active, except for the male students. Motivation was a very important aspect that was present all the time during the class. The methodology was focused on the students. I wanted to observe this aspect of methodology in particular, because it was a grammar class and when I think about the word grammar, I immediately think about boring, grammar translation exercises or the direct method. As part of this, I have included all the materials used in the classroom, as well as the work that the groups did.

The professor needs to find ways to integrate the male students into the class. Nonetheless, I congratulate the professor as well as the students because the class was very good.

UNIVERSIDAD NACIONAL
FACULTAD DE FILOSSOFIA Y LETRAS
ESCUELA DE LITERATURA Y CIENCIAS DEEL LENGUAGE

Teacher Observation Form

Teacher: Viviana Fernández Vizcaíno

Text: Grammar Focus No of students: 12

CLASS OBSERVATION

I. Write a short introduction about the college background, the place of work, and the years the professor has been working, etc. Include also some information such as:

- **Material being taught**

  Food, meals in C_1 and C_2

- **Teacher's approach to teaching**

  Constructivism // Communicative //

- **Kind of students**

  Girls very interactive and creative
  Boys not active at all

- **Typical patterns of interaction**

  Fantastic – good relationship

- **Class participation**

  The best, except for the boys.

II. Write the words that best describe what you are being asked by using the following categories.

OT—Outstanding OK—Satisfactory NI—Needs improvement NA—Not applicable

LESSON PLANNING:

RUBRICS	VISIT #1	VISIT #2	COMMENTS
Variety of techniques and activities	/	/	The best ☺
Several skills worked on	/	/	The teacher wanted sts to listen, read and speak !!!
Length of activities	/	/	
Mixture of new and familiar material	/	/	
Warm-up activities used	/	/	
Transitions between activities	NO	NO	
Overview given to each activity	/	NO	
Evidence of lesson plans	✓	✓	Very good ones!

TECHNIQUES USED

RUBRICS	VISIT #1	VISIT #2	COMMENTS
Amount of teacher's talk/student talk	✓	✓	It was more of sts talk
Mixture of group/individual work	✓	✓	
Small group activities included	✓	NO	
Use of visuals	NO	NO	
Target language used throughout period	/	/	The teacher always wanted sts to talk in English.
Personalization of materials	/	/	
Learning checks (comprehension and transfer)	NO	/	
All students called on	/	/	
Meaning reinforced via visuals, intonation, etc	NO	/	

Correcting: cues for student self-correction	no	no	Students were very good!

CLASS CLIMATE

RUBRICS	VISIT #1	VISIT #2	COMMENTS
Amount of student volunteering	/	/	
Students prepared?	/	/	
Students active during hour?	/	/	Except for the boys the girls were fantastic!
Students relating to each other?	/	so-so	Speaking the boys!
Teacher's rewards: varied? sincere? partial? Accepting what's right in answer?	no	so	
Are the students motivated to speak? Do they talk and answer in English?	/	/	yes, specially the girls!!
Target language used as communication (greets the Ss in target language, comments in target language, Ss speak to each other in target language, Ss address the teacher in the target language	/	/	all the time (5)

Comments

Learning during the hour: Do students make progress?

Were the goals attained? yes

Lesson planning: [illegible]

Weak and strength of the professor

Recommendations

COLEGIO UNIVERSITARIO DE PUNTARENAS

LESSON PLAN 1

NAME OF THE PROFESSOR: Viviana Fernández Vizcaino
CAREER: Conversational English
COURSE: Gramática y Elocución II
PERIOD: I Quarter, 2004

GENERAL OBJECTIVE:

Recognize the differences in meals and meal times in C1 and C2

SPECIFIC OBJECTIVES:

- Talk about Costa Ricans and Americans own food habits
- Express ideas about the food in C1 and C2
- Apply count and uncountable nouns
- Apply vocabulary strategies in order to talk about meals

FUNCTIONS:

- Talking about meals and meal times in C1 and C2
- Expressing ideas about food habits

GRAMMAR STRUCTURES:

Nouns:

- Countable nouns: peas, tomatoes, potatoes, candies, etc
- Uncountable nouns: rice, bread, milk, ice cream, etc

TOPIC:

- Meals and meal times in C1 and C2

CULTURE:

- Meals and meal times in C2

ACTIVITIES:

1. The teacher starts the class with a warm up
2. Students present information about activity 1 based on research done by them. They have to give three related kinds of food to each of the meal times in the day in Costa Rica and U.S.A. Students will apply the vocabulary at the end of day 1.
3. Students talk about preferences (likes and dislikes) at different times in activity 2 by performing a role play. In this role play students will also talk about food at different times.
4. Students listen to a conversation and do activity 3. In this activity students will listen to a conversation in order to discuss a set of questions that are in the unit.
5. Students discuss the disagreement presented on the previous conversation.
6. The teacher encourages students in activity 4 to identify by themselves in a reading the grammar structure related to this unit.
7. The teacher gives rules in activity 4 about the grammar that will be studied in this unit.
8. Students write and classify the given list of food into count and non-countable nouns.
9. Students present in activity 5 a short speech about what Costa ricans and Americans would eat in a typical day.
10. Students present in activity 6 strategies about how to learn new vocabulary related to this unit.

MATERIALS:

- Listening scripts
- Handouts
- Tape recorder
- Cassette
- Food list

EVALUATION:

- Oral and written practice
- Group discussion

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7. The teacher gives rules in activity 4 about the grammar that will be studied i this unit.
8. Students write and classify the given list of food into count and non-countab nouns.
9. Students present in activity 5 a short speech about what Costa ricans and Americans would eat in a typical day.
10. Students present in activity 6 strategies about how to learn new vocabulary related to this unit.

MATERIALS:

- Listening scripts
- Handouts
- Tape recorder
- Cassette
- Food list

EVALUATION:

- Oral and written practice
- Group discussion

COLEGIO UNIVERSITARIO DE PUNTARENAS

LESSON PLAN 2

NAME OF THE PROFESSOR: Viviana fernandez Vizcaino
CAREER: Conversational English
COURSE: Gramática y Elocución II
PERIOD: I Quarter. 2004

GENERAL OBJECTIVE:
Talk about food in C1 and C2

SPECIFIC OBJECTIVES:

- Talk about food origins
- Express ideas about food in C1 and C2
- Apply some and any to talk about food
- Make a role play in order to apply grammatical structures
- Interview a native speaker to learn more about food in C2

FUNCTIONS:

- Talking about meals and meal times in C1 and C2
- Expressing ideas about food habits

GRAMMAR STRUCTURES:

Quantity determiners:
- **Some**: I want some bread. milk. etc.
- **Any**: I do not have **any** rice. beans. etc.

TOPIC:

- Meals and meal times in C1 and C2

CULTURE:

- Meals and meal times in C2

ACTIVITIES:

1. The teacher makes a short review about the conversation in day 1 activity 3.
2. Students listen to the dialogue on activity 1
3. Students discuss in pairs the opinions on the dialogue
4. The teacher gives the students a reading where they have to identify the grammar focus on lesson 2.
5. The teacher gives some rules about the use of **some** and **any**
6. Students do activity 2 by completing the grammar exercise. In this exercise. Ss will complete a conversation using some and any. Then Ss will compare it with a partner.
7. Students perform a role play based on the shopping list and the grammatical structures (**some** and **any**) in activity 3.
8. The teacher asks pre- reading questions about the reading in activity 4 and chooses the best student in fluency and pronunciation to read it.
9. Students read a reading about the origin of some fast foods such as hamburger and hot dogs and sandwich, among others.
10. Students in groups of three, answers and discuss the given questions in activity 4
11. The teacher asks orally the questions for the students to give their opinions about the questions.
12. Students invite to the class native speakers and interview them about the topic studied in lesson 1 and 2. Besides, Ss will ask the native speakers about the term fast food in the United States.
13. The students will conclude this two lessons plannings presenting their conclusions to the class and the teacher.
14. Students will share a typical American breakfast and lunch.

MATERIALS:

- Listening scrips
- Handouts
- Shopping list
- Tape recorder
- Cassel
- English native speakers

EVALUATION:

- Oral and written practice
- Reading
- Discussions
- Role Play

OTHER PRODUCTS

LESSON PLAN GUIDE

LESSON PLAN GUIDE

This product was done for a class named Pedagogical Grammar taught by Professor Patricia Andrés, M.A. The main objective of the class was to recognize the importance of using a variety of approaches and activities in the teaching of grammar to match students' learning styles. So the professor tried to teach us different approaches to teaching grammar. Among the three most important were the deductive approach, the inductive approach and teaching from texts. The deductive approach (rule-driven) starts with the presentation of a rule, followed by examples in which the rule is applied, whereas the inductive approach (rule-discovery) starts with some examples from which a rule is inferred. On the other hand, teaching from texts is when the student is given a text (written and oral), and from which a grammatical point is derived or explained (Thorbury 1999).

The objective of this lesson plan was first to get familiar with the different approaches and then put them into practice. I needed to select one grammatical point and then create a lesson plan with the three approaches studied in class. I needed to apply the lesson plans with the same population of students. In addition to this, I needed to evaluate the lesson based on the E and A factors. The E factor included efficacy, ease, economy and efficient while the A factor included accuracy and appropriateness.

The grammatical point that I chose was the past progressive. I selected it because it is always present in textbooks or workbooks that are used both in public and private institutions. The past progressive is a very useful aspect in English. When students have mastered it, they have reached a very good level in their English proficiency. I believe that

the past progressive is an easy topic to work with distinct approaches. I like it because in the aspect you get to introduce and work on conjugations of the verb TO BE and verbs in *-ing*. The activities I selected illustrate the different procedures that ought to be used when the approaches are presented.

The first lesson plan had the inductive approach, so basically the teacher gave the students a sheet of paper where the past progressive was explained—its usage, exceptions and rules. Then the teacher reviewed it on the board, and she asked students for some examples. After that, the teacher gave students a filling in the blanks. When the students finished it, they exchanged papers and checked the exercise with the help of the teacher. For homework students needed to bring some sentences in the past progressive. I included all the materials used in that lesson. Then I did the analysis based on the E and A factors. Language teaching is very economic because you do not have to prepare lots of materials; as a result, you do not have to waste any time in their preparation. The activities of this lesson plan are very easy because the professor gets the copies and distributes them or students use the materials from their textbooks. Efficacy is seen when students come up with their own examples and efficient when students need to do homework. In that sense, the teacher saves time that she/he can use to answer doubts or questions that might arise while presenting the topic. The appropriateness factor here is not well developed because it is a little bit advanced for ninth graders.

The second lesson plan was the inductive approach. Here students were given some sentences in the past progressive. After that, they were asked to discover the rule of the grammatical point in an exercise. Nonetheless, the students were given too many clues to discover the rule. After that, the teacher gave students another practice to apply the rule

and circle the correct auxiliary verb in some sentences. Finally, the teacher finished by presenting some flashcards and asking students questions in the past progressive. This exercise is not very economic because it takes a lot of time for teachers to prepare extra classroom materials. Activities in the inductive approach are very difficult to plan because they have to be very specific and student-centered in order to have students understand the rule. Regardless of this, it is very efficient because students get to communicate and self-discover the rule. When you are given something, you might learn it or not, but when you have to come up with something, yourself, you must learn it. In other words, if learning is meaningful to students in the way that they are in charge of their own learning, then they learn faster and the information will be retained longer.

The last lesson plan was based on the approach of teaching from texts. In this case the text is oral. The students needed to listen to two recorded dialogs. Then the teacher told students to write two verbs in past progressive, and then the students needed to report the information. Later the teacher explained the grammatical point about how to form the structure and create statements, questions and the like. Finally, the teacher asked the students to write a story based on a cartoon, using the past progressive. The efficiency of this kind of activity is very high because the student is given a text and somehow the students have to infer the clue words from it. The A factor is of great importance here because people use language to communicate, so this approach for teaching grammar is very appropriate. However, for some students, taking information out of texts is very hard and becomes frustrating for them.

This project was very good because I got to learn about the different approaches for teaching grammar. It is good for teachers to analyze lesson plans like this. The approach and the A and E factors should be in the plan because they are guides for teachers to follow.

UNIVERSIDAD NACIONAL
FACULTAD DE FILOSOFÍA Y LETRAS

ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAGE

LICENCIATURA EN LINGÜÍSTICA APLICADA

LLB-504 Pedagogical Grammar

LESSON PLAN GUIDE

Professor: M.A Patricia Andrés

Student: Patricia López Estrada
220250-3

9

April 26th, 2002

Campus Omar Dengo, Heredia.

Task objective

- ✓ Students would be able to work on the past progressive focused in three different approaches: the inductive, deductive and from texts.

Rationale

The three approaches I chose are the deductive approach or teaching from rules, the inductive approach or teaching from examples and teaching from texts. The deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied while the inductive approach (rule-discovery) starts with some examples from which a rule is inferred. On the other hand, teaching from texts is when the student is given a text (written or oral) and from that it is derived or explained a grammatical point. I chose these three types because to me they are the most frequent types for teaching grammar. In regard to the grammar point, I selected it because it is a grammatical point that is always present in textbooks or workbooks that are used in either public or private institutions. Past progressive is a very useful tense in English. When students have mastered it, students have reached a very good level in their English proficiency. I believe the past progressive is an easy topic to work with distinct approaches. I like it because in the tense you get to introduce and work with conjugations of the verb to be and verbs in ING. The activities I picked illustrate the different procedures that ought to be proceeded when the approaches are presented.

Saint Sophie High School

Grammar Point: Past Progressive

UNIT: What are you doing?
Level: Ninth grade

Date: Friday April 26th, 2002
Time: (120') 3 lessons

Objective:

Students would be able to

- Apply rules of the past progressive in filling out exercises.

Content: Past Progressive
Verbs TO BE in past, WAS/ WERE
Verbs with ING ending

Activities:

- The teacher greets the students.
- The teacher gives the students a sheet of paper where the past progressive is explained (its usage, exception, rules, etc)
- The teacher makes a review by going over the past tense briefly. She does it on the whiteboard.
- The teacher asks students around to give examples in past progressive.
- Once, the students have read and understood the rules of past progressive, the teacher gives them a filling out exercise.
- When the students finish, they switch the papers with another classmate and they check them up with the teacher's help.
- Students would have to write some examples of the past progressive in the class and as homework as well

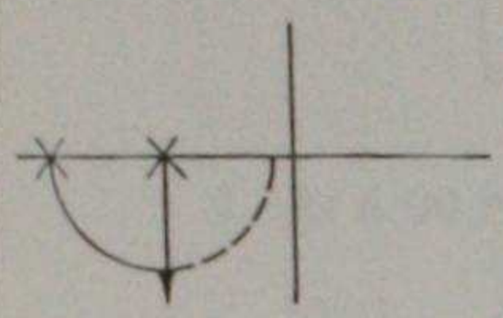
Materials:

Photocopies whiteboard, markers, and pens.

Evaluation:

Classroom interaction, written and oral work, homework.

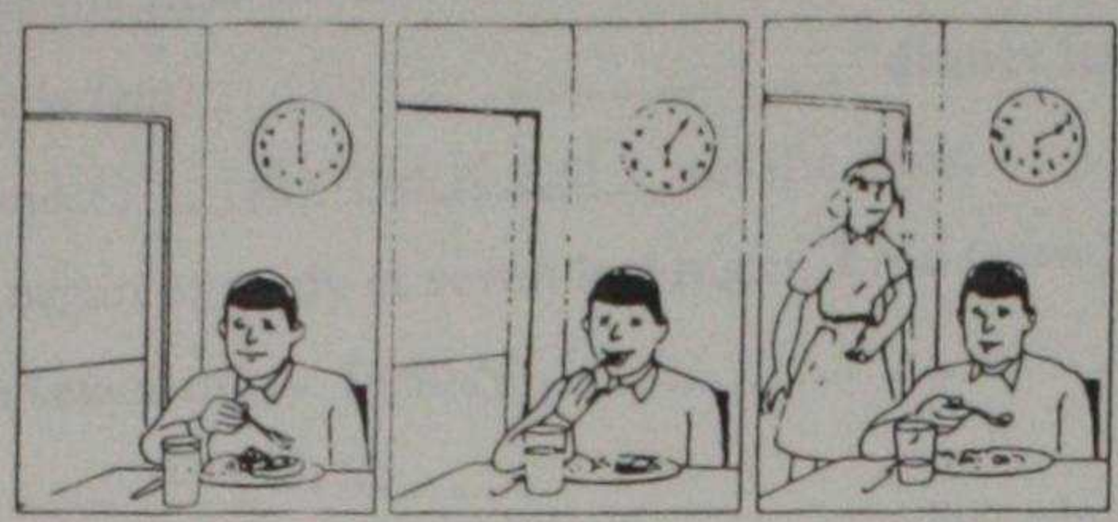
THE PAST PROGRESSIVE

THE PAST PROGRESSIVE 	(c) I sat down at the dinner table at 6:00 P.M. yesterday. Tom came to my house at 6:10 P.M. I ***was eating*** dinner when Tom came. (d) I went to bed at 10:00. The phone rang at 11:00. I ***was sleeping*** when the phone rang.	The past progressive expresses an activity that **was in progress** (was occurring, was happening) at a point of time in the past (e.g., *at 6:10*) or at the time of another action (e.g., *when Tom came.*) In (c): Eating was in progress at 6:10; eating was in progress when Tom came. FORM: ***was, were*** + ***-ing***.

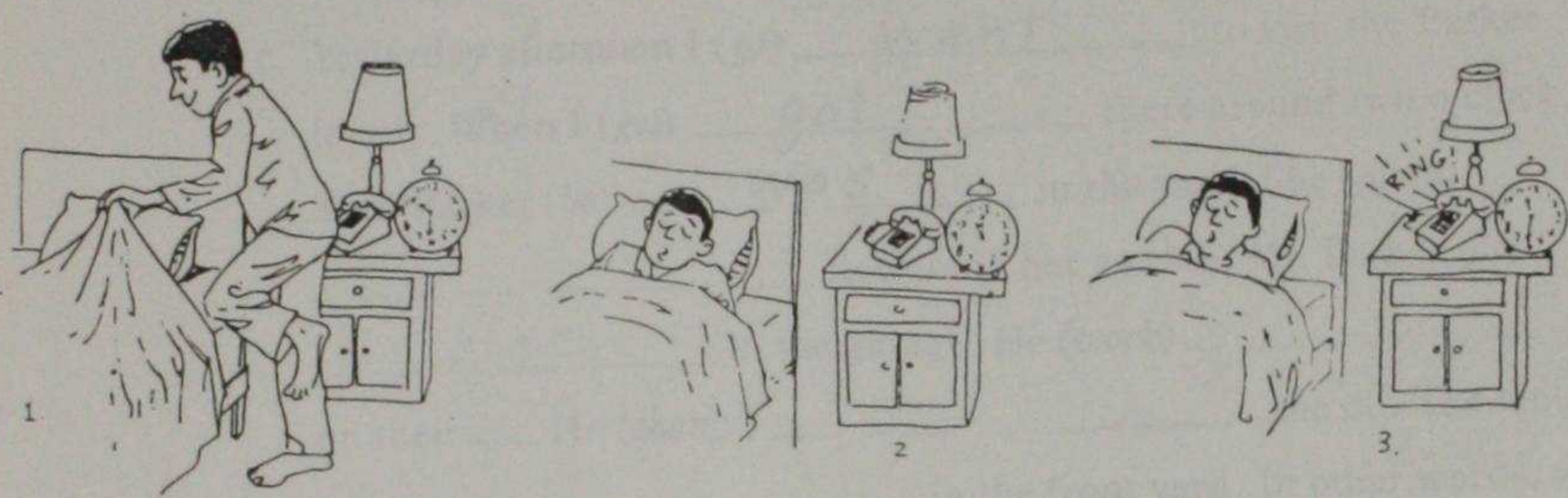
FORMS OF THE PAST PROGRESSIVE

STATEMENT	{I-She-He-It} ***was working***. {You-We-They} ***were working***.
NEGATIVE	{I-She-He-It} ***was not (wasn't) working***. {You-We-They} ***were not (weren't) working***.
QUESTION	***Was*** {I-she-he-it} ***working***? ***Were*** {you-we-they} ***working***?
SHORT ANSWER	Yes {I-she-he-it} ***was***. No, {I-she-he-it} ***wasn't***. Yes, {you-we-they} ***were***. No, {you-we-they} ***weren't***.

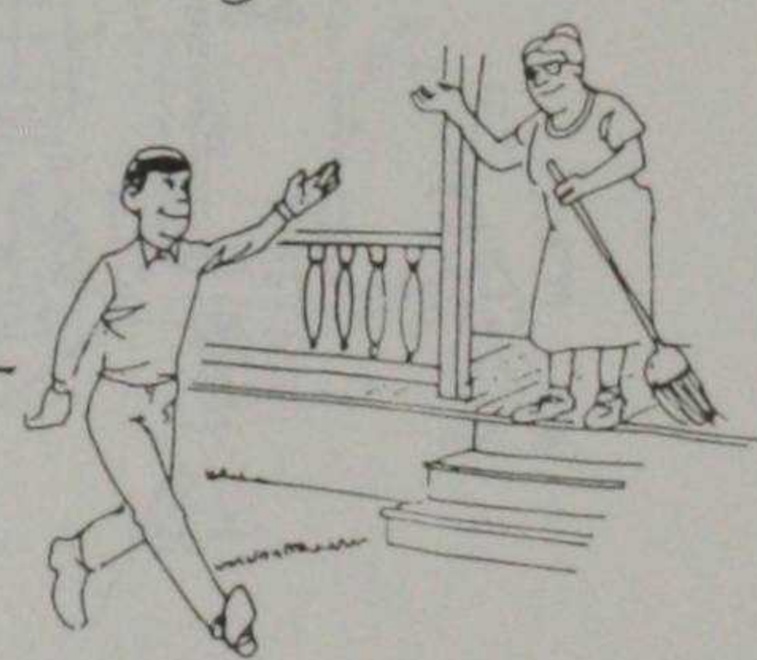
EXERCISE 14: Complete the sentences with the words in parentheses. Use the SIMPLE PAST or the PAST PROGRESSIVE.



1. At 6:00 P.M., Bob sat down at the table and began to eat. At 6:05, Bob (*eat*) _____ dinner.
2. While Bob (*eat*) _____ dinner, Ann (*come*) came through the door.
3. In other words, when Ann (*come*) came through the door, Bob (*eat*) _____ dinner.



4. Bob went to bed at 10:30. At 11:00 Bob (*sleep*) _____.
5. While Bob (*sleep*) _____, the phone (*ring*) _____.
6. In other words, when the phone (*ring*) rang, Bob (*sleep*) _____.



7. Bob left his house at 8:00 A.M. and (*begin*) began to walk to class. While he (*walk*) _____ to class, he (*see*) * saw Mrs. Smith.
8. When Bob (*see*) saw Mrs. Smith, she (*stand*) _____ on her front porch. She (*hold*) _____ a broom. Mrs. Smith (*wave*) _____ at Bob when she (*see*) saw him

☐ EXERCISE 16: Complete the following. Use the words in parentheses. Use the SIMPLE PAST or the PAST PROGRESSIVE.

1. Sally (*eat*) _____ dinner last night when someone (*knock*) Knocked on the door.

2. I began to study at seven last night. Fred (*come*) came at seven-thirty. I (*study*) _____ when Fred (*come*) came.

3. While I (*study*) _____ last night, Fred (*drop by*) dropped by to visit me.

4. My roommate's parents (*call*) called him last night while we (*watch*) _____ TV.

5. My mother called me around five. My husband came home a little after that. When he (*come*) came _____ home, I (*talk*) _____ _____ to my mother on the phone.

6. Yesterday afternoon I (*go*) went to visit the Parker family. When I (*get*) got there around two o'clock, Mrs. Parker (*be*) was in the yard. She (*plant*) _____ flowers in her garden. Mr. Parker (*be*) was _____ in the garage. He (*work*) _____ on their car. He (*change*) _____ the oil. The children (*play*) _____ in the front yard. In other words, while Mr. Parker (*fix*) _____ the oil in the car, the children (*play*) _____ with a ball in the yard.

7. Yesterday Tom and Janice (*go*) went to the zoo around one o'clock. They (*see*) saw _____ many kinds of animals and (*have*) had _____ a few adventures. While they (*walk*)

_____ by the elephant, it (*begin*) began to squirt water at them, so they (*run*) ran behind a rock and (*dry*) dried themselves. Later, while they (*pass*) _____ the giraffe area, one of the tall, purple-tongued animals (*lower*) lowered its head toward Tom and (*start*) started to nibble on his green hat. Janice said, "Shoo!" At that point, the giraffe (*stretch*) stretched its head toward Janice and (*try*) tried to eat her ice cream cone. Janice (*let, not*) didn't let the giraffe have the ice cream because she (*stand*) _____ right in front of a sign that said, "DO NOT FEED THE ANIMALS." She (*point*) pointed at the sign and (*say*) said to the giraffe, "Can't you read?"

8. A: There was a power outage in our part of town last night. (*Your lights, go out*) did your lights go out too?

   B: Yes, they did. It (*be*) was terrible! I (*take*) _____ a shower when the lights went out. My wife (*find*) found a flashlight and rescued me from the bathroom! We couldn't cook dinner, so we (*eat*) ate sandwiches instead. I (*try*) _____ to study by candlelight, but I couldn't see well enough, so I (*go*) went to bed and (*sleep*) slept. How about you?

E-Factor

The activities are very economic because you do not have to spend that much of time in explaining since the beginning the whole the grammatical point. That is, the shorter the better. Students are presented the rule and then given the exercises to fill. So language teaching is economic. The ease factor works perfectly fine because the teacher takes some photocopies for the students. The teacher does not have to prepare extra or complex materials. The activity is very easy to set up. Students study and understand the rules and then do the work. When students have to come up with their own examples, efficacy is showed. Learning the grammar point as homework is time saving, which is very efficient because then the teacher would have some extra time to explain more or work doubts or other questions that might arise while presenting the topic.

A-Factor

The activity is very appropriate to the students' level because they are reviewing the tense. They learned the basis to work on tenses. Most of the students have a great level of English and emphasizing the tenses is of considerable importance in their learning. They are working by themselves in the class, with the help of others (teacher, classmates) and working on their own in their houses. They have some extra time to study grammar rules.

BONUS

Write five compound words.

1. _____

2. _____

3. _____

4. _____

5. _____

I LOVE YOU!

Saint Sophie High School

Grammar Point: Past Progressive

UNIT: What are you doing?
Level: Ninth grade

Date: Friday April 26th, 2002
Time: (120`) 3 lessons

Objective:

- Students would be able to identify the rules of past progressive and apply them in real examples

Content: Past Progressive
Verbs TO BE in past, WAS/ WERE
Verbs with ING ending

Activities:

- The teacher greets the students.
- The teacher writes on the board as series of sentences as follows,

1. I was going to school.
2. She was brushing her teeth.
3. He was carrying a bag.
4. They were dreaming about the trip.
5. I was studying Chemistry.
6. You were talking very loud.
7. She was drinking a glass of water.
8. They were jumping on the road.
9. It was raining very hard.
10. He was eating rice and beans.

- Then the teacher says to the students that the sentences have two forms, one that is **HAVE** and the other one is **HAS** plus verbs ending in **ING**. The teacher now writes on the board, "Write to each subject the corresponding auxiliary verb.

1. I _____
2. You _____
3. She _____
4. He _____
5. It _____
6. They _____
7. You _____
8. We _____

- The teacher gives the students another practice

  Now apply the rule and circle the correct auxiliary verb.

  1. I (was, were) thinking about going to Europe.
  2. She (was, were) making soup.
  3. He (was, were) reading an interesting book.
  4. They (was, were) dancing salsa music.
  5. You (was, were) writing a letter to Mrs. Wright.
  6. He (was, were) sleeping in the sofa.
  7. We (was, were) walking down the street.
  8. It (was, were) working very well.
  9. I (was, were) watching TV.
  10. She (was, were) listening to music on the radio.

- The teacher will show some pictures and ask questions around. Students would have to answer orally. Some of the questions would be,

  1. What was he doing?
  2. What was she doing?
  3. What were they doing?

- Finally, as an extra activity, students would have to work in-groups of four people and create a dialog where they use past progressive. They have to present orally.

Materials:

Flashcards, whiteboard, markers, notebooks, pens.

Evaluation:

Oral dialog and written work.

E-Factor

Here the E-Factor goes a lit bit against teaching because it is not very economic for the teacher to be preparing materials and choosing interesting ways for students to discover rules. It is easier in the previous approach because the teacher just give the rules. This has also to do with ease in which the teacher has to spend some valuable time preparing classroom materials. Activities in the inductive approach are very difficult to plan because they have to be ver specific and student centered in order for students to understand the rule. It is a very efficient approach in the way the teacher's goal besides learning the rule is getting students to communicate. In addition, if the learning is meaningful to students; that is, if they learn by discovering, they would learn it faster and would be kept longer in the memory.

E-Factor

The activity is very appropriate to the students. The activities of discovering the rules are very suitable for them because they are student-centered.

Saint Sophie High School

Grammar Point: Past Progressive

UNIT: What are you doing?
Level: Ninth grade

Date: Friday April 26th, 2002
Time: (120') 3 lessons

Objective:

Students would be able to

- Use past progressive derived from texts.

Content: Past Progressive
Verbs TO BE in past, WAS/ WERE
Verbs with ING ending

Activities:

- The teacher greets the students.
- The teacher presents two recorded dialogs to the students.
- Then the teacher tells the students to write down the following verbs.

DOING

TAKING A BATH WATCHING TELEVISION

- Then the students have to report what the two people were doing where the fire began.

Conversation 1
What **was** Terry **doing** when the fire began?

Conversation 2
When **were** Mr. And Mrs. Moss doing when the fire began?

- Once the students have answered it, the teacher explains about was (singular I, you, she, he, it) and were in plural forms (they, we, you).
- The teacher writes on the board,

Terry **was taking** a bath.
Mr. and Mrs. Moss **were watching** television.

- The teacher draws the students' attention to the form of the structure, underlining the verbs and explaining that

the past progressive expresses an activity that was in progress at a point of time in the past.

- Then the teacher asks the class to write a story, based on a cartoon, using the past progressive.

Materials:

Photocopies whiteboard, cassette, markers, and pens.

Evaluation:

Classroom interaction, written and oral work, listening practice.

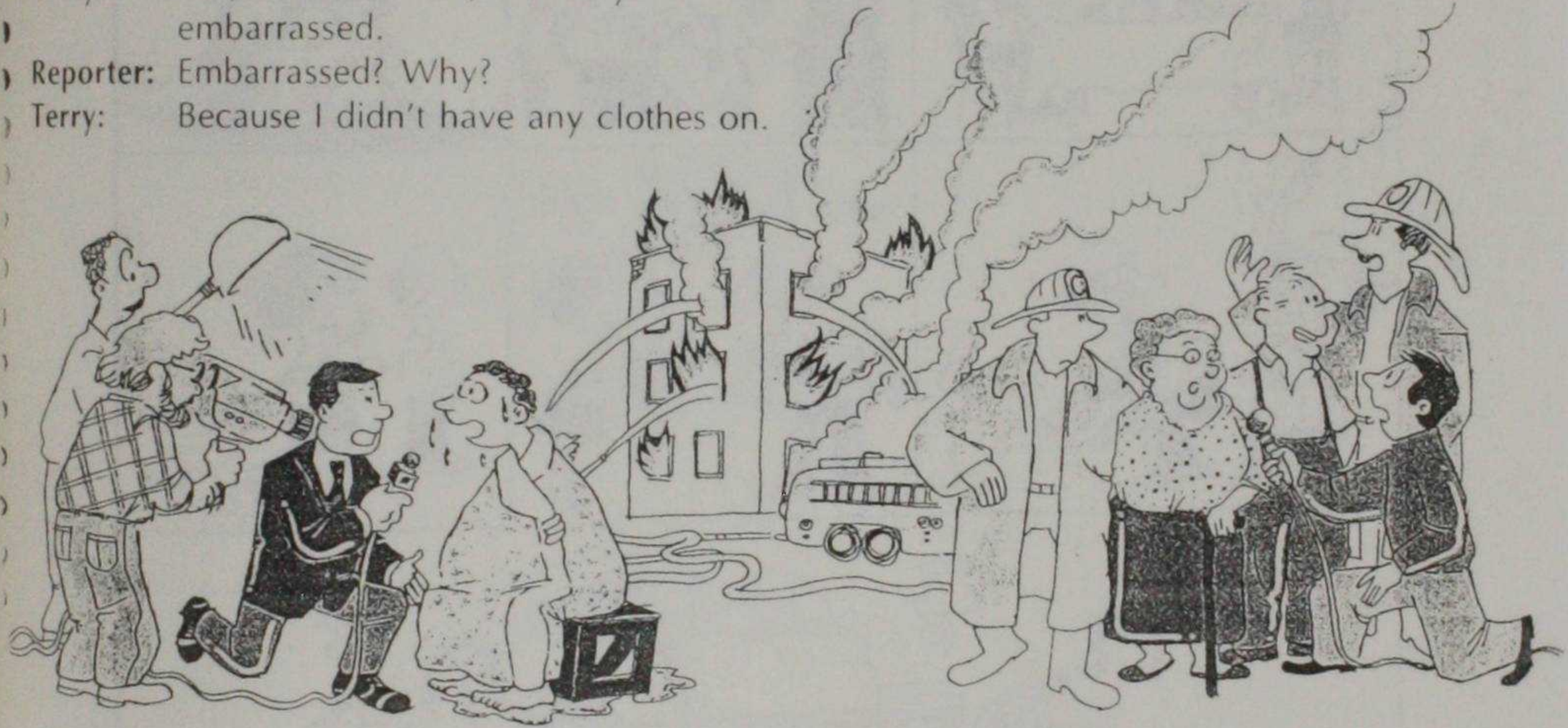
CONVERSATION 1

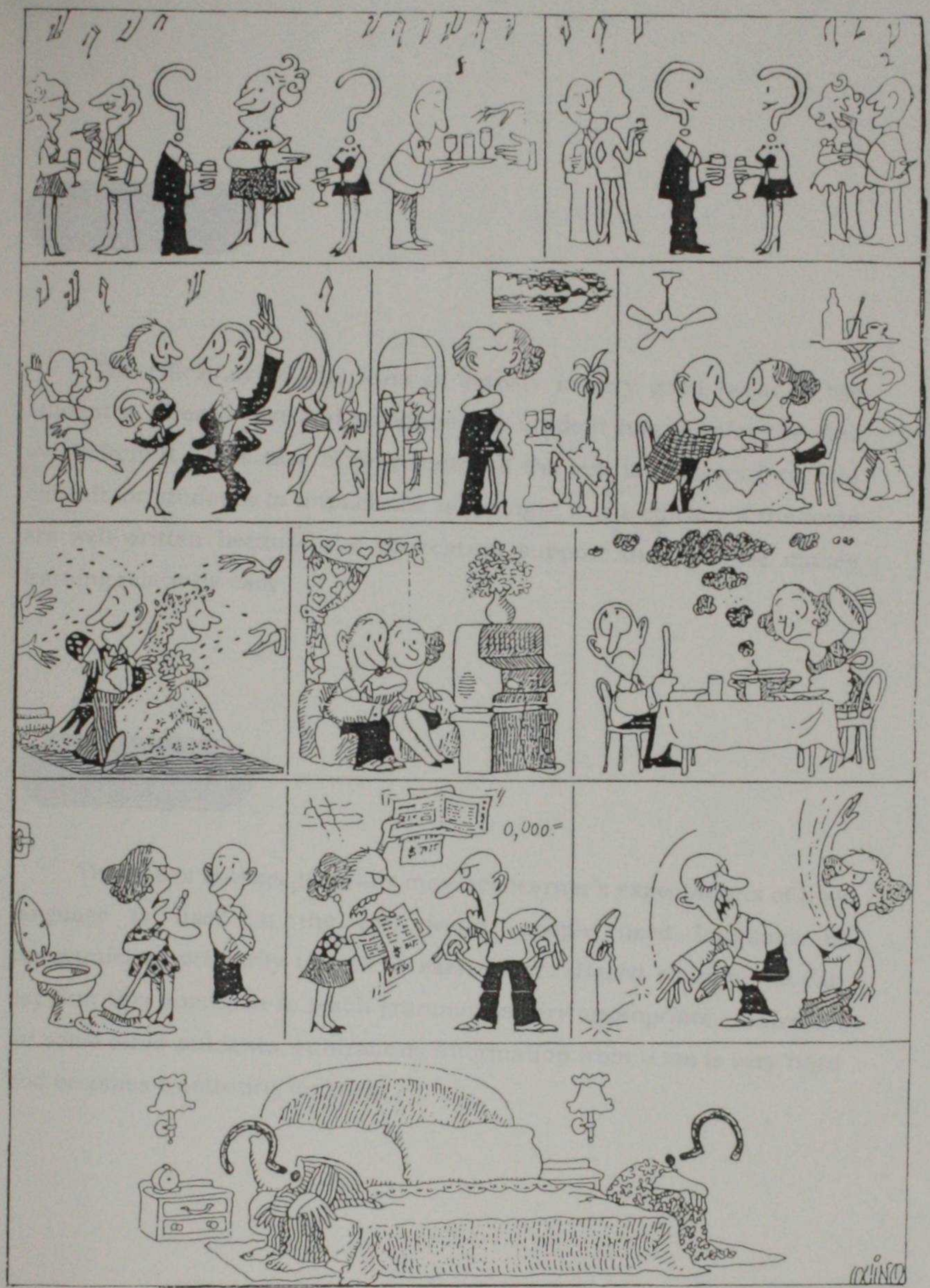
A television reporter is interviewing Terry and the Mosses about the fire in their building.

Reporter: We are going to talk to some of the residents about the fire. What is your name, sir?
Terry: Terry Johnson.
Reporter: What were you doing when the fire started?
Terry: I was taking a bath. First I smelled the smoke. When I heard the fire alarm, I ran down those stairs as fast as I could.
Reporter: Were you afraid?
Terry: Yes, I was nervous, and very embarrassed.
Reporter: Embarrassed? Why?
Terry: Because I didn't have any clothes on.

CONVERSATION 2

Reporter: Could you tell us what happened, Ma'am?
Mrs. Moss: Yes. We were watching television. We didn't hear anything. Suddenly there was fire and smoke everywhere. It was terrible.
Reporter: How did you get out?
Mrs. Moss: The firefighters helped us through the window.

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E-Factor

The efficiency of this kind of activity is very good because the student is given a text and somehow the student has to infer the clue words from it. It is ease of preparation if the text is not very long and difficult for students to unpack the meaning. It is a efficacy if the texts are well-written because the conceptual support they provide makes learning relatively easy.

A-Factor

The use of dialogs generally matches learner's expectations of how language is used in the real world: people used language to communicate, primarily to talk to each other. Based on this, we can say that this approach to teach grammar is very appropriate. However, for some other students, subtracting information from texts is very hard and becomes frustrating for them.

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CRITICISM OF A TEST

CRITICISM ABOUT A TEST

This product was done for a class named Communicative Testing taught by Professor Oscar Rojas, M.A. The main objective of the class was to change the perception of testing, which is a very difficult area in the teaching process. This course taught me how to change non-communicative tests into communicative ones because there is a tendency to test aspects such as knowledge, content, vocabulary and grammar. However, it is not only that, the point here is that those aspects are tested in isolation with no real objective or function for the students to develop.

For this assignment the students needed to look for an old exam that they had designed. Then the students needed to analyze the test in depth in order to see the flaws and the non-communicative problems. The test I analyzed was a test I did in 2001 when I was working in a bilingual high school in Esparza. The test was totally audiolingual. The first two sections of the exam test listening skills. The students were supposed to listen to dialogues to understand the basic content of a conversation. The rest of the exercises tested only grammar in isolation. The main problem with the exam was that the exercises lacked context and functions. The test is a very long test. It is six pages long. It tested the last three units of *New Interchange Intro* and the two first units of *New Interchange 1*.

All the exercises were very typical of those recommended by the Ministry of Education; that is, totally audiolingual. For example, in Exercise II the students had to complete and rewrite questions as indirect forms using the words in the parentheses. It was so simple that the students did not have to think much or analyze anything. They just needed to substitute the word (s) and write the question (Brown, 1994). Since I was testing

grammar in isolation, the students might do it and even get a good grade, but they probably memorized them only for the test and then they forget them. Exercise III was basically the same; the students had to complete some sentences using "too much", "too many", "more", "fewer", "less" and "not enough". In exercise IV, the students had to answer five basic questions about the past tense. Once again, the exercises of the whole exam were testing only grammar. Exercise V is totally a non-communicative task. I tested it because the Ministry of Education requires students to know a great variety of verbs in different forms such as present, past and past participle. I created that exercise because it is probably the fastest and easiest way to evaluate the verbs. The students either know them or not. However, some students might know but only at that moment. The rest of the exercises, as mentioned before, tested only grammar as a single subject of language. In exercises VI and VII, I tested evaluations and comparisons with nouns and adjectives as well as the use of "wish". This should not be done because they are just sentences in isolation evaluating a discrete grammatical point. There is no situation, no beginning, and no end. Generally speaking, the whole test's points are not well distributed. The exercises are totally audio-lingual and do not test communicatively.

The objective of analyzing this exam was not only for the analysis itself. I also had to choose one task and focus on improving it and making it a communicative task. I chose task VI, which was a matching exercise. It was very complicated because the task did not have any functions, skills, or context. It was definitely a non-communicative task and it tested vocabulary in isolation. So I had to give it a situation and I needed a skill to test. I redid the task. In the original version, the students had to match the words in English with the literal translation in Spanish. Most of the words were cognates. In the first version I

changed the translation for meaning of the word, but this time I wrote the definitions in English. Nevertheless, it still needed context, and a function. So I decided to change the task completely. In the final more improved version, I came up with a very creative way to test vocabulary. I read about vocabulary strategies because I was not very familiar with them, and then I got an idea and wrote the final version of the task. I would use the same vocabulary, but this time I gave students a topic, "My neighborhood". The skill was writing, so students had to write two short paragraphs applying 10 words from the vocabulary list to be used in complete meaningful sentences. In this case, students had a topic, context, function, and a skill (writing). Students now would have to know the meaning of the word, but also how to use it in a situation or context. In this last version, I scanned a postcard to make the task more realistic and meaningful for students. I believe in the meaning of things because they are easily retained in everybody's mind. Otherwise, students will forget it once the test passed because it did not have any meaning for them or any relationship to their own interests. It was not integrated in the whole learning process. The grammatical points were never linked, and there is no possible way that students can acquire and use the vocabulary in real life situations.

LLB506- Communicative Evaluation
Patricia López Estrada 220250-3
M.A Oscar Rojas C.

10 Congratulations!

FIRST ASSIGNMENT
CRITICISM ABOUT A TEST

In general, the test is more or less acceptable. The first two sections of the exam test the students listening skills. The students were supposed to listen to the dialogues to understand the basic content of the conversation. This is the only exercise in which a specific skill is being tested: the skill of listening. The rest of the exercises are just exercises of grammar in isolation. All the instructions of the test are in English. Besides that, there is a positive comment at the end of the test, "I love you (with a happy smile)." In general, most of the exercises are lacking context. The first part of the test is the only one in which I tested a skill, for the rest I tested grammar, content and knowledge. The first exercise was very well coincided with what they were studying. The second exercise was about indirect questions and it only tested grammar in isolation. Moreover, I am giving the students half of the answer or at least a clue about how to begin the sentence. For this kind of exercise I should at least include some context and a topic to be nicely developed in the exercise. Another case in which I am testing only grammar in isolation are exercises III and IV. Exercise III, even though, it has a topic, it is lacking context and a skill which makes it a very unrealistic task. I believe it was the most difficult assignment to complete because they are very complex concepts for students to learn. In exercise IV, I am asking the students to fill out the exercise by giving personal information. In addition, they have to use the past tense in isolation. This kind of exercise is testing grammar explicitly and

with no function at all. Exercise V is not practical because it is something that students would not be likely to find out in real life. I tested it because the Ministerio de Educación Pública requires students to know a variety of verbs and not only that, but also they have to know their forms in present, past and past participle. So I created this section to force students to study the verbs, and as a result, the Bachillerato Test will be easier for them to do. Nonetheless, it is a very fast and easy way to evaluate the verbs; the students either know the verb or they do not. Nonetheless, they will only know it at that moment because since there was no communicative way to evaluate and there was no relationship to anything, students will forget the structures easily. They would do this because they did not apply it in a real context. This exercise is a totally non-communicative task. There are no reasons for creating such a task. The exercise should include a topic, context, and a function to make more integrative and functional task. Exercise VI, I will put it aside for a while because this is the task I will be improving, so I will keep evaluating the rest of the exercises. Once again in exercises VI and VII, I tested only grammar as a single subject of the language. In those exercises I tested evaluations and comparisons with nouns and adjectives as well the use of "wish". This should not be because they are just sentences in isolation evaluating a discrete grammatical point in isolation. There is no situation, no beginning, and no end.

yes

that may memorize them or the test a then they forget them

yes

There is a numerical mistake in exercise IX because it should be exercise VIII. I tried to test reading, but somehow it did not work out. The photocopy was not very clear and it was a little advanced for the students to understand. At the end of the test, there is an extra bonus exercise for students to write five compound words. This exercise is also testing just one aspect of grammar that has no connection or relationship to any other. The whole test's points are not equally distributed. The exercises, in general, are totally audio lingual and do not test communicatively. Even though I am not a perfect test maker,

the test could have definitely been better. Students learned the material without any type of context, situation, function, skill or topic and as a consequence, they applied it in isolation. Probably they will forget it once the test has passed because it did not have any meaning or relationship to them. It was not integrated in the whole learning process. The grammatical points were never linked and there is no possible way, students can acquire and use the vocabulary in real life situations. All this makes the test, excluding the listening exercises, to be using uncommunicative evaluation.

Excellent

I hope you like this thing contrasting applying to your teaching and testing.

IMPROVED TASK

The matching exercise is the best example of a not complex and difficult exercise. It is very easy for students to guess. In addition, it is lacking more options on the right column. This is the exercise I chose to correct and create a better and improved version. The exercise is testing vocabulary, but I could not think of a better and more creative way to do it. In the improved version, students are going to be given a chart with all the vocabulary (12 words). They also will be given a topic, which is "My neighborhood". Based on this, the students will have to write two paragraphs. Students have to pick 10 words and write the paragraphs. The words should be used in complete meaningful sentences. In this case, students have a topic, context, function and a skill (writing). The task now is no longer a non-communicative one because it is not testing vocabulary in isolation. Students would have to know not only the meaning of the word, but also how to use it and apply it in a situation or context.

excellent writing!

yes

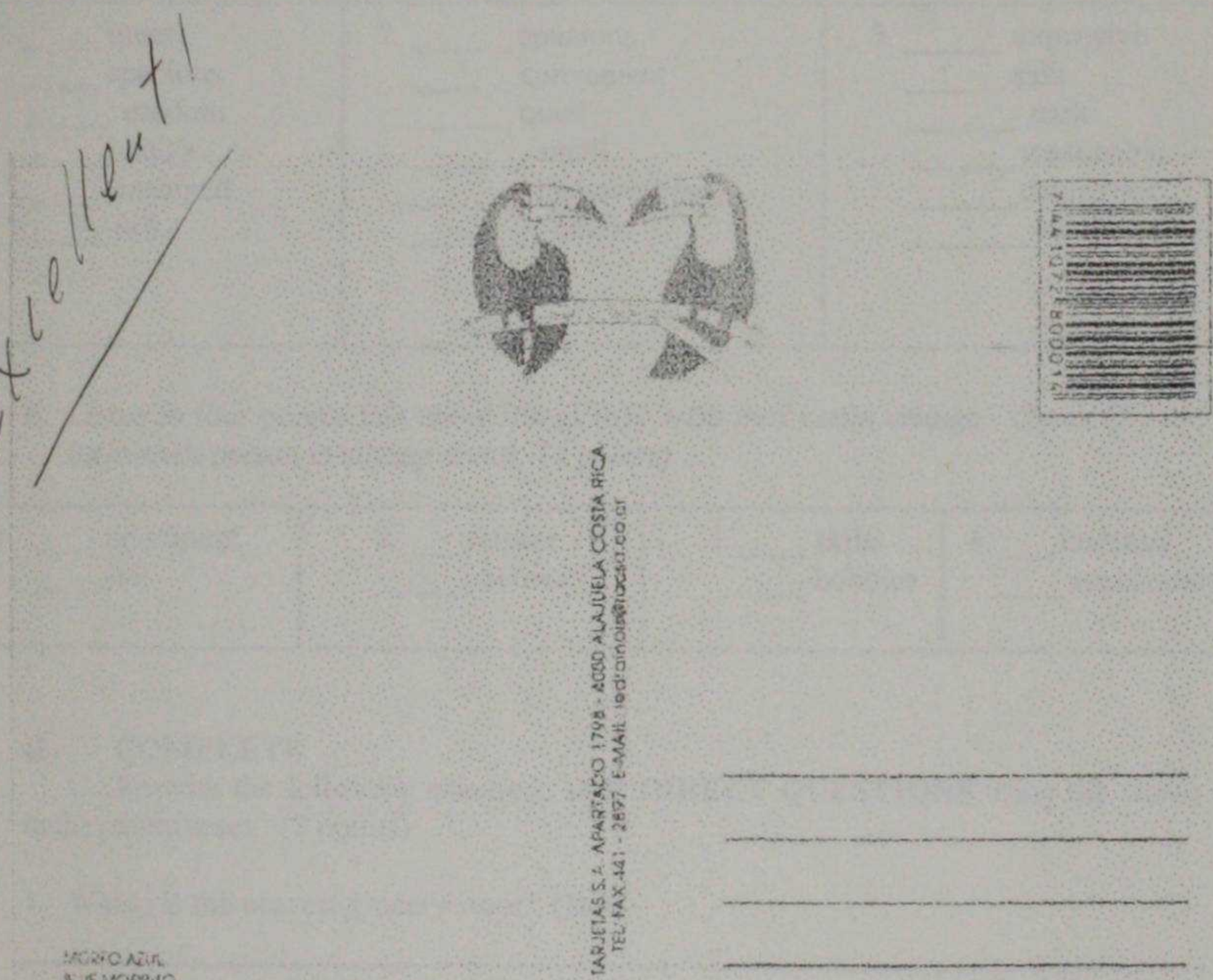
VI. WRITING/ PRODUCTION.

I. An American friend of yours is going to visit you next month. Your friend is very excited about going to Costa Rica since he is going to stay in your neighborhood for four months. From the list of words below choose 10 of them and write a postcard to your friend telling him about your neighborhood. Remember that he is very happy about coming, so use interesting details. Underline the words you will be using. (10 points)

hide and seek spend pedestrian newsstand part-time job childhood memories cramped boring dingy leisure streetlight restrooms

+1

Excellent



III Grammar Test

Name: _____ Grade ( )
Date: _____
Subject: Grammar (English)
Teacher: Patricia López Estrada
Total Points: 90 points
Percentage: 25%
Time: 80` (2 lessons)

Group: _____
Obtained Points: _____
Percentage: _____

Firma del padre o encargado: _____

I. LISTENING

A. Listen to three people call about apartment advertisements. Check (X) the words that best describe each apartment. (9 points)

1.	2.	3.
_____ quiet	_____ spacious	_____ expensive
_____ spacious	_____ convenient	_____ safe
_____ modern	_____ quiet	_____ dark
_____ noisy	_____ small	_____ reasonable
_____ cramped	_____ inconvenient	_____ dangerous
_____ old	_____ noisy	_____ bright

B. Listen to four people talk about things they wish they could change. Check (X) the topic each person is talking about. (4 points)

1.	2.	3.	4.
____ apartment	____ leisure	____ skills	____ interests
____ job	_____ school	____ hobbies	____ appearance

II. COMPLETE

C. Rewrite the following questions as **INDIRECT QUESTIONS** using the words in the parentheses. (7 points)

1. Where is the nearest grocery store? **(DO)**

_____

2. How much does a glass of natural refreshment cost? **(COULD)**

_____

3. What time does the drugstore open? **(COULD)**

_____

4. When does the movies start? **(DO)**

_____

5. How often does the subway come? **(CAN)**

_____

6. Who is that one on the red shirt? **(DO)**

_____

7. Who is your Grammar Professor? **(COULD)**

_____

III. COMPLETE

D. Complete the following sentences with **TOO MUCH, TOO MANY, MORE, FEWER, LESS** or **NOT ENOUGH.** (10 points)

1. A: Does this street have less traffic at night?
   B: Yes, there are _____ cars at night.

2. A: Is the food cheap here?
   B: No. It costs _____ than I can afford.

3. A: Is the air clean here?
   B: No. There is _____air pollution.

4. A: Is it quiet here in the daytime?
   B: Yes. But there is even _____ noise at night.

5. A: Do you drive to work?
   B: no, actually there is _____ parking near my office.

6. A: Is it a fast route to the airport?
   B: no, there are _____traffic lights.

7. A: Does the bus come often?
   B: No, we need _____ bus routes.

8. A: Is this neighbor a safe place at night?
   B: No. There is _____crime.

9. A: Why did they take a taxi?
   B: There were _____ seats on the bus for everyone?

10. A: Do you still ride a bicycle to work?
    B: No. It's dangerous. Every year there are _____ bicycles downtown.

IV. FILLING OUT

E Answer the following questions using **PAST TENSE.**
Use complete structures. (5 points)

1. Where were you born? _____.
2. Did you grow up there? _____.
3. Where did you go to elementary school? _____.
4. Where did you go to high school? _____.
5. Did you study any foreign language? _____.

V. COMPLETE

F. Write the following verbs in PAST TENSE and write their MEANING as well. (25 points, ½ one the past tense and ½ its meaning)

VERB	PAST TENSE	MEANING
To be		
Go		
Eat		
Write		
Drink		
Think		
Have		
Visit		
Use		
Know		
Dance		
Want		
Break		
Think		
Become		
Hurt		
Tell		
Lose		
Ask		
Kiss		
Play		
Do		
Meet		
Study		
Learned		

VI. MATCHING

G. Match the word on the left with its corresponding meaning in the right. Use all the vocabulary seen in class. (12 points)

1. hide and seek ( ) medio tiempo
2. spend ( ) aburrido
3. pedestrian ( ) baños públicos
4. newsstand ( ) sucio
5. part-time job ( ) gastar
6. childhood memories ( ) juego "escondido"
7. cramped ( ) tiempo libre
8. boring ( ) ~~deteriorado~~ peatón
9. dingy ( ) puesto de revistas
10. leisure ( ) memorias de la niñez
11. streetlight ( ) estrecho, pequeño
12. restrooms ( ) semáforo

VII. COMPLETE

H. Complete these sentences with the words in the parentheses and as many ...as., as...as, not enough...., not...enough. (6 points)

1. My new apartment doesn't have _____ my old one. (**windows**)
2. My car isn't _____ yours. (**big**)
3. There are _____ for all the passengers. (**buses**)

4. This book is _____ to buy. (interesting)
5. The nightlife in my town isn't _____ the nightlife here. (**boring**)
6. The apartment doesn't have _____ as the house. (**bedrooms**)

VII. COMPLETE

I. Write a response using **wish** for each statement. (4 points)

1. My history class is boring. _____.
2. My father smokes too much. _____.
3. I don't have enough free time. _____.
4. I don't exercise enough. _____.

IX. READING

J. Read the following story and answer the questions that follow. (6 points)

Dreams Can Come True

Do you know anyone who made a big change in his or her lifestyle?

At the age of 40, Tom Bloch was the head of H&R Block, a huge company that helps people prepare their tax forms. He was very successful. Although Bloch earned a lot of money, he wasn't very happy. He spent too much time at work and didn't have enough time to spend with his family. Suddenly, he left H&R Block and became a teacher in a poor neighborhood. "I wanted to . . . help people who didn't have the opportunities I had," Bloch explained.

Learning to control the students was hard at first. But the rewards – helping children and hearing students say he's their favorite teacher – are great. And Bloch is able to spend more time with his family.

For eleven years, Tom Neale worked as a lawyer, and his wife, Mel, worked as a teacher; they saved every penny they could. Finally, they had enough money to buy a boat. That was seventeen years ago, and, except for occasional stops, they have been at sea ever since.

For the Neales and their two daughters, the difficulties of their lifestyle are very real. There's not much money, so meals are often rice and beans (and fish!). Storms are dangerous, especially when the boat is far from land. But Tom Neale says overcoming dangers together as a family is one of the rewards of their way of life. Another, he says, is "seeing the starfish on the bottom of the sea in the moonlight."

A Read the article. What do these people do now? What is one difficulty with their new lifestyles? What is one reward? Complete the chart.

	What they do now	Difficulty	Reward
1. Tom Bloch			
2. the Neales			

CREATION OF A BOOK

CREATION OF A BOOK

This product was done for a class named Children's Literature taught by Carolyn Andrews. I took this course while I was in the United States. I was a full time student, and I was working as a Spanish Teaching Assistant (Spanish TA). While I was there, I decided to take a class on literature for children. The course was designed to develop an understanding of the curriculum, methods and materials basic to children's literature. I studied genres of children's literature, selected and evaluated books, thematic units, and contemporary issued related to literature. I also learned to effectively plan and implement programs for the classroom. The main objective of the course was to learn to integrate literature for children across the curriculum in language arts instruction and other content areas. The course requirements include a book log, a reflective journal, a collection for thematic or author study, a book bag, an interview, some teacher's guides and the creation of a book.

I found most of the materials in an old folder when I got back from the United States. So I have included an author study I did. It was about Mem Fox. Here, students needed to become very familiar with one author or conceptual theme. I had to write in one paragraph why the person is important. I also added her most important books and some references, included two teacher's guides. The teacher's guide I did were about Mem Fox and Mary Hoffman. They had to be on different genres. Mem Fox's book Wilfrid *Gordon Mc. Donald Partridge* is modern fantasy of international literature while Mary Hoffman´s book *Boundless Grace* is historical fiction of multicultural and international literature. Each teacher's guide had to have a short and comprehensive summary. Before reading, teachers need to motivate and activate prior knowledge. Next there are some questions that teachers create in order to promote students' critical thinking and problem solving. Then some activities are presented, including role plays, creating new illustrations for the story, changing the end, writing articles about what students thought about the story, changing the characters and telling the story from other perspectives.

Another product was a book log. Students from this class had to read a total of 30 books; that is a great variety of children's literature. The student's records need to include title, author, illustrator and summary in the students' own words. Following this, there has to be a list of possible activities from various curriculum areas: Language Arts, Math, Science, Social Studies, Movement, Music, etc. The most important aspect here, and I could say it was the one I liked the most, was that at least 8 of these books should be form a non-dominant culture perspective. In the classroom all the students were from the United States and I was the only one coming from a minority. I found only half of my book log and I decided to include because it is of great enrichment and personal and professional growth. I had to read a lot and get informed. I learned an enormous amount of things. In my book log I tried to include as many genres as possible for example: picture books, modern fiction, poetry, contemporary realistic fiction, traditional books, informational books, autobiography, and fairy tales.

The most exciting part of the class was the creation of a book. First I needed to read many books to decide on a topic. I spent days going to different libraries and searching for books and reading a lot. Then I had to write the book, first rough drafts and then the final version. The professor said, "the more it looks like a book, the more points you will receive" and the book had to be bound with a title page, and it had to be typed or computer generated, and illustrated (drawings, diagrams, cutouts, torn paper, photographs, relevant clip art…etc.). Grammar, spelling and appearance were also taken into account. The book was a whole process. The name of my book is *Best Friends*. I wanted to have a non-fiction story that could be used with fiction purposes. I dedicated the book to the other language assistants. Virginie Raguin (French Teaching Assistant) and Ruediger Picker (German Teaching Assistant). The main idea of the book is racism. In Hiram College, where I worked, I was minority. About 70% of the people were Americans; the rest were African, European, Asian and Hispanics. So most Americans will stay together while the others will do the same. Nonetheless, I want to show in a book that even though we are all different, and we may do things with our own kind, we all live in the same world, we go through the same things and there are wonderful friends out there, who care about others and that makes them special people. I wanted it to tell them that people should not look at

appearances, but at hearts. I truly believe that if we as teachers can teach that to children through literature, we could live more happily. After the book was finished, every person in the class had to read the book aloud. All the class had a nice party in the professor's house, and we had a great time.

The book and the development of the other materials demonstrate the effective use of children's literature. I employed children's literature to enhance teaching cultural diversity and explore social issues. It was a fantastic experience. Now that I read the book, I cannot believe I did it. I learned a lot from this class, but basically I learned creative and practical ways to develop children's interest in literature.

Best Friends

Best Friends

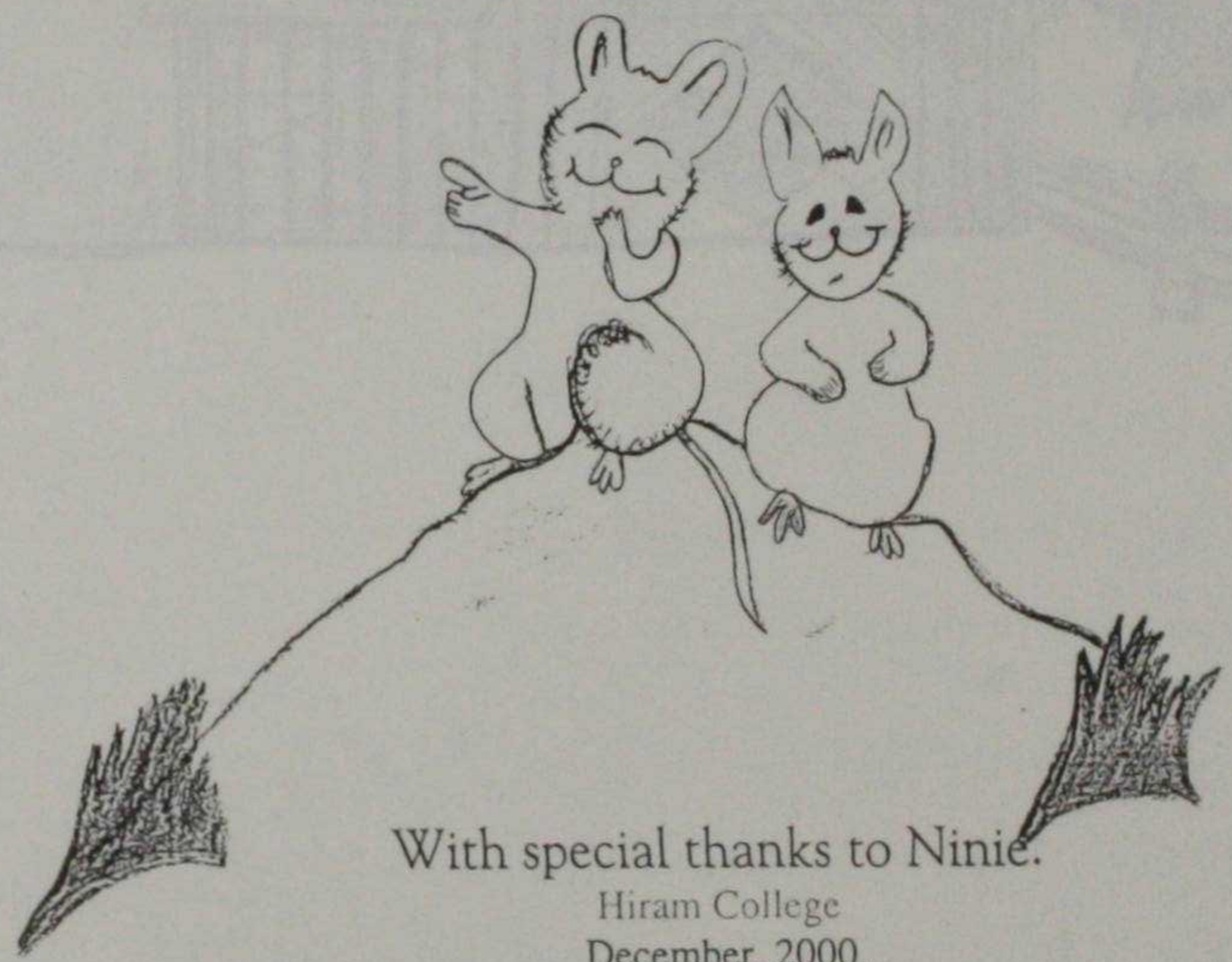
Story and pictures by
Patricia López Estrada.

Best Friends

Published by Patricia López Estrada
Hiram, Ohio

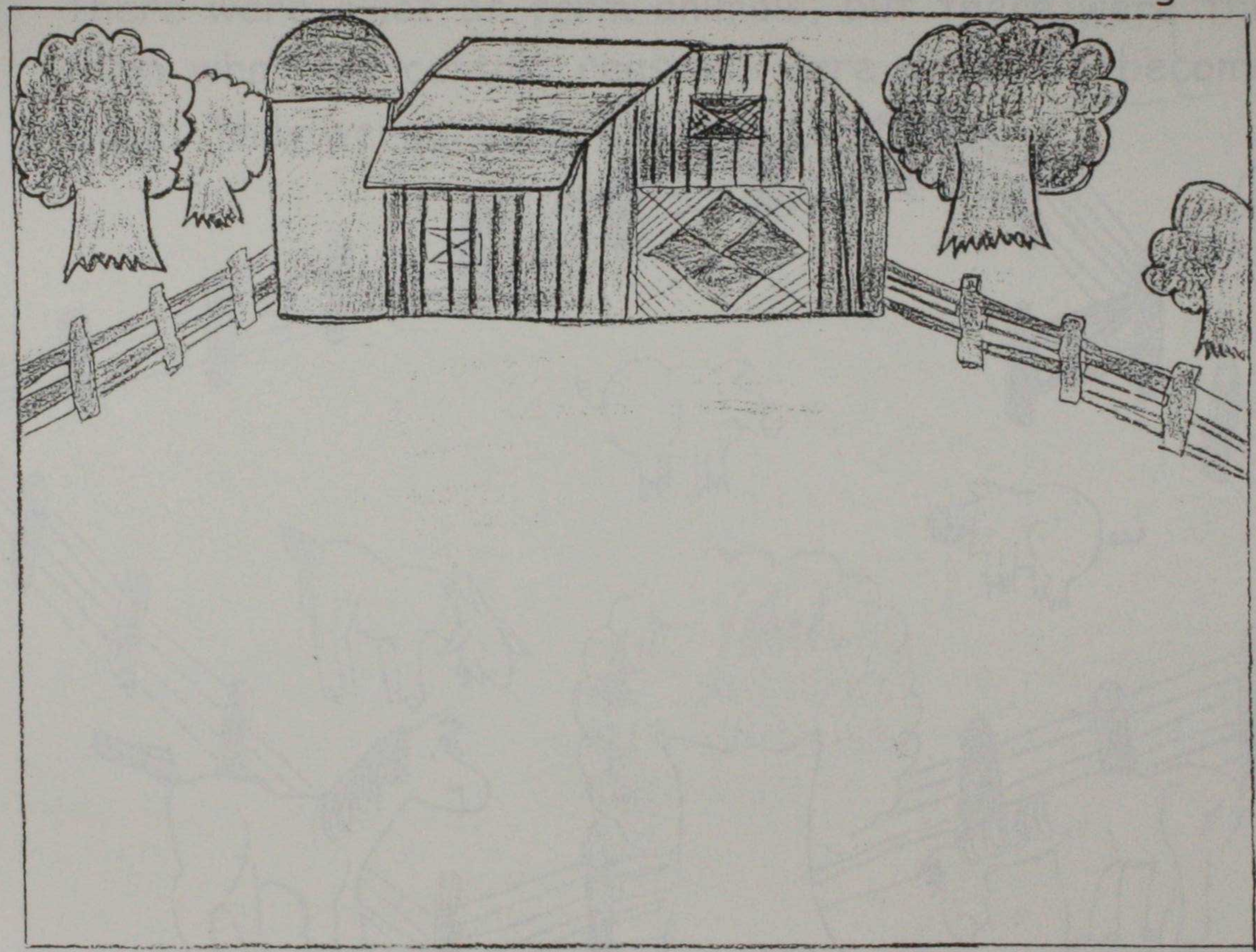
December, 2000

For
Virginie Raguin (Ninie)
Rüdiger Picker

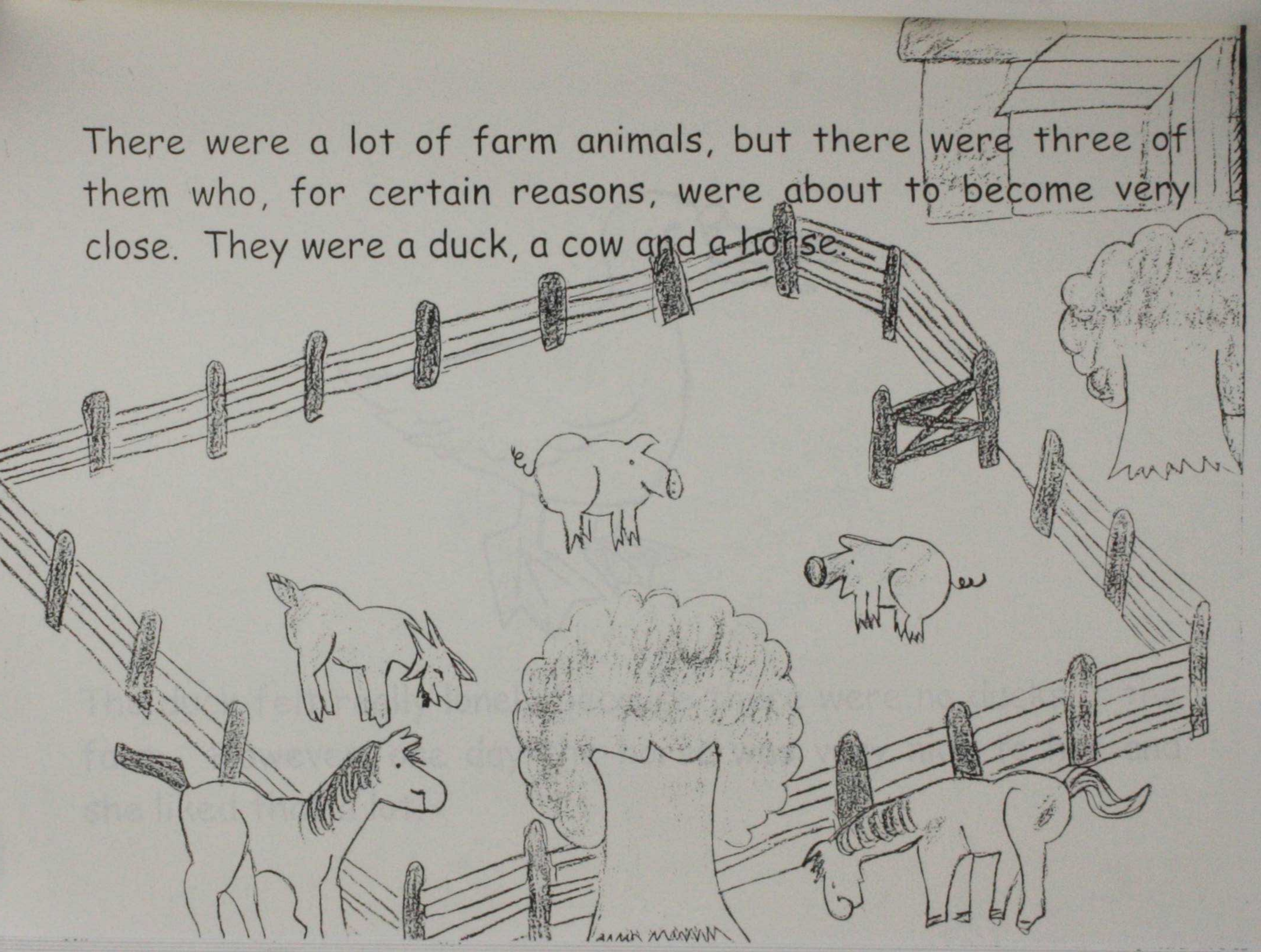


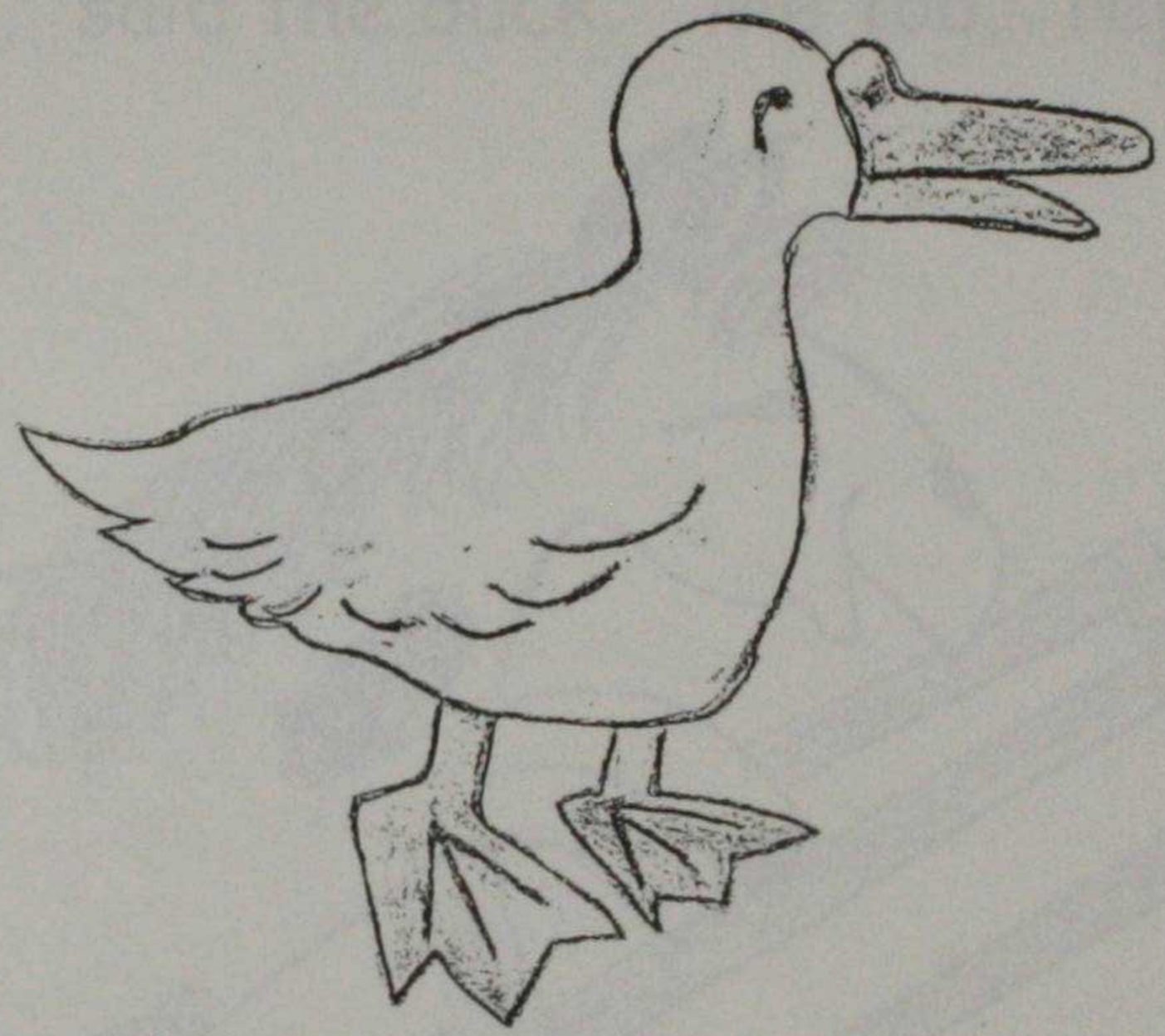
With special thanks to Ninie.
Hiram College
December, 2000.

Once upon a time there was a farm in an isolated village.



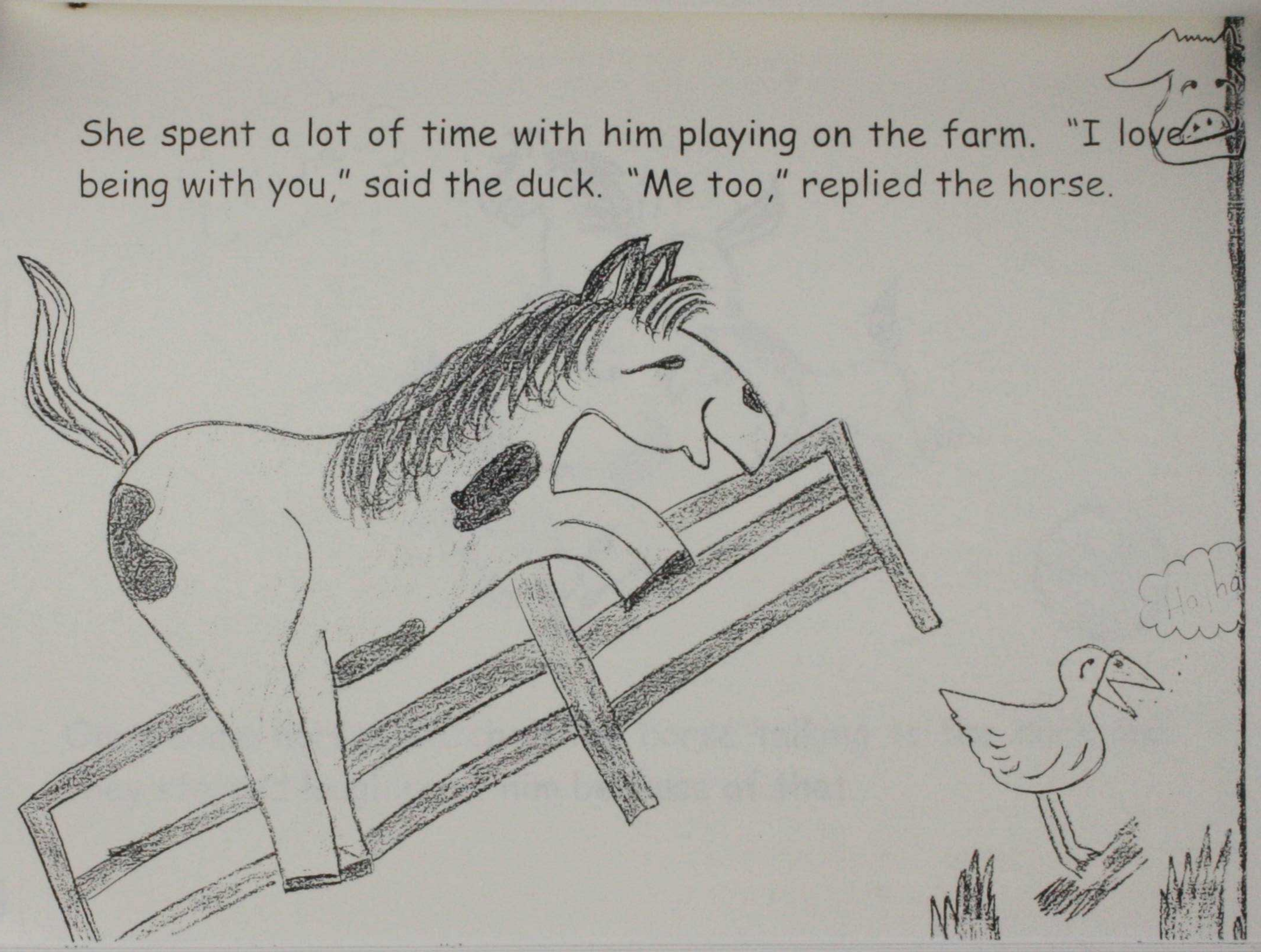
There were a lot of farm animals, but there were three of them who, for certain reasons, were about to become very close. They were a duck, a cow and a horse.



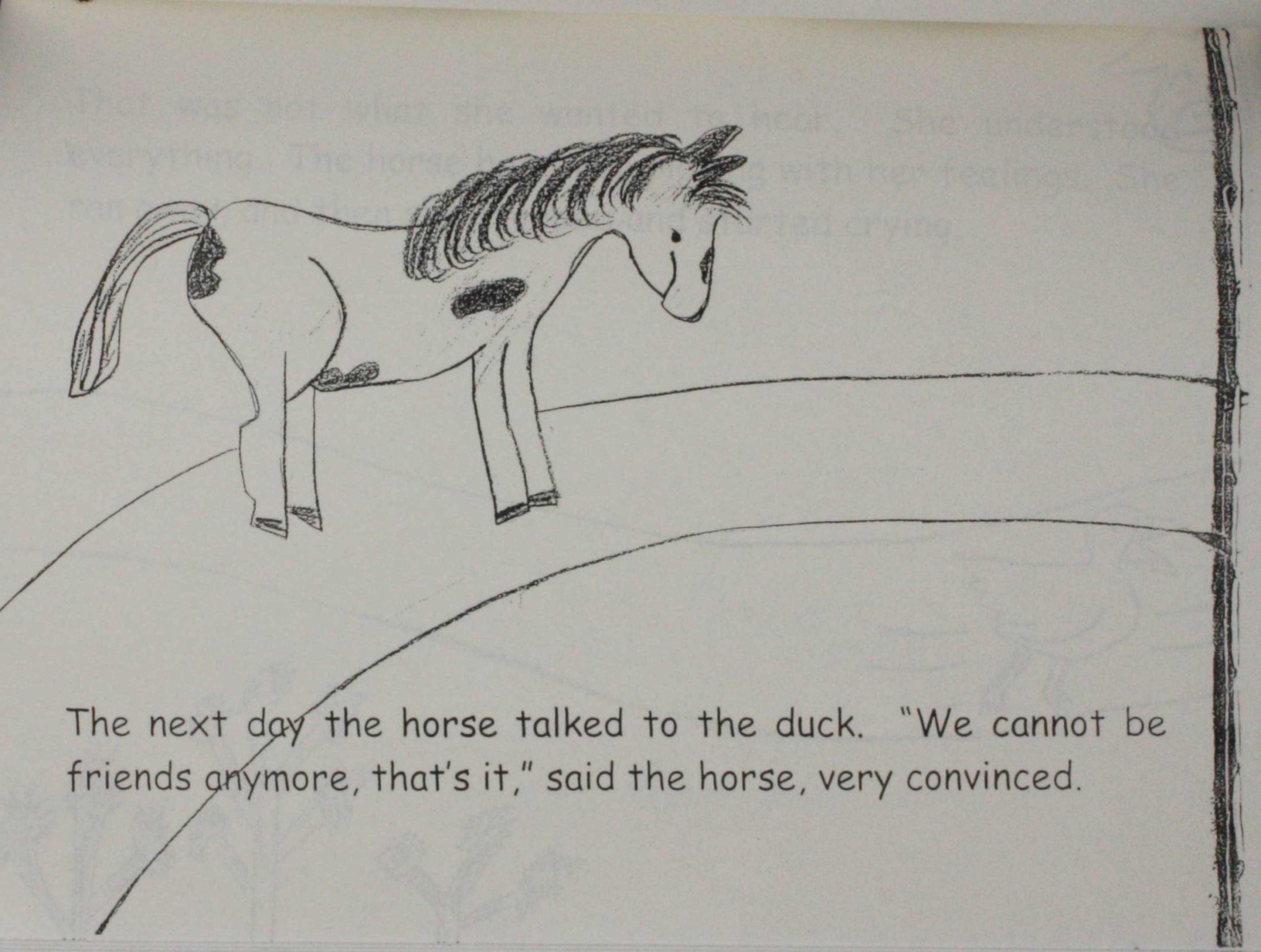


The duck felt really lonely because there were no ducks in the farm. However, one day the horse was very nice to her and she liked that a lot.

She spent a lot of time with him playing on the farm. "I love being with you," said the duck. "Me too," replied the horse.

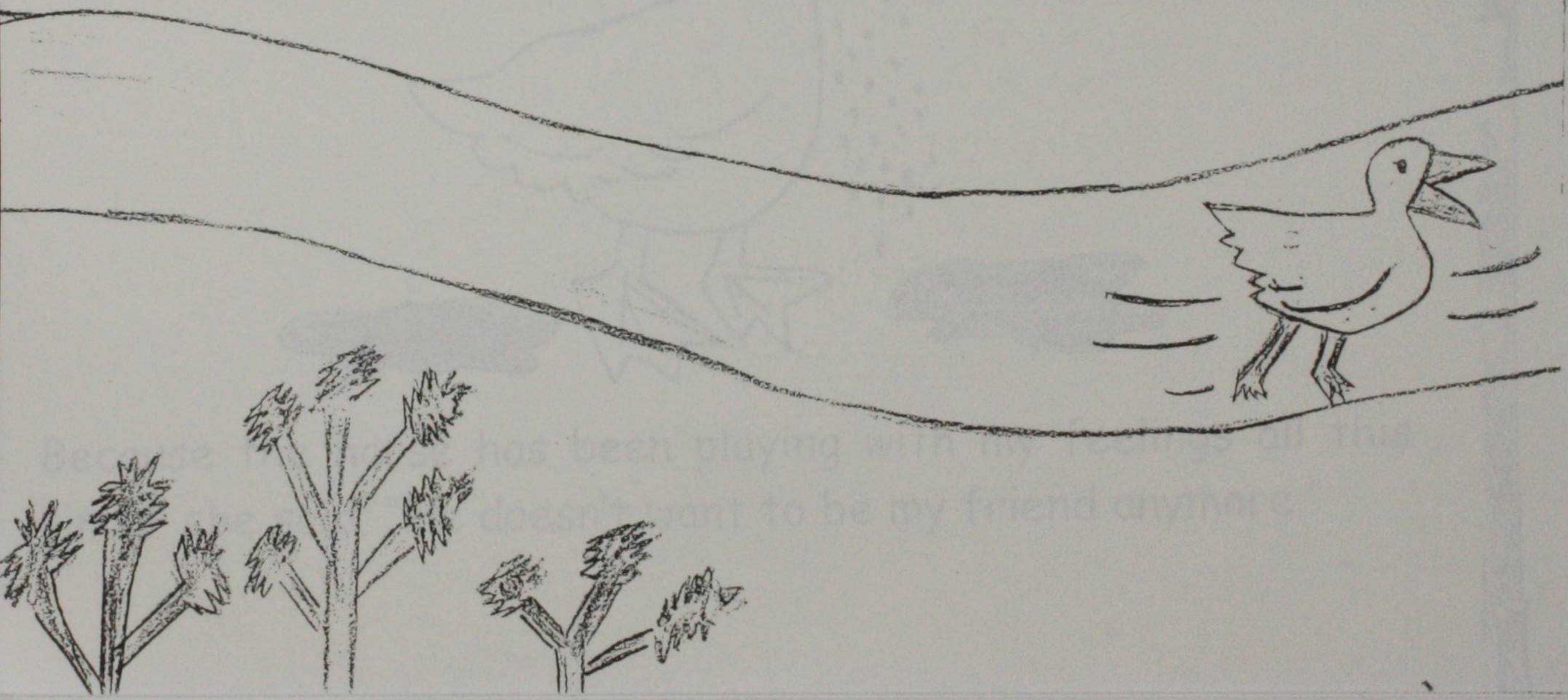


Once some horses watched the horse talking to the duck and they started laughing at him because of that.

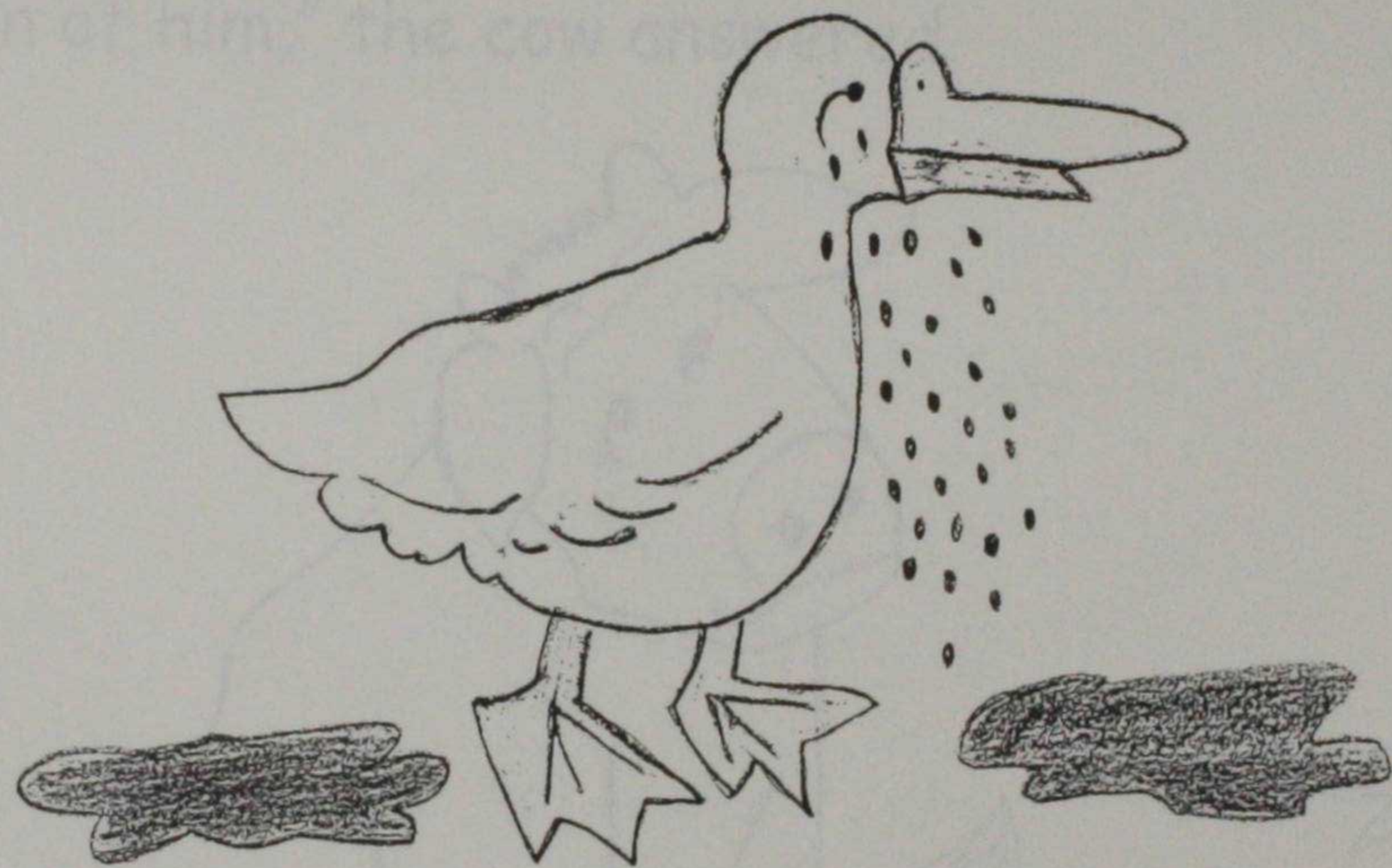


The next day the horse talked to the duck. "We cannot be friends anymore, that's it," said the horse, very convinced.

That was not what she wanted to hear. She understood everything. The horse had been playing with her feelings. She ran away, and then she stopped and started crying.

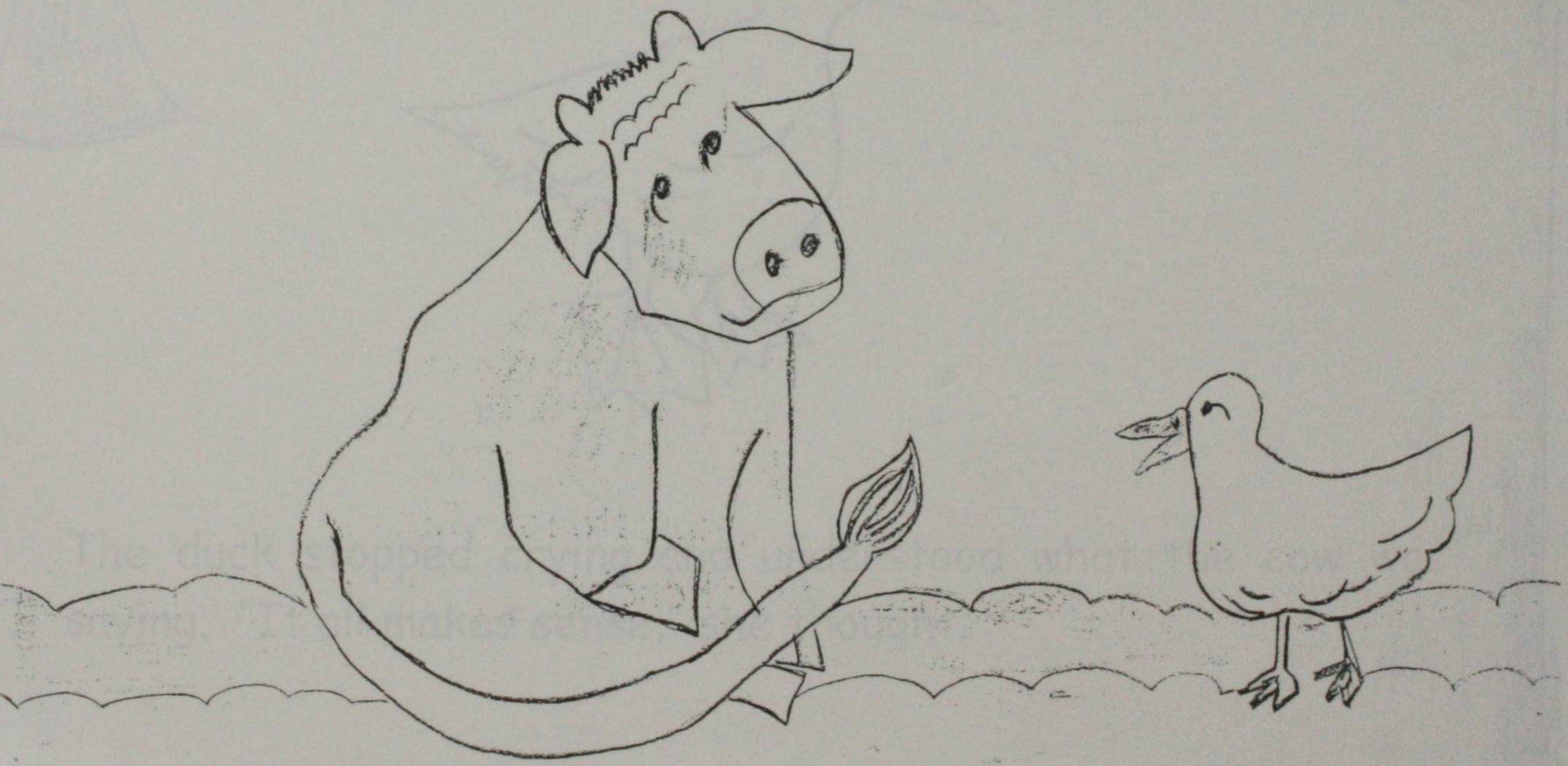


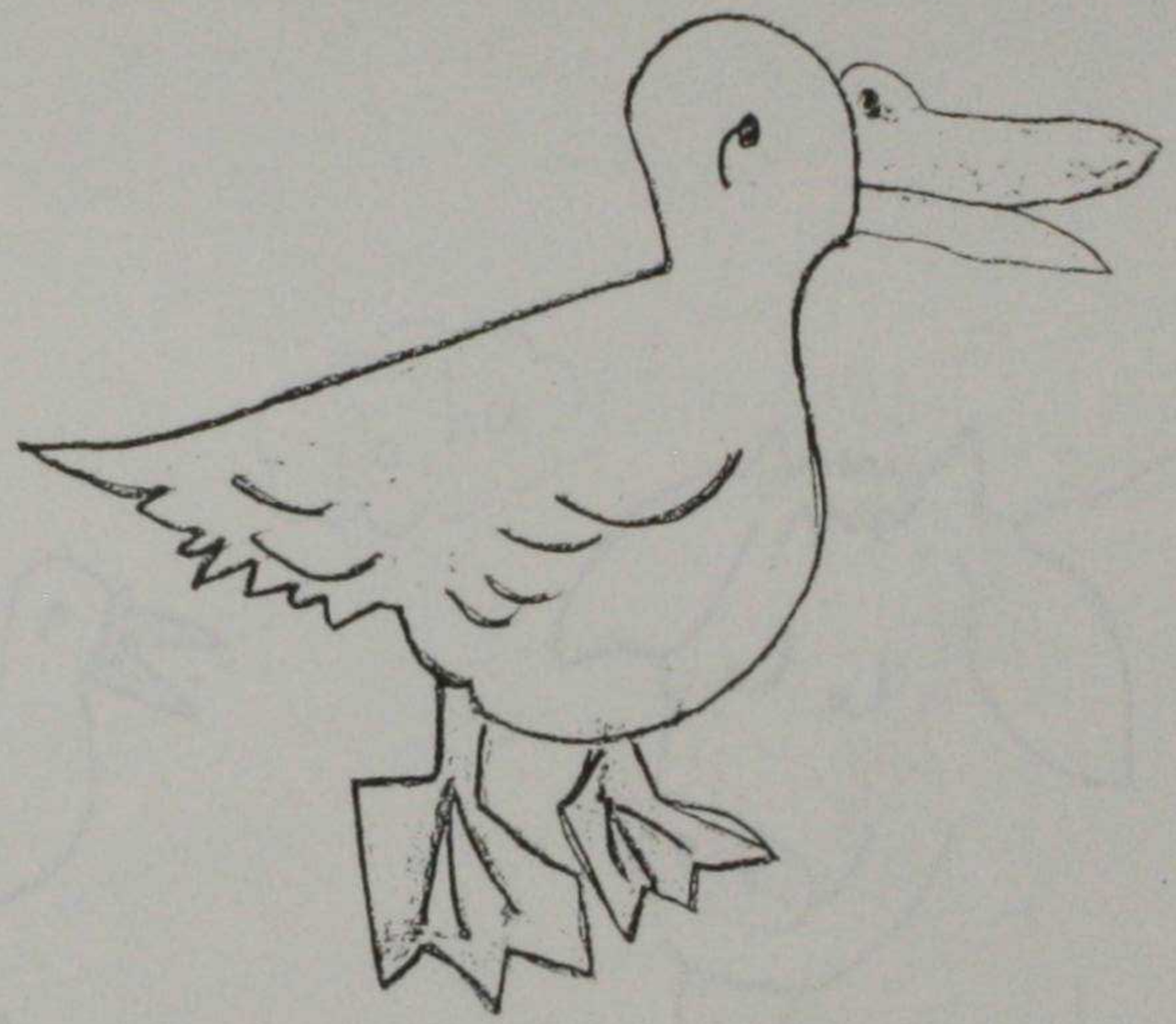
An old wise cow who has been observing them came closer and asked, "What is it darling? Why are you crying so badly?"



Because the horse has been playing with my feelings all this time," she said. "He doesn't want to be my friend anymore."

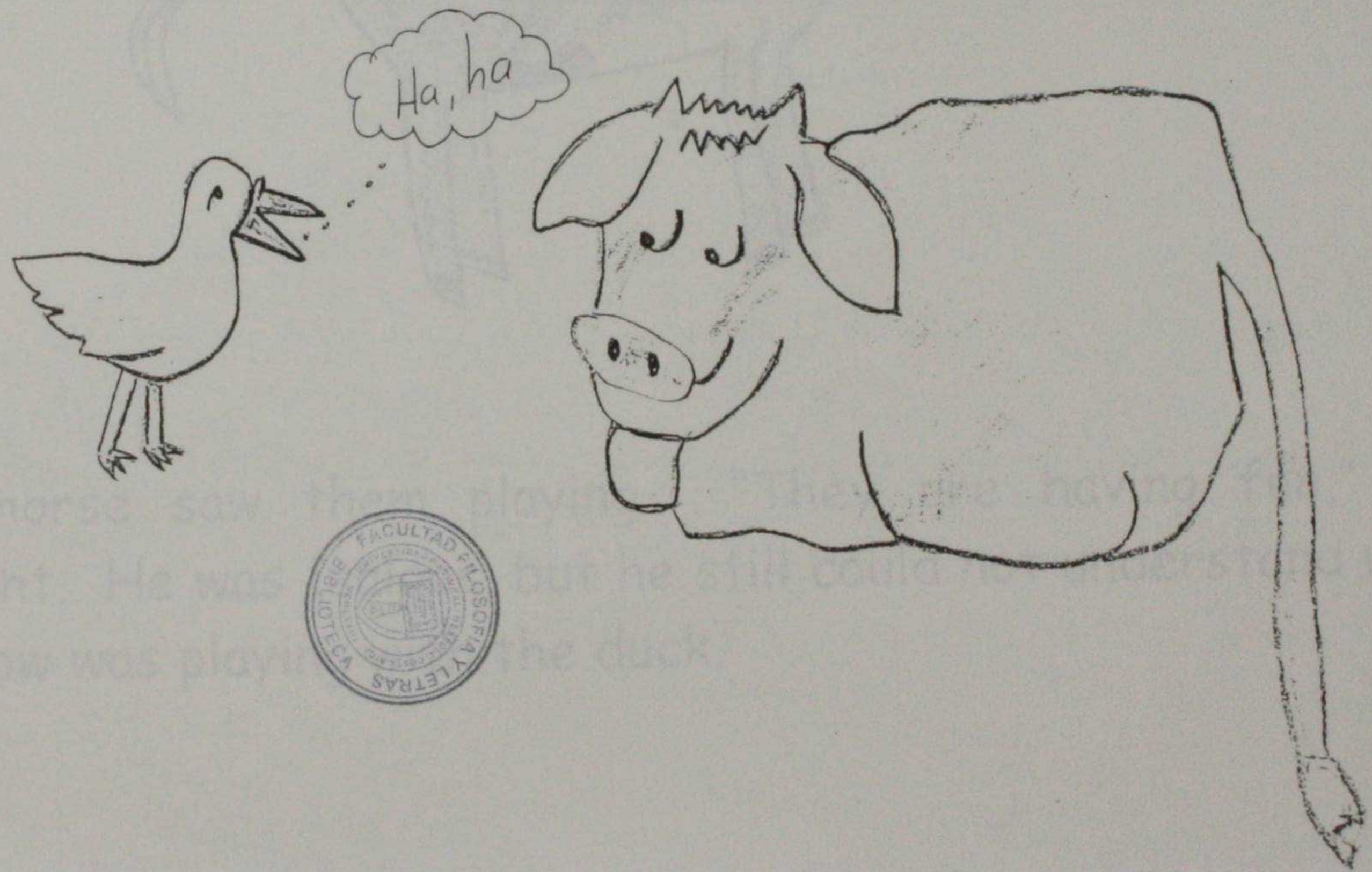
"No, no. He is a very good friend, but he is confused. He thinks you cannot be friends because horses hang out with horses and you are a duck. Besides that, the horses would make fun of him," the cow answered.





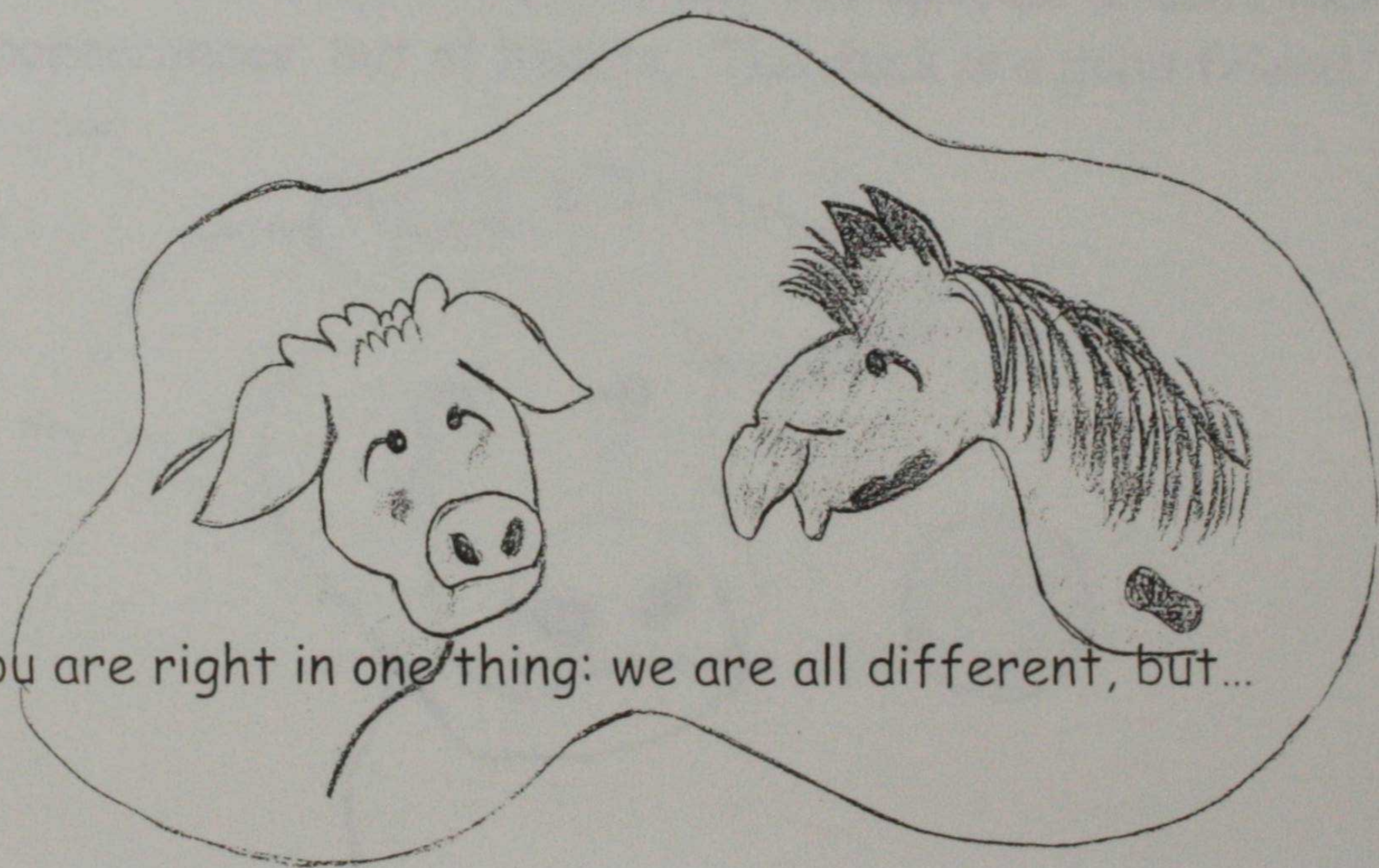
The duck stopped crying and understood what the cow was saying. "It all makes sense," she thought.

Since then the cow and the duck became very close friends. They spent a lot of time together playing on the farm.

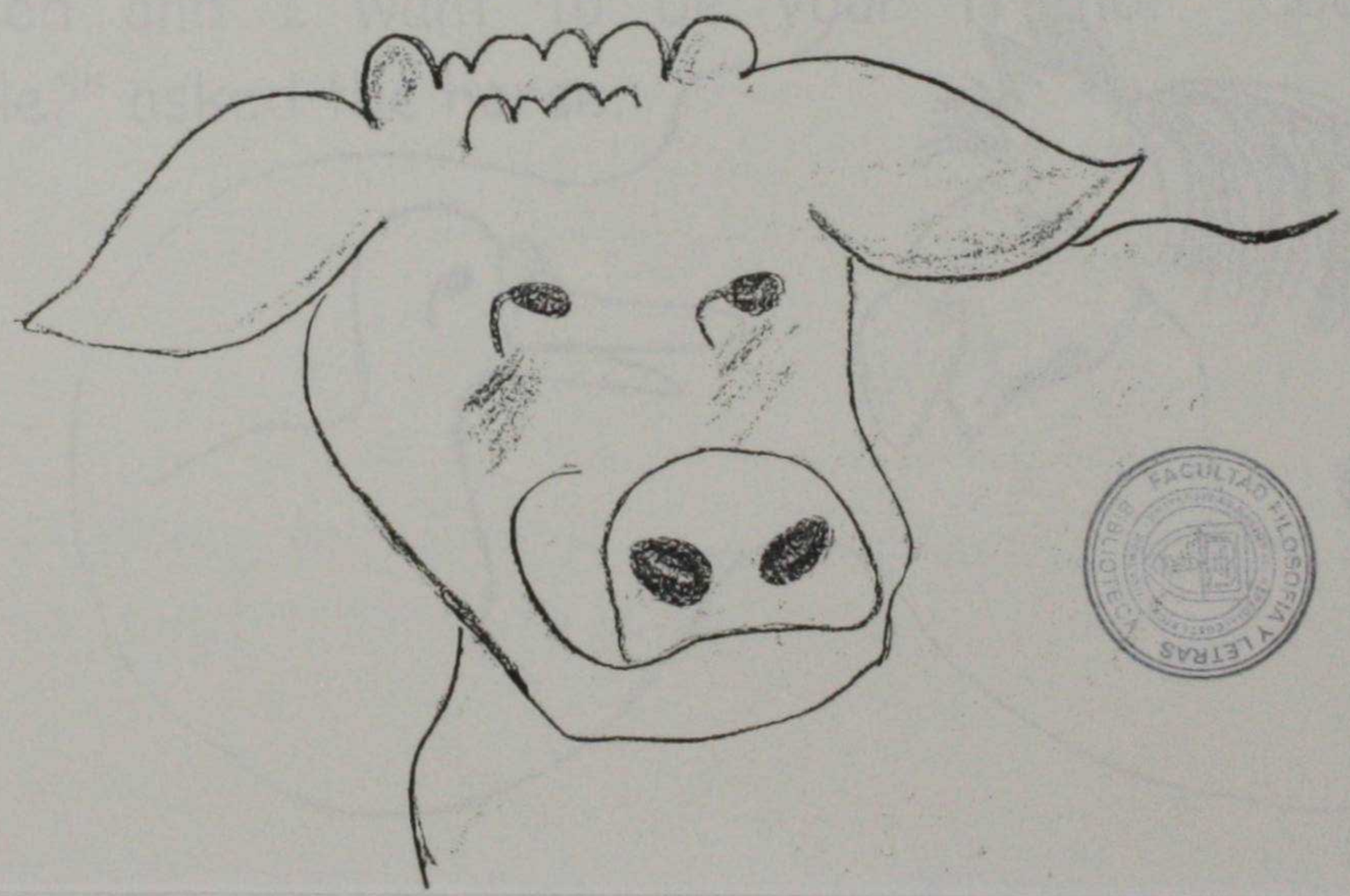


The horse saw them playing. "They are having fun," he thought. He was jealous, but he still could not understand why the cow was playing with the duck.

One day, the horse decided to talk to the cow about it. "Why are you friends with the duck?" he asked.
"Well. Let me think. I think that...." the cow was talking when the horse interrupted her by saying,
"We are different and we are supposed to hang out with our own kind, right?"


"O.K. You are right in one thing: we are all different, but...

We all live in the same farm, we go through the same things and I can give you my personal experience. I found a wonderful friend in the duck. The duck is a lot of fun to be with. She's got an amazing imagination. She cares about others, which makes her very friendly and special. I don't look just at appearances, but at hearts. The duck is a good friend," said the cow.

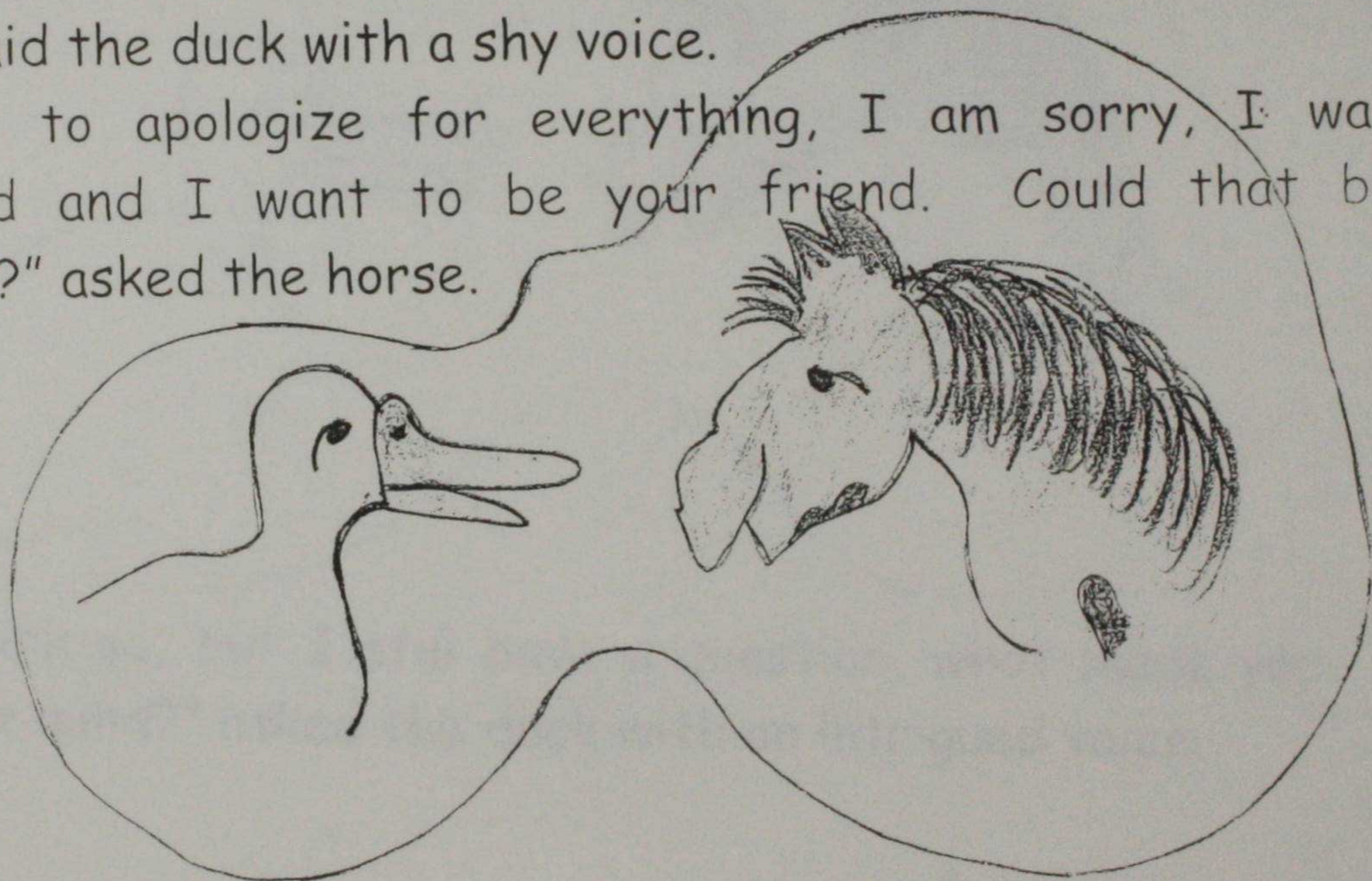


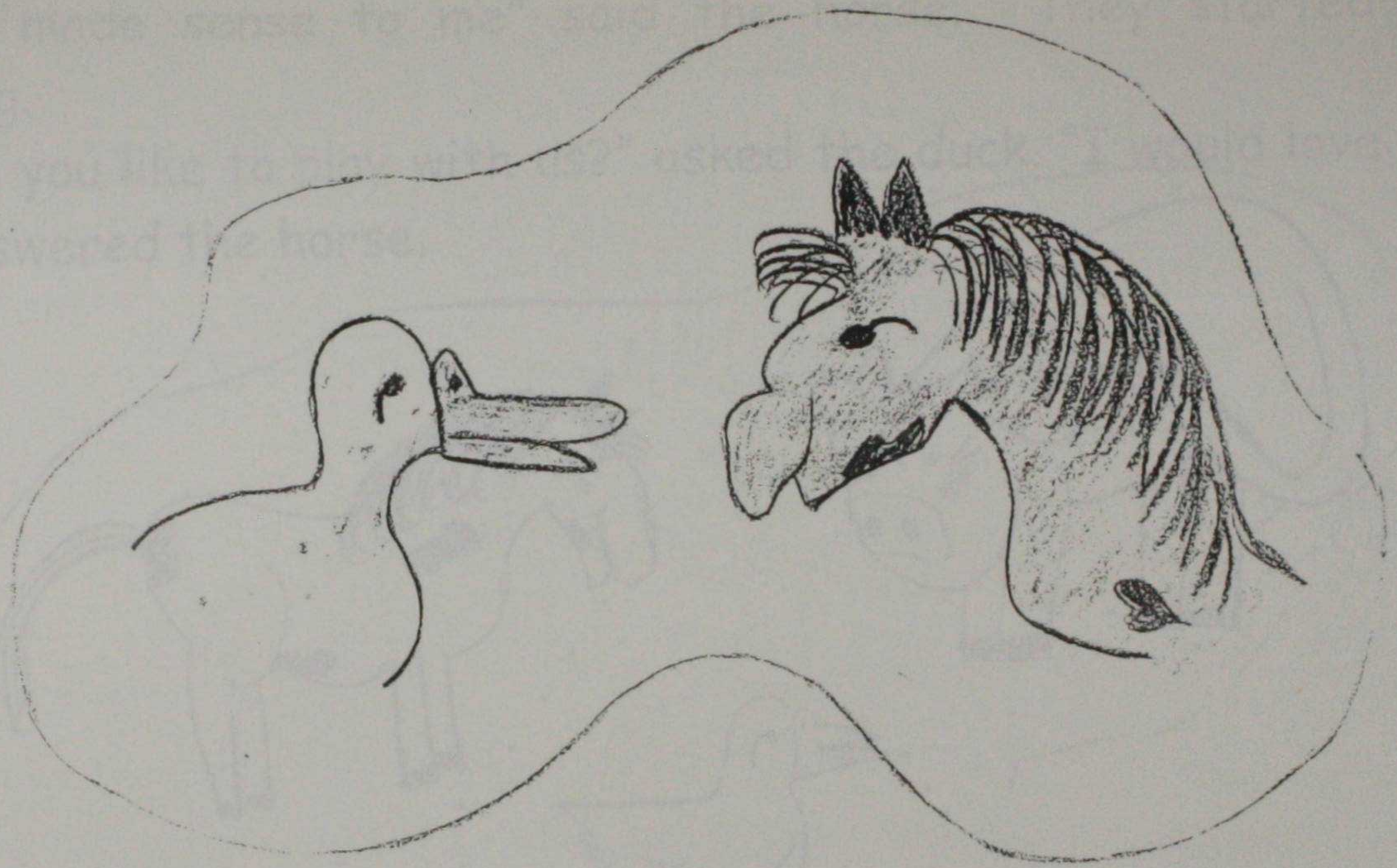
The horse started thinking for a while and he understood what the cow was saying. "It all makes sense," he thought.

The next day the horse saw them and came close. "Can I talk to you, duck?" said the horse.

"Yes," said the duck with a shy voice.

"I need to apologize for everything, I am sorry, I was confused and I want to be your friend. Could that be possible?" asked the horse.

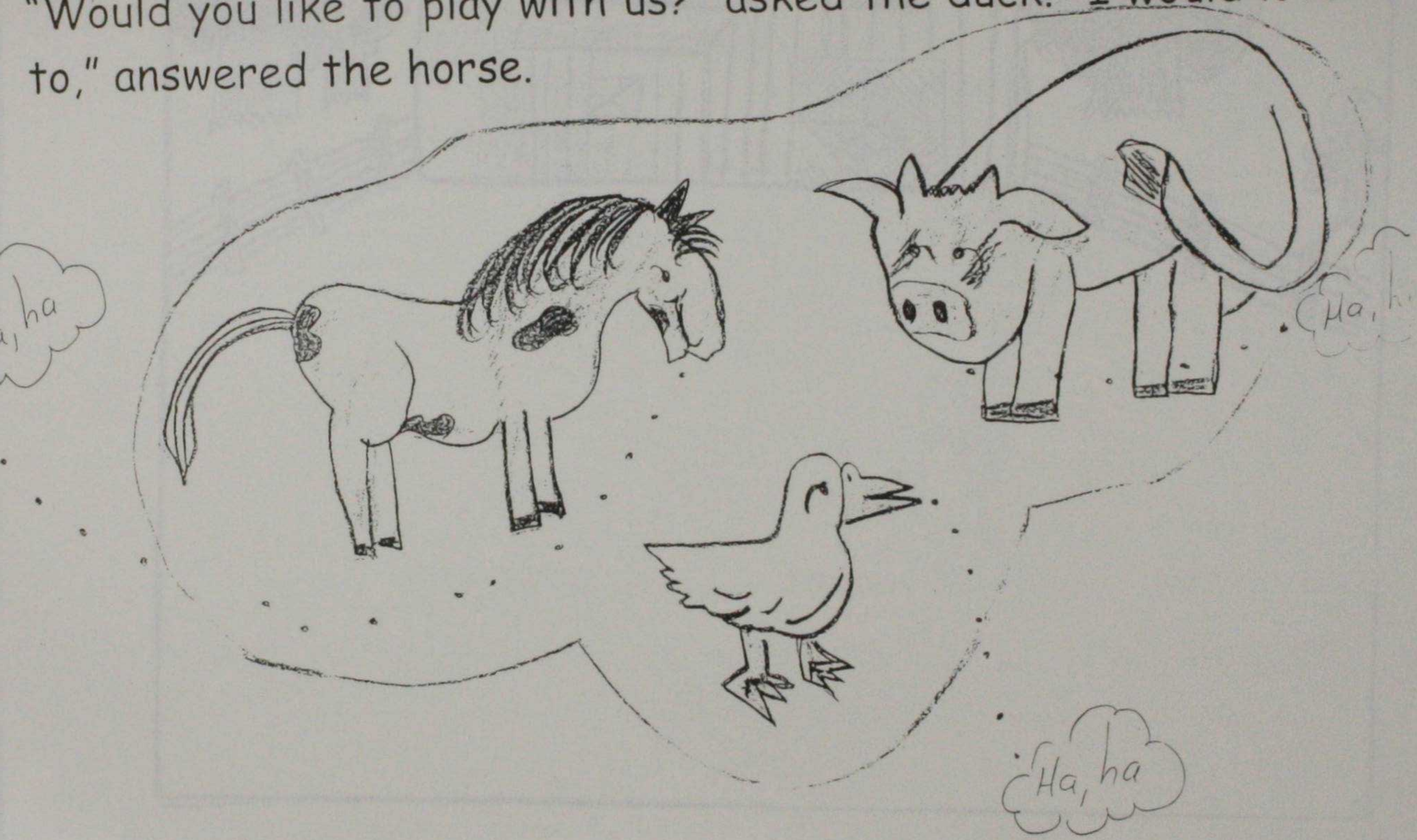




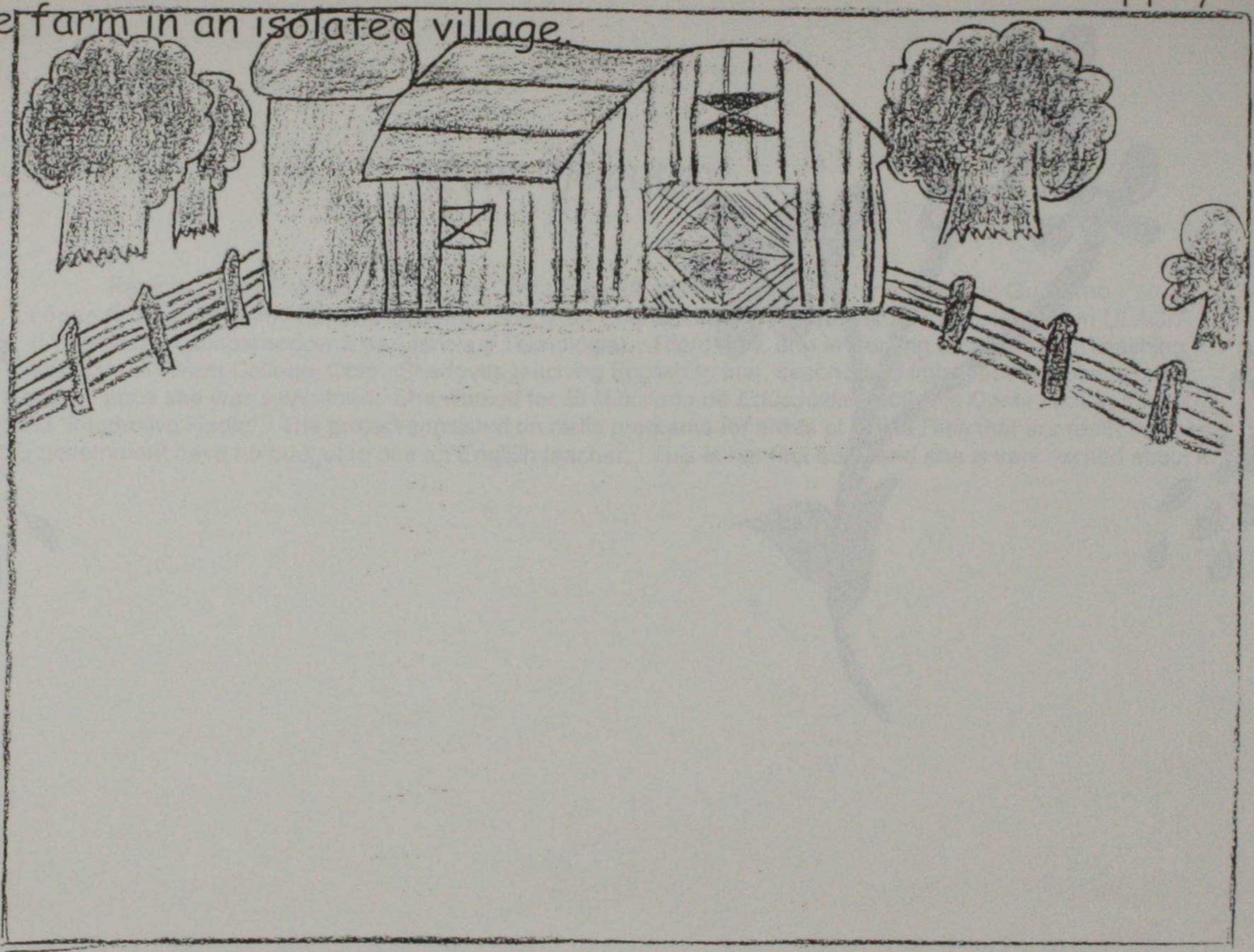
"Yes, I think so, but I still have a question, what made you change your mind?" asked the duck with an intrigued voice.

"It all made sense to me" said the horse. They started laughing.

"Would you like to play with us?" asked the duck. "I would love to," answered the horse.



Since that day they became best friends and lived happily in the farm in an isolated village.



About the author

Patricia López Estrada was born in Costa Rica 22 years ago. Her parents are Luis Guillermo López Acón and Noemy Estrada Saborío. She is an English teacher, professor and translator from ULACIT (Universidad Latinoamericana de Ciencia y Tecnologia). Right now, she is working as a Spanish Teaching Assistant in Hiram College, Ohio. She loves teaching English to first, second and fifth graders. She is been teaching since she was seventeen. She worked for *El Ministerio de Educación Pública* in Costa Rica in a project called "Interactive Radio". The project consisted on radio programs for areas of Costa Rica that are really poor and the government have no budget to hire an English teacher. This is her first book and she is very excited about it.

TEACHER'S GUIDE

Patricia López Estrada

Children Literature
Professor: Carolyn Andrews
December 4th, 2000

Teacher's Guide

Title: Boundless Grace

Author: Mary Hoffman
Illustrator: Caroline Binch
Genre: Multicultural and International Literature
(Historical Fiction)
Level: Intermediate

Summary:

Grace cannot understand why her family (mother, nanny, and her) is not like the other nuclear families (father, mother, and children). She misses her father. He is married with another woman in Africa and he has two other kids. He sent for Grace so they can spend sometime time together. When she arrives in Africa she is a little bit grumpy, but after a while she loves it. She has a great time in Africa not only because she gets to learn about African culture (food, costumes, etc), but also because she gets to know her father. At the end, she understands that *"families are what you make them"* as her nanny says.

Before reading:

1. Present the book to the class.
2. Ask students why they think about Afro-American people.
3. Let them know that the book is international and multicultural.
4. Explain possible term that are in the book and that you might know students will not know.
5. Make a quick review about where America and Africa is; use a map pasted on the blackboard so students will not be lost during the reading aloud session.

Discussion questions:

1. How would you classify the kind of family of Grace?
2. Who were the characters in the story?
3. What can you say about Grace not having a father? Not having a "real family"?
4. What facts or ideas show that Grace was feeling uncomfortable in her family? What did she feel her family was not fitting in society?

5. What do you think, "families are what you make them" mean? Can you give some examples?
6. How would you compare Grace living with her mother and nanny and she living with her father, his wife and his new children?
7. What changes would you do Grace's situation?
8. What conclusions can you draw after reading the story?
9. What would happen if mother and father's Grace were still together?
10. Why does Grace's situation happen? Why does people breaking up hurt others?
11. Do you know of everyone who has experienced the same as Grace?
12. What is your opinion about Grace's father? Does he have the right to be with someone if the first relationship did not work out?
13. Suppose you are Grace, what would your reaction be for all these events?

Creating and Extending:

1. Role play the story
2. Compare the story to something that can be related to you.
3. Bring a psychology or a counselor to explain the history of family and why its patterns are changing so sharply.
4. Create a new ending for the story.
5. Create new illustrations for the story.
6. Create a different setting. How does that change the story?
7. Make the story not be international.
8. Write an article about what you though of the story.
9. Write your own version about the story.
10. Change the characters in the story and tell the story from a new perspectives.

Related titles:

1. A Child's Journey Through Placement by Vera, MD Fahlberg
2. My parents are Divorced, Too: A Book for Kids by kids by Jan Blackstone
3. Amazing Grace by Mary Hoffman
4. Starring Grace by Mary Hoffman

Teacher's Guide

Title: Wilfrid Gordon Mc Donald Partridge

Author: Mem Fox
Illustrator: Julie Vivas
Genre: Modern Fantasy
(International literature)
Level: Intermediate

Summary:

Wilfrid Gordon McDonald Partridge lives next to a nursery home. He has some friends such as Mrs. Jordan, Mr. Hosking, Mr. Tippet, Mss. Mitchell and Mr. Drysdale. They all have some special that he likes, but her favorite one is Miss Nancy Alison Delacourt Cooper. He likes her just because she has four names as he does. He finds out that she's lost her memory. So he asks his friends what a memory is. After that, he stars looking for it and he takes everything to her. And it worked because thanks to all the thinks he brought to her she recovers her memory. All the different things made her remember her own life.

Before reading:

1. Present the book to the class.
2. Talk about the Australian author Mem Fox.
3. Explain that this is the second book she wrote and it has her father's name: Wilfrid Gordon McDonald Partridge.
4. Explain to the students that the book is international.
5. Make a quick review about where Australia and Africa is; use a map pasted on the blackboard.
6. Talk about nursery homes and elderly people.

Discussion questions:

1. What fact show that Miss Nancy was Wilfrid Gordon McDonald Partridge's favorite friend?
2. Who were the characters in the story?
3. How would you contrast all the characters in the story?
4. How would it be if you live next to a nursery home?

5. Do you have friends that are elderly people? How do you treat them?
6. Do you agree with Wilfrid Gordon McDonald Partridge's actions?
7. What do you think of people who do not take elderly people into consideration?
8. How is the story related to real life?
9. What conclusions can you draw after reading the story?
10. What motive is there to make Wilfrid Gordon McDonald Partridge look for Miss Nancy's memory?
11. Name another ways to describe memory that you think the author could use?
12. Could you analyze the actions of the characters in the story?
13. What changes would you do to Miss Nancy's problem?
14. Do you know of everyone who has experienced the same as Wilfrid Gordon McDonald Partridge?
15. Suppose you are Wilfrid Gordon McDonald Partridge, what would your reaction be for all these events?

Creating and Extending:

1. Role play the story
2. Compare the story to something that can be related to you.
3. Create a new ending for the story.
4. Create new illustrations for the story.
5. Create a different setting. How does that change the story?
6. Write an article about what you though of the story.
7. Write your own version about the story.
8. Change the characters in the story and tell the story from a new perspectives.
9. Make a comic strip for the book.
10. Compose a song for the story.
11. Imagine you are one of the characters. Write a journal of your daily activities.
12. Make a poster advertising the book.

Related titles:

1. Who cares about Elderly People? by Pam Adams

BOOK LOG

Patricia López Estrada

Children Literature
Professor: Carolyn Andrews
December 4th, 2000

Title: Truck *
Genre: Picture Book

Author: Donald Crews
Illustrator: Donald Crews
Level: Beginner

Short Summary: The story is about a truck, which has to deliver bicycles. The story begins when the bicycles are being loaded into the truck and then it describes all its way such as going through a tunnel, going to a gas station, going trough a rainy day, going in a very crowded highway, going East till it finally arrives at its destination and the bicycles get save.

Classroom users:

- Social studies: Talking about the importance of trucks in highways.
- Language Arts/Social studies: Describing trucks in general.
- Movement/Interpersonal: Pretending you are a truck. Drive all the way they truck did.
- Art: Drawing or creating a truck.
- Music: Listening to horns of trucks.

*** Award Winning Picture Book (Caldecott)**

Title: The Snowy Day *
Genre: Modern Fiction

Author: Ezra Lack Keats
Illustrator: Ezra Jack Keats
Level: Beginner

Short Summary: Peter woke up one day and it was snowing. So he went out and started playing with the snow. He is fascinating with the snow. He likes the crunch that the snow makes. He made snow angels and snowman and then he tells her mother everything he did in the snow. He dreamed the sun has melted all the snow; however, when he woke up the snow is still there.

Classroom users:

- Social studies: Talking about snow characteristics.
- Language Arts/Social studies: Writing a letter about snow experiences.
- Movement/Interpersonal: In wintertime going outside to play with the snow and having students make snow angels and snowman.
- Art: Drawing things you can do with snow.
- Music: Listening to Christmas songs.

*Award Winning Picture Book (Caldecott)

Title: Anna's Garden Songs
Genre: Poetry

Author: Mary Q. Steele
Illustrator: Lena Anderson
Level: Intermediate

Short Summary: The poems talk about different vegetables and all their descriptions. The vegetables are beet, potato, rhubarb, radish, lettuce, carrot and fennel, pea, tomato, cherry, onion, cabbage, leek, herbs and nasturtium. Every single vegetable has its own poem.

Classroom users:

- Social studies: Talking about the importance of eating healthy food (vegetables) Language Arts/Social studies: Describing what kind of food students eat.
- Science: Bringing vegetables to the class, so the professor can explain to the students their characteristics.
- Movement/Interpersonal: Dress up like a vegetable and perform a play.
- Art: Creating vegetable costumes.
- Music: Playing some food music.

Title: The One in the Middle is the Green Kangaroo
Genre: Contemporary Realistic Fiction

Author: Judy Blume
Illustrator: Amy Aitken
Level: Intermediate

Short Summary: The book talks about Freddy Diesel and his problems; that is, his older brother and younger sister. He is in the middle and he hates that because nobody pays attention to him. So he decided to participate in a play in which he has to the green kangaroo. At the beginning, the teacher in charge of the play refuses to have him, but then she accepts him and he is very happy about it. The play is a success and the end he does not care anymore about his problems because he was the green kangaroo.

Classroom users:

- Social studies: Understanding your place in your family.
- Language Arts/Social studies: Talking about how it feels to be in the middle or being the youngest, oldest or even being the only son/daughter in a family.
- Science: Talking about animals such as kangaroo.
- Movement/Interpersonal: Pretending you are a kangaroo and jumping all over the classroom.
- Art: Drawing your family.
- Music: Playing some music from a play.

Title: Dragon Parade
Genre: Multicultural and International Literature (Historical Fiction)

Author: Steven A. Chin
Illustrator: Mou-Sien Tseng
Level: Intermediate

Short Summary: The story talks bout Norman Ah Sing and how he came to "The Land of Golden Mountains" (America) 150 years ago. He came to America because he was having economic problems. He starts running a grocery story because he was supposed to find gold in the mountains of San Francisco, but it was very hard to find it. At that time the community of Chinatown (where he lives now) star getting ready for the celebration of New Year. Norman decided to make a big fest in his house and the community has this beautiful dragon parade and they invited all the people from San Francisco instead only Chinatown people. The activity was a success and since then it has been celebrated the same way.

Classroom users:

- Social studies: Talking about Chinese culture, specially the Lunar Year celebration (New Year Celebration).
- Language Arts/Social studies: Writing about Chinese costumes, food and traditions.
- Movement/Interpersonal: Performing a parade.
- Art: Making dragon costumes.
- Music: Playing Chinese music.

Title: Are you There God? It's Margaret
Genre: Traditional Literature

Author: Judy Blume
Illustrator: None
Level: Advanced

Short Summary: The novel talks about Margaret Simon. She's almost 12 years old and her family moved from New York to New Jersey. She talks to God and asks him for favors during the whole novel. She has no religion. Her father is Jewish and her mother is Christian. Her parents had a lot of troubles because their families did not want them to get together. So, they kind of leave her the right to decide what her religion will be. She met three girls and they become very close. They even have their own club. They have some doubts as everybody else at that age like kissing, having menstruation, etc. There is a certain point when she gets confused about religion and stopped talking to God. She is under a lot of influences: her friends, parents, grandparents and the like. All her friends, except one, have gotten their periods, so she finally gets it and stars talking to God again.

Classroom users:

- Social studies: Understanding different religions around the world.
- Language Arts/Social studies: Writing about how the book makes you feel.
- Science: Discussing biological human process such as menstruation.
- Movement/Interpersonal: Act out the story, paying close attention to friendships and relative relationships.
- Art: Write a different conclusion for the story.

Title: Why is mommy's tummy so big?

Authors: Diane Melvin (Clinical Child Psychologist)
Dr. Gwyneth Young
Pediatrician

Genre: Informational Book

Illustrator: None
Level: Beginner

Short Summary: The book talks about possible questions children might have about life. The book has questions such as why I can't remember being born, why do boys and girls look different, why does my big brother like girls, why do grown-ups kiss for so long, among others. The book educates little children in very simple answers. The book is very interesting.

Classroom users:

- Social studies: Understanding the facts of life.
- Language Arts/Social studies: Asking another questions that the kids might come up while the book was being read.
- Art: Drawing what the kids heard in the story.
- Music: Listening to classic or soft music so students can relax and listen to the story.

Title: Once upon time
Genre: Autobiography

Author: Eve Bunting
Illustrator: John Pezaris
Level: Intermediate

Short Summary: This book is about Eve Bunting's life. It describes since her childhood in Ireland till she got married and moved to California with her three children. She talks a lot about her family when she was a little kid. Her children grew up and moved away. She explained she used to write everywhere she was. In the middle of traffic jam, in the theater and sometimes she even wrote on a barf bag. She dedicates the book to her four granddaughters.

Classroom users:

- Social studies: Understanding somebody else's life.
- Language Arts/Social studies: Writing something about you or your life.
- Movement/Interpersonal: Acting out what you wrote in the previous activity.
- Art: Drawing what you wrote about you and your life
- Music: Playing some music for working in a nice and peaceful environment.

Title: The Thee Little Pigs
Genre: Traditional Literature
(Fairy tale)

Author: Paul Galdone
Illustrator: Paul Galdone
Level: Beginner

Short Summary: The story refers to three little pigs. They were poor and they wanted to build a house to live in. The first little pig built the house with straw and a wolf came and blew the house and ate him up. The second little pig built his house with stick and the same happened to him. The third one built it with bricks. So the wolf could not blow it in. However, the wolf was still planning on eating the little pig. And they started playing tricks to each other, but the little pig was more intelligent than the wolf and finally he ends up eating the wolf and living happily forever

Classroom users:

- Social studies: Talking about material used to build houses.
- Language Arts/Social studies: Writing different conclusions for the story.
- Science: Make "paper houses" can stand by them.
- Movement/Interpersonal: Work in pairs and make two groups so that one group can be pigs and the other one can be wolves and then they can play.
- Art: Drawing the story.

Title: Holes *
Genre: Modern Fiction

Author: Luis Sachar
Illustrator: None
Level: Advanced

Short Summary: The story talks about Stanley Yelnats. He is sent to Camp Green Lake, a center of boy juvenile detention. He has bad luck as his family says they have been cursed from the past. He is innocent of what he is being accused. He gests there and the only thing they have to do is to dig in order to "build character" as the warden says. He meets some friends, but he becomes very close to Hector Zeroni, known as Zero. They make a deal Stanley will teach him how to read and Zero will dig part of his hole everyday. However, the others do not like that, so they have a fight and Zero runs away and then Stanley follows him. They become even closer and Zero tells him that he was the one guilty for him being there. When they are back, they start digging a hole and they found a suitcase and the warden wants it but she can not have it first because it does not belong to her and second because they are being attacked by lizards and they can not move. Finally the lawyer of Stanley comes to release him and he finds out that there are a lot of abnormalities in the center. So they take Zero with them. At the end, they become rich and their lives are better, so digging the holes did help them.

Classroom users:

- Social studies: Talking about the environment that people in center, detentions or jail might live.
- Language Arts/Social studies: Writing different feeling they story makes you feel.
- Science: Thinking about the fact of a place without water.
- Movement/Interpersonal: Working in pairs in order to analyze concepts such as friendships, authority, parents, crime and the like. Give examples form the story.
- Art: Drawing the story.

*** Award Wining Chapter Book (Newbery)**

AUTHOR STUDY

Patricia López Estrada

Children Literature
Professor: Carolyn Andrews
December 14th, 2000

Patricia López Estrada
Children's Literature
Professor: Carolyn Andrews
December 19th, 2000

Mem Fox

Personal: Merrion Frances Fox was born on March 5th, 1946 in Melbourne, Australia. She is daughter of Wilfrid Gordon McDonald Partridge and Nancy Walkden. She married Malcolm Fox in 1969. They had a daughter named Chöel in 1971.

Career: Teacher and professor, drama teacher, lecturer, senior lecturer, member of important organizations.

Awards, Honors: New South Wales Premier's Literacy Award for Best Children's Book, Child Study Association of America's Children's Book of the Year, Advanced Australia Award and Australia Day Honours Award, among others.

Writings: Possum Magic, Wilfrid Gordon McDonald Partridge, A Cat called Kite, Arabella: the Smallest girl in the World, Morten Storbjom Alexander Hansen, Hattie and the Fox, Just Like That, Sail Away, Zoo Looking, Oma Possums Zauber-Schau, The Staright Light Wonder, A Bedtime Story, Goodnight Sleep Tight, Guess What?, Koala Lou, With Love At Christmas, Night Noises, Feather and Fools, Shoes from Grandpa, Sophie, Memories, Time For Bed, Tough Boris, Wombat Divine, Boo to a Goose, Guilherme Augusto Araujo Fernades, and Whoever You Are.

Work In Progress: Beach Dog, a story about a boy who finds a lost dog by the sea.

Mem Fox

- ✓ Possum Magic: Hush, Invisible, Magic.
- ✓ Wilfrid Gordon McDonald Partridge: Father, old people.
- ✓ Hattie and the Fox: Hen, Fox, Moo.
- ✓ Zoo-looking: Spend a day in the zoo, tiger, panther, and zebra.
- ✓ Koala Lou: I DO love you!, Sisters, brothers, never, neglected by his mother.
- ✓ Feathers and Fools: Swans, peacocks, when they are in fear they use their feathers differently.
- ✓ Shoes from Grandpa: Shoes
- ✓ Wombat Divine: Christmas: Nativity play, too big, too short…
- ✓ Dear Mem Fox: I Have Read All your Books even The Pathetic Ones: Biography.

Mem Fox likes Australian animals, feelings, good values and morals. Sweet books.

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INTERACTIVE TEACHING

INTERACTIVE TEACHING

This product was done for a class named Interactive Teaching taught by Professor Lucrecia Rojas Campos, M.A. The idea of the course was to use different strategies to gather information from students in order to analyze the students as well as teachers. The methodology of the class was based on journals, lesson reports, and class observation. There were four all together. We were supposed to have sequenced planning. First we created the lesson plans, then applied them, and then we prepared a lesson report, and a journal. Finally, we had to observe a class and write the comments.

During classes, we used different books and articles given by the teacher. Nonetheless, the most important books we used were *Reflective Teaching in Second Language Classrooms* (Richards, 1995) and *Classroom Observation Tasks: A Resource Book for Languages Teachers and Trainers* (Wajnryb, 1996). Book #1 was very useful to develop the journals because this book is very helpful for teachers who want to reflect on their teaching beliefs, approaches and different methods used when teaching a second language.

Richard's book makes teachers realize that there are a lot of ways to collect information in order to know how the language is being taught. They included techniques such as journals, lesson reports, surveys, questionnaires and observation, among others. The main component of the book deals with the interaction taking place between teachers and students. Every single professor has his or her own set of beliefs in regard to teaching, English, learning, the program and the curriculum.

Wajnryb's book is of great use because it guides teachers to classroom observations. The most important part of this book was the application of concepts to the class. For example, one chapter of the book deals with learning styles and the different students in a class. There are task-oriented students that have good discipline, show active participation and usually ask questions about grammar. Another type of students are the phantom students who are rather quiet, need more time with individual tasks such as writing and they only participate if they are called on. There are also social students that are friendly, and like to interact a lot with the teacher and talk about personal experiences. Dependant students are quiet, they seldom start interaction, usually need help from others in understanding tasks and they need more time on individual tasks. Finally, there are isolated students who do not like to share their work, seem less motivated, and often ask permission to go out of class. So after reading, we needed to observe those aspects in the classroom. By doing this, we got to apply all the knowledge in the classroom.

The whole product of this class was of great importance for my professional growth because I learned that even the "best laid plans, do not work out well sometimes," and that I am a human being. Sometimes I do not feel like teaching or that I am teaching wrong. I blame myself and ask, "Is that bad? Does that make me a bad teacher?" I guess I will never finish learning this teaching-learning process, but I do my best every day and try to learn as much as possible. Most of this is done through analysis and interaction in the classroom and mainly through reflection.

Interactive Teaching

Interactive Teaching

Lucrecia Rojas Campos

Patricia López Estrada 220250-3

JOURNAL #1

From September 17th to 19th, 2002

I work in a private high school and I teach all levels from elementary school to high school. This institution is located in Esparza, where I live. I am in charge of English, but the "oral part"; that is, I am the Conversation teacher. English is divided into two categories: Grammar and Conversation. The only group I have to teach Conversation and Grammar is ninth grade, which by the way it's my *"grupo guía"*. a lot of wo

Today, I discovered that students are the same mood everyday; as a consequence, the teacher can use different strategies to teach them. Today I entered to the ninth graders classroom and I changed my way of addressing students. I usually come in and start demanding things from students such as, "*pick up that paper, don't eat in class, throw that coca-cola away, tuck your shirt in, etc.*" Nonetheless, this time I entered the classroom and did not say anything and for my surprise everybody sat down quietly, offered to clean the classroom and started working nicely. Sometimes, you as a person or teacher have this perception or assumption about something, but it turns out that it did not work, or the other way around, you think something will not work and it does. True!

Last week, I was very stressful because I had to organize all the activities for September 15th. I was the coordinator, so I missed most of my classes. So this week was very tough because students lost their "train of thoughts". The students were working on some issues, but I did not see them in a whole week. For some people that might mean nothing, but for a teacher, a week is like a year because you cover a lot of material, make reviews, make practices and keep reminding the students to study and analyze the language. Right! Students forgot what we were studying, so I had to go over a lot of things. It was hard and time consuming and wasting.

Another day I faced a huge problem because the school does not have enough budget to pay two teachers for 4th and 5th grades. Besides that, the low number of students (three students in 4th grade and 6 in 5th grade) helps to the fact that there is only one teacher for the two groups. So the two groups are together and I had to work with the two of them – Terrible! at the same time with different books. For me, it was very difficult to have two groups and teach them English at the same time. I cannot guarantee success or learning at all because I feel that I am teaching nothing. I cannot do anything to improve this situation. They are sat opposite sides and there are two whiteboards in the same classroom, but it is impossible because while I am teaching the numbers to one group, the other one is working on animals. The problem starts when the two groups start talking among themselves. The situation is getting out of control. I work very slowly. I'm so sorry!

On seventh grade, I had major problems with a student. She did not like my class or English in general. She was forced to be in that high school because she was expelled from four other ones. So this was her last chance to study. Her parents were very concerned what? about her reaction, so they kept coming to the high school to check that everything was going all right with her. Well, it was not; she was a very problematic student. She comes to class late, does not do anything; however, there is something funny about all this and it is the fact that she speaks perfect English/ Anyhow, we had a lot controversy, she hated me why? and I was very worried about her situation and I kept telling myself, the principal, her and her parents that she need to change, otherwise she was going to fail the class. After, giving it some thinking I said to myself, "well, maybe she does not need to change, maybe I need to change my attitude towards her and thex way I treat her in class." So yesterday I came in and tell her, " see, Karen, I am very busy right now and I have to teach this class. I know that you are good at English, this is what I have to do for today and I was wondering if you wonderful!!! can give the class?" Her eyes were sparkling, they went wider and brighter. She said, "Well, I think I can do it." She worked beautifully. She took care of the whole classroom; she helped everybody. After that, she became my assistant. She totally changed and she looks at me differently. She looks at me with a tenderness and special something in her eyes. She has been like this for two entire days and she is very moody and bad-tempered. So that is a total success for her. Great!

Today it was a terrible day for me. I feel so frustrated because I feel unsatisfied with my work. My students of ninth grade, their discipline is the worst and I swear God I have done almost the impossible to work on that aspect of education, but none of that has worked. They are out of control and the more I tried to face the problem, the worst it gets. A couple of weeks ago, I bought a tablecloth for the teacher's table and some flowers and a lot of rewards and they do not care about planning materials for them, or about English or about a thing. I do not know of they are lacking motivation or if they do not like the subject, or me or what. I talked to some of them, and they did not give me specific answers. I feel useless in the classroom, they laughed at me sometimes and I was very strict with them and then I said I'd better be less strict and try to be her friend and socialize with them, but then they did not know the difference between being a friend and a professor. I have tried everything and I am not getting any positive results. I know that discipline and motivation go hand and hand and it is very important for the students to be motivated because then they will learn more, better and faster. I do not know what to do. I am fed up with their behaviors and I thinking on quitting my job because I feel like my work is not being appreciated and I feel depressed because the more I try to work things out, the worst they get.

Don't give up! Keep trying different strategies to get their attention. Look what you achieved with that one problematic student!

Spt.

Interactive Teaching

Lucrecia Rojas Campos

Patricia López Estrada 220250-3

LESSON REPORT #1

This class is for second graders. We are studying seasons and its characteristics. Students are presented the different seasons and they have to describe what happens in each season. We are also talking about weather conditions, the verb "to be" and nouns with its corresponding adjectives like sun, sunny, rain, rainy, wind, windy, cloud, cloudy, snow, snowy and some others. Students were already presented to the topic in the last class, now I need them to practice and produce what I taught them. So for today I had a series of written practice for students to apply it in communicative activities. The main goals of my lesson were for students to talk about weather conditions and seasons.

I had classes with them at 9:05, right after the break. Nonetheless, I had a meeting during the break for the activities to be carried out on October 12, but it went longer that what it was supposed. So I got to class 20 minutes after the break. At the beginning, I thought of writing the practices on the board, but after the meeting I decided to photocopy all the materials. When I got to the classroom, it was a mess. So I spent a couple of minutes to clean it up and to settle students. You as a teacher do not take into account these things. In addition, I spent more time collecting the money to pay for the photocopies. At the end, I had to omit some activities because of time. The materials I brought to the class, I was afraid they were too complicated for the students, but they worked out perfectly. I had some problems with the photocopies because some of them were not very clear, especially the crossword puzzle. Students liked the activities because they were challenging. Students learned to pronounce the seasons and all the nouns and adjectives. We did not have time to practice them as much as I would have wanted. If I had to teach the same class again, I will probably make sure that I will be there earlier so I can have the necessary time for all the activities I planned. I think I definitely would change the written practices

it never ends!

for oral ones, in which students were faced with more real situations. I will bring activities more interactive, in which students could use the language more. After I left the class, I was thinking that a nice, creative way to practice this topic could be to bring real magazines or newspapers with forecast about weather. I could even get English papers for the students to get familiar with the different drawings for the weather conditions. Or perhaps, create a game in which students have to relate, the word and sound with a drawing.

Have So looking for this kind of material

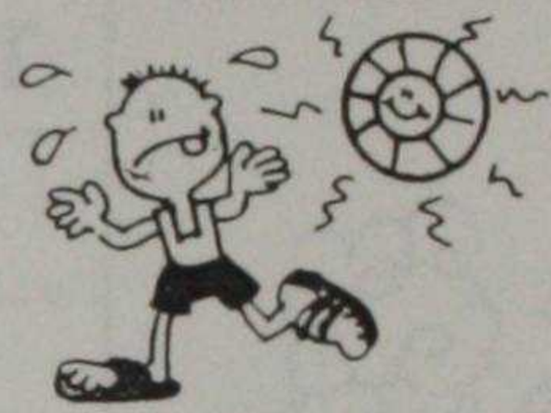
Very nice!
5pts

It is sunny today.

1

It is hot today.

2



It is windy today.

3

It is cloudy today.

4

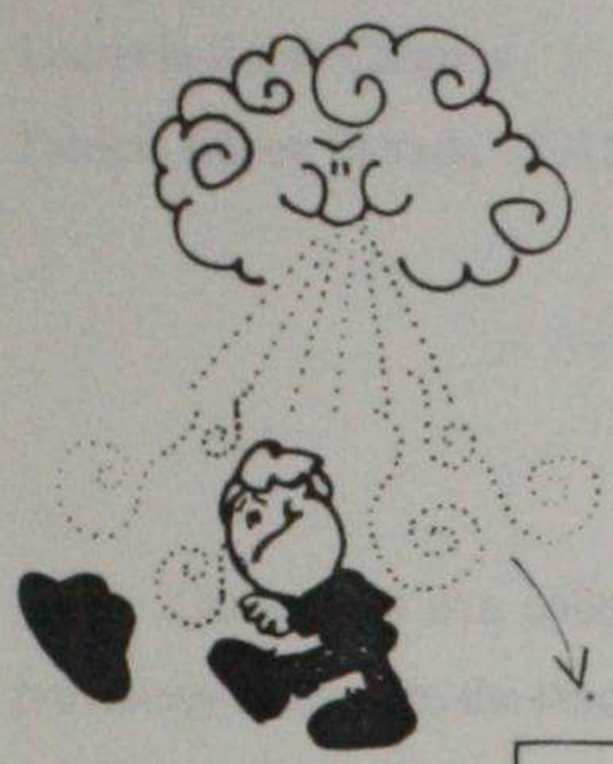
It is snowy today.

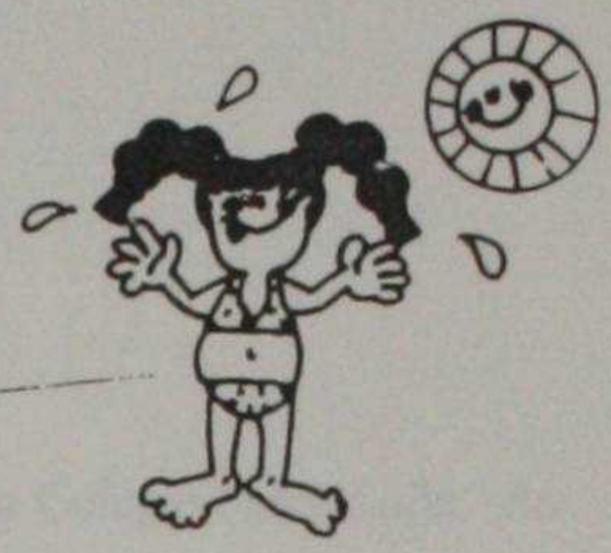
5

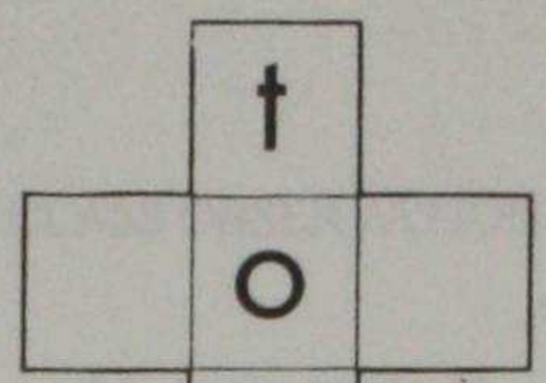
It is smoggy today.

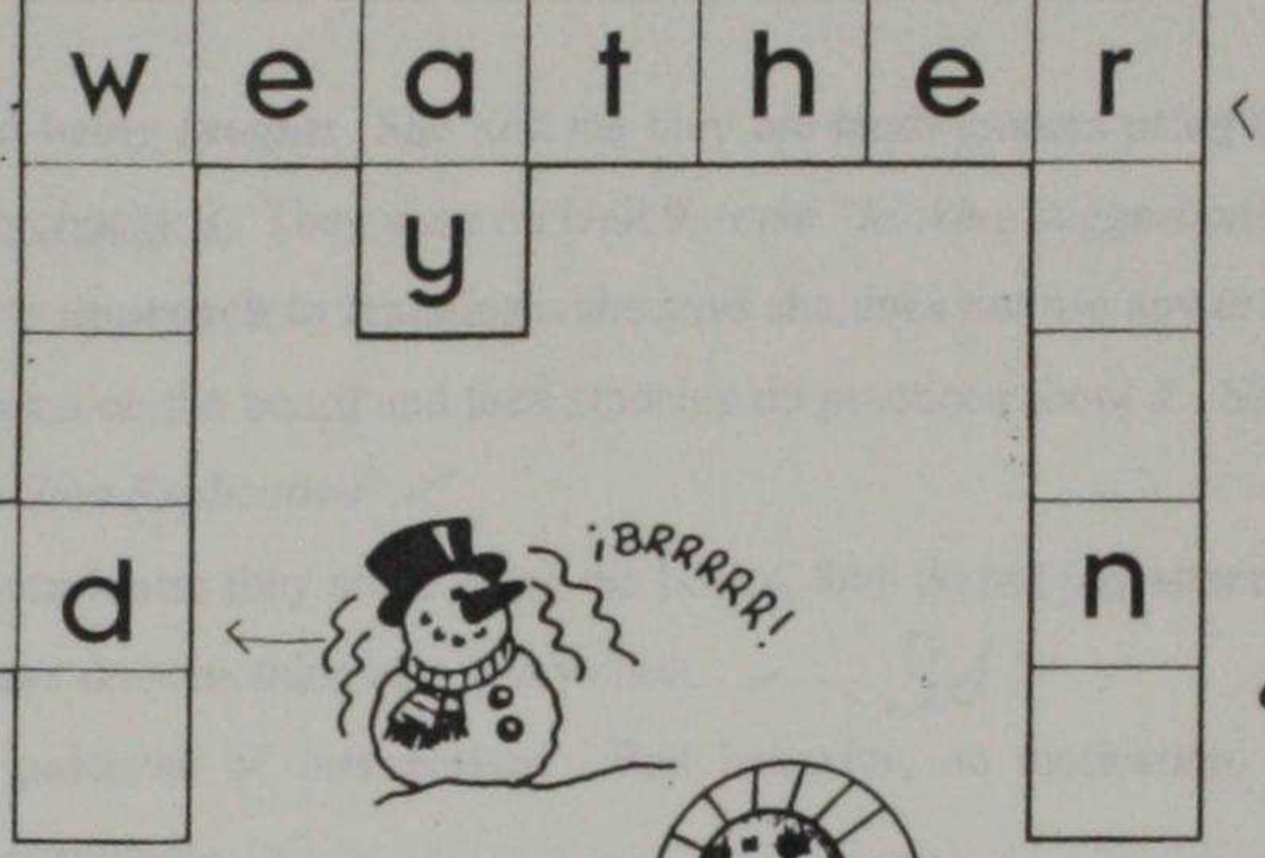
6

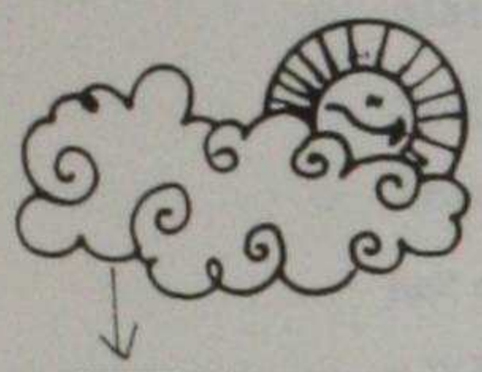
COMPLETE THE WEATHER CROSSWORD PUZZLES.

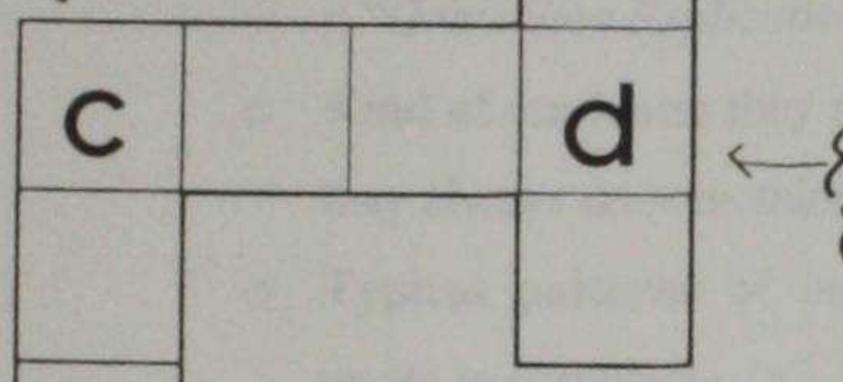


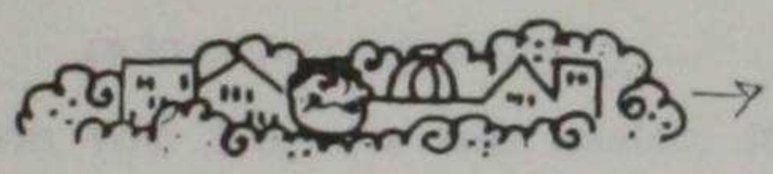


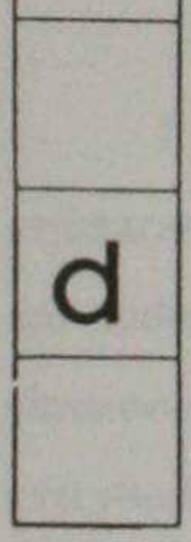


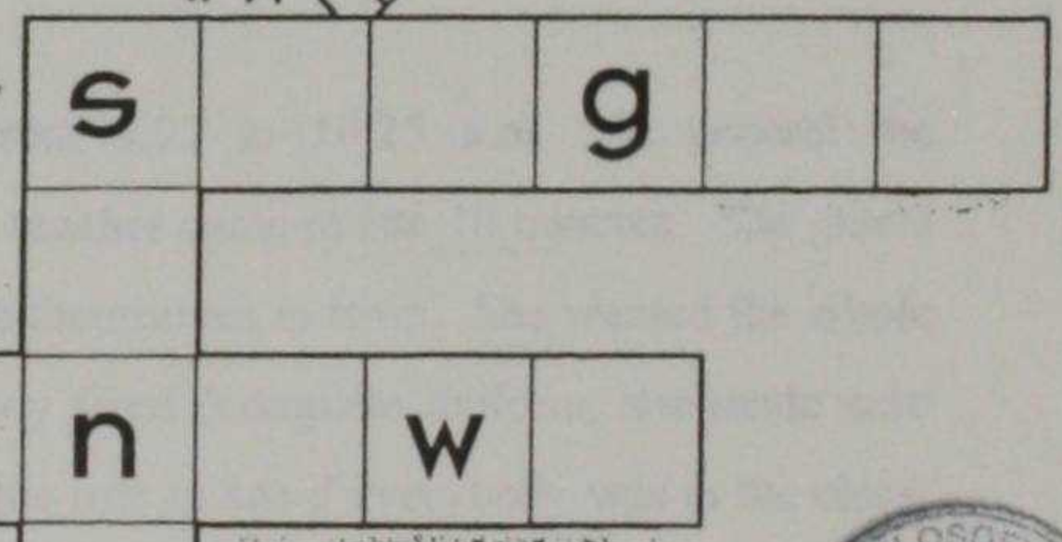












Interactive Teaching

Lucrecia Rojas Campos

Patricia López Estrada 220250-3

CLASS OBSERVATION #1

The teacher is a colleague from my school. She works in Colegio Santa Sofia. So previously I talked to the teacher and asked her a couple a questions as follows:

- **Material being taught:** She told me they are tenth graders using the book *New Interchange 3*. They were on Unit 9, topic *"Making suggestions"*.
- **Teacher's approach to teaching:** she says she does not use any at all. She just explains on the board and then students do practices about it. She called it "*Gramática Explicativa*".
- **Kind of students:** they never bring the books, they do not pay attention, and they always do something else in my class. God!
- **Typical patterns of interaction:** Bad behavior, no motivation, no one wants to participate.
- **Class participation:** minimal, only when I force them to come to the board or to answer a question.

I was with them for two lessons, from 9:05 to 10:25 a.m. In general the organization of the class was the following, the teacher came in late 10 minutes. She greets the students and orders them to sit and organize themselves in rows. She wanted the whole classroom to be nicely organized and everybody fixed (complete uniform, she made sure everybody bring their books, etc.). She called the role to see if everybody was in the class. She writes the date on the board. Everybody talks and seems not to be paying attention. She starts making a review of the last unit (8) and its most outstanding grammar points. They were "*would prefer*" and the usage of "*get*" and "*have*". She speaks in Spanish during the whole class. She starts presenting the new topic, "*making suggestions*" and she why?

says there are four ways to present it. She says she is going to explain them and then they will be doing some practices. The first one is making suggestions by the use of gerunds,

How about…
What about… + a gerund (ing form)
Have you thought about…

Students do not pay attention to her; they are some place else. The teacher just comes in front and star explaining grammar and grammar and students write and write. It seems to me that they do not even understand what they are writing. They just write and write. They teacher asks for some volunteers to give examples. She corrects students that come to the board, but she does not correct the rest of the class. In the middle of the class, the janitor stopped the class and gave some information to the teacher. Then the teacher continues with the second category in order to make a suggestion.

Boring!

It might be a good idea to … + an infinitive
One thing you could do is…

She writes that on the board and then she translates it into Spanish. She calls for some other volunteers to give examples. Then a group of 5th grade interrupted the class because they were selling numbers for a raffle in order to raise some money for their classroom. So the class stopped and waited till everybody was done. That took about 10 minutes. Then the teacher presents the third way of making suggestions,

Maybe you could… + (base of the verb)

Students are very quiet and nice and everybody writes. Students are talking among themselves. They do not pay attention. The class looks boring, very monotonous. Finally, the teacher presents the last, but not least way of making suggestions:

I bet!

Using negative questions
Why don't you…? + verb (ing)

8 CONVERSATION

A Listen and practice.

James: This has got to stop! Another Friday night without a date! What can I do?
Mike: What about looking through the personal ads in the newspaper? That's how I met Stephanie.
James: Actually, I've tried that. But the people you meet are always different from what you expect.
Mike: Well, why don't you join a dating service? A friend of mine met his wife that way.
James: That's not a bad idea.
Mike: Also, it might be a good idea to check out singles' night at the bookstore.
James: Yeah. If I don't find a date, at least I might find a good book!

B ***Class activity*** What are some other good ways to meet people?

9 GRAMMAR FOCUS

Suggestions

With gerunds
What about looking through the personal ads in the newspaper?
Have you thought about . . . ?

With infinitives
It might be a good idea to check out singles' night at the bookstore.
One thing you could do is (to) . . . .

With base form verbs
Maybe you could go to a chat room on the Internet.

With negative questions
Why don't you join a dating service?

A Match each problem with the best suggestion. (More than one answer is possible.)

Problems	*Suggestions*
1. How can you build self-confidence?	a. be more socially active
2. What can help improve your memory?	b. see a hypnotherapist
3. How can you stop overeating?	c. try meditation
4. What can help you sleep better?	d. take a class
5. How can you be happier?	e. play concentration games
6. What can help you relax?	f. exercise more

B ***Group work*** Take turns asking and answering the questions in part A. What other suggestions can you think of for each problem?

A: How can you build self-confidence?
B: Well, what about taking a class in self-improvement?
A: That's a good idea. What else?
C: Well, another thing you could do is . . . .

5 ***Make at least one suggestion for each of these problems.***

1. I never have any energy, so I can never do anything except work. I sleep all weekend, so don't tell me to get more rest!

   Have you thought about *taking an aerobics class?*
   Some people say exercise gives them more energy.
   Another thing you could do is improve your diet.

2. My problem is a constant backache. I just don't know what to do to get rid of it. I had someone give me a massage, but it didn't really help.

   Maybe you could _____

   _____

   _____

3. My doctor told me to get more exercise. She strongly recommended swimming, but I find swimming so boring! In fact, aren't all sports boring?

   Why don't you _____

   _____

   _____

4. I'm very sociable, and I have great difficulty saying "No!" I end up doing things every night of the week – going to parties, discos, the movies. I'm so tired!

   It might be a good idea _____

   _____

   _____

5. I like to be a good neighbor, but the woman next door drives me crazy. She's always knocking on my door to talk for hours. And whenever I go out into the yard, she goes into her yard – and talks for hours!

   What about _____

   _____

   _____

6 ***Write questions for speaker A using the passive with have or get. Then write responses for speaker B using the expressions in the box.***

What about . . . ?	Why don't you . . . ?
Have you thought about . . . ?	Maybe you could . . .

1. organize a wedding reception

A: *Do you know where I can have a wedding organized?*

B: *What about calling Weddings Unlimited?*

2. repair a bicycle

A: _____

_____

B: _____

_____

3. lengthen pants

A: _____

_____

B: _____

_____

4. fix a camera

A: _____

_____

B: _____

_____

5. replace a watch battery

A: _____

_____

B: _____

_____

6. enlarge a gold ring

A: _____

_____

B: _____

_____

Interactive Teaching

Interactive Teaching
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JOURNAL #2

This week I had some really good news. I was feeling very frustrated because of the attitudes of some students and parents. Sometimes I got this feeling that they expect a super teacher. Am I supposed to be a super teacher? I do not know about that, what I know though is that I am just a regular normal person trying to give the best of myself. I know that as a teacher you are supposed to come to classes with the best of your smiles, but sometimes I am very tired. I get tired and I know that I cannot blame students because I am doing many things at the same time, but they have to understand and be more considerate with me because I am a person. Sometimes I do not feel like teaching. Is that bad? Does that make a bad teacher? You're just a human being!

Anyhow this week, I have had a lot of rewordings and incentives that have made feel better. Somebody once said to me, "education has very bad moments and experiences, but there are more that are good and makes you feel happy". The person was right. There was this student I had a lot of problems with. Well, this week he came to me and apologized and he wrote me this beautiful letter. I even pasted in the wall because it meant a lot to me. He wrote to me that I was the best teacher ever. He is very advanced and he knows a lot of English. I do not blame him; he gets bored in my class and start bothering the rest of the class. It was always my mistake I guess because I should have brought extra materials for him to work on other things that he does not know. This week I did, I brought it some reading that I am teaching in my literature class in the CUP (Colegio Universitario de Puntareas) and he worked beautifully.

On the other hand, a mother came to me and apologized because she thought that I was the one guilty about something that happened to her daughter and it was the other way around. She believed what her daughter said and she came to the high school and started yelling at me. Then she researched better and her daughter confessed and she apologized with me, of course after yelling at me, but it still counts.

What!

I cannot blame students for their attitudes. Students carry out a lot problems in their houses and the only place they can explode is in the high school. During one lesson this week, I was working with ninth graders and suddenly one student started bothering, swearing and did not want it to work. I said, "please, be quiet and work". He would not listen to me, he wanted to have mine as well as the classes' attention. Suddenly, he stood up and says, "Well, if nobody wants me and since I cannot do what I want, I am out of here." And he left without even saying another word. I was surprised of his reaction. I found the guy crying in the psychologist room later. He had had some problems with his father. I was very angry because of they way he reacted in my class, but then I realized that guay! it was not me. It was a lot other things he had in his mind. Sometimes students just need comprehension and love. Nonetheless, sometimes I feel like that it would be like spoiling them. There should be a balance in between. I have not found it yet. Hopefully I will one day and when I do, I will be the cleverest teacher on earth. Go Let me Know!

I have come to the conclusion that the group dynamics varies in different situations and groups. I cannot do certain things with ninth graders because it will have the opposite result. If I leave some students out of class when the bell rings and they come in late, they will stay out and they will lose the lesson and they would not care, so I have to use other strategies. However, with eight graders, they are more manageable it that sense. The other day, I closed the door and like 10 students were out because they come in like 15 minutes late after the break. So we did a class work that value 10%, and they missed those points. For my surprise, next class, everybody was inside the classroom and it was 5 minutes before the break ended. They learned the lesson, which was very nice and it was my main objective: teaching to be on time for my class. ✓ You got it!

What is wrong with the students? I pushed to speak in English and learn and communicate, but they do not want it. I motivate them , have a very nice atmosphere in the classroom and they still do not want. One day, I told them well, from now on everybody who speaks in English will get extra points. The next day I had an activity and everybody spoke in English and the whole classroom was a total success. I felt some nice and satisfied with their work. I came home and wrote a beautiful card for them and I gave them to them the next day. They told that they loved the activity and they felt very comfortable. They recommended me to do more often. That was another rewarding and beautiful experience. —

They will appreaciate you when they getolder!
I think you do a wonderful job!

5 pts

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LESSON REPORT #2

This class is for eleven graders in high school. We are studying clauses and its characteristics, all kind of clauses: noun clauses, adjectives clauses, etc. Students were presented the different clauses. Students were already presented to the topic in the last class, now I need them to practice and produce what I taught them. So for today I had a series of written practice for students to apply it in communicative activities. The main goals of my lesson were for students to apply the knowledge about all the studied clauses.

I had classes with them at 7:30, right in the morning in the first lesson of the day. When I got to the classroom, it was a mess because they have spent one day without seen their classmates. So I spent a couple of minutes settling students. You as a teacher do not take into account these things. In addition, students came in late. Finally I was ready to start my class when the psychology and the principal came in. On Friday, which is the only day I do not work because I have to come to the university, the principal passed a *"circular"* saying that the first two lessons of Monday morning were for a special orientation for eleven graders for the Bachillerato exams. I was completed *"atada de manos"*. I felt as it my work was not valued. Besides that, communication was missing. The passed the document the only day I missed and I come to classes with something nice and well prepared and then I cannot do it because of something else. Something that I cannot reach because it is bigger than me. So they left 10 minutes before the break. So I had to spend another 5 minutes keeping students quiet. By that time it was already break. So I told to bring the exercises as homework and then we will check them in classes. That was an interaction decision because I had already planned the activities, but I was faced to another circumstance so I had to change that, be flexible, erase my plans and come up with something totally different.

Sorry, but these things happen.

5 pts

At this point students are participating a bit more. The teacher continues to speak Spanish . she keeps recalling that the students should learn this because it will be on the test. So they'd better understand and practice it. Once students are presented all the material, they are assigned to do the exercises on the workbook, pages 53 and 54. There are only grammar exercises. Some students simply do not work. The students are given some time to finish the exercises and then the teacher checks them orally. The teacher explains some vocabulary and terms unknown to the students. She clarifies some doubts. The teacher keeps on doing written exercises about making suggestions. The teacher had a good time management. Students were not very active during the task. Students and the teacher only use L1. Everybody worked individually. The teacher makes some grammar, and pronunciation mistakes. The closure of the class was simply, she finished and everybody left the room.

Good things about this experience:

- You can't give up with that group of yours, you are giving so much to them.
- you are a wonderful, responsible teacher.
- you take your job very seriously, while others do not.

5pts!

Interactive Teaching
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Class Observation #2

- **Kind material being taught**: Unit ll of New interchange. Students were studying the passive voice in present and past.
- **Teacher's approach to teaching**: CLT (Communicative Language Teaching).
- **The Kinds of students in class**: five of them are low, 15 intermediate, and 2 are advanced. Students come from different backgrounds and different schools and high schools. That is why the level of proficiency varies.
- **Typical patterns of interaction:** students usually do not follow teacher's attention, sometimes they come in late and do not bring their notebooks with them.
- **Class participation:** it is good sometimes and some other students do no like to participate that much.

This is private high school. They are ninth graders. I was observing the class for 2 lessons. The class started at 9:05 a.m. and it finished at 10:25 a.m. They were 22 students, 11 male and 11 female.

The lesson started and the students came back from break normally. The teacher had a lot of problems asking students be quiet and sit down. Some students got late from break. The teacher took attendance and some students were out of the classroom. In many cases, one student in particular kept the teacher's attention. The class started after 5 minutes. The teacher asked students to take out the student book. The teacher didn't erase the blackboard, and the information exposed distracted student's attention. The teacher asked inductive questions and the students responded. She was testing some vocabulary. The material that the teacher introduced at the beginning of the lesson did not seem to be coming from a previous unit. The lesson was missing a warning up activity. After 10 minutes, the students seemed to be totally concentrated in this class. The teacher was interrupted and the students took advantage to do mess in the classroom.

When the teacher asked for the vocabulary, the students answered in Spanish. Maybe because of the level they feel more comfortable responding in Spanish. Teacher-student interaction about feedback sometimes is as if the students have previous knowledge. When feedback is given it seems to be given in a forced way. The teacher should analyze or take advantage of the student's input, creativity and frequent interaction. Technology aids used in class were no able to produce enough sound for all the students to listen to the tape. The CD was very low, so students were really paying attention to the CD because they could not hear anything. In the listening activities, the teacher-students and the student-students interaction was acceptable. After the first lesson, one student went to the back of the classroom and tried to rest. Then, when the teacher checked reading practice from the book, some students did not write the homework. Some students participate plenty when the teacher asked answers from the reading exercise. Later on the teacher asked students to write a little paragraph. The teacher explained the forms (passive voice) that should be included in the writing. Students seemed to understand the task. The teacher gave many-linked information in order to support student in the production of the paragraph about Costa Rica. A big percentage of the students were doing the written practice (paragraph). The teacher gave five minutes to do the paragraph. Students had to use structures like, "Spanish is spoken in Costa Rica." Students understand somehow the instructions about the paragraph and what should be in it. Nonetheless, students did not use any structure assigned by the teacher. Afterwards, the teacher explained that learning English is about reading, writing, speaking and listening. Once you have achieved this, you can start communicating. When the students responded to the teacher, they read a paragraph. In most of the cases as said before, the paragraphs did not contain any application of passive voice. The students did a reading activity on page 71 of the student's book. The students were assigned to read and they participated and the teacher gave explanations about reading contextual meaning. One student seemed to be needed some kind of psychological support or a parental-principal- teacher meeting to get some positive results. Orientation department must be involved in student's life. About the homework, the students did not get really interested. The pacing in the classroom was not very good. The class was missing an opening and closure.

What?

Very good!

5pts

Interactive Teaching

Interactive Teaching
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JOURNAL #3

Lately I do not know why exactly had happened in general. I do not know if it is they or I. It is hard to tell. Sometimes I think it is I, but I have to admit that they are doing a great job. Even the ones I thought we are going to be nice, well they are. The question is why at the very end of the year. Two months ago it was hell. By the middle of September, the students as well as me were very moody and we had a lot of pressure. Nonetheless, now everything is going nice and smooth. All the relationships with my students have given a total spin. I tried to be more at their level. I tried to come closer to ~~me~~ them and tried to be their friend. I really shocked what Maria said in class the other day. You do not have to be the monster in your classrooms. Be their friend. I was trying the wrong way all the time. That was why it never worked. I was struggling with them. I was being the enemy, not their friend. I am very sociable with them now. They even come and talked to me about their problems. I even have to say that they are more motivated and they are learning and enjoying my classes better. Today I had a wonderful experience. I started a project with tenth graders. They had to choose from four different topics: food, music, famous persons, and sports. Then, they had to present the information orally and after that, they had to come up with a game or activity to evaluate the rest of the class what they said. So the first presentation was about a Christmas dinner. The group prepared a very delicious chicken. They came in and brought outfits and decorated the whole classroom with Christmas decorations and the exposition was great. To my surprise, during the whole presentation, the principal was hidden the whole time listening to their presentation. The students had some questions at the end to test what they said and as a reward they gave some of chicken they made. At the end of their presentation, the principal came in and said, that it was a fantastic activity and that he was very impressed with the students work as well as with the teacher's. He said that the methodology I used was marvelous and he really made me feel good because people are always telling you the bad things, but they

never tell you the good things you do. I felt extremely happy and proud of myself because I have worked a lot with those students in order to come up with such activities.

My *"grupo guia"*, *los famosos novenos*, they are doing *las pruebas nacionales* now and I am very amazed at the fact that once they are done, they come looking for me to tell how they did on the test. For example, they were very worried today because the Mathematics test was very hard. I was worried about them too. The ninth graders are a very exceptional group. The other day, they were working on some role-plays and dialogs. They did a very good job. When they finished the activity, they came to me and asked if it was possible for them to create like a short play created for them and to present to the rest of the class. I was so happy to hear that because it was their idea. They are writing the script and they are gong to give to me to check it up. Isn't it great? They are making part of their lives, what they do not know is that their lives are part of mine since the first day I met them.

This is just wonderful!

5pts.

Interactive Teaching
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LESSON REPORT #3

This class is for first graders in private school. I have worked with them since the very beginning of the year. Students have a very good level of English and this time we were having a reading class. We were going to read about boats. The main objective of the class was for students to talk about boats, their colors, shapes and the different characteristics of the boats for example paper boats and what would happen when the paper boat soaks up all the water. Well, I had a bunch of activities. I even had different materials like papers, wood, iron, sticks, etc because I wanted students to build a boat, the one they would like the most. The class was on Monday morning, the two first lessons of the week. But here is the thing; I work from Monday to Thursday. So I do not work on Friday because I come to university. So on Friday there were three students that got enrolled in first grade. Well, I come to class on Monday having no idea of the three new students. I was very excited because I had a variety of activities I knew students would love. Well, to my big surprise, I had to welcome the new students. However, this was not it. The new students came from a very very very rural area and they were in a *"escuela unidocente"* and they have never studied English. So I had to change everything. I did not want to give up my wonderful lesson, but I did not want to scare the new students either. So I changed the plan. I introduced myself to the students and I had a game to integrate them in the classroom. They were very shy and did not want to participate at the beginning. Nonetheless, later they became more comfortable. I played some tapes with basic kind of music and songs like, "what is your name?, where are you from?, hello, how are you?, good morning sun, good night moon?" The new students loved it and they thought English was a lot of fun. I felt very bad because I wanted to teach the lesson I planned, but the interactive decisions I made were very good and I feel very satisfied at the end because the new students had a good time for being the first time they were faced with a new school, teacher and language.

Very, very nice! 5pts.

Interactive Teaching
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Class Observation #3

- **Kind material being taught**: elements to analyze a short story such as characterization, plot and setting.
- **Teacher's approach to teaching**: CLT (Communicative Language Teaching).
- **The Kinds of students in class**: they are 11 students that are high intermediate
- **Typical patterns of interaction:** students follow teacher's attention, sometimes they come in late, but they catch up easily.
- **Class participation:** it is very good. Students love to participate in class and interact with the teacher as well as the rest of the class.
- **This is an institute called CUP (Colegio Universitario de Putarenas).** They are in the last level of the career Inglés Conversacional. I observed the class for 2 hours (from 3:00 p.m. till 5:00 p.m.). The class started at 3:00 p.m. and it finished at 4:45 p.m. They were 11 students, 3 male and 8 female.

The class started at 3:00 p.m. Some students did not bring homework as the teacher expected. The teacher started the lesson with like a refresh about the material they covered last week. The teacher asked students to make a reading again in order to do the activity, which was a game. The teacher-student interaction flew excellent as well as the student-student interaction, which went just fine. Once a student says something, another students complete the idea, adds something else and makes feedback a great deal of good environment. Due to the students' nice way of participation and activism, the teacher could cover the planned objectives. The teacher takes enough time to explain the abstract concepts and the results are a very good explanation and the student's comprehension of the whole concepts. The teacher realized the by listening to the student's answers, they read the material assigned. The teacher vocabulary matches the ones with the student's level. Group work was very good because students support each other while doing the

work. The teacher monitors the individual student's performance by asking opinion questions to the rest if the students. Feedback on the written homework should omit the red color because that is part of the checking strategies and it should be avoid it. It is not good for the student's psychological idea. The activities are sometimes teacher-centered and some other student-centered. The teacher keeps a respectful atmosphere in the classroom. The teacher encourages students to be responsible about their obligations as students and learners. The students seem to feel comfortable in the class. I can say the same thing about the teacher. The teacher accepts all different learning styles of his/her students by considering answers right every time and doing some connections as a complement to set up the right answer. For the closure of the classroom, the teacher referred to the rules about the homework. She increased student's performance. The teacher assigned readings for the rest of the class. The teacher promoted reading habits by extra comments about the author and books. The teacher provided extra materials. In general, the whole class was very good. I could not find a teacher's zone because she wanted everybody to participate. Most of the students were sociable students. They interact with the professor at the beginning and at the end of the lesson. The lesson was very good.

Very nice!

5pts

Interactive Teaching

Interactive Teaching
Lucrecia Rojas Campos
Patricia López Estrada 220250-3

JOURNAL #4

Today I did not have any beautiful experience. I do not know why I as a teacher have different perspectives about everything: teaching, learning, classroom, etc. However, I have to say that the one that I usually have more assumptions on is the students. Sometimes you expect students to behave certain ways according to their age. I have to say that this can be generalized to every person in life. Sometimes you expect persons to behave certain way, but they do not. Sometimes I think that I am too *"pollita"* and I have a lot more to learn. I started working when I was 17 years old. I started with school students. Two years ago I began teaching English in a private high school. By the end of September I got a call from C.U.P (*Colegio Universitario de Puntarenas*). So I initiated my first quarter teaching literature at a university level. I accepted and ever since everything has been working out beautifully in regard to the content and syllabus of the course. The students are in the last level (advanced) of the major *Inglés Conversacional*. They are all over 24 years old. All the students are studying English because they like it. They are all grown-up people. Nonetheless, I feel like I am teaching kindergarten students. This last class we had on Wednesday was the worst class ever. About half of the students came in like 40 minutes late. Why? Some of them did not bring their homework and there was this student that missed the previous class and came to class with nothing, but a coke in his hands. The night before there was this student who you called me at 11:30 p.m. because she did not understand something from the homework. What! Well, that day the class started like 45 minutes late. Nonetheless. I did not care anymore about the wasted time. I had to speak up for all the situations that I knew were not right. I spent like half an hour, but I felt it was my right to talk to them. I told them that I felt like teaching my high school students. I told that it was the obligation of a student to look for the information. I told them that I assume that they know they have to come early, bring their homework, get the copies that I left in the photocopy machine and in general be responsible students. I wanted to get inside their heads and let them know that it is for their own sake. It is not that I am going to class in order to learn more myself. They are the ones that have to be interested in the course, not me. That day we did not have class because to me it was more important to talk to them and let them know what my feelings were about their attitudes towards my class. I guess would never finish learning this teaching-learning process. I just wish sometimes students appreciated more what teachers do for them. Don't get discouraged!

I wonder what their reactions were next class!

Interactive Teaching
Lucrecia Rojas Campos
Patricia López Estrada 220250-3

LESSON REPORT #4

This class is for sixth graders in private school. We already covered all the material assigned for the year. On this class, I had a bunch of Christmas songs for the students to practice and get into the Christmas feeling. I also brought a cartoon movie for students to have a relaxing time since it was the last class of the year because they next two weeks they will be coming to classes only to do the final tests. Anyhow, I wanted students to have a nice class. Nonetheless, I have forgotten that the sixth graders are presenting *"los exámenes del Ministerio"*. So that day the students were receiving a *centro de socials* and the teacher asked to give her my lessons so that she could practice with the students of sixth grade. I accepted and gave away my lesson, but the treat was not complete and not everything was so bad. She said that she was teaching 4th and 5th graders. So she needed me to take care of those grades so that she could teach the sixth graders. I was disappointed because I had no students to teach and there I was teaching another students. The class came up beautifully. The students loved the activities, the songs and the movie. We had a great discussion about the movie. The students got copies of the songs and they sang and sand till they could not sing anymore. At the beginning, I did not know if the activities were going to work the same way for the other students. We even had a debate on the movie. I divided the class into two: the ones that liked the movie and the ones that did not like at all. They had to support with concrete examples and ideas why they did or did not like the movie. The oral production outcome was excellent. I have never had an activity like this because I thought they could not do it. I underestimated their competence. So I had to say that if it were not being for this situation, I could have ever found out that the students were o.k. for this kind of planning.

Nice

Very nice!

Spts!

Merry Christmas!

Interactive Teaching
Patricia López Estrada 220250-3

Class Observation #4

- **Kind material being taught**: practice for an exam.
- **Teacher's approach to teaching**: CLT (Communicative Language Teaching), audio-lingual method.
- **The Kinds of students in class**: they are 5 students that are high beginners.
- **Typical patterns of interaction:** students follow teacher's attention, they are very active students, they participate a lot and the are highly-motivated towards English learning.
- **Class participation:** it is very good. Students love to participate in class and interact with the teacher as well as the rest of the class.
- **This is a private school called Santa Sofía.** They are in the first year of school. I observed the class for 2 lessons. The class started at 12:30 p.m. and it finished at 1:50 p.m. They were 5 students, 2 male and 3 female.

The class started like 10 minutes later. The teacher came in and greeted the students. She prayed in English. The students were very excited to greet and prayed in English. The teacher had a matching exercise with numbers and food. Students did all the work very nice. Students kept on calling her all the time and she was always there for them. When all the students finished the practice, the teacher checked it orally. Everybody participated. The teacher had students repeat after her the vocabulary used in the exercise. She used Spanish and English. Nonetheless, English was of most use. The teacher used it to give instructions about the tasks. Some students claimed that they were not understanding that much. So the teacher explained more slowly and doing gestures. Students were asked one by one to answer the questions. They accepted right away. She corrected students with the numbers. For example, one of them said..."pineapple is number uno." the she corrected it by saying, "...very good number one." She encouraged

the students to do the exercises alone by themselves and to look up the answers in their book. They were having a practice for the test. The test will include the following topics:

- Food
- Numbers from 1 to 20
- The alphabet
- Animals
- The answers of *Yes, I like* and *No, I don't like*

After a while, students started working on their own. The teacher told the students to color the fruits of the exercise they just did. In the classroom there is a student who is sitting in a corner. I talked to the teacher about him and she said to me that the student just entered the grade. Nonetheless, he is under a very special condition, he is just a listener. He will be repeating first grade again next year. The students are now repeating after the teacher all the vocabulary food. She spoke in English and students responded to her in English. The teacher gave another practice of number. Students seemed to be understanding everything she does. The teacher monitored students all the time. She does not seem to have a action zone. She helped students around. She encouraged students to self-correct. They are very fast-learners. They work quite and nicely. The teacher pasted some posters on the board with food for students to recognize the names of food. It was a very interesting activity. Students loved it. Then, students are given another practice based on the alphabet. They had to complete the alphabet and also follow dots in order to create a figure. It was a cat. So students were practicing the letters of the alphabet, number, animals and colors. Ti was a very integrative exercise. It had a holistic approach. The teacher devoted a lot time to students, to what they were doing, if what they were doing was correct or not, if they were working, etc. The class was very effective. When the students finished, they pasted their materials in the book. They were working with material made by the teacher. She took copies for all the students. The teacher wrote the date on the board. She wrote a practice of food, drinks, fruits and utensils. Then it was break time, students left. They did not finish, but the teacher told them that they would catch up tomorrow.

Spts.

Match pictures and words

_ pineapple

_ oranges

_ candies

_ meat

_ ice cream

_ lemon

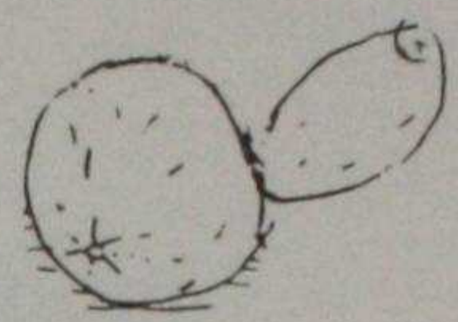
_ Juice

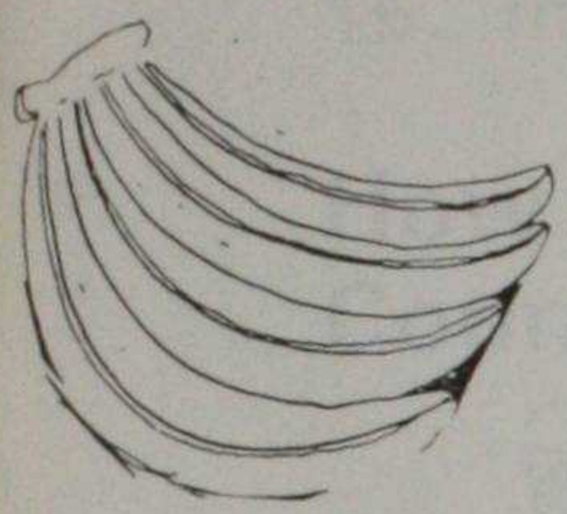
_ bananas

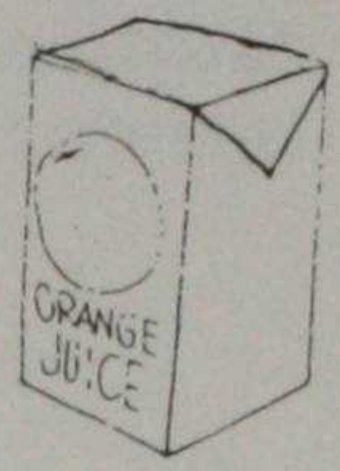
_ milk

_ apple

_ coffee







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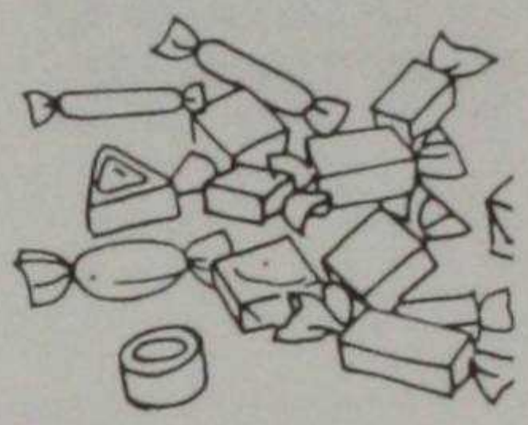

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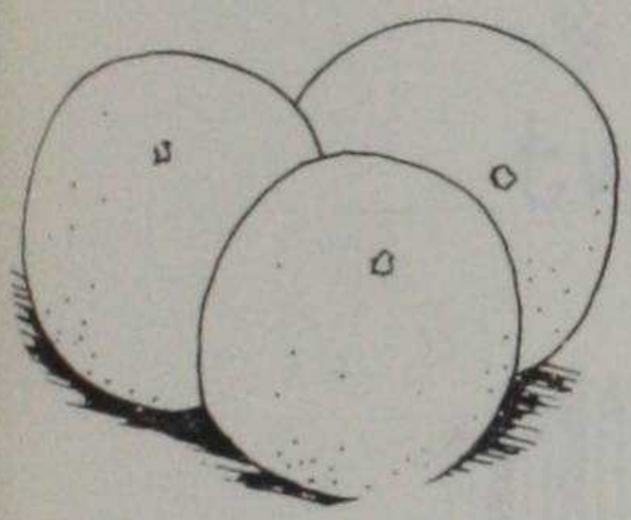

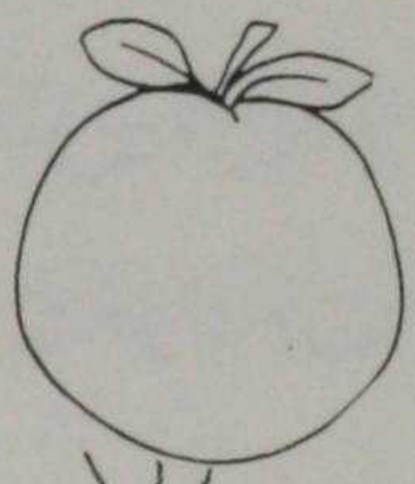

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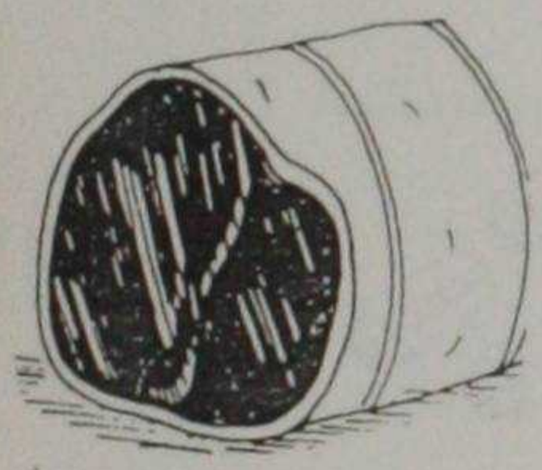

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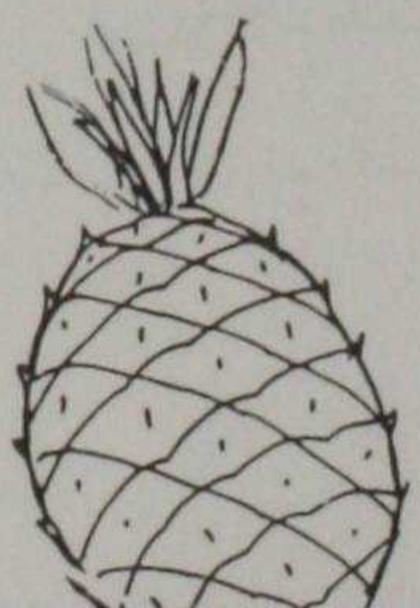


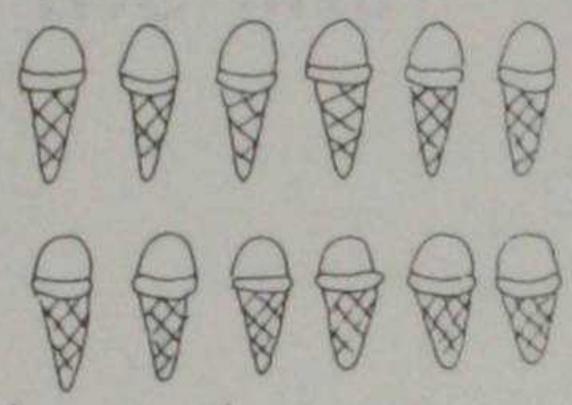
11

Complete : use the numbers.

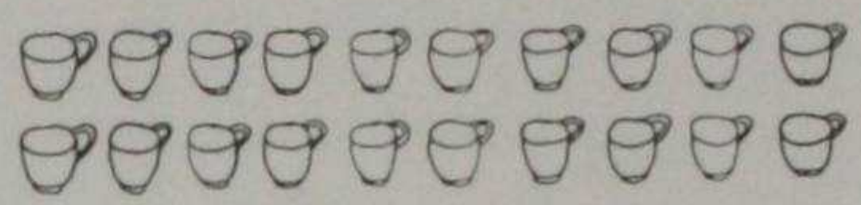
1 Read the numbers.

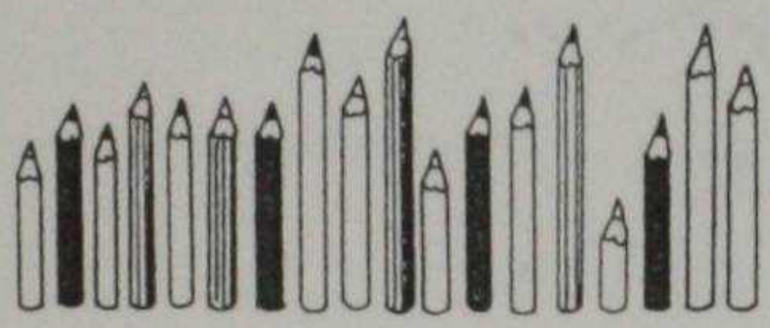
11	eleven	16	sixteen
12	twelve	17	seventeen
13	thirteen	18	eighteen
14	fourteen	19	nineteen
15	fifteen	20	twenty

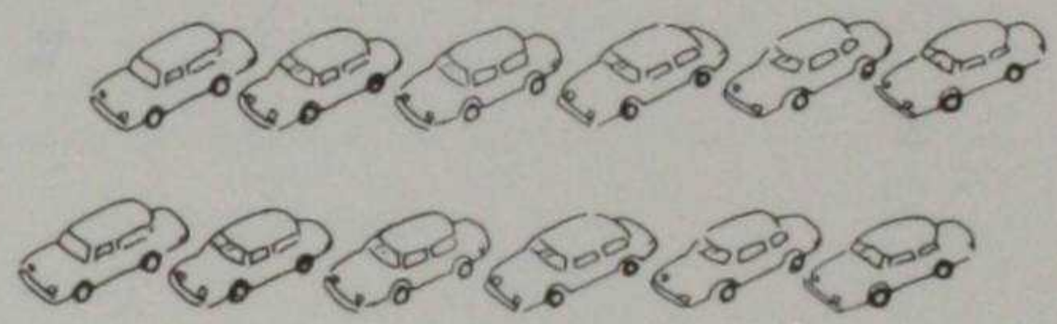
How many are there? Count and write.

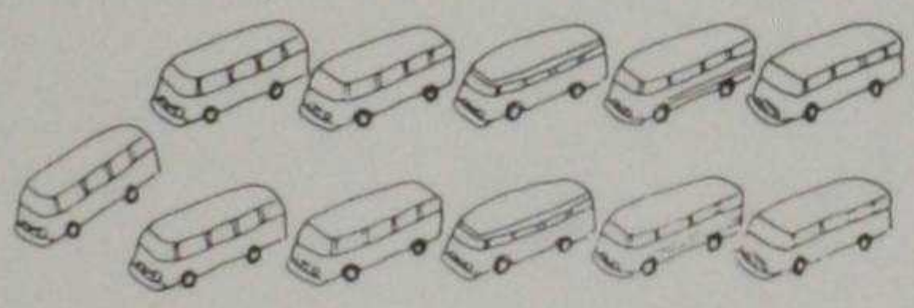


twelve









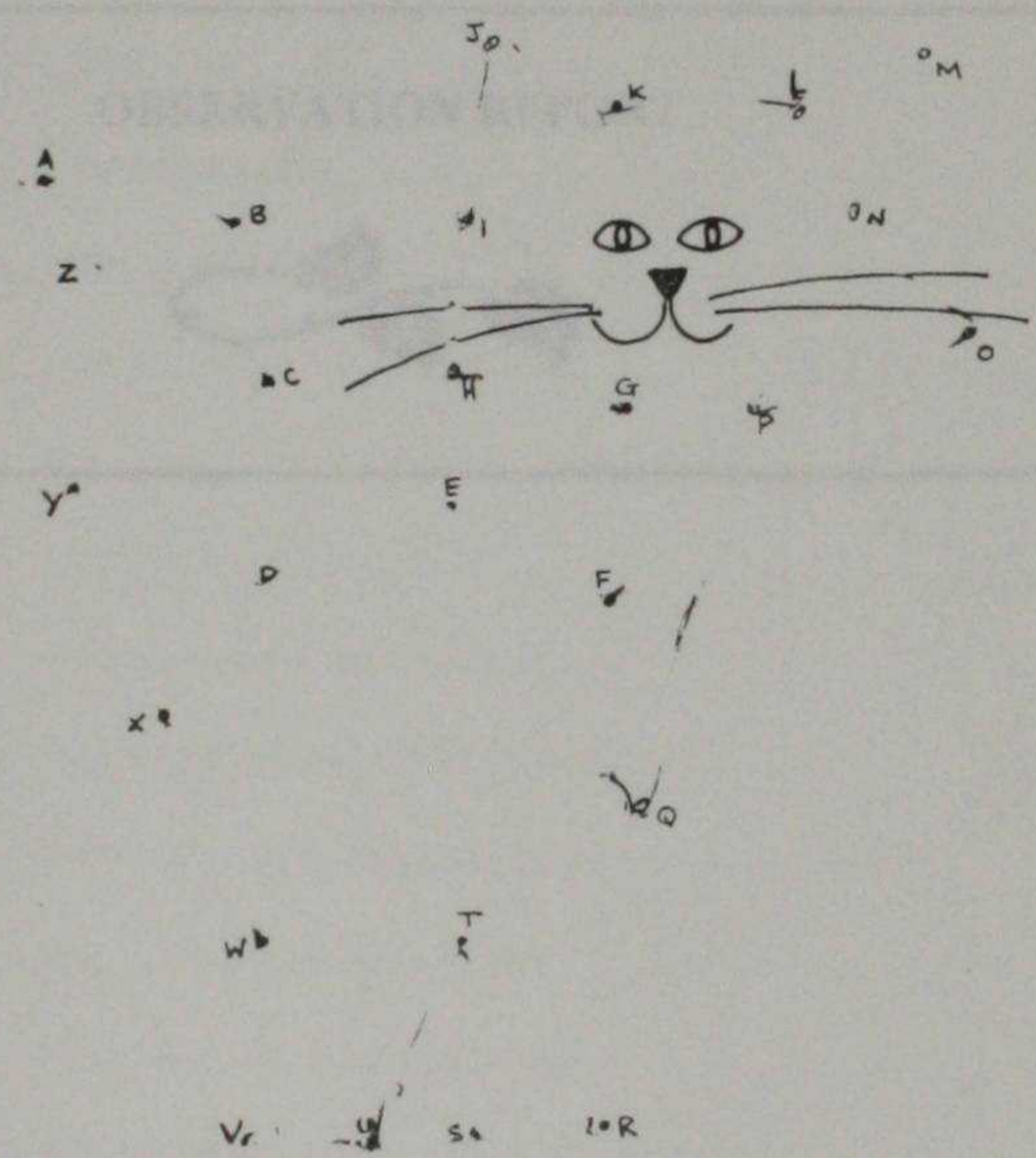
the alphabet

Write the letters.

a ___ c ___ e ___ ___ h ___ ___ k ___ ___

n o ___ ___ r ___ ___ ___ v ___ ___ ___ z

Look at the letters.
Draw the line.



What is it?

It's a _____

OBSERVATION REPORT

OBSERVATION REPORT

This product was done for a class named Pedagogical Grammar taught by Professor Patricia Andrés, M.A. The main objective of the assignment was to compare how novice and experienced teachers deal with grammar errors in the classroom. The project requested a great deal of reading to get informed about the topic. Finding the information was very difficult because there isn't much available here. In addition to this, the professor gave 14 different ways that are used by teachers to correct students. All the ways are used either by novice and experienced teachers but to different extends. The methods of correcting are :

- No correction at all
- "Saying no"
- Direct correction
- Indication of the error
- Peer correction encouragement
- Repeating the error in rising intonation (?)
- Clarification request
- Giving personal interpretation
- Reactive teaching (whole explanation)
- Reformulation in context (e.g. "did you make a deposit?)
- Any type of positive feedback
- Note taking for future reference
- After class correction (individual, in group)

After having gotten the information and studied it, I designed an error correction chart with the types of correction, the frequency and the examples. The instrument was to be used with the novice and the experienced teacher. Then I had to look for an experienced teacher (with 5 or more years of teaching experience) and a novice (with one year or less of teaching experience). The population was two groups from FUNDATEC's conversational two-month courses.

This final report presented data gathered in a single, coherent narrative way. The references I used were the following books, *Task for Language Teacher* (Parrot, 1993), *Beyond Training: Perspectives on Language Teacher Education* (Richards,1998), *Contextualized Language Instruction: Teaching Interactive Speaking* (Shrum, Glisan, 1994) and *The English Teachers Handbook* (White, Harrap, 1982). This section was called "Review of Literature", in which I explained the new trend of error correction. Errors were supposed to be something bad; nonetheless, as time passed errors are seen as a clear example of active learning. Vigial and Oller (1976) believe, for example that errors lead to fossilization and that is why they must be corrected. However, there should be an efficient way to correct errors in a way that students benefit. They said that students benefit most when

- the feedback they receive focuses on understanding of the message itself, not just accuracy of form.
- they receive a great deal of natural feedback on their message in real conversation.
- they are made increasingly more responsible for their language accuracy so that their oral proficiency can improve.

In regard to the novice and experienced teacher, Jack Richards says that novice teachers hear the errors, but do not correct them; instead they tend to overlook them. This is due to the fact that they may lack what experienced teachers have—a larger repertoire of error correction techniques.

With all the information gathered, I had to write a conclusion and make charts to illustrate the points discovered. The conclusions had to be illustrated with specific examples taken from the observations. The charts presented an inventory of error correction techniques used by each teacher. The conclusion and the comparisons of results were very interesting.

The most useful techniques were "Direct Correction" and "No Correction at all". Even though both teachers used them, they were used in different degrees. The experienced teacher corrected students directly more often than the novice teacher who often did not correct students at all. The novice and experienced teachers are quite aware of students´ self-esteem and affective filter because sometimes they skip the mistakes in order to let students go on with what they are saying and getting the feeling that they are being understood. The experienced teacher takes advantage of all resources in the classroom to make corrections, such as other students. She used peer correction as a technique to correct students. By doing this, she knows that other students are actually paying attention and as a consequence that they are able to give a correct answer for others' mistakes. The novice teacher focused more on "no correction at all," as the only resource to correct students unlike the experienced teacher who uses "the direct correction" to correct students. The novice does not put other techniques in practice.

To sum up, the experienced teacher uses a variety of different techniques to correct students while the novice is not that open or perhaps due to experience or knowledge, does not know other ways to correct students. In the observation, the experienced teacher was more flexible and tried not to use only one or a few techniques to correct students. The novice, on the other hand, was narrower and did not even seem to be paying attention to student's mistakes. However, these conclusions are very relative and subject to the different levels and goals of the course that I observed.

The project was very worthwhile because I learned about theories, but most importantly I learned from reality. I studied the literature, but then I got real conclusions by observing and analyzing the data gathered.

UNIVERSIDAD NACIONAL
Escuela de Literatura y Ciencias del Lenguaje
Licenciatura en Lingüística Aplicada
LLB-504 Pedagogical Grammar
Patricia López Estrada

Observation Report

Task objective and Procedures

The observations were done in UCR in San Ramon, which is the place where the program FUNDATEC's is carried out. This specific English program is part of Fundatec's conversational two-month courses—the program consists of 12 levels.

The first teacher, the experienced one, was working with level 5 with a number of 12 students. The other, the novice one, was teaching level 8, with 14 students.

The experienced teacher graduated from the UCR with a Master's Degree on Linguistics. She has worked for 14 years in TEC. She is also an official translator. Last year, she stared working in Fundatec's program.

The novice teacher graduated from the UCR with a bachelor's degree in teaching English. According to him, he worked 4 years and a half in an English institute. Then, he got a job in tourism and obtained a scholarship. When he came back, he started working in FUNDATEC. He has been teaching in this program for one year.

The observations were carried out in one week. The novice teacher was observed Monday and Wednesday, and the experienced one Tuesday and Thursday.

I took turns with each one on different days observing the whole lesson—there was not any type of interaction between us and the group or the teachers. We applied the enclosed instrument without mentioning its real purpose (error correction).

Instrument Fig. 1.

Review of Literature

Long ago, errors were supposed to be something bad. That is, if a student was making a mistake, it was because he was not saying the correct way for something in a language. Nonetheless, as time passed by, it was found that errors are a clear example of active learning. Based on this, there are some views in regard to errors.

According to the theory found and what the researchers suggest, errors should be corrected. In other words, regardless of the level and/or goals of the course, errors should be corrected. The novice teacher was promoting fluency, but that does not meant hat he would not, under any circumstance, correct the students; or at least he should have taken some notes for future reference. There were many basic mistakes that should have been corrected.

Researchers like Terrel (1985) said that correcting students directly, does not help them to correct their errors in the future, may frustrate students, and may cause them to focus on language use rather than on meaning. Vigil and Oller (1976), believe that error correction leads to fossilization, or aspects of interlanguage that are never eliminated. Parrot (1986), in addition, says that it is more important to correct mistakes, which affect the meaning of several sentences than to correct small grammatical points inside one sentence. The most important ones are those that affect communication.

All agree that whatever the principle might be, error correction must always be positive and in a helpful manner for the students.

The first two researchers came up with a combination of the ideas above. They said that students benefit most when:

- the feedback they receive focuses on understanding of the message itself, not just accuracy of form.
- they receive a great deal of natural feedback on their message in real conversation.
- they are made increasingly more responsible for their language accuracy so that their oral proficiency can improve.

This feedback mentioned can be for the benefit of the message itself and linguistic form at the same time. Error correction techniques like reformulation in context and personal interpretation account for this principle. Errors that are treated following this principle allow students to think about what went wrong in communication and to develop strategies for negotiating meaning.

Knowing now that errors should always be corrected somehow. We found that the novice teacher did not attempt to correct his students in any way. The type of errors we heard and the level they are supposed to have, indicate that as soon as possible, errors od that nature should be corrected, and most importantly, they must be followed up (e.g. 3rd person singular...)

The experienced teacher showed a broader scope of correction techniques, as figure 4 points out. This coincides to the principles stated above. In a way, it is an element that proves that they theory and the observations match. That is, thanks to her years of experience in the next section on the differences between the novice and experienced teachers.

NOVICE AND EXPERIENCED

Jack Richards (1990) writes about novice and experienced teachers. His findings will be used for the observation that was carried through relating it to error correction issue.

He points out that the performance of experienced teachers consists of mental scripts and behavioral routines that are so well established that they can modify them to fit their circumstances. A novice teacher would find him/herself in a troubling situation instead.

So, novice teachers, he says lack this repertoire of routines and guides. These types of teachers spend a big deal of their time in trying to control these aspects that the experienced ones already mastered.

Regarding error correction, we have that the expert and novice teachers differ in the way they understand and face problems (errors) and in strategies they choose to solve them. This is so in the case presented above of the experienced teacher who used a broader variety of methods for correction than the ones used by the novice.

This novice one, showed not to have what Richards quoted as the cognitive schemata (elaborate, complex, interconnected, more accessible). It was shown that in the way he corrected his students.

On the other hand, the experienced showed these factors. Judging on the attitude that the novice teacher showed toward the errors that he heard and did not correct, it might seem that he tends to overlook them. This is due to the fact that he may lack what the experienced teacher has—a larger repertoire of error correction techniques.

Results

The next results are based on the application of the instrument on fig. 1.

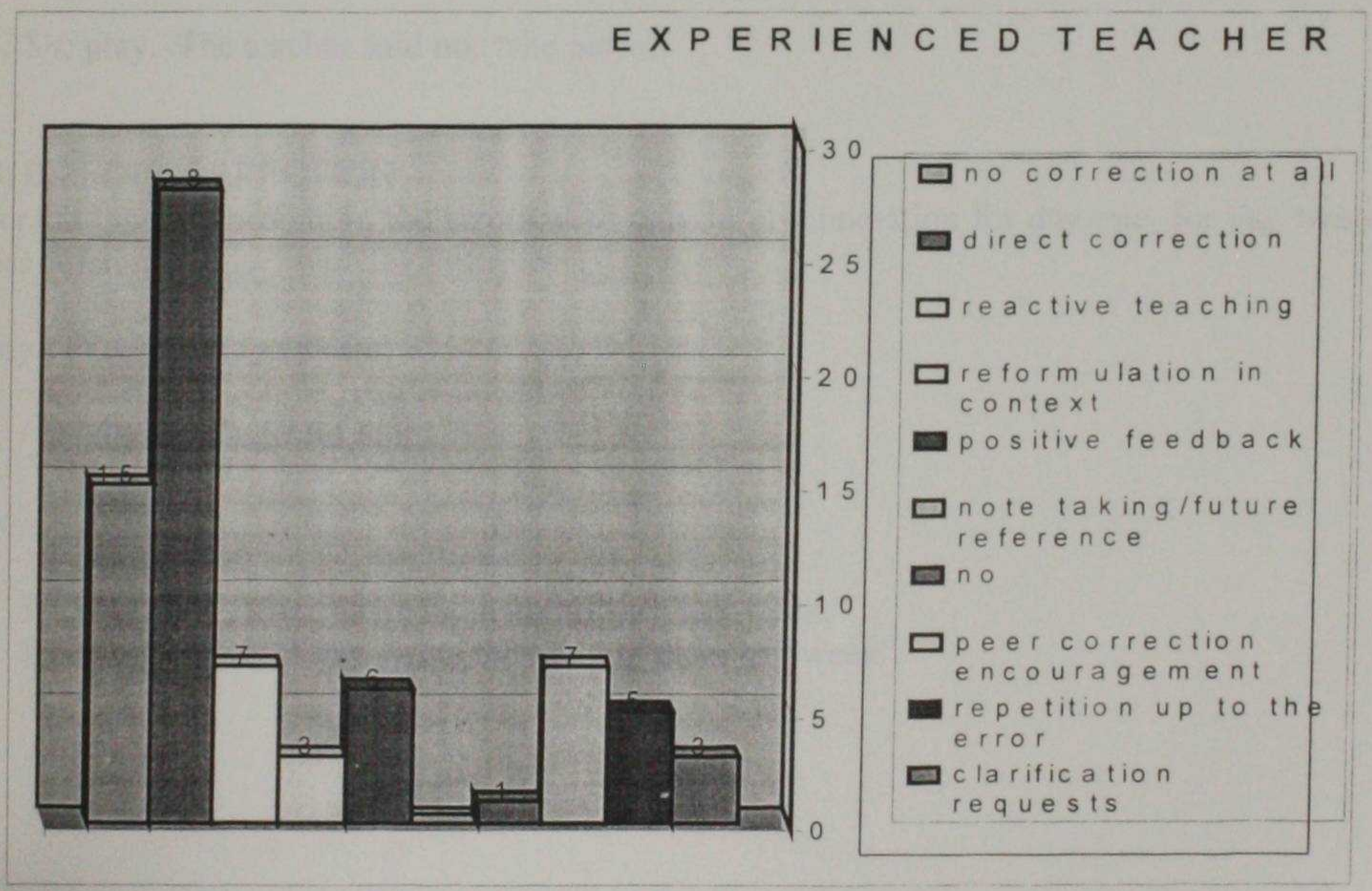
Report on the observed lessons

Experienced teacher

This teacher promotes a very good participation and management of the class—she asked questions around and they answered. However, most students spoke among themselves in Spanish.

The lesson was mainly focused on forms and that is why she had more instances to correct the students in the way shown if figure 2—directly. One important fact to take into account is the beginning level of the students. This is maybe another reason for correcting them in that way, without the use of other interactive ways of doing it—like reformulation in context or personal interpretation. The simplicity of the errors (see the examples collected below) and the time factor could be other reasons for that. One positive feature observed was that even though she did it this way, she did not resort to translation at any moment during the two classes. The two charts show the occurrence of each type of error correction technique identified in each teacher.

Fig. 2



Error Correction Examples of the Experienced Teacher

A) NO CORRECTION AT ALL

Day 1

1. **"How I can say (that)?** The student repeatedly asked the same question like three times. The teacher never provided the correct form, "How can I say (that)?

Day 2

2. She **eat** mangoes, but she **like** to eat papaya. In this example the student did not use the third person singular two times. It was not corrected.

A) NO

Day 1

1. She **play**. The teacher said no, "she plays"

B) DIRECT CORRECTION

For this type of correction, the errors were only in pronunciation for day one, for day two it was different.

Day 1 (Vocabulary exercise)

1. / **tu** / for toe, **/suit/** for suit

Day 2

2. Students, "My father **write** the letter to **they** last week."
   Teacher, "So, My father wrote the letter to them last week"

C) PEER CORRECTION ENCOURAGEMENT

Day 1

1. Student A, "He is **walk** (/walk/) in the street"
   Teacher, "There is a problem in pronunciation here, who wants to correct?"
   Student B, "**walk** (/w∂lk/)"
   Teacher, "There is problem still…who want to say it?"
   Student C, "**walking**?"…he was walking …."
   Teacher, " Yes, thank you"

Day 2

2. Student A, " My house is very **fancy** (/finci/)?"
   Teacher, "**finci**? How do you say that? yes Jorge?"
   Student B, uh…. **Fancy** (/f∂nci/)"
   Teacher, "well, yes"

E) REPEAT UNTIL THE ERROR OCCURRED

Day 1

1. Student, " **He don't** like to read that book."
   Teacher, "he d…?
   Student, " yes, yes, he d… **doesn't** like to…"

Day 2

2. Student, " She was sitting next to **the Merry**"
   Teacher, " She was sitting next to…."
   Student, "Next to the.... uh, next to Merry."

F) REPETING IN RISING INTONATION

Day 1

Student, "…**baseball (/básbol/)** hat…."
Teacher, "baseball (básbol) hat?"…(looking around)
Student, "baseball /beysbol/ hat…"

Day 2

2. Student, "…este…**he were** there with…"
Teacher, " …**he were** there?"
Student, "Yes **he were** there."
Teacher, "he were?"
Student, "uy, sí, **he … was** … there with…"

G) CLARIFICATION REQUEST

Day 1 (Describing people)

1. Student, "She had **a pants**."
Teacher, "Repeat again?"

2. Student, " **She go** to the party **anoche**."
Teacher, What did you say? She go?"
Student, "ah, she went."
Teacher, " last night" Repeat it now."
Student, " She went to the party …last night."

H) REACTIVE TEACHING

Day 1

1. Student, **"Ana wear** a white sweater."

Teacher,"O.K "wear" needs a –s at the end of it because it is in she (third person singular in simple present), etc…

2. She **had a black hair**.
   Teacher went on explaining about the use of the article regarding count and uncountable nouns.

I) REFORMULATION IN CONTEXT

Day 1

1. Student, " He is that **is back the** … the…coat…"
   Teacher, " Is he the one standing behind the coat?"
   J) POSITIVE FEEBACK

Day 1

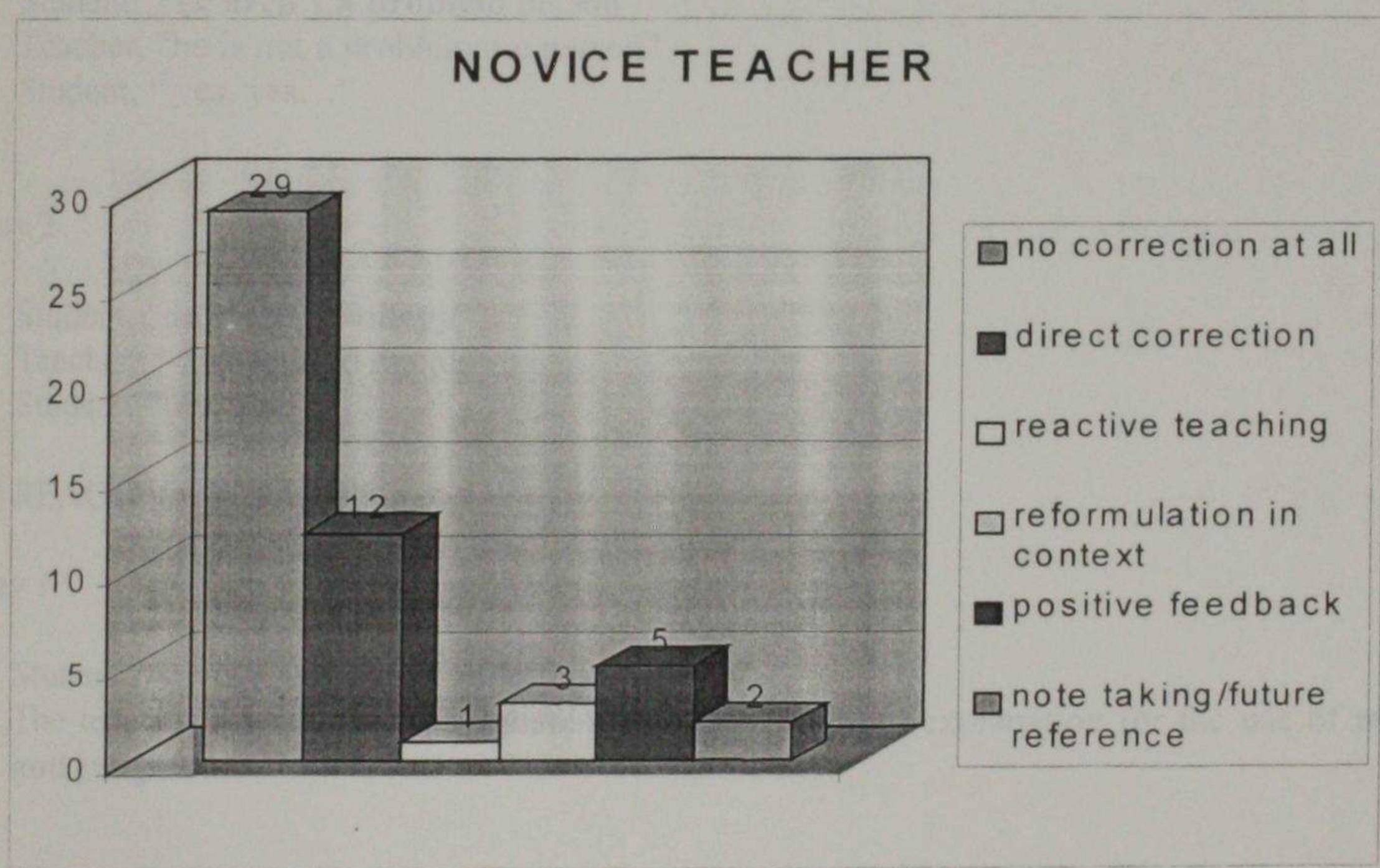
1. Student, **"Does she walks** in the morning?"
   Teacher, "oh, very good."

Novice teacher

During the observations this teacher was expressly working on or promoting fluency as figure 3 shows where "no correction at all" reached high. That is, he deliberately avoided any type of direct correction for his students because obviously he did not intended to.

Although this is a relatively higher level than the previous one, the students appeared more inhibited to talk sometimes, and most of their proficiency level was too low as to let them go without correction; even if the course was in its last week.

Fig. 3



Error Correction Examples of the Novice Teacher

A) NO CORRECTION AT ALL (the most occurrent)

Day 1

1. Students made mistakes such as, " she **like** work with **childrens,** but she **would not to like work** with adults. The teacher was silent. She did not correct the mistakes. The same happened with "if a person die".

B) DIRECT CORRECTION

Day 1

1. Student, " he **aren't a problem** person"
   Teacher, "he is not a problematic person"
   Student, " yes, yes…"

Day 2

1. Student, "**damage /dameyj/**
   Teacher, " damaged /d ma jd/
   Student, "yes, yes."

C) REACTIVE TEACHING

Day 1

1. Student, "when a **judgment** is do to somebody"
   The teacher, after letting her finishing her idea, gave an explanation for the use of **trial and judgment.**

REFORMULATION IN CONTEXT

Day 1

1.Student, " She don't eat broccoli"
Teacher, " What doesn't she eat?
Student, " she doesn't eat broccoli"

POSITIVE FEEBACK

Day 2

The teacher detected lots of mistakes from each student's round in talking, but he just went on saying, "good, good". Mistakes of the third person singular were very frequent. In addition, some other mistakes were of pronunciation and lexicon.

NOTE TAKING FOR FUTURE REFERENCE

Day 1

1.Student, " violence causes violence"
At the end of the class, the teacher made comments about it because the student mispronounced "violence". The teacher took back the example and corrected phonological and grammatically (pronunciation and third person singular).

CONCLUSIONS

The most useful techniques the teachers used were Direct Correction and No Correction at all. Even though both teachers (novice and experienced) used them, they were used in different degrees. The experienced teacher corrected students directly more often than the novice teacher while he did not correct students at all. We think this is highly related to the level as well as the goal of the course. We also believe that the teacher's roles are somewhat inverted. That is, the experienced teacher was supposed to be working on fluency because students were supposed to have a higher linguistic competence (knowledge) of English. Nonetheless, her class level was for beginners (level 5). On the other hand, the novice teacher was supposed to work on forms (language grammatical structures) because students are beginning to face the language. However, he had level 8, an intermediate level.

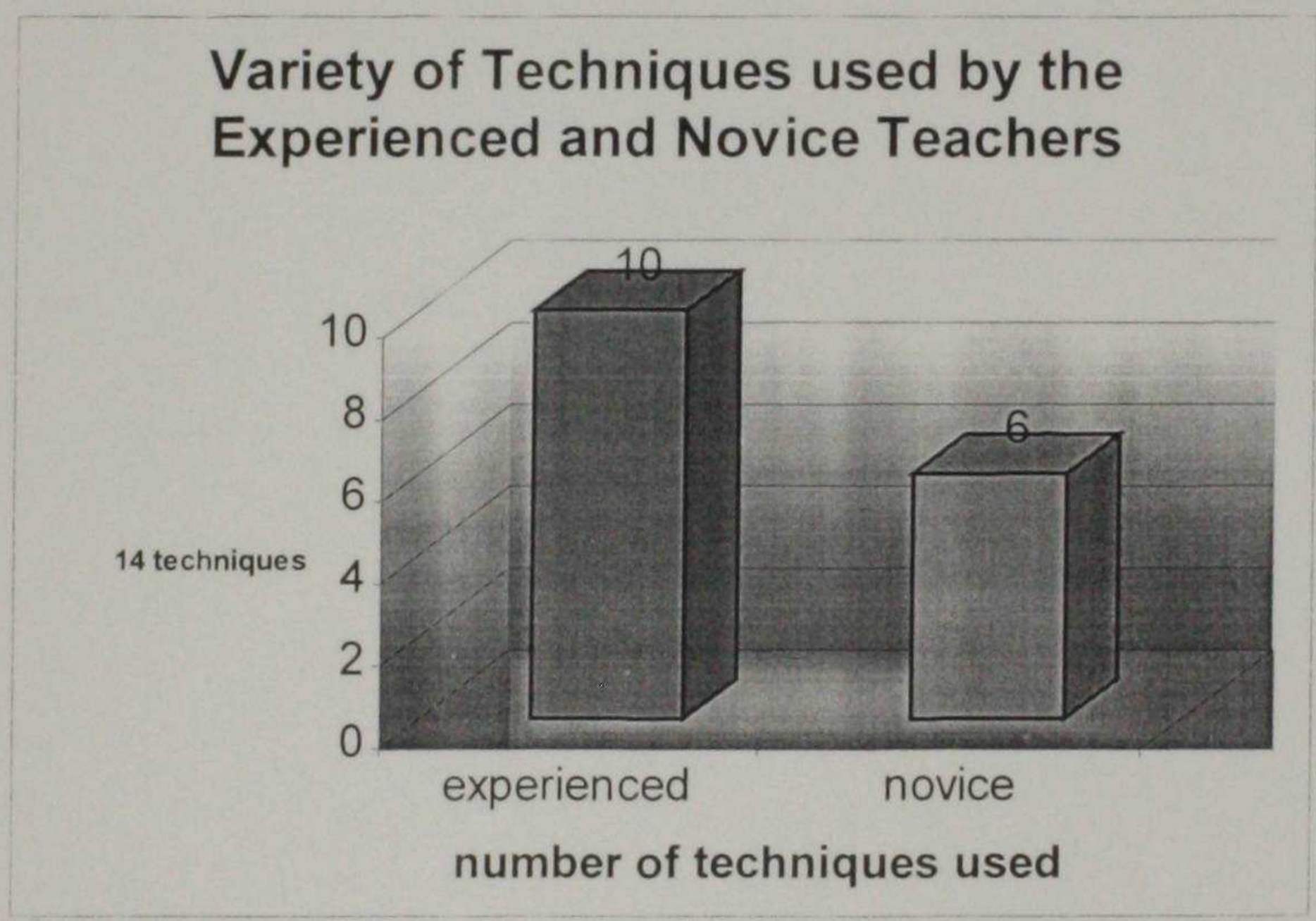
In regard to the technique "Reactive Teaching", the one in which the teacher explains not only what the mistake is, but also gives the explanation for the correct answer. We found that the experienced teacher uses that technique more than the novice does. The experienced and novice teachers are very conscious of the self-steem and the affective filter of students because sometimes they skip some mistakes in order to let student go on with what the are saying and getting the feeling that they are being understood. The experienced teacher takes great advantage of all resources in the classroom to correct, such as other students for that purpose. She uses peer correction as a technique to correct students. By doing this, she knows that other students are actually paying attention and as a consequence they are able to give a correct answer for other mistakes. The novice teacher is focused on him as the only resource for correction unlike the experienced teacher. He uses the direct correction and corrects students. He does not put other techniques in practice.

Another resource the experienced teacher uses is "repetition until the error occurs" while the novice does not. The same happens with the clarification request technique. In other words, the experienced teacher uses a variety of different techniques to correct students while the novice one is not that open or perhaps due to experience or knowledge, he does not know other ways to correct students (fig 4). This can also be linked

to the way a person prefers to be corrected and all the different ways a person likes learning, as well as her or his work preferences. They would use their preferred way of being corrected for their students unconsciously. Perhaps, one likes to be corrected in one way, and as a consequence he or she would be correcting his or her students the same way. For example, I do not like the kind of peer correction because it just bothers me. As a result I will not use it then as a strategy in my classes. I like to be corrected directly, so that is how I correct my students.

In the observation, the experienced teacher was more flexible and tried no to go for only one or a few techniques to correct students. The novice one, on the other hand, was narrower and did not even seem to be paying attention to students' mistakes. Nonetheless, and once again these conclusions are very relative and subject to the different levels and goals of the course that we observed.

Fig 4



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TEXT BOOK ANALYSIS

TEXTBOOK ANALYSIS

This product was done for a class named Textos y Materiales Educativos taught by Professor Margarita Roig. The idea of the course was to analyze a book in depth. I took the first course when I was majoring in English Teaching back in 1996. This project consisted of different parts.

The first section was a preliminary information survey for textbook evaluation. This section was divided into four separate categories; one was the background information on the students. This information included background languages, socioeconomic level, level of general education, attitude toward target language and reason for studying English. The second category was the background information on teachers, which included training, attitude towards changes, perceptions of roles for teachers and learners. The third category was the course syllabus. This part included the class competency level (beginner, intermediate or advanced), relative emphasis given to each skill and subskill of the language, methods of language teaching and cultural content exposure. Finally the last category was the data from where it took place. In this aspect, the evaluation included the following issues, institutional or national objectives for English instruction, role of English as medium of instruction, preferred dialect of English, English language exam, class size, time allocated to study English, type of physical environment/support and budget. This section was mainly about filling out information. Nonetheless, I added some comments and observations that I thought were appropriate for the analysis.

I analyzed a Costa Rican textbook called: *Citizen of a Modern and Integrated World* (Bolaños et al.1999). The level of proficiency is basic level—which is students from zero

to low beginning. The author of this book is the *Oficina de Lenguas Extranjeras* (OLE) for first to sixth grade. As part of the information, I had to include the senior and counseling authors. The date of publication was in 1999. The book has six volumes and it is not for public sale. There is an accompanying material that is the teacher's manual. I also wrote the aims and goals of the book. The basic skills develop in the text are listening and speaking. The book presents eight units. They are:

- Socializing
- My school
- My body
- Personal interests
- My family
- My community
- Food
- Clothing and shopping
- My world

In regard of the to vocabulary and structure. The grammatical points are nine general units, each of which consists of series of nouns, adjectives, verbs and expressions. The grammar rules are presented in an inductive way. The sequence of the grammatical points are the *-be* form in simple present, the verbs "have", "need", "walk", "run", and "like". The vocabulary is introduced in thematic units that have socialcultural functions based in a communicative approach. The book does not have any glossary, vocabulary lists, or index.

For the analysis of the book I was given a series of steps to follow. Those steps included categories such as exercises and activities, layout and physical makeup, the teacher's manual, supplementary exercises for each language skill, methodological and pedagogical guidance and linguistic information (Skierso, 1991). After that, there is a description of the area analyzed. All of this was accompanied with an evaluation checklist. This includes the ratings and the weight of different aspects of the book.

The overall value of the book is fair. Even though it accomplishes general goals at a basic level, it is well prepared and presented for the users, it has appropriate organization and an adequate balance between the units, and the text could be improved. The recommendation I made for the text were the following:

- More materials as extra activities, listening scripts, colorful pictures, homework sections.
- Table of contents
- More active methodology

In regard to this last issue, I highly recommended a change in methodologies because the procedures the book has now are very mechanical, which makes students receptors. There is no opportunity for an active lesson where students can create, produce and discover by themselves the learning tasks. As a result, there is a lack of motivation and students lose their interest in learning a language. This is the one of the biggest mistake the book has.

A language classroom spins around many factors, the teacher, the students, the methodology, and the curriculum and of course the textbook. That is why, textbooks are that important because they are a key in the process. Learning to analyzing them is of great importance because the book will determine in a great part the development of a class.

TEXTBOOK ANALYSIS

Preliminary Information Survey for Textbook Evaluation

APPENDIX A

Preliminary Information Survey for Textbook Evaluation

A. Background Information on the Students

Age Range 7 | Sex Distribution: ☑ Segregated ☐ M ☐ F
☐ Coed 50 % of M/F

Background Languages
☑ Homogeneous: Name Spanish
☐ Heterogeneous: Names _____

Background Cultures: Name and %
100 % Spanish ___ % _____
___ % _____ ___ % _____

Socioeconomic level
___ Upper
✓ Middle
___ Lower

Environment
✓ Urban
___ Rural
___ Small Town

Language Setting (E = English)
☐ ESL: As a Second Language
☑ EFL: As a Foreign Language
☐ ESP: For Special Purposes

Level of General Education
☑ Matches Students' Age
☐ Below Age
☐ Above Age

Proficiency Level in English
Beginning Intermediate Advanced

Attitude Toward Target Language
☑ Positive ☐ Neutral ☐ Negative

Reasons for Studying English
☑ Required ☐ Optional

Incentives
☑ Academic
☐ Economic
☑ Communicative
☐ Prestige

Skills Needed
☑ Listening
☑ Speaking
☐ Reading
☑ Writing

Interests as per Age, Background:

Communication and Knowledge of English

B. Background Information on Teachers

Speaker of English
☐ Native ☑ Nonnative

Proficiency or Command of English
☐ Poor ☐ Average ☑ Good

Training (Check All Training):
☑ Grammar School ☑ High School ☑ Teacher's College
☑ Teacher's Certificate ☑ B.A. ☐ M.A. ☐ Ph.D.

Year of Teacher Training
1999

Number of Years of Teaching Experience 1 year

Attitude Toward Changes, Perceptions of Roles for Teachers and Learners
☐ Traditional ☑ Amenable to Change

C. Course Syllabus (Predetermined or Left to Teacher's Discretion)

Class Competency Level: ☑ Beginner ☐ Intermediate ☐ Advanced

Relative Emphasis Given to Each Skill (%) and Tasks Each Skill Is Needed for:
60 % Listening: Follow directions, commands and specif exercises.
30 % Speaking: answer questions, ask for permission, doubts.
0 % Reading: —
10 % Writing: guided exercises, complete, fill in the blanks

Relative Emphasis Given to Each Language Area (%)	Percentage Used for: Reception	Production	Relative Attention Given to Mechanics
10 % Grammar	8 %	6 %	0 % Penmanship
60 % Vocabulary	60 %	50 %	5 % Spelling
30 % Pronunciation	30 %	25 %	0 % Punctuation

Overall value

- This book is fair because it accomplishes the general goals at a basic level. It is well prepared and presented for the users. Many patterns were taking into consideration to create it, for example, clear and simple instructions, simple artwork, nice pictures, good organization, appropriate sequence of the topics, an adequate balance between the units. Also, grammar, vocabulary and writing skills are presented gradually from the easiest form to the most difficult one. So, at the end of the course students should be able to learn something about English. However, the text can be improved if it had more material such as extra activities, listening scripts, colorful pictures in some cases and homework sections. In addition, it should have a table of content. Besides that, the methodology used in this book is passive. It means that the procedure to perform activities is mechanic, which makes students receptors. In other words, there is no opportunity for an active lesson where students can create and produce and discover by themselves the learning tasks. As a result, there is lack of motivation and students loose their interest in learning not only in English, but also in another foreign language. This is the highest mistake the book presents. Of course a creative, original, hard worker and productive teacher can solve this by adding his/her own materials in a lesson to change the old methodology and take advantage of the greater intellectual potential that children at that age have. Therefore, such a teacher will overdo the objectives.

Evaluation Checklist

Evaluation Checklist

Method of Language Teaching: _____

Techniques of Evaluation or Examination

☑ Oral ☑ Objective, Constrained, Manipulative Exercises

☑ Written ☑ Subjective, Open-ended, Communicative Exercises

Cultural Content Exposure: Percentage and Type

10 % of Target Language: mostly in a class and few in the house.

_ % of First Language: everywhere (school, church, house, etc)

100% Global Presentation: _____

D. Institutional Data

Institutional or National Objectives for English Instruction

☐ Language Reception ☑ Listening ☑ Reading

☑ Language Production ☑ Speaking ☐ Writing

☑ Cultural Recognition ☑ Global/Cross-cultural Awareness

☐ Cultural Production ☐ Acculturation

Role of English as Medium of Instruction: ☑ Oral ☐ Written

Preferred Dialect of English: ☐ British ☑ American ☐ Other (specify)

English Language Exam (Internal/External)

☑ Oral ☐ Objective, Constrained, Manipulative Exercises

☐ Written ☑ Subjective, Open-ended, Communicative Exercises

Class Size ☐ <15 ☑ 15–28 ☐ 29–35 ☐ 35–50

Time Allocated to Study of English: 1 Yrs 1:20' Hrs/Wk

Type of Physical Environment/Support

Class Size:	☐ Too Small	☑ Adequate	☐ Too Large
Classroom Shape:	☑ Rectangle/Square	☐ Other	
Lighting:	☑ Adequate	☐ Inadequate	
Blackboard Space:	☑ Sufficient	☐ Insufficient	
Seating Arrangement:	☑ Flexible	☐ Stationary	
Audiovisual Equipment:	☐ Sufficient	☑ Insufficient	
	☐ Modern	☑ Outdated	

Budget: ☑ Restricted ☐ Liberal

Remarks

* lack of communication with parents
* lack of suppliers

TEXTBOOK ANALYSIS

The Textbook

Bibliographical Data

- Tittle: Costa Rican Children: Citizens of a Modern and Integrated World
- Level of proficiency: Basic level. Students from zero to low-beginning level
- Author: Oficina de Lenguas Extranjeras (OLE) for I and II cycles
- Senior authors: Rossina Bolaños Castro. Coordinator
  Lic. Rosario Vindas González. English National Adviser for I and II Cycles
  Br.Ovidio Alfaro Jara. Academic Coordinator of OLE
- Counseling authors: Leonor Eugenia Cabrera Monge.
  English National Adviser
  Lic. Nuria Soto Castro. University of Costa Rica (UCR)
- Date of Publication: 1999
- Number of Volumes: 6
- Number of Pages: 116
- Price: Not for public sale
- It is part of a series composed of six volumes.
- There is an accompanying material that is the teacher's manual.

- ✓ The main goal is to teach communicative competence of a foreign language. The main objectives of its methodology are to make the child involved in the practical usage of the language, provide a non-threatening environment and motivate him/her to learn foreign languages. Besides that, some others are to know different cultures as well as value his/her and develop his/her capacity to transfer his/her knowledge to others.
- ✓ The basic skills develop in the text are listening and speaking.
- ✓ The cultural component is developed in the classroom in a natural way in order to reinforce our roots as long as to be open-minded to different cultures.
- ✓ The distribution of emphasis among the language skills is listening and speaking.
- ✓ The book has the following nine units:
  1. Socializing
  2. My School
  3. My Body
  4. Personal Interests
  5. My Family
  6. My Community
  7. Food
  8. Clothing and Shopping
  9. My World

They must be taught in a whole school period, which is divided every three months, with three weekly lessons of 40' each.

- ✓ The distribution of new teaching points is good dispersed throughout the text. All the units have the same amount of information and similar exercises as well.
- ✓ It is intended for children between seven and eight years old
- ✓ The teachers will be non-native speakers graduated in EFL, ESL and ESP.

Subject Matter

- The subject matters covered are: food, people's abilities, school items, colors, shapes, number from 1 to 29, the alphabet, body parts, family members, community members and occupations, household items, clothing, domestic and farm animals, some prepositions, adjectives and verbs. In addition, days of the week, expressions, weather conditions, commands, and wh-questions (information questions) are included. All together is combined with environmental education throughout the text.
- It is presented through situations of necessity as well as linguistic needs.
- The conceptual level is concrete.
- The units are organized for topics while the lessons are organized for sub-topics. The topics include linguistic structures that are classified according to its grammatical functions in a given context. All of these topics are developed gradually in each unit during the whole year.
- Culture is presented. through topics such as: ways of greetings people, schools in Costa Rica and my school in my community, people from other cultures, concepts of nuclear and extended family, most common professions and occupations in my community, clothes according to weather conditions in other countries and production of food in different areas of Costa Rica. The authors intend to portray the Costa Rican culture as part of an integrated academic formation of Costa Rican childhood.
- The text integrates dialogs, exercises, and games.
- It is free of biases.

- The textbook contains: dialogs "seeded" with cultural information and/or based on situations typical of the foreign culture and non-fiction situations.
- The text is authentic.
- The samples of spoken language are used by native in face to face communication.
- The samples of written language are adapted from, real written materials, such as letter, poems, reports, stories, and newspaper and magazine articles. According to the authenticity scale adapted from Ring's article, "Authentic Language and Authentic Conversational Text" the text is in the range #3 that says, "Simulating role play by native speakers"

Grammar

- The book has nine general units, each of which consists of series of nouns, adjectives, verbs and expressions. The units are equally distributes through the text; however, the speaking skill is the one that is emphasized.
- The grammar rules are presented in an inductive way. It means, students are given examples, real situations and meaningful ideas and they have to come up with the respective rules. In fact, grammar rules are de-emphasized because they are acquired by the exposure students have. The grammar rules are unstated.
- The sequence of the grammatical points are:
    - The "be" form in simple present
    - The verbs "have", "need", "walk", "run", "like" and others.
    - The "ing" form (Present Progressive)
    - Adjectives
    - Prepositions
- There is an annual language content at the beginning of the book that summarizes not only grammatical, but also speaking points.
- All the linguistic items are introduced in meaningful contexts.

Vocabulary

- Vocabulary is introduced in thematic units that have sociocultural functions and based in a communicative approach.
- Due to the fact that the book is for primary students, the vocabulary chosen is basic and does not pay attention to roots, inflectional ending (e.g.; plurals, possessives, past tenses), cognates, synonyms and antonyms, thematic groupings.
- The vocabulary is introduced by a combination of the communicative and natural approach. So, the teacher emphasizes about the importance of the topic by narrating, discussing, asking, commenting real situations, stories, anecdotes, examples according to the students' interest and needs. The activities in the book help the students develop vocabulary through a variety of tasks that stimulate desire to communicate.
- The vocabulary is not summarized in any way. There is no glossary, vocabulary lists, index and the like.

Vocabulary and Structures

- The text's level of readability is the basic for first grade students. It consists of simple questions and short answers such as, "What's your name?, My name is...."
- Even though the basic patterns and vocabulary included in the text are good enough for the level of complexity the text achieves, extra material would improve students' learning about the topic in each unit.

Pedagogical Considerations

- The units are structured in a way that leads to a gradual learning where the students acquire the five skills in a slow process to achieve the main objective, that is holistic learning of the language. The sequencing of nouns, verbs, sentences patterns, modifiers, structures and vocabulary are presented from simple to complex schema and by functional loads. There is productivity in generating teaching points used with a high level of frequency. The topics are balanced according to the students level. Regular and irregular patterns are mixed through the book to avoid overgeneralizations. Also, there is co-occurrence of the items. As a result, all these pedagogical considerations are useful in the classroom and community as well as differences in culture emerged from this practical use.

- There is evidence of language control, that is, there are new structures carefully presented and explained before they appear in drills and presentation material because first, the teacher introduces or reviews the vocabulary in a warm up activity. Second the teacher presents a series of activities. Third, the students work in the workbook. Finally, there is a final evaluation of the studied topic.
- The grammatical and vocabulary material among the chapters is well distributed.
- Certainly, grammatical presentation is clear and complete enough for the student to have a concise review.
- Definitely, linguistic items are introduced in meaningful situations (contexts) that facilitate students' understanding.
- New vocabulary and structures are repeated and integrated in subsequent lessons in a cycling pattern for reinforcement. They reappear in varying contexts and situations in order to portray their range of applicability as part of the gradual learning process.
- Standard English is used including idioms, but excluding substandard dialects, slang and obscure regular idioms in non-advanced texts.
- The writer uses sentence structures that follow normal word order. All of them are simple and follow a logical sequence.
- All the dialogs are stated in isolation. It means that there is no narration principles because of the basic level of the students.
- Mechanics is not included in the context.
- The text does not distinguish between formal and informal speech and writing patterns with regard to vocabulary and grammatical structures.

Exercises and Activities

- The exercises provided are the common ones of listening, speaking, and writing. But they are focused on gross motor skills. So, children are required to cut, paste, color, draw, in answering, playing and matching activities.
- Each exercise involves vocabulary and structures which build up the learner's repertoire. They graded to provide a progression from manipulation to communication.
- The exercises fall on:
  a. Communication with physical response, that is, to follow instructions, directions, drawing a picture, following a map route, constructing something.
  b. Selective transferring of new information, that is, to fill in chart or table, draw and copy information.

The categories are close to communicative approach.

- The exercises promote internalization by encouraging a student's active participation in paired or small conversation groups, games and simulation activities such as role-playing and problem solving.
- The exercises refer to realistic activities and structures.
- The exercises does not develop comprehension and test knowledge of main ideas, details and sequence of ideas. Instead, they develop the comprehension of the topic as a whole.
- There is no pattern of review within lesson, but the exercises cumulatively test new mater.

- Activities which provide for the development of study skills such as skimming, note taking, outlining, looking up in the dictionary are not present because they do not match the level of the students and goals.
- The text's exercises and activities fall on the transcoding category, that is, to change information into different symbolic form or language. So, the cognitive potential of the students is low due to the fact that they are developing this potential in the source language.
- Instructions either appear in imperative tone or they do not appear at all because all the activities are guided by the teacher with a high monitor role.

Layout and Physical Makeup

- The book is attractive for the children because it includes a variety of pictures that capture the student's interest to paint, cut and paste. This increases their involvement with the target language, even so some pictures should be colored specially the ones that introduce the alphabet in order not to interfere with he main activity that is writing in this case. Besides that, the front page should be full colored to motivate students to use the book. The material used in the book is appropriate for children. The size is convenient for the students to handle.
- The font used is script and its size is big and clear specially for the little children.
- There are simple graphics such as boxes, shadows and arrows. There is a high use of symbols.
- There no artwork in regard to first grade children's needs to see letters in their simplest form to copy and learn them.
- The pictures are school items, family members, community workers, children's belongings, cloth, body parts, feelings, weather conditions, animals, food and so on.
- There is an aesthetic balance of text and graphical material.
- There is not a table of contents.
- It does not indicate where to locate specific structures and their exercises.
- There is not an index of new vocabulary items and their location in the text.

- There are not appendices and other end matter with maps, verb summaries, a glossary.
- There is a teacher's manual.

The Teacher's Manual

General Features

- ✓ There is a rationale provided regarding the text's objectives, methodology, subject matter, sequence of grammar points. In fact, there is a classification of objectives and contents.
- ✓ There is no syllabus for that level. On the contrary, there is one, but it is based on contents.
- ✓ There is not an index locating the new vocabulary, structures and topics found in the text. However, there is a scope and sequence chart that has the nine units of the book with the resource materials. Also the book has an appendix.
- ✓ There is not answer for all the exercises because most of them are paper work to be done in class. In other words, exercises are guided and very practical, so they do not need written answers.
- ✓ The text assumes that the teacher has near-native fluency and a great deal of experience because it is supposed that the person in charge of teaching has the required pedagogical and academic knowledge.

Supplementary Exercises for Each Language Skill

- There is no kind of supplementary exercise for listening comprehension, speaking (pronunciation, intonation, and communication), reading and writing.
- The manual does not provide achievement test (with the answers) for the teacher to use.

Methodological and Pedagogical Guidance

- The manual provides the teacher with guidance on the teaching of language items and the four skills.
- The manual provides varied activities that integrate listening, speaking, reading and writing.
- Experience is required for the teacher. Although the text offers clear and detailed advice for the novice to follow like teaching techniques, learning strategies, he or she needs to have a base in English..
- The authors do not hold a particular bias on language teaching and methodology.
- The text conforms enough methodological requirements to be suitable by the teachers.
- The manual is meaningful and helpful to the teacher without being too confining.
- The manual advises the teacher in the use of visual aids.
- The manual does not present distinction between British and American English with regard to pronunciation, vocabulary, and grammatical structure.
- The manual does not present a contrastive analysis of the sound system and word usage of English vis-a-vis the native language.

Linguistic Background Information

- The text assumes and requires that the teacher has near-native fluency, if not native fluency because it does not provide linguistic background (perhaps derived from contrastive analysis) on pronunciation, grammar, and vocabulary.

APPENDIX B:

Evaluation checklist

(Reminder: This is a comprehensive checklist, not necessarily intended to be used in its entirety. Custom-make your own evaluation checklist by selecting the items which pertain to your program and situation as per the information collected in Appendix A.)

	Rating
	Excellent / Good / Adequate / Weak / Totally Lacking
The Textbook	
A. Bibliographical Data	
1. *Author qualifications:* To what extent are the authors professionally qualified to write a foreign-second language textbook for your particular educational system and student population? (8.20,56)	(4) 3 2 1 0
2. *Availability of accompanying materials:* To what extent are accompanying	4 3 2 (1) 0

	Excellent / Good / Adequate / Weak / Totally Lacking	Required / Preferred / Not Applicable
materials (e.g., workbooks, audio-/videotapes, a teacher's edition, a teacher's guide, sample tests) available? (3,14,15,29,53,54)		
3. *Completeness:* To what extent can the course be taught using only the student's book, or must all the attendant aids (e.g., cassettes) be used? (53)	4 3 2 (1) 0	(A) B N
4. *Quality of supplementary materials:* If there are workbooks and audio-/videotapes,		
a. to what extent is the material truly supplementary (and not mere duplications of the main text)? (3,6)	4 3 2 1 (0)	A B (N)
b. to what extent are the tapes of professional quality (i.e., use authentic native or near-native speakers representing male and female adult as well as children's voices and/or actors, use voices speaking at an appropriate rate, with accurate intonation, avoiding extremes of high and low pitch, and reproduced with high fidelity? (9)	4 3 2 1 (0)	A B (N)
5. *Cost-effective:* To what extent does the price of the text (plus accompanying materials) seem reasonable and cost-effective (i.e., in terms of saving time, labor, and money)? (1,50,53,56,61,64) ★ Provide freely by Ministerio de Educación Pública (MEP)	4 3 2 1 (0)	A B (N)
1. Aims and Goals		
Regarding Language Skills and Cultural Understanding		
1. *Targeted students specifications:* To what extent do the specifications of the text's targeted audience (age range, culture, assumed background, grade level and background knowledge) match those of the students? (7,8,25,29,35,39,60)	4 (3) 2 1 0	(A) B N
2. *Matching to student needs:* To what extent do the aims and objectives of the text correspond to the needs and goals of the students? (8,17,19,25,29,37,41,52)	4 3 (2) 1 0	A (B) N
3. *Matching to syllabus requirements:* To what extent do the aims and objectives of the text correspond to those delineated in the syllabus (if there is one)? (3,5,17,20,39,53,57)	(4) 3 2 1 0	(A) B N
4. *Compliance with overall educational concerns:* To what extent does the text seem to be in tune with the broader educational concerns of the school system? (9,17,19,28,45,53,54)	(4) 3 2 1 0	(A) B N
5. *Feasibility:* To what extent are the amount and type of material to be covered realistic and adaptable toward the pace and time allotted for the course? (6,8,17,48,54)	(4) 3 2 1 0	(A) B N
2. Subject Matter		
1. *Suitability and interest level:* To what extent does the subject matter cover a variety of topics suitable to the interests of the intended audience, as determined by age (youth, teenager, young adult, adult, middle age, old age), sex, socioeconomic levels (upper, middle, lower), environment (urban, rural, small town), and cultural orientation? (5,9,13,16,17,19,29,32,36,50)	4 (3) 2 1 0	(A) B N
2. *Ordering:* To what extent is the ordering of materials by topics or themes arranged in a logical fashion? (5,6,16,29,37)	(4) 3 2 1 0	(A) B N
3. *Variety of text types:* To what extent does the textbook contain an assortment of suitable text types (e.g., dialogs, essays, poetry, drama, folk tales)? (7,14,32,54,59)	4 3 2 (1) 0	A (B) N
4. *Content grading:* To what extent is the content graded according to the needs,	(4) 3 2 1 0	(A) B N

	Rating (Excellent / Good / Adequate / Weak / Totally Lacking)	Weight (Required / Preferred / Not Applicable)
background knowledge, and life-style of the students or the requirements of the existing syllabus (if there is one)? (5,9,16,17,18,29,33,35,37,59,64)	4 3 2 1 0	A B N
5. *Level of abstractness:* To what extent is the level of abstractness appropriate? (9,25,29,35,36,59)	4 3 2 1 0	A B N
6. *Register:* To what extent does the text teach the register appropriate for the needs of the students (e.g., formal or literary style vs. conversational style vs. technical style)? (6,14,17,37,49,53,57,65)	4 3 2 1 0	A B N
7. *Cultural sensitivity:* To what extent are ideological, political, and religious constraints taken into consideration? (5,17,65)	4 3 2 1 0	A B N
8. *Content accuracy, authenticity, currency:* To what extent is the material accurate, authentic, and current? How well are stereotypes, factual inaccuracies, oversimplification, and omissions avoided? How appropriate is the language used to the setting, characters, and relationships portrayed? (1,3,4,5,6,9,13,16,20,26,31,32,40,42,44,49,50,51,55,56,57,61,62)	4 3 2 1 0	A B N
9. *Cultural integration:* To what extent is the cultural content integrated in the texts, dialogs, and exercises? (6,14,32)	4 3 2 1 0	A B N
D. Vocabulary and Structures		
Grammar		
1. *Number and sequence appropriacy:* To what extent is the number of grammatical points appropriate and how appropriate is their sequence? (2,6,10,11,16,19,29,37,38)	4 3 2 1 0	A B N
2. *Accuracy:* To what extent are the linguistic data accurate? (14,48,61)	4 3 2 1 0	A B N
3. *Clarity and completeness:* To what extent are the presentations clear and complete enough for the students to have available a concise review outside the classroom (e.g., models)? (3,9,56,64)	4 3 2 1 0	A B N
4. *Meaningful context:* To what extent are the linguistic items introduced in meaningful contexts? (6,16,22,37)	4 3 2 1 0	A B N
Vocabulary		
1. *Load suitability:* To what extent does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level? (6,16,18,29,37)	4 3 2 1 0	A B N
2. *Appropriate context:* To what extent is vocabulary introduced in appropriate contexts? (6,18,19,37,48,55)	4 3 2 1 0	A B N
Vocabulary and Structures		
1. *Suitable readability level:* To what extent does the text's level of readability match that of the class? (20,34,36,39,55)	4 3 2 1 0	A B N
2. *Inclusiveness per text:* To what extent does the text include the basic patterns and vocabulary necessary for using the language up to the level of complexity/mastery the book achieves? (37,56,63)	4 3 2 1 0	A B N
3. *Inclusiveness per syllabus:* To what extent does the text include the basic patterns and vocabulary necessary for using the language up to the level of mastery required by the syllabus (if there is one)? (20)	4 3 2 1 0	A B N

	Rating (Excellent, Good, Adequate, Weak, Totally Lacking)	Weight (Required, Preferred, Not Applicable)
4. *Suitable sequence of progression:* To what extent does the presentation of vocabulary and structures move gradually from the simple to the more complex, except where functional load would indicate otherwise? (16,18,55,56)	4 3 2 1 0	A B N
5. *Adequate control of presentation:* To what extent are new structures controlled to be presented and explained before they appear in drills, dialogs, or reading material? (9,18,19,55)	4 3 2 1 0	A B N
6. *Balanced distribution:* To what extent is there an even distribution of grammatical and vocabulary material among the chapters (i.e., do some chapters present too much material and others too little)? (3,6)	4 3 2 1 0	A B N
7. *Presentation, practice, and recycling suitability:* To what extent does the presentation, practice, and recycling of new linguistic items seem to be appropriate for the level of language mastery (in L1 or L2) of the students? (1,29,39,43,53,64)	4 3 2 1 0	A B N
8. *Recycling for reinforcement and integration:* To what extent are new vocabulary and structures recycled in subsequent lessons for reinforcement, and integrated in varying contexts and situations in order to portray their range of applicability in English? (3,16,18,22,37,55,56,57)	4 3 2 1 0	A B N
9. *Standard language:* To what extent is standard English (sentence structures that follow normal word order—including idioms—sentences, and paragraphs which follow one another in a logical sequence) used? (9,16,29,49,56)	4 3 2 1 0	A B N
10. *Suitability of sentence length and syntactic complexity:* To what extent does the sentence length and syntactic complexity seem reasonable for the students of that level? (16,18,29,34,36)	4 3 2 1 0	A B N
11. *Cultural presentation:* To what extent does the text distinguish between British and American English with regard to vocabulary and grammatical structures? (19)	4 3 2 1 0	A B N
12. *Accessibility:* To what extent does the text make the structures and vocabulary presented easily accessible to the learner (e.g., summaries of verb forms via paradigms and conjugations, and summaries of new words and phrases via a foreign-language dictionary section or bilingual list)? (7,50,63)	4 3 2 1 0	A B N
E. Exercises and Activities		
1. *Satisfaction of syllabus objectives:* To what extent do the activities meet the behavioral objectives delineated in the syllabus, curriculum? (18,20,28,33,56)	4 3 2 1 0	A B N
2. *Fulfillment of student objectives:* To what extent do the activities meet the behavioral objectives of the students? (5,19,25,29,41,47)	4 3 2 1 0	A B N
3. *Effectiveness:* To what extent are the activities provided the best calculated to achieve the stated objectives? (48,56)	4 3 2 1 0	A B N
4. *Sequencing toward communication:* To what extent does the text develop a progression from manipulative to communicative exercises? (14,18,20,35,46,48)	4 3 2 1 0	A B N
5. *Meaningful communication:* To what extent do the exercises promote	4 3 2 1 0	A B N

	Rating (4 Excellent, 3 Good, 2 Adequate, 1 Weak, 0 Totally Lacking)	Weight (A Required, B Preferred, N Not Applicable)
meaningful communication by referring to realistic activities and situations? (3,5,6,16,18,64,65)		
6. *Communicative development:* To what extent do the exercises involve vocabulary and structures which build up the learner's repertoire and develop his/her ability to communicate increasingly independent of text or teacher direction? (9,16,18,35,58)	4 3 2 1 0	A B N
7. *Internalization via active participation.* To what extent do the exercises and activities promote internalization of learned material by providing exercises which encourage a student's active participation? (5,6,14,20,23,35,65)	4 3 2 1 0	A B N
8. *Promotion of critical thinking:* To what extent do the exercises and activities promote critical thinking (i.e., interpretation, application, analysis, synthesis, and evaluation)? (5,9,18,20,25,29,36)	4 3 2 1 0	A B N
9. *Instructional clarity and appropriacy:* To what extent are the instructions to the exercises and activities clear and appropriate? (5,14,17)	4 3 2 1 0	A B N
10. *Stereotype-free content:* To what extent are the exercises and activities free of stereotypes? (5,13,24,26,32,42,50)	4 3 2 1 0	A B N
11. *Suitability and interest level:* To what extent do the exercises and activities match the age, level, background, and interests of the students? (19,25,41,52,60,65)	4 3 2 1 0	A B N
12. *Provision for review:* To what extent does the book provide a pattern of review within lessons and cumulatively test new material? (9,16,17,18,37)	4 3 2 1 0	A B N
13. *Development of study skills:* To what extent do the activities provide for the development of study skills, such as skimming, note taking, outlining, looking up words in the dictionary? (2,33)	4 3 2 1 0	A B N
F. Layout and Physical Makeup		
1. *Motivational attractiveness:* To what extent is the text attractive and appealing to the intended student population? (1,3,9,18,25,30,35)	4 3 2 1 0	A B N
2. *Suitability of durability, book and type dimensions:* To what extent is the size convenient enough, and the type size appropriate for the learners? (1,9,16,18,29)	4 3 2 1 0	A B N
3. *Organizational clarity and function:* To what extent is the material clearly organized (i.e., with functional typefaces, a detailed table of contents—which includes location of structures and their respective exercises—an index of new vocabulary items and their location, appendices and other end matter with maps, verb summaries, a glossary, etc.)? (3,7,9,19,29,53)	4 3 2 1 0	A B N
4. *Effectiveness in presentation:* To what extent are simple graphic devices (e.g., boxes, shading, color, arrows) effectively used to clarify the presentation of grammatical structures? (3,9,29)	4 3 2 1 0	A B N
5. *Relativity, linkage, and integration:* To what extent is the artwork directly related to the subject matter and printed near enough to it to assist the learner in understanding the printed text? (3,6,7,9,16,18,45,63)	4 3 2 1 0	A B N
6. *Stereotype-free, accurate, authentic portrayal:* To what extent is the artwork unbiased (free of stereotype), yet accurately and authentically conveying the culture content? (9,32,42)	4 3 2 1 0	A B N
7. *Suitability of artwork:* To what extent is the artwork geared to the age level and interests of the students? (9,32)	4 3 2 1 0	A B N

	Rating	Weight
	Excellent Good Adequate Weak Totally Lacking	Required Desirable Not Applicable
8. *Illustrative clarity and simplicity:* To what extent are the illustrations clear, simple, and free of unnecessary details that may confuse the learner? (16)	(4) 3 2 1 0	(A) B N
9. *Motivational atmosphere:* To what extent do the illustrations create a favorable atmosphere for practice in reading and speaking by depicting realism and action? (2,16,26,48)	4 3 2 (1) 0	(A) B N
The Teacher's Manual		
A. General Features		
1. *Guide to rationale:* To what extent does the manual help the teacher understand the rationale of the textbook regarding the text's objectives, methodology, subject matter, sequence of grammar points, etc.? (16,34,60)	(4) 3 2 1 0	(A) B N
2. *Guide to syllabus:* To what extent does the manual guide the teacher to any set syllabus for that level? (16)	(4) 3 2 1 0	(A) B N
3. *Guide to contents:* To what extent does the manual guide the teacher to the contents and location of the new vocabulary, structures, and topics found in the text via indexes? (16)	(4) 3 2 1 0	(A) B N
4. *Answer guide:* To what extent does the manual provide correct or suggested answers for the exercises in the student's text? (16,53)	4 3 2 1 (0)	A B (N)
5. *Guide for new and nonnative English-speaking teachers:* To what extent does the manual provide information for the new and nonnative English-speaking teacher? (3,17,30,53,60)	(4) 3 2 1 0	(A) B N
B. Supplementary Exercises for Each Language Skill (There's no supplementary material		
1. *In aural skills, effective listening, and comprehension practice:* To what extent does the manual provide effective material for training the students in listening and understanding the spoken language? (3,16)	4 3 2 1 (0)	A B (N)
2. *In oral skills, adequate, effective, and appropriate presentation and practice in pronunciation and intonation:*		
a. To what extent does the manual provide effective material for training the students in pronunciation and oral expression? Is there enough practice? In addition to descriptions of how the sounds are produced, are there practice exercises using the sounds in isolated words, in expressions, and in sentences? (3,16,56,64)	4 3 2 1 (0)	A B (N)
b. To what extent is the presentation of the sounds of the foreign language complete? Does it include intonation patterns as well as presentations on the individual sounds? (3,56)	4 3 2 1 (0)	A B (N)
c. To what extent is the presentation appropriate for the students? Is it not too technical? (3,9,56,57)	4 3 2 1 (0)	A B (N)
3. *In grammar, adequate integrative reinforcement via varied oral exercises:* To what extent does the manual suggest adequate and varied oral exercises for reinforcing points of grammar presented in the textbook? (16,37,48,50)	4 3 2 1 (0)	A B (N)
4. *In grammar, practice in meaningful situations:* To what extent does the manual offer meaningful situations and a variety of exercises for teaching structural units (grammar)? (16,22,37,64)	4 3 (2) 1 0	A (B) N
5. *In vocabulary development, effective drills and exercises:* To what extent does the manual provide effective drills and exercises that enable the teacher to assist the students in building up their vocabulary? (3,16)	4 (3) 2 1 0	(A) B N

	Rating: 4 Excellent, 3 Good, 2 Adequate, 1 Weak, 0 Totally Lacking	Weight: A Required, B Preferred, N Not Applicable
6. *In reading skills, effective questions testing comprehension:* To what extent does the manual provide effective questions to help the teacher test the students' reading comprehension? (9,16)	4 3 2 1 0	A B N
7. *In reading, adequate graded material for practice:* To what extent does the manual provide adequate graded material for additional reading practice? (34)	4 3 2 1 0	A B N
8. *In writing, adequate graded material for practice:* To what extent does the manual provide adequate graded material for additional writing practice? (16) No additional writing practice	4 3 2 1 0	A B N
9. *In all materials, authenticity, accuracy, and stereotype-free content:* To what extent are the supplementary materials authentic, accurate, and free of stereotypes and biases for the teaching of:	4 3 2 1 0	A B N
a. listening comprehension		
b. speaking		
c. reading		
d. writing		
(9,13,16,20,24,26,32,42,50,56)		
10. *In all materials, suitability, interest level, and goal fulfillment:* To what extent do the supplementary materials match the age, level, background interests, and aims of the students? (16,17,19)	4 3 2 1 0	A B N
11. *In aural/oral skills, contrastive analysis* (if applicable): If the text is written for students of a particular language background, to what extent does it provide a variety of aural/oral exercises to help the students practice hearing and speaking the sounds most difficult for them to distinguish and pronounce? (48,56,64)	4 3 2 1 0	A B N
12. *In all materials, sample achievement tests:* To what extent does the manual provide ready-to-give achievement tests (with answers) for the convenience of the teacher? (7,9,42,53)	4 3 2 1 0	A B N
C. Methodological and Pedagogical Guidance		
1. *General:* To what extent does the manual provide guidance for the teacher on the teaching of language items and skills? Is the teacher expected to be experienced in language teaching or does the text offer clear and detailed advice for the novice to follow? (17,33,37,60,64)	4 3 2 1 0	A B N
2. *Per lesson type:* To what extent does the manual help the teacher with each new type of lesson introduced? (16,37,65)	4 3 2 1 0	A B N
3. *Per lesson:* To what extent does the manual provide lesson summaries and suggestions to help the teacher review old lessons and introduce new lessons? (16,53)	4 3 2 1 0	A B N
4. *Flexibility in lesson presentation:* To what extent does the manual advise about how to present the lessons in different ways? (20,53,65)	4 3 2 1 0	A B N
5. *Speaking skills:* To what extent does the manual provide practical suggestions for teaching pronunciation and intonation? (9,16,64)	4 3 2 1 0	A B N
6. *Prereading skills:* If it is for a beginning text, to what extent does the manual provide guidance to the teacher in presenting practice in prereading skills, such as visual identification of alphabet letters (especially those symbols	4 3 2 1 0	A B N

	4 Excellent 3 Good 2 Adequate 1 Weak 0 Totally Lacking	A Required B Preferred N Not Applicable
which may be confused or not known by the students), identification of the sounds represented by the letters (with special attention to the sounds which may be troublesome), reading in left-to-right directionality (if applicable)? (21,55,57)		
7. *Vocabulary development:* To what extent does the manual provide guidance to the teacher in presenting practice in word identification skills and vocabulary development (e.g., identifying roots, inflectional endings, cognates, synonyms, antonyms, and theme groupings)? (18,29,55)	4 3 2 1 0	A B N
8. *Grammar in context:* To what extent does the manual offer a variety of techniques for teaching structural units in meaningful situations (e.g., notional/functional and semanticogrammatical categories)? (22,57,64)	4 3 2 1 0	A B N
9. *Reading and writing comprehension (RIWC): connectives:* To what extent does the manual provide suggestions for the teaching of connective words (e.g., conjunctions such as "if," "but," "and," prepositions such as "to," and markers of time, cause and effect, or consequence, such as "however," "moreover," "thus")? (18,21,29,55)	4 3 2 1 0	A B N
10. *RIWC: figurative, idiomatic, similar expressions:* To what extent does the manual provide guidance for the teacher in the presentation of figurative language, idiomatic expressions, and words and expressions similar to ones in his/her native language? (55)	4 3 2 1 0	A B N
11. *RIWC: punctuation, stress, intonation:* To what extent does the manual provide guidance to the teacher in presenting punctuation and how changes in stress and intonation may alter meanings? (55)	4 3 2 1 0	A B N
12. *Reading methods:* To what extent does the manual provide suggestions to help the teacher introduce new reading passages? (16,64)	4 3 2 1 0	A B N
13. *Writing skills:* To what extent does the manual provide guidance to the teacher for introducing various types of written work? (16,64)	4 3 2 1 0	A B N
14. *Evaluation of written work:* To what extent does the manual provide guidance to the teacher for evaluating written work and identifying their students' most serious mistakes? (16,45)	4 3 2 1 0	A B N
15. *Integration of language skills:* To what extent does the manual provide suggestions to the teacher for presenting exercises and activities which integrate all four language skills? (6,12,20)	4 3 2 1 0	A B N
6. *Adopt- or adaptability of methodology:* To what extent does the manual conform to the methodological requirements determined to be suitable by the administrators or the teachers themselves; and if not, to what extent can the material be exploited or modified as required by local circumstances? (17,53)	4 3 2 1 0	A B N
7. *Flexibility (eclectic) in approach:* To what extent is the manual meaningful and helpful to the teacher without being too confining? Is it eclectic in approach? (1,19,27,33,37,47,53,65)	4 3 2 1 0	A B N
8. *Individualizing instruction:* To what extent does the manual provide guidance for the teacher on individualizing instruction? (9)	4 3 2 1 0	A B N
9. *Contrastive analysis* (if applicable): If the text is for students from a homogeneous language background, to what extent does the manual present a contrastive analysis of the sound system and word usage of English and the native language? (48,56)	4 3 2 1 0	A B N

	Rating (4 Excellent, 3 Good, 2 Adequate, 1 Weak, 0 Totally Lacking)	Weight (A Required, B Preferred, N Not Applicable)
20. *Cultural presentation:* To what extent does the manual provide guidance on the distinctions between British and American English with regard to pronunciation, vocabulary, and grammatical structures? (19)	4 3 2 1 0	A B N
21. *Audiovisual aids:* To what extent does the manual advise the teacher on the use of audiovisual aids, and suggest creative substitutions for situations where audiovisual equipment is unavailable? (9,16)	4 3 2 1 0	A B N
22. *Teacher's aids:* To what extent are teacher's aids such as tapescripts (if applicable) and suggestions for their effective use, "technical notes" (especially in the case of ESP textbooks), vocabulary lists, and structural/functional inventories provided in the manual? (53)	4 3 2 1 0	A B N
D. Linguistic Background Information		
For the Nonnative-speaking Teacher		
1. *Contrastive analysis for pronunciation:* To what extent does the manual provide contrastive information for the teacher on likely pronunciation problems? (16,64)	4 3 2 1 0	A B N
2. *Explanation on vocabulary and structures:* To what extent does the manual provide understandable explanations for the teacher on English vocabulary lists and structures? (16)	4 3 2 1 0	A B N
3. *Lists of cognates:* To what extent does the manual provide lists of cognate words (true and false cognates) for the teacher? (16)	4 3 2 1 0	A B N
4. *Denotation of likely grammatical problems:* To what extent does the manual provide information on grammar to help the teacher explain grammatical patterns presented in the lessons and anticipate likely problems (i.e., data from contrastive analysis and error analysis)?	4 3 2 1 0	A B N
5. *Cultural information:* To what extent does the manual provide information on cultural items of interest? (9)	4 3 2 1 0	A B N
Overall Value		
Overall suitability, appropriacy, adequacy and effectiveness: In light of the needs of the students, the objectives of the syllabus, the given educational setting and time constraints, the funding, the broad educational concerns, the principles of modern language teaching, and the background and experience of the teacher, to what extent is the textbook, teacher's manual, or other items suitable, appropriate, adequate, pedagogically effective, and cost-effective?	4 3 2 1 0	A B N

NEEDS ASSESMENT

NEEDS ASSESMENT

The needs assessment was carried out three years ago. At that time I was working in a private bilingual high school. I was teaching all levels. However, in high schools teachers are assigned one specific group. So you are in charge of the group behavior, delivering grades to the parents, meeting with the parents, problems that the group might have with other teachers, meeting with the high school counselors, etc., in 2001, I was in charge of the ninth grade. I was their conversation and grammar teacher, and they were doing well in classes. However, in the middle of the year, I felt that they had lost motivation for the language.

At the same time, I was assigned to do a needs assessment by Jorge Hernández for his Curriculum course. So I chose this group because I was going to gather information for two purposes. Then I realized that the instrument was in English so I needed to have students that could understand written language in order to complete with the information required. I looked for students of different grades, but with the same proficiency level.

I did not know much about needs assessment at first. So I read and understood all about it. I applied the instrument to the students. The idea of its application is for teachers to find out about students' needs in regard to language. Teachers collect valuable information such as learning and work preferences, learning strategies, which will lead students to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation (Oxford, 1990:8).

After I gathered the data, I analyzed the results and presented them in graphics. Besides the illustrations, I wrote a brief explanation about the results. The needs

assessment was done in order to create a unit. With the findings of this assessment, I realized that some of the activities I was doing were not interesting for the students. That is why the realization of the assessment was very gratifying; because based on it, I knew my students' likes, interests, and preferences.

Needs Assessment

Identification

GENERAL BACKGROUND

The private high school I work for is named Santa Sofia and is located in Esparza. The high school was founded six years ago to offer a different opportunity for the area. It has 170 students. Initially, it was supposed to be totally bilingual, but it is not. It is a very nice place to work at. The majority of the students come from bilingual schools where they were taught Science, Math, Geography, Spelling, Reading, and Language in English. So, their English proficiency is very high. There are two English professors. One of them is in charge of the grammatical (written) part of the language. I am the Conversation (oral) professor. The English program is divided into two subjects: conversation and grammar. The 7th, 8th and 9th graders receive four lessons of conversation and six of grammar. Since the 9th and 11th graders have to take the *"Pruebas Nacionales"*, they get only two lessons of conversation and eight of grammar. The final grade is divided and students are given one grade based on the two subjects.

The number of students who did the survey was 20, seven of them were females and 13 were male. A sample of 40 or 50 would have been better for this needs assessment; nonetheless, the survey was applied to less students due to external factors such as time, and proficiency level. The ages of the group go from 12 to 16. I randomly chose 3 or 4 students from 7th to 11th levels to have a broader view of their needs. Fourteen of them are Costa Rican, three are Colombian, one is from Panama and another one is from The Philippines. They live in the area of Esparza, Miramar, Puntarenas, San Mateo and Mata Limón. Spanish is the native language of 19 of them and English is only for one. All students are in an intermediate level course.

Instrument

ıcenciatura en Lingüística Aplicada a la Enseñanza del Inglés
rofessor Patricia López Estrada

EDS ASSESSMENT

ar student, please complete the following information. It will be very useful for knowing what ur needs as learners are, in regard of your learning a second language.

arners Information

1. Age: _____ 2. Sex: _____
3. Nationality: _____ 4. Place of residence: _____
5. Mother tongue: _____ 6. Target language: _____
7. Level of target language: _____

ease put an X in the space beside each statement and let me know if you think it is "very useful", "useful" or "not eful".

	Very useful	Useful	Not useful
Do you want to improve your English so that you can...			
1. Tell people about your personal information.	____	____	____
2. Tell people about your interests.	____	____	____
3. Use buses/trains/plains.	____	____	____
4. Find new places in the city.	____	____	____
5. Speak to tradespeople (vendors, clerks...).	____	____	____
6. Order food in a restaurant.	____	____	____
7. Buy furniture and other appliances for your home.	____	____	____
8. Receive telephone calls.	____	____	____
9. Help children with schoolwork.	____	____	____
10. Apply for a job.	____	____	____
11. Get information about a job.	____	____	____
12. Go to interviews.	____	____	____
13. Join clubs (sports, social,...)	____	____	____
14. Watch TV.	____	____	____
15. Listen to the radio.	____	____	____
16. Read newspapers/books/magazines.	____	____	____
17. Give/accept/invitations.	____	____	____
18. Make travel arrangements.	____	____	____
19. Talk to your boss.	____	____	____
20. Talk to doctors/hospital staff.	____	____	____
21. Talk to tourists.	____	____	____
22. Talk to English speaking friends.	____	____	____
23. Buy goods in the store.	____	____	____

From this list choose five reasons why you want to learn English ***FIRST***:

1. _____
2. _____
3. _____
4. _____
5. _____

Work Preferences

Put a circle around your answer

1. In class do you like learning
   a. individually? Yes/No
   b. in pairs? Yes/No
   c. In small groups? Yes/No
   d. In one large group? Yes/No

2. Do you want to
   a. spend all your learning time in the classroom? Yes/No
   b. spend some time in the classroom and some time practicing your English with people outside? Yes/No
   c. spend some time in the classroom and some time getting to know places around? Yes/No

Learning Strategies

Write Yes or No.

1. Do you like learning?
   a. By memory? _____
   b. By problem solving? _____
   c. By getting information for yourself? _____
   d. By listening? _____
   e. By reading? _____
   f. By copying from the board? _____
   g. By listening and taking notes? _____
   h. By reading and making notes? _____
   i. By repeating what you hear? _____

Put a cross in the three things that you find more useful.

2. When you speak do you want to be corrected
   d. immediately, in front of everybody? _____
   e. later at the end of the activity? _____
   f. later in private? _____

3. Do you like learning from
   a. television/video/films? _____
   b. radio/songs? _____
   c. Conversations on CD's/cassettes? _____
   d. Written material? _____
   e. The blackboard? _____
   f. Pictures/posters? _____

4. Do you find these activities useful?
   a. Role play _____
   b. Language games _____
   c. Songs _____
   d. Talking with and listening to other student _____
   e. Memorizing conversations/dialogs _____
   f. Getting information from videos _____

5. How do you like to know how much your English is improving? By…
   a. Written tasks set by the teacher? _____
   b. Oral language samples taken and assessed by the teacher _____
   c. Checking your own process by making tapes? _____
   d. seeing if you ca use language in real situation? _____

6. Do you get a sense of satisfaction from?
   a. having your work graded? _____
   b. being told that you have made progress? _____
   c. feeling more confident in situations that were difficult before ? _____

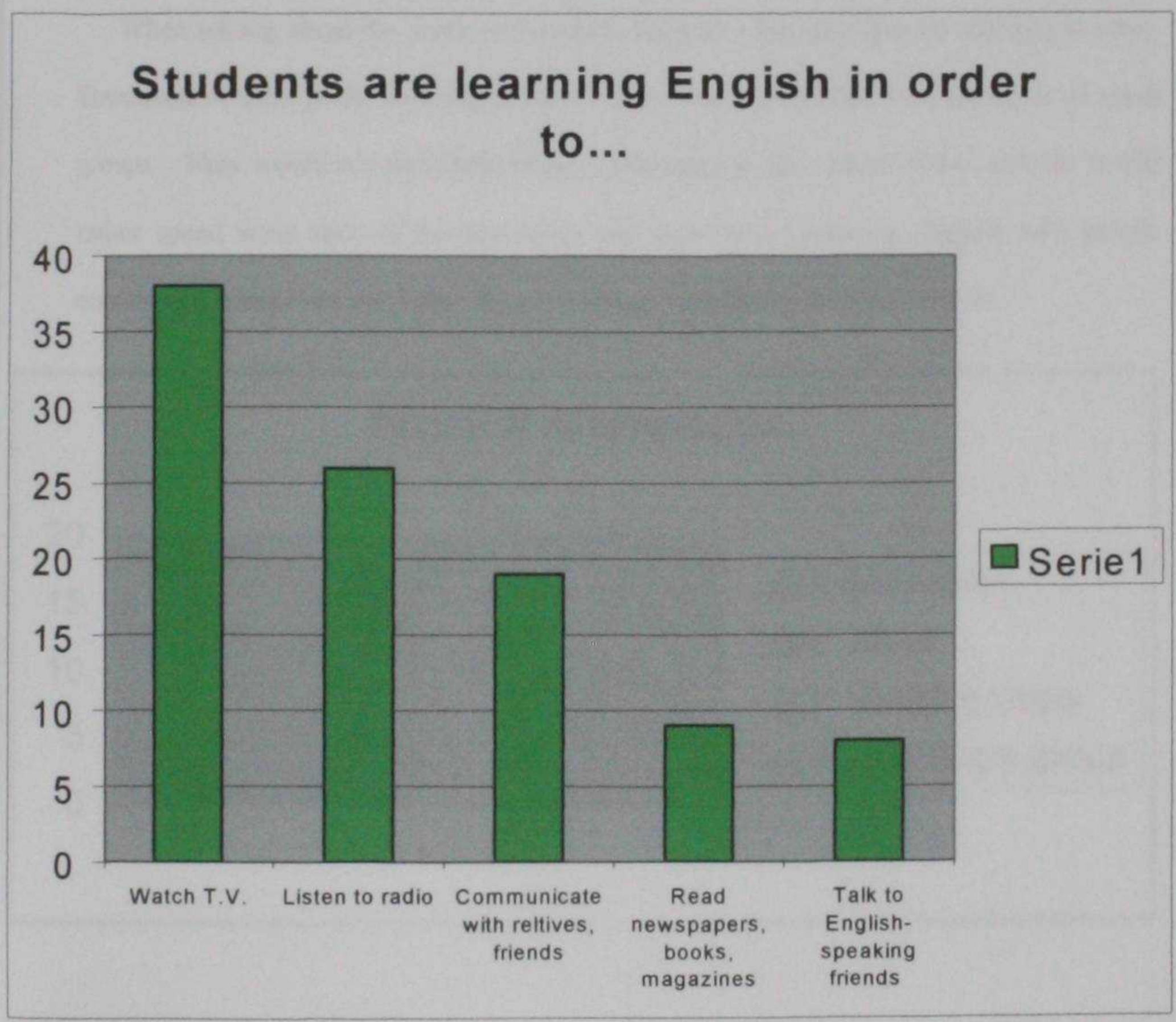
Thank you very much!

Results

RESEARCH FINDINGS

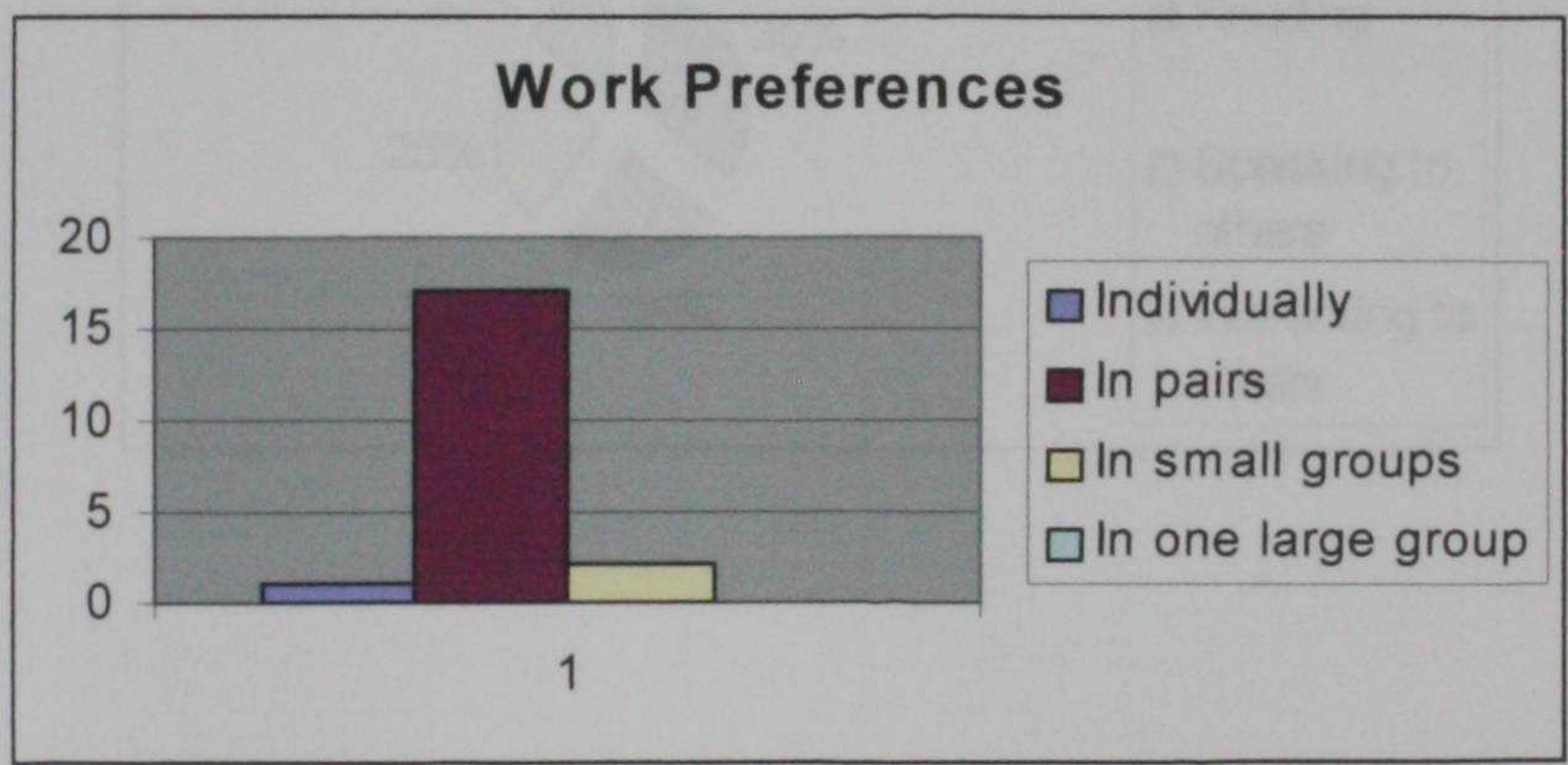
They are learning English in order to:

- ✓ Watch T.V
- ✓ Listen to radio
- ✓ Communicate with relatives, friends
- ✓ Read newspapers, books and magazines
- ✓ Talk to English-speaking friends

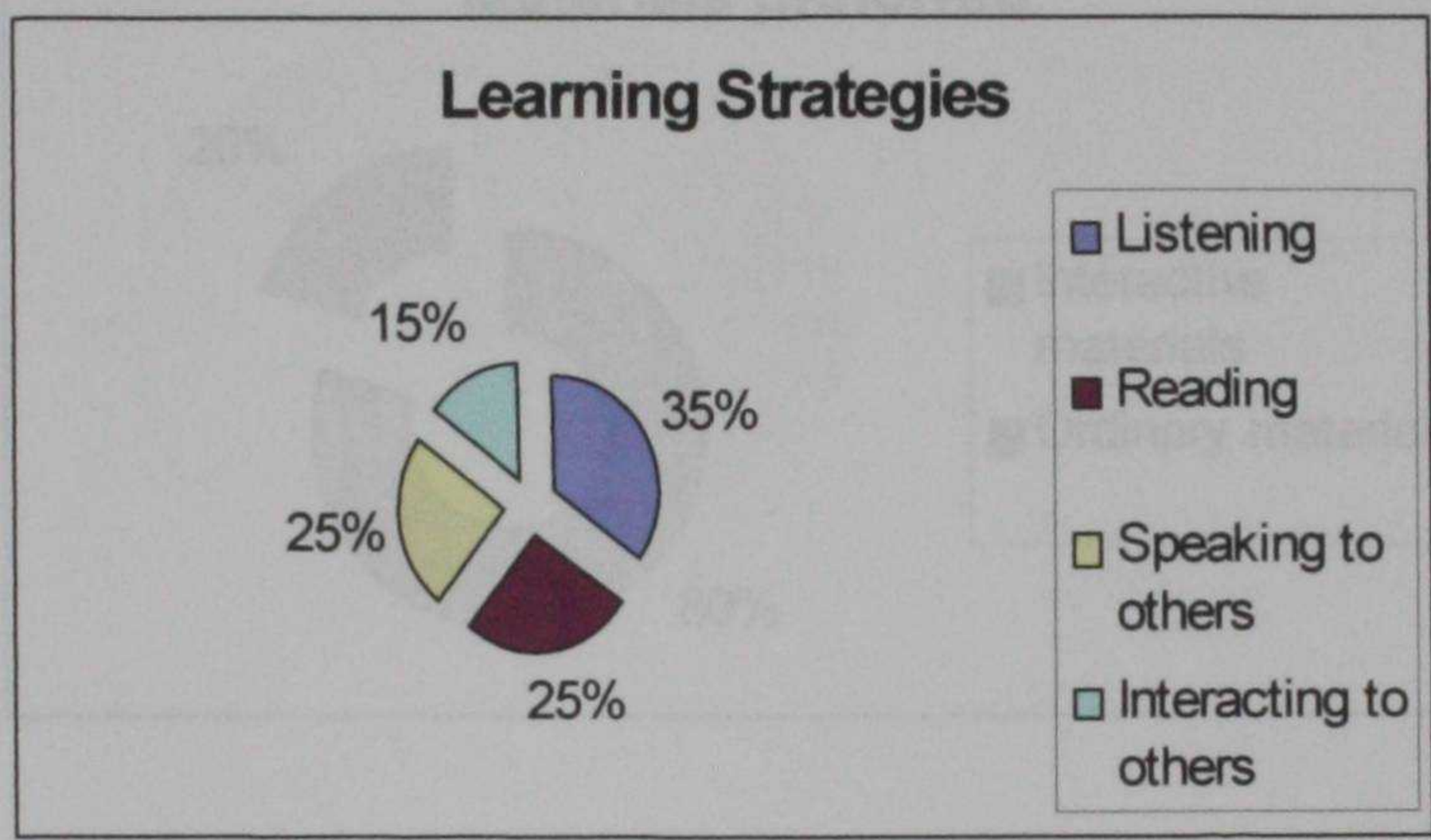


In other words, they want to be in contact with the language. Students in general would like to communicate with relatives, friends and any person from the English speaking community. Students want to watch T.V, listen to music, read newspapers, books, and magazines because in a way this is communicating in the target language and also because students want to get informed in order to be part of the English community. So the main function here is for students to improve their oral proficiency. They want to get as much input as possible so that they can process all that knowledge and express it. Students did not refer to the other categories for first statement.

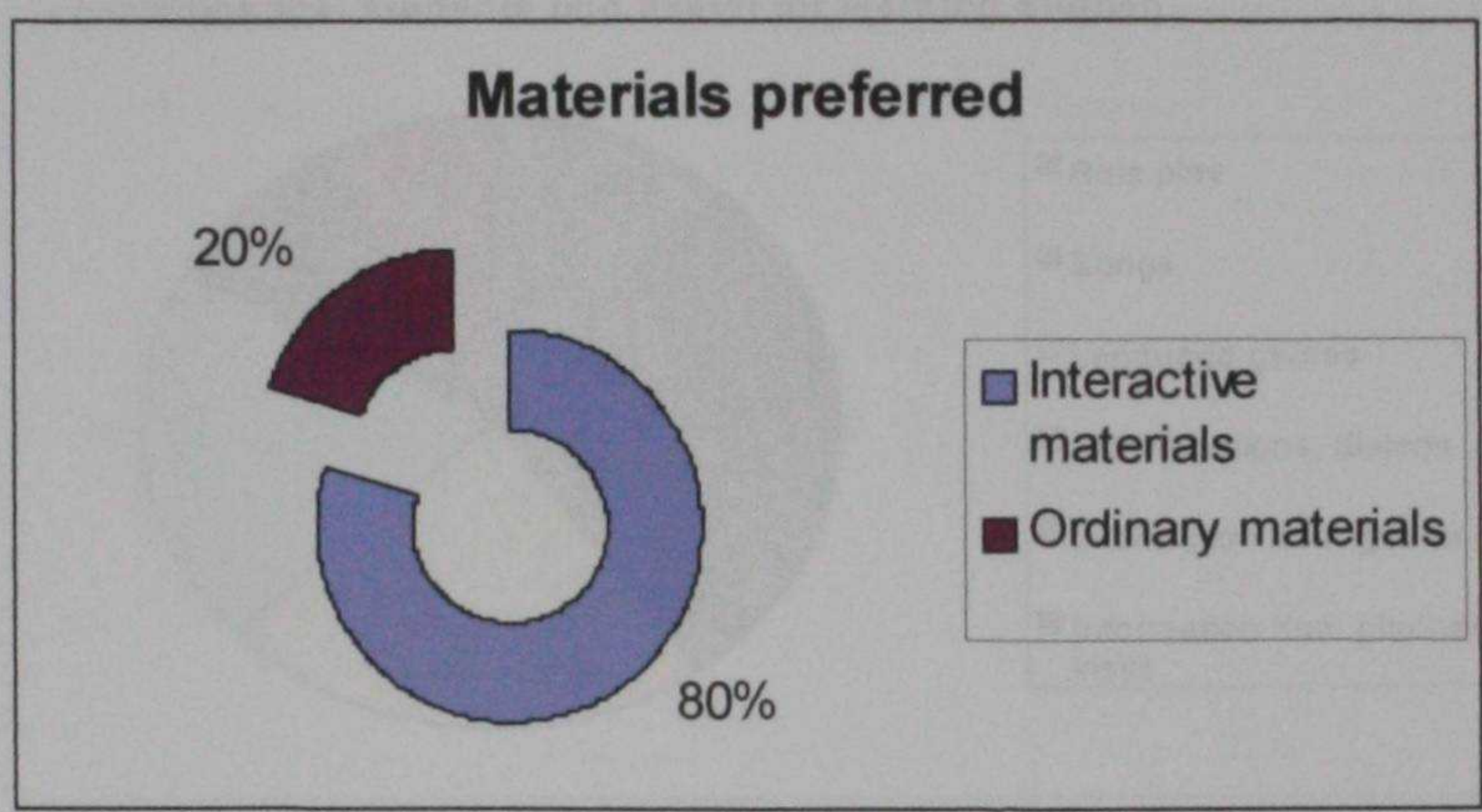
When talking about the work preferences, there is a big influence on working in pairs. Seventeen of them prefer to work in pairs. They would also work individually or in small groups. They would not definitely work in one large group. Most of the students would rather spend some time in the classroom and some time practicing English with people outside and going to places rather than just sitting there having no contact at all.



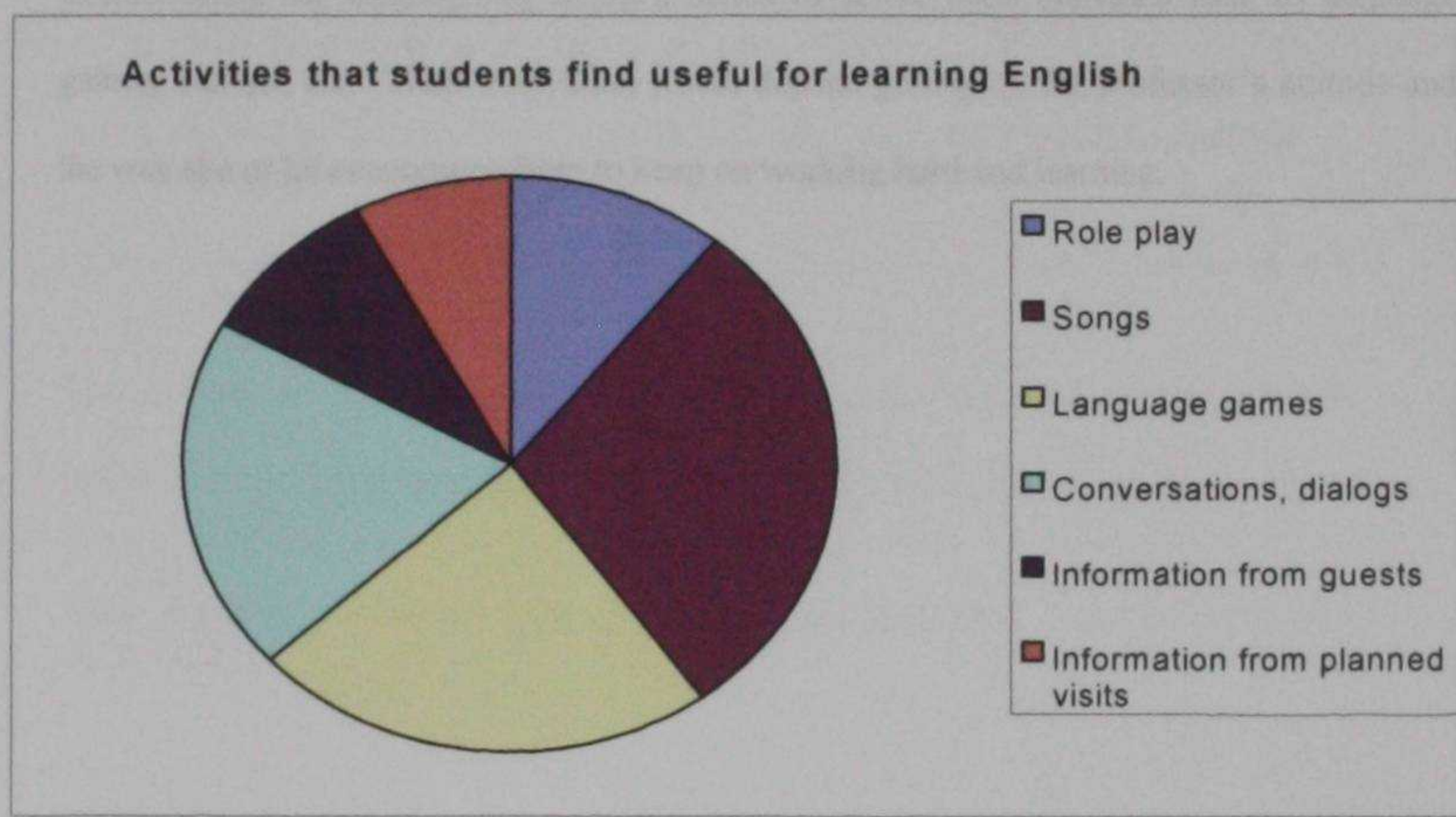
In regard to the learning strategies, students prefer to learn by listening, reading and finally speaking and interacting with others. It is interesting to notice that students support the communicative approach techniques instead of the direct or grammar-translation method. Students are more into the communicate approach, the one that would lead them to be more active rather than passive. The time where students just wanted to be there receiving the language is over. Now, as shown in the graph, they want to receive the information and be able to do something with it. Students want to listen, read and then speak and interact with others in order to transmit what they received.



The majority of the students would like to be corrected either immediately, in front of everybody, which represents 12 students out of 20. Some others would like to be corrected at the end of the activity (5) or in private (3 of the students). The materials that they prefer are television, video, films, and radio, written materials, pictures and posters, which rather than tapes, cassettes and the blackboard. The first one I like to call "Interactive materials" and the second ones "Ordinary materials". Once again, it is obvious that students prefer more active communicative classes, in which they can interact and use the language as something tangible instead of something abstract.



Among the four class activities students like the most are songs, language games, conversations, dialogs, talking and listening to other students. The other activities such as getting information from guests or planned visits are not very interesting for students. They prefer the activities in which they can be practicing the language as well as getting acquainted with its culture.



Students like to find out how much their English is improving by oral language samples assessed by the teacher and by seeing if they can use language in real situations. Students care about not only learning the language, but also being able to use in real contexts.

Finally, the students' motivation would increase by having their work graded, being told that they have made progress and feeling more confident in situations they thought were difficult.

To sum up, my students are looking at the language as way to communicate. They want to be in contact with the language. They want an interactive classroom where they can get input, but also produce in real situations. They prefer listening, reading, and speaking strategies to writing ones. Students like their mistakes to be corrected. Students want to interact using the language by doing a series of active class activities such as language games, dialogs, etc. Their motivation would depend greatly on the professor's attitude and the way she or he encourages them to keep on working hard and learning.

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SECTION FOUR

CONCLUSION

CONCLUSION

This portfolio went beyond summaries and incoherent sections that were put together. The creation of this was the birth of a human being. It started from nothing and slowly became alive. The portfolio began growing, and taking shape from readings, analysis and investigation. The knowledge and theories were up in the sky, which made them unreachable. Nonetheless, when they were brought down to earth, everything changed because they could be applied.

This graduation project has been part of my life since the last two years. It has not grown alone because I have grown with it. Since the very first piece of writing I did, the first reading I did, the first analysis I did, the first correction I made, I started to grow as a professional. The portfolio guides you to a series of real changes in your endless process of becoming a better prepared professional. What I like the most about the portafolio was that every section I did, I had to prove it, gather the information and redo it until I finished the most improved version.

The portfolio shows the process of not only academic growth and philosophy of teaching, but also all the talents and special skills of a teacher's personality. After this portfolio, I can say that I have learned so much about five major aspects of teaching: methodology, curriculum, evaluation, second language acquisition and the teaching of culture. All of these areas are developed throughout the portfolio. In other words, the portfolio represents me. If someone reads this portfolio, the person will see my profession stated in it. This reflection is developed in four main sections.

Section one is about my teaching philosophy. It also includes my curriculum vitae and some annotated bibliographies. To write one's philosophy of teaching is not easy because

you might have a philosophy, but you are not aware of it. You need to be very analytical and extract all that knowledge and put it into words. Here questions like these are of extremely importance, "What is my teaching style?" "Do I have one?" "How am I teaching my students?" The answers exist, but I have to support the answers and that is why this is so difficult to do. I remember the first statement of the introduction to the essay, "If I had known I was going to end up studying English, I am sure that my life would have been different." At that time, English meant nothing to me, but like the portfolio, step by step started growing in me, and we ended up being best friends. Since the time I started learning English, I felt that English was not for me. However, I disliked English because of methodology. Methodologies are complex ideas about teaching a language. They might not seem to be very important, but in my learning process they were crucial. For some other people, methodologies are not fundamental, but maybe curriculum is important in their learning process. There is no single perfect method in teaching English, all of them are useful in one way or another.

Something that I learned is that there is not just one "correct method" to teach. There are a lot and teachers should choose the best of all. Methodologies that were used in the past might have some ambiguous ways to teach, but not everything is incorrect. There are some other aspects that teachers can save in order to fulfill students' needs in the class. A combination of methodologies should be the basis of a good teaching class. Variety is of great use when teaching because in a class, there is a lot of diversity in likes and dislikes in regard to students. The big change was a matter of just one simple word: methodology. In the past, the big change meant to me at lot more than that. It made me hate English. Now after all these years of studying English I have to admit that this is my life. The way I learned English was not the best; however, it was the beginning of my new and true

acquisition of language itself. Now I teach English in a communicative way, and I truly believe that the only way to learn a language is by being exposed to it, by practicing it and especially by communicating with it. If I had known this long ago, I would not have had to go through some much trouble and of course English would have been so much easier and more fun to learn. However, I do not regret a thing because learning English and teaching it is the most exciting, interesting and challenging thing that could have ever happened to me.

The bibliographies were of great help for me. Reading the books and analyzing them was a very effective way to review new strategies and concepts about approaches, methods, second language acquisition, syllabus design, curriculum development, techniques and principles and assessment among others. One of the books that helped me the most was R*eflective Teaching in Second Language Classrooms* by Jack Richards and Charles Lockhart (1996). Books though, do not represent how good teacher you are. Knowing about books, theories, methods and classroom behaviors, etc., over the years, is of great importance; however, that is not the bottom line. Experience is what makes you a better professional. I started working eight years ago, and I have read a lot of books, but my true learning has been during teaching classes.

In the first section of the essay, there is a lack of knowledge in regard to the acquisition/learning process. It is still not very clear to me when exactly acquisition occurs and what the factors are that determine this subconscious process. This is so because language is an abstract idea and linguists do not know exactly how the brain works.

Age is such a controversial topic when learning a second language and questions such as these, "Does age matter? Can a child learn English better and faster that an adult? Which aspects and skills of language are better learned by children, teenagers and adults?"

have always revolved in my mind. There are some theories that support children acquisition and some others favor adult learning, but none of them is true for sure. My experience has shown that children are better acquirers of a second language than adults are, but for some of my colleges it is the other way around. Age is still an enigma for me.

Last week I read an article in *La Nación* (5 Sep 2004). It explained a new discovery made by Joy Hirch and his team at Sloan-Kettering Memorial Hospital, New York. They found an amazing fact about language and age, and perhaps this answers my doubts. I do believe that when learning a language, age plays a very important role; in other words, for me learning a second language is easier for children than for adults. So far I have never had a convincing explanation that supports my belief. Nonetheless, this finding might be the one that confirms this fact. The finding says that through analysis of the brain, it was found that children have an unique section of the brain that is in charge of the learning of languages; however, this section gets divided into two when a child starts growing up. So an adult has two separate sections, one for the mother tongue and the other one for any other language(s). According to them, these sections become rigid and impermeable to new learning (5 September 2004). "This new section is less efficient" (Hirch 2004). This obviously explains the difficulties for an adult to learn another language. "Children learn by experiencing, playing, imitating their parents, memorizing everything whereas adults follow other steps, they generally translate each word and sentence because they already know one language and need to understand everything (Grolt, Villalta, 2004). Regardless of all this, for me, the success of adults learning a second language depends on the attitude, the methodology and the motivation they have.

Motivation for me is the motor that moves the world, especially in language. If you are motivated to do something, you will do everything to reach for it, but until what extent

can a person be motivated to learn a language? What internal psychological factors participate in this process? I conducted different research and found some important information, but I still believe that I need more. I really encourage teachers to be motivated, create motivating activities in order to motivate their students.

Another aspect that I believe is extremely important is learner strategies. Some of the strategies I used as a student were memorization, talking to and monitoring myself. In high school I was forced to use memory strategies because evaluation tested only vocabulary in isolation. Then when I entered university I started talking to myself in front of the mirror, in the bus, when taking a shower, etc., and when I was talking to myself, I was very careful about my mistakes. I monitored myself to see if I was making any mistake. There is one section of the essay about communication strategies. Communication strategies are used a great deal in my class of beginning students because they usually want to say something that they have it already planned in their minds, but they do not have enough vocabulary or grammar knowledge so they ended up saying what they want to say in Spanish. So I tell them to say it in a different way or explain it differently. Learning styles are very important. Even though there are a lot of studies about this, and I am very aware of them, in practice things change. You forget about them, so it is good to be always reading and getting informed about learning styles and strategies for the students.

There is another section in the essay and it has to deal with Communication Language Teaching. I believe CLT was a revolutionary movement that changed the perception of language at all levels. I truly believe in this approach because it was the one that made me produce language and matched my personality. It includes interaction, group work, authentic material, and spontaneity, which lead to genuine, meaningful communication (Brown 1994:81). Nowadays everybody wants to see the best of the harvest

very fast, as the globalization is here to stay, so it is CLT because that is exactly what it offers. It gives a purpose to studying because you apply structures and produce language almost immediately, which makes it popular and efficient. CLT goes hand to hand with testing, which has to be communicative. My class of communicative testing was the one that opened my eyes. When I started working, I entered the *Ministerio de Educación Pública* and testing there was based on the grammar-translation method. Nonetheless, in my first year of *Licenciatura,* the professor said, "the pattern of testing MEP is somewhat incorrect and ambiguous". Then he taught the opposite in regard to testing, and I have to admit that it was very difficult for me at first because I already had the MEP established structures and did not know any other. Then I realized that Professor Rojas was correct and testing should be communicatively. The problem is that testing should reflect the way in which the courses are being tested and the *Ministerio de Educación Pública* does not teach communicatively.

Section two summarizes one of the most important areas of the portfolio: projects improvement. This section had to have two different projects, which were improved step by step. The projects I used in this section were the design and application of a communicative test and a curricular unit. The curricular unit was mainly about basic changes in grammar structures and organization of activities. This first project was to create a unit. The unit had to start at the very beginning; that is, collecting information and starting from zero. The creation of the unit was based on analyzing what goes before a unit. In other words, knowing what is behind the process. Although the main objective was the creation of a unit, the project had other objectives. Among some of them, the creation of an instrument to gather information in order to evaluate the needs of the students. So, throughout a lot of reading and analysis, I came up with a needs assessment.

The professor gave us lots of materials and examples to follow. The idea was to integrate all the materials as much as possible in order to come up an integral holistic instrument. Once the instrument was ready, I looked for a student population to apply it. At that time, I was working with a group of students from a bilingual high school. There were 20 students and the situation seemed perfect for a needs assessment. I learned a lot from this project because in theory it seemed perfect; however, when you apply it, you realize that is not true. The idea of this section of the portfolio was to show the development, progress and redoing of the project. I did change a lot of things and the professors made brief comments and some notes the very first time that I presented the unit back in 2000.

I learned a lot from the second project on the communicative test. I had many wrong ideas about testing that when I study communicative testing, my ideas and assumption totally changed. I also learned about statistical analysis. This was very valuable knowledge, because it may me expand my limited ideas about testing. It was very difficult for me to understand, but at the end I comprehended the main aspects of reliability, validity, item discrimination, difficulty and distractors in tests.

Section III of the portfolio was the best section for me. I did the whole section on the same topic: food. The curricular unit, the lesson plans, the test, and the lesson observations were all based on the food topic.

For the unit, which was the first part of section III, it was created based on a cultural basis. I read the book of Seelye, *Teaching Culture* in order to understand the six goals of culture. I worked so hard in this unit. I changed it so many times to avoid stereotyping, but it is very complicated to teach culture. Culture should be one of the subjects that needs more time to be taught. I always explain to my students the importance of knowing about culture. I tell them the culture is considered to be the fifth skill of language.

The lesson plans were also based on the unit of food and they were divided into two classes. When I was in the second year of university, I remember that planning was the most difficult aspect for me. And now, I even do it subconsciously because I have the objectives in my mind, and I know the grammar structures they are going to use and the activities they will develop in the class and that will be suitable for a topic.

The other part of the portfolio that was essential was the testing section. I created a test that was designed to evaluate students on the unit of food. I applied the unit of food last year to a group of Hotel Administration. The course was *English III*. The most important aspect here is not only the creation of different products in the portfolio, but the fact that you get to evaluate them and as a consequence, learn from them.

I tried to use all the different kinds of tasks in this test to make it more integrative. I included cloze tasks, limited items and open-ended questions. Students' grades were around sixties and seventies. To me, it was an acceptable average because the students were in a low intermediate level and they were not majoring in English. They were in Hotel Administration. The test was of great success for me and for them also because they learned a lot from food in the target culture.

For the part on assessment, I selected four instruments and applied them with my students in CUP. I presented the instruments in chronological order since the entire portfolio is focused on professional growth that started during my years of English student and continued now as an English instructor. Assessment is definitely an area that I need more specialization on. I do not know much about it and I truly believe that is a very significant aspect that teachers should handle very well and apply in their classes. Assess students is very different from evaluate them. I need more training in creating assessment instruments. Sometimes I have the misconception that if a test does not have a number it is

not valid. Nonetheless, I forget that learning a language is not about knowing formulas to calculate a mathematical exercise, it about linguistic competence to produce a language and assessing is one way to gather that knowledge and express it as output of the English language.

The next section was about observing classes and writing reports. I taught a class first and then I was observed by another professor, who wrote at the end of her commentary, "As a conclusion, Patricia López was a good professional teacher in her English class. She taught in an excellent way and the students felt confident to make sentences and participate freely.", which made me very proud of myself. Then I observed her and she was very good too. I learned that there are certain aspects that can only be discovered when someone else sees them from the outside. In order to complement the observation report, I distributed a survey for students to complete and the results were included. I did the survey with the same students of the observation. The analysis had, as its main goal, to find out motivation patterns present in the Hotel Administration students in *English IV*. The whole analysis is part of a lesson observation. The aspect that was most observed and analyzed in the class was motivation. There were a total of 10 students that participated in the process. From this analysis, I discovered valuable information that made me understand my students better because I knew the kind of motivation they had. In that way, I could work on some strategies to fulfil the motivation they were missing.

The last part of the portfolio was the addition of some other products. These products had to be relevant to the teaching process. All of the products needed a brief introduction that justifies the importance of the product for my professional growth.

All the sections were smoothly put together in a way that the development could be seen. As mentioned before, the portfolio guides you to a series of real changes in your

endless process of becoming a better professional. After this, I am a more prepared teacher. The portfolio was born two years ago, but now it is alive and kicking. The creation of it has been a great experience that has included reading, writing, analyzing theories, reflecting on important teaching aspects, but above all reflecting on my own teaching.

REFERENCES

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APPENDIX

DOCUMENTS

Instituto Nacional de Aprendizaje
Unidad de Servicio al Usuario

No. 51077

Cédula No 6-293-599

Proceso de Registro y Bienestar Estudiantil

CERTIFICA

Que, LOPEZ ESTRADA, PATRICIA realizó y aprobó en la Unidad Regional Pacífico Central, del Programa Certificación Ocupacional, el siguiente módulo:

Módulo	Referencia	Fecha Inicio	Fecha Final	Horas	Promedio
Introducción a la Computación (Dos, Windows)	2701.CC3.CSIF01.1.03.1	13-09-03	01-11-03	52	Aprobó

La calificación no se reporta por cuanto se aprueba por evaluación referida a criterio.

Se extiende por solicitud de la persona interesada, en SAN JOSÉ, a los veintiún días del mes de julio del dos mil cuatro.

Licda. María Teresa Castañeda Espinoza, Encargada
Proceso de Registro y Bienestar Estudiantil

Maria Enela Barrantes G.
María Enela Barrantes G.
Confeccionó

PROCESO REGISTRO Y
STAR ESTUDIANT.!

REPUBLICA DE COSTA RICA
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Colegio Universitario
de Puntarenas

- 1 página -

Certificación de Experiencia Docente – Años Laborados-.

Patricia López Estrada Cédula de Identidad N° 602930599.

El Departamento de Recursos Humanos del Colegio Universitario de Puntarenas;

Certifica

Que la señorita **Patricia López Estrada**, con cédula de identidad **No. 602930599** labora para esta institución desde el **Once de septiembre del año Dos mil dos** hasta **Indefinido (Propiedad).**

Así mismo se certifica que la Señorita **López Estrada** se desempeña en el **Sector Docente**, como **Profesor III** en las carreras de Turismo e Inglés Conversacional impartiendo los siguientes cursos.

Periodo de nombramiento		Nombre del curso	Carga académica
Inicio	Finalizo		
11/09/2002	14/12/2002	Introducción a la Ficción.	3/8 tiempo
13/01/2003	11/05/2003	Comunicación Oral I. Comunicación Intercultural. Introducción al Inglés	1/1 tiempo
12/05/2003	16/08/2003	Introducción al Inglés II. Inglés II. Inglés Básico.	1/1 tiempo
17/08/2003	11/01/2004	Inglés básico para Policías Turísticos. Inglés III.	1/1 tiempo
12/01/2004	09/05/2004	Inglés IV. Introducción al Inglés I.	1/1 tiempo
10/05/2004	14/08/2004	Inglés V. Introducción al Inglés.	1/1 tiempo
30/08/2004	04/12/2004	Inglés VI. Inglés III.	1/1 tiempo

U. L

Se extiende la presente a solicitud del interesado, en la ciudad de Puntarenas el **Treinta de agosto del Año Dos Mil cuatro.**

----------**[U.L.]**----------

Nota: sin tachadura ni enmendadura.

Licda. Luz Argentina Díaz Marchena.
Jefa Depto. Recursos Humanos.

Ana Patricia Morales Ugarte
Encargada de Certificaciones
C.c. Archivo

Licda. Tamy Sánchez González
Asistente Depto. Recursos Humanos.

Colegio Universitario de Puntarenas
Tel.661-44-44 ext. 114 o 218 Fax.661-27-69 E-mail recursos.humanos@.ac.cr

Colegio Universitario
de Puntarenas
Visión Tecnológica con Misión Social

El Departamento de Recursos Humanos del Colegio Universitario de Puntarenas.

HACE CONSTAR:

Que la señorita **Patricia López Estrada,** con cédula de identidad **No. 6-0293-0599** labora para esta Institución desde **el Once de Setiembre del Dos** Mil Dos **Hasta Catorce de Diciembre del Dos Mil Dos a Plazo Fijo.**

Se extiende la presente por solicitud de la interesada, en la ciudad de Puntarenas el Dieciocho de Diciembre del Año Dos Mil Dos.

----------[U.L.]----------

Nula sin sello blanco de la Institución.

Ana Patricia Rosales Ugalde
Encargada de Certificaciones

Revisado por: Licda. Tamy Soto González
Asistente, Depto. Recursos Humanos

cc: archivo

(506) 661.44.44 (teléfono) / (506) 661.27.69 (facsimil) / 148-5400 (apartado)
colecapasol@racsa.co.cr (200.9.56.10) (correo electrónico, E-mail)
Frente al Paseo de los Turistas, Edificio Antigua Aduana Central, Puntarenas, Costa Rica

COLEGIO SANTA SOFÍA

III FESTIVAL CULTURAL

Otorga este reconocimiento a:

Profesora Patricia López Estrada

Por su participación en ayudarnos a difundir la cultura.

Muchas Gracias

COMISIÓN ORGANIZADORA

Esparza, Octubre 2002

Colegio Universitario
de Puntarenas

Certificación de Experiencia Docente – Años Laborados-.

Patricia López Estrada Cédula de Identidad N° 06-0293-0599.

El Departamento de Recursos Humanos del Colegio Universitario de Puntarenas;

Certifica

Que la Señorita **Patricia López Estrada**, con cédula de identidad **No. 06-0293-0599** labora para esta Institución desde el **Once de setiembre del año Dos mil dos** hasta **el Catorce de Diciembre del año Dos mil Tres (Plazo Fijo).**

Además se certifica que la **Srita. Patricia López Estrada** se ha desempeñado en el **Sector Docente**, en la carrera de Inglés conversacional, Computación Empresarial, Turismo, Producción Industrial y Electrónica, también para la Unidad de Acción Social; y ha impartido los siguientes cursos:

- Introducción a la ficción.
- Comunicación Oral I.
- Comunicación Intercultural.
- Introducción al Inglés I y II.
- Inglés II y III.
- Inglés dirigido a lo Policías Turísticos (Curso para Acción social)

Se extiende la presente a solicitud de la interesada, en la ciudad de Puntarenas el siete de octubre del Año Dos Mil Tres.

----------**[U.L.]**----------

Nula sin sello blanco de la Institución.

Licda. Luz Argentina Cruz Marchena
Jefa Depto. Recursos Humanos.

Ana Patricia Rosales Ugarte
Encargada de Certificaciones

C.c: Archivo

Esparza 20 de febrero, 2004

A quien interese:

Mediante la presente, yo Tatiana Quirós Aguilar, cédula 6-298-245, propietaria del Maternal **La Estrellita Soñadora**, hago constar que la profesora Patricia López Estrada, cédula 6-293-599, una vez por semana, imparte lecciones de Inglés a mis estudiantes —una clase de Inglés en la mañana y otra en la tarde— desde Septiembre del 2003 hasta el primer cuatrimestre del presente año. Actualmente, se le devenga un salario de seis mil colones semanales para un total de veinticuatro mil colones mensuales. La profesora ha sido muy eficiente y responsable con su trabajo.

Agradeciendo su atención.

MATERNAL
Tatiana Quirós Aguilar
LA ESTRELLITA SOÑADORA

Tatiana Quirós Aguilar
Cédula 6-298-245

UNIVERSIDAD LATINA
de Costa Rica

A QUIEN INTERESE

Por este medio la **Universidad Latina de Costa Rica** hace constar que :

LOPEZ ESTRADA PATRICIA

Cédula de identidad número 602930599, laboró para esta institución en calidad de docente, impartiendo cursos en los siguientes periodos:

- enero a abril del 2003.

--------- ----------u.l.----------

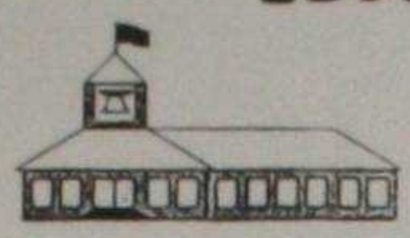
Los periodos de contratación son de cuatro meses y de tres horas semanales los cursos.

Se extiende a solicitud del (a) interesado (a) a los quince días del mes de enero del 2004.

Ing. Oscar Abellán Villegas, MSc
Director General de Sedes Regionales

UNIVERSIDAD LATINA
DIRECCION DE SEDES

ESCUELA ARTURO TORRES MARTÍNEZ



TELEFAX: 636-6130 - CIRCUITO 08
CODIGO PRESUPUESTARIO # 2729
ESPIRITU SANTO, ESPARZA, PUNTARENAS

CONSTANCIA DE SERVICIO

Lic. Sandra Valverde Ugalde,

en calidad de directora de la institución,
hace constar que a:

PATRICIA LÓPEZ ESTRADA

Quien laboró en esta institución como **PE. INGLÉS** Cédula **# 6-0293-0599** Grupo Profesional: **PT4** con nombramiento: **INTERINA**,

El período laborado fue comprendido a partir de **01-02-2000** hasta **06-08-2000** inclusive.

La profesora de **PE. INGLÉS**, renunció a su nombramiento para ir a Estado Unidos, con una beca obtenida.

Extendida en Esparza, a los **22** días del mes de **JULIO** del **2002**

**********u.l.**********

LIC. SANDRA VALVERDE UGALDE
DIRECTORA

Escuela
Arturo Torres Martinez
DIRECCION
TELEFONO: 636-6130
ESPARZA

MSc. ADELINA BRICEÑO ROSALES
ASESORA SUPERVISORA
CIRCUITO 08

Asesoría y Supervisión Educativa
FUNDADA 1944
Esparza, - Puntarenas

PROFESORES UNIDOS DE ESPARZA S.A.
CÉDULA JURÍDICA 3-101-234289 DECRETO No. 30005 MEP
COLEGIO SANTA SOFÍA
FUNDADO EN 1999 TELEFAX 636-7771, 636-7775, 636-7779

A QUIEN CORRESPONDA

El suscrito, Director del Colegio Santa Sofía hace constar que: la Profesora **Patricia López Estrada** cédula número seis, doscientos noventa y tres, quinientos noventa y nueve, labora en esta institución como Profesora de Inglés Gramatical y Conversacional desde el 17 de agosto al 30 noviembre del 2001 y del 05 febrero del 2002 a la fecha.

Se extiende la presente constancia a solicitud del interesado, en la ciudad de Esparza a los nueve días del mes de diciembre del año dos mil dos.

Atentamente,

COLEGIO SANTA SOFIA
DIRECCION

Juan Rodríguez Ch

Juan Rodríguez Chaves
Director

V°B° MSc. Adelina Briceño Rosales
Asesora Supervisora Circuito 08

Asesoría y Supervisión Educativa
FUNDADA 1944
Esparza, - Puntarenas

May 10, 2001

Re: Patricia López Estrada

To Whom It May Concern:

Patricia López Estrada worked for Hiram College as our native foreign language teaching assistant in Spanish during the 2000-2001 academic year. During this time she performed her academic duties with great responsibility, care, and enthusiasm. As a student she completed all of the coursework undertaken (twelve hours per semester are required). Finally, she showed tremendous drive and initiative outside of the classroom as a member of the Hiram College community.

Patricia's academic duties included directing the elementary Spanish language drill sessions required of all students enrolled in 101-103. This involved organizing the material, presenting the drills written by the professor, and adding additional material. The job requires significant sensitivity to the fears and difficulties of language students, and Patricia has succeeded at instilling enthusiasm for Spanish as few have before her. The job also required her to work individually with students requesting help. She did so at all levels, from the elementary student who had never before studied a language to the senior who was writing a senior seminar paper. The Spanish Department was very pleased with Patricia's job performance, which went far beyond the requirements in all aspects.

As a student Patricia conscientiously participated in at least six Hiram classes including World Geography, Interpersonal Communication, and Children's Literature. I heard many good things about Patricia from other faculty and staff members, usually along the lines of what a pleasure it was to have her in their class. Her English is quite good, and she was more than able to work at the college level.

As I said, Patricia has made an excellent impression on faculty and staff. The staff of the Center for International Studies went so far as to ask me if it weren't possible for her to return for a second year's assistantship (our policy is for one

year per person). She was very active in the International Students' Forum. The fifteen-member Latin dance group that she organized and taught performed publicly several times, most notably at the International Dinner.

In summary, let me say that Patricia has been an excellent teaching assistant and an admirable representative of both Costa Rica and the Spanish language in general. She is intelligent, kind, sociable, fair, and hard-working. I simply could not recommend her more highly than I do to any educational or international organization.

Sincerely,

Debra M. Rodriguez

Debra M. Rodriguez
Associate Professor, Spanish, and Chair, Department of Foreign Languages
Hiram College, P. O. Box 67, Hiram, OH 44234
rodriguezdm@hiram.edu
330-569-5136

NAME: Lopez-Estrada, Patricia

ID: 302040513

DATE ENTERED: Fall 2000

HIRAM
COLLEGE

Printed 07/18/2001

OFFICIAL TRANSCRIPT

PT.	NUMBER	TITLE	HOURS	GRADE	COMMENT
Fall 2000					
EDUC	352.30	CHILD LIT/READ	3	A	
ENGL	280.01	SEM:SHAKESPEAR	4	B+	
FRCL	101.05	FR COLLOQUIUM	4	B+	
PSYC	611.00	NURSERY SCHOOL	1	P	

	GHRS	QPTS	THRS
TERM GPA: 3.51	11.00	(38.64)	12.00
CUM GPA: 3.51	11.00	(38.64)	12.00

PT.	NUMBER	TITLE	HOURS	GRADE	COMMENT
Spring 2001					
COMM	220.30	INTERPERSONAL	3	A	
FSEM	172.00	AFRICAN EYES	4	A	
POLS	205.00	WRLD GEOGRAPHY	4	B-	
STDV	681.02	TPC:SERVICE	1	A	

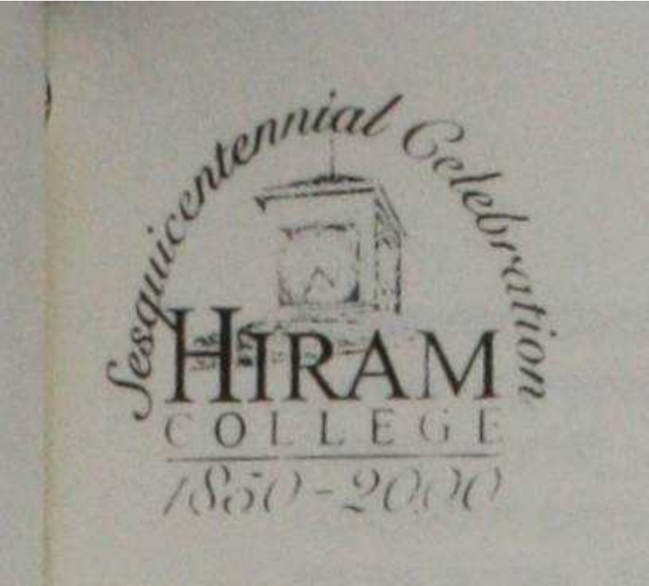
	GHRS	QPTS	THRS
TERM GPA: 3.55	12.00	(42.68)	12.00
CUM GPA: 3.53	23.00	(81.32)	24.00

**** SUMMARY ****

THRS ACCUMULATED: 24 GPA: 3.53

********* NO ENTRIES BELOW THIS LINE *********

DEPT.	NUMBER	TITLE	HOURS	GRADE	COMMENT



10 mayo 2001

Distinguidos señores:

ASUNTO: Informe de Patricia López Estrada

Espero me permitan recomendarles a una persona excepcional, Patricia López Estrada. La señorita López Estrada trabajó con nosotros aquí en Hiram College como tutora de español durante el año académico 2000-2001 (de agosto 2000 a mayo 2001). Hiram College es una pequeña universidad privada en el estado de Ohio en los Estados Unidos; el único título universitario que concede es el Bachelor of Arts en diecisiete disciplinas de las humanidades, las ciencias sociales, las ciencias naturales, y las bellas artes.

Durante el tiempo que estuvo en Hiram, Patricia ha cumplido con sus deberes académicos con gran sentido de la responsabilidad, con cuidado y con mucho entusiasmo. Como estudiante, terminó todos los cursos empezados, que son al menos doce horas semestrales cada semestre. También demostró tremenda energía e iniciativa ajena a su puesto pero como miembro de la comunidad de Hiram College.

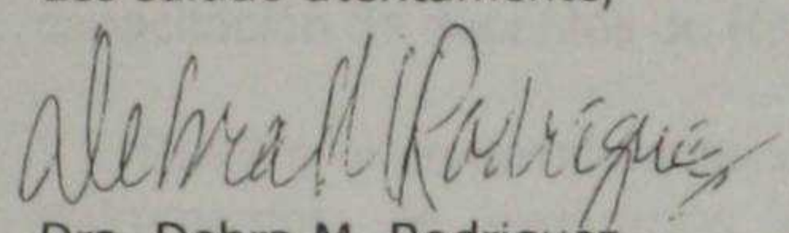
Los deberes académicos de los tutores de lengua española incluyen la dirección y la instrucción de las sesiones de ejercicios orales de lengua para los estudiantes principiantes de español. Esto supone la organización de las materias, la presentación a los estudiantes de los ejercicios escritos por el profesor, y la creación de materia suplemental cuando sea necesario. Este puesto requiere mucha sensibilidad frente a los temores y las dificultades que tengan los principiantes, y Patricia no sólo ha logrado eliminar su miedo sino también les ha inculcado el entusiasmo del español hasta a los estudiantes más temorosos. El puesto también le requería que trabajase individualmente con estudiantes que le pedían ayuda. Así lo hizo, desde con estudiantes del primer nivel que jamás habían estudiado ningún idioma que no fuera el suyo hasta con una estudiante que preparaba su tesina de matrícula de honor sobre el País Vasco. Puedo decir que sin duda el Departamento de Español está extremadamente contento con Patricia y con la manera en que ella ha cumplido con su puesto, lo cual sobrepasaba con mucho lo pedido.

Como estudiante Patricia participó concienzudamente en por lo menos seis cursos universitarios en Hiram, incluso la geografía mundial, la comunicación interpersonal, y la literatura infantil. Oí de sus profesores muchos y varios cumplidos pero sobre todo el que les había sido un placer tenerla de estudiante en su curso. Su inglés es sobresaliente, y pudo trabajar sin dificultades al nivel universitario.

Como ya he dicho, Patricia les causó una exceiente impresión al profesorado y a los administradores. Los que trabajan en el Centro de Estudios Internacionales llegaron a pedirme que volviese Patricia para un segundo año de tutora (nuestra normativa es de sólo un año por persona). Estuvo muy involucrada con el Foro de Estudiantes Internacionales. Además organizó e instruyó a un grupo de quince estudiantes que deseaban aprender a bailar salsa; se presentaron al público varias veces, especialmente para la Cena Internacional, para la cual también cocinó gallo pinto para 200 personas.

Para resumir, permítanme decirles que Patricia ha sido una excelente ayudante-tutora de español y una representante sobresaliente de Costa Rica y de lo español en general. Es inteligente, simpática, justa, y trabajadora. No podría darle una recomendación más sincera que la que ahora le doy. Patricia tendrá mucho que contribuir a cualquier organización educativa o internacional que la contrate.

Les saludo atentamente,



Dra. Debra M. Rodriguez
Associate Professor of Spanish, and Chair, Department of Foreign Languages
Hiram College, P. O. Box 67, Hiram, OH 44234
rodriguezdm@hiram.edu
330-569-5136

MINISTERIO DE EDUCACION PUBLICA
OFICINA DE LENGUAS EXTRANJERAS I y II Ciclo
PROGRAMA DE RADIO INTERACTIVA

OLE-RI-009-99
San José, 11 de enero de 1999

A Quien Interese

Nos complace dar fe del trabajo exitoso realizado por la señorita Patricia López Estrada, cédula No. 6-293-599, para esta oficina.

Durante los meses de mayo a diciembre de 1998, la señorita Lòpez Estrada, realizó diferentes tareas para esta oficina:

* Se desempeñó como recolectora de información para la evaluación del proceso del programa de enseñanza de inglés por radio para primero y segundo ciclo. Durante este periodo ella se desplazó a diferentes regiones del país a comunidades alejadas para observar y evaluar la clase de inglés, entrevistar a docentes, estudiantes, padres de familia y miembros de la comunidad.

* En el mes de noviembre la señorita López Estrada participó en la capacitación de docentes de Radio Interactiva de la región de Talamanca.

* Realizó el procesamiento e interpretación de la información aportada por los instrumentos de evaluación de la capacitación aplicados a los maestros participantes.

Durante el desarrollo de su labor, un alto grado de responsabilidad y entrega caracterizó a la señorita López Estrada.

Atentamente,

Rossina Bolaños

M. Ed. Rossina Bolaños C.
DIRECTORA

Oficina de Lenguas Extranjeras I y II Ciclo
OLE I Y II
— R I —
Radio Interactiva

cc: Archivo

Saint Gabriel Elementary School
Florida de Tibás
Del ICE 100 Norte, 50 Este y 200 Norte
Telefax 235 7369

Setiembre 23, 1998.

A Quién Corresponda :

Reciban el más cordial saludo de parte de nuestra institución de formación escolar !

Al mismo tiempo se extiende recomendación de la Srta. Patricia Lopez Estrada, cédula de identidad no. 6 293 599.

La Srta. Patricia trabajó en nuestra escuela entre las fechas de Agosto a Noviembre de 1997, desempeñando el cargo de Maestra de Inglés.

Ella es una persona seria, responsable, laboriosa, dedicada a su trabajo y con un excelente trato hacia los niños y compañeros de trabajo. Estamos seguros de que cualquier empresa de recurra a su trabajo se verá beneficiada por el mismo.

Cualquier información adicional con mucho gusto !

Ate.,

Graciela Fonseca Barquero
Directora Administrativa.

SAINT GABRIEL ELEMENTARY SCHOOL *TIBAS*

San José, 11 de enero del 2000

A quien interese:

La señorita Patricia López Estrada, cédula 6-293-599 fue alumna mía durante sus últimos dos años de carrera universitaria. He conocido a la señorita en su plena capacidad intelectual y académica, y durante este tiempo ha demostrado ser una persona responsable, dinámica, colaboradora y con enormes deseos de superación.

Por lo anterior, agradezco cualquier atención que sea brindada a mi recomendada.

Atentamente,

Lic. Luis Manuel Acosta
Céd. 1-896-531

Colegio Universitario de Puntarenas

Colegio Universitario
de Puntarenas

Extiende el presente certificado de aprovechamiento
en el curso

ENFERMEDADES VENEREAS Y SIDA

Duración: 12 Horas

Período: 12 de noviembre, al 3 de diciembre, 2003

PATRICIA LOPEZ ESTRADA

Puntarenas, Costa Rica, 19 de diciembre, 2003.

Decano ***Instructor***

Inscrito en el Departamento de Registro del Colegio Universitario de Puntarenas bajo

Tomo: II ***Folio.*** 43 ***Número:*** 3.925

República de Costa Rica
Instituto Nacional de Aprendizaje

Hace constar que

Patricia López Estrada

Se certificó en

Introducción a la Computación

Dado en Puntarenas *a los* 01 *días del mes de* Noviembre *del* 2003

Presidencia Ejecutiva

Regional

2701-C-00339-2003
Registro N

Nº 516265

COLEGIO UNIVERSITARIO DE PUNTARENAS

Colegio Universitario
de Puntarenas

EXTIENDE EL PRESENTE

CERTIFICADO DE PARTICIPACIÓN

EN EL TALLER DE

Instrumentos de Evaluación

(2 horas)

a:

Patricia López Estrada

Puntarenas, Costa Rica, 11 de junio, 2003

Decano

Coord. Unidad de Docencia

INSCRITO EN EL DEPARTAMENTO DE REGISTRO DEL COLEGIO UNIVERSITARIO DE PUNTARENAS BAJO

TOMO: II FOLIO: 21 NÚMERO: 3.525

CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE
English
for Life

1992 - 2002
Celebrating
ten years
of ELT Leadership

We hereby thank

PATRICIA LOPEZ ESTRADA

for having participated in

The Best of Cambridge TESOL

San Jose,
Costa Rica
April 29, 2002

Paul Heacock
Speaker

Koen Van Landeghem
Cambridge University Press

Jack C. Richards
Speaker

Colegio de Licenciados y Profesores en Letras, Filosofía, Ciencias y Artes

Por cuanto

PATRICIA LÓPEZ ESTRADA

6-293-599

cédula

Ha sido incorporada y juramentada como miembro del Colegio, Con título de:

BACHILLERATO EN ENSEÑANZA DEL INGLÉS

según lo dispone su ley constitutiva.

Se extiende el presente certificado que la autoriza para el ejercicio de:

ENSEÑANZA DEL INGLÉS

Dado en la Ciudad de San José, a los 28 días del mes de SETIEMBRE del 2002.

M.Sc. Carlos Luis Rojas Porras.
Presidente Junta Directiva

M.sc. Olman Ramírez Artavia.
Fiscal Junta Directiva

Lic. Israel Chaves Lobo.
Secretario Junta Directiva

ULACIT

UNIVERSIDAD LATINOAMERICANA DE CIENCIA Y TECNOLOGÍA

En virtud de la potestad otorgada por las leyes de la República de Costa Rica
y por haber cumplido con los requisitos reglamentarios

CONFIERE A

Patricia López Estrada

EL GRADO DE BACHILLERATO EN

Enseñanza del Inglés

con todos los derechos, deberes y honores inherentes a tal grado.
En fe de lo anterior, firmamos en San José de Costa Rica a los

7 días del mes de julio del 2000

RECTOR

SECRETARIO DEL CONESUP

Inscrito en la Universidad: TOMO 6 FOLIO 181 NÚMERO 3798

Inscrito en CONESUP: TOMO 14 FOLIO 209 NÚMERO 7604

ULACIT

Universidad Latinoamericana de Ciencia y Tecnología

Confiere a

Patricia López Estrada

la mención honorífica

Cum Laude Probatus

en la carrera de

Bachillerato en Enseñanza del Inglés

Alvaro Quesada Solano
Rector

San José, Costa Rica, 07 de julio, 2000.

ULACIT

UNIVERSIDAD LATINOAMERICANA DE CIENCIA Y TECNOLOGÍA

En virtud de la potestad otorgada por las leyes de la República de Costa Rica
y por haber cumplido con los requisitos reglamentarios

CONFIERE A

Patricia López Estrada

EL GRADO DE BACHILLERATO EN

Inglés

con énfasis en Traducción

con todos los derechos, deberes y honores inherentes a tal grado.
En fe de lo anterior, firmamos en San José de Costa Rica a los

7 días del mes de julio del 2000

RECTOR

SECRETARIO DEL CONESUP

Inscrito en la Universidad: TOMO 6 FOLIO 183 NÚMERO 3837

Inscrito en CONESUP: TOMO 14 FOLIO 208 NÚMERO 7566

ULACIT

Universidad Latinoamericana de Ciencia y Tecnología

Confiere a

Patricia López Estrada

la mención honorífica

Cum Laude Probatus

en la carrera de

Inglés con énfasis en Traducción

Alvaro Quesada Solano
Rector

San José, Costa Rica, 25 de abril, 2000.

ULACIT

UNIVERSIDAD LATINOAMERICANA DE CIENCIA Y TECNOLOGIA

La Rectoría

extiende el presente reconocimiento a:

Patricia López Estrada

por haber obtenido el galardón de

Palmas Académicas

por sus méritos universitarios

durante el primer cuatrimestre ordinario de 1.999.

Rector

THE FOURTH R®

Computer Training Solutions

Certificate of Achievement

This certifies that

Patricia López Estrada

has successfully completed

Excel 97

Level 1

San José, Costa Rica, 12 de agosto de 1999

Signature

American Business Academy

se complace en otorgar a

Patricia López Estrada

este

Certificado de Participación en el:

SEMINARIO SOBRE TRADUCCION E INTERPRETACION

*(Prof. Samuel Landrian Monagas ***** Prof. Margarita Pérez Roig)*

7 de febrero de 1998

Directora

Asociación Costarricense de Profesores de Inglés
Centro Cultural Costarricense-Norteamericano
Embajada de los Estados Unidos de América
Ministerio de Educación Pública

Award this diploma to

Patricia López Estrada

For participation in the 21 hour

XIV NATIONAL CONFERENCE FOR TEACHERS OF ENGLISH

"Creating Autonomous Language Learners: The Challenge for the XXI Century"

San José, Costa Rica, January 21, 22 and 23, 1998

Elieth Matamoros President ACPI	María Eugenia Flores Academic Director CCCN	Paula Curry RELO U.S. Embassy	Leonor E. Cabrera National English Advisor MEP

MINISTERIO DE EDUCACION PUBLICA
DIRECCION GENERAL DE SERVICIO CIVIL

Por cuanto

PATRICIA LOPEZ ESTRADA

ha cumplido a satisfacción con los requisitos del

Seminario Nacional de Profesores de Inglés: "Creating Autonomous Learners: The Challenge for the XXI Century"

durante el período comprendido entre el 21 de enero y el 23 de enero de 19 98 con una duración de 21 horas le confieren el presente

Certificado de Participación

San José 25 de Febrero de 19 98

Ministro de Educación Pública

Director General de Servicio Civil

1806 91 Public

MINISTERIO DE EDUCACIÓN PÚBLICA

CENTRO NACIONAL DE DIDÁCTICA
PROYECTO EDUCACIÓN
EN POBLACIÓN

DIVISIÓN DE DESARROLLO CURRICULAR
ASESORÍA NACIONAL DE
ESTUDIOS SOCIALES

ASESORÍAS REGIONALES
DE ESTUDIOS
SOCIALES

Otorgan el presente diploma

A: *Patricia López Estrada*

Por su participación en el *CONGRESO JUVENIL SOBRE FAMILIA*,
llevado a cabo del 18 al 20 de octubre de 1994.

San José, Costa Rica

Ministerio de Educación Pública
Centro Nacional de Didáctica
CE.NA.DI.
San José, Costa Rica

Director
Centro Nacional de Didáctica

Ministerio de Educación Pública
División de Desarrollo Curricular
Costa Rica

Director
División de Desarrollo Curricular

Presented To

PATRICIA LOPEZ ESTRADA

By the New Hampshire Executive Council

This is to acknowledge your visit to the Executive Council Chambers in the New Hampshire State House, and to express the hope that your interest in the affairs of government will continue. Only through the patriotic participation of good citizens can the fundamental freedoms of America be preserved.

January 18, 1996

DATE

EXECUTIVE COUNCILOR

REPUBLICA DE COSTA RICA

Ministerio de Educación Pública
Centro de Informática Educativa
LICEO DIURNO DE ESPARZA

OTORGA EL PRESENTE

CERTIFICADO

DE APROVECHAMIENTO EN EL CURSO:

WINDOWS 3.1

A: ***Patricia López Estrada***

POR HABER: **CUMPLIDO SATISFACTORIAMENTE CON LOS REQUISITOS ESTABLECIDOS**

EN EL PERIODO: **DEL 07 DE AGOSTO AL 25 DE NOVIEMBRE DE 1995** Y UNA DURACION DE: **42 HORAS**

DADO EN LA CIUDAD DE: **ESPARZA** EL **25** DE **NOVIEMBRE** 1995

INSCRITO EN EL TOMO FOLIO **26** ASIENTO **284**

MINISTERIO DE EDUCACION PUBLICA
DEPARTAMENTO INFORMATICA EDUCATIVA
Costa Rica

Ministerio de Educación Pública
CENTRO DE INFORMATICA EDUCATIVA
LICEO DIURNO DE ESPARZA

MINISTRO DE EDUCACION PUBLICA
O REPRESENTANTE

COORDINADOR
CENTRO DE INFORMATICA EDUCATIVA
LICEO DIURNO DE ESPARZA

REPUBLICA DE COSTA RICA
MINISTERIO DE EDUCACION PUBLICA

Centro Educativo: LICEO DIURNO DE ESPARZA

Por cuanto: López Estrada Patricia

ha cumplido con los requisitos y obligaciones que prescriben las leyes y los reglamentos vigentes, el Ministerio de Educación Pública le confiere el presente

TITULO

DE CONCLUSION DE ESTUDIOS DE EDUCACION GENERAL BASICA

Dado en Esparza Costa Rica a los 19 días del mes de diciembre de 19 94

Registrado en el libro de títulos: tomo 11, folio 26, asiento 3651

LICEO DE ESPARZA - DIRECCION - Fundado en 1964

Director de la Institución

Asesor Supervisor

Asesoría y Supervisión Educativa FUNDADA 1944 Esparza, - Puntarenas

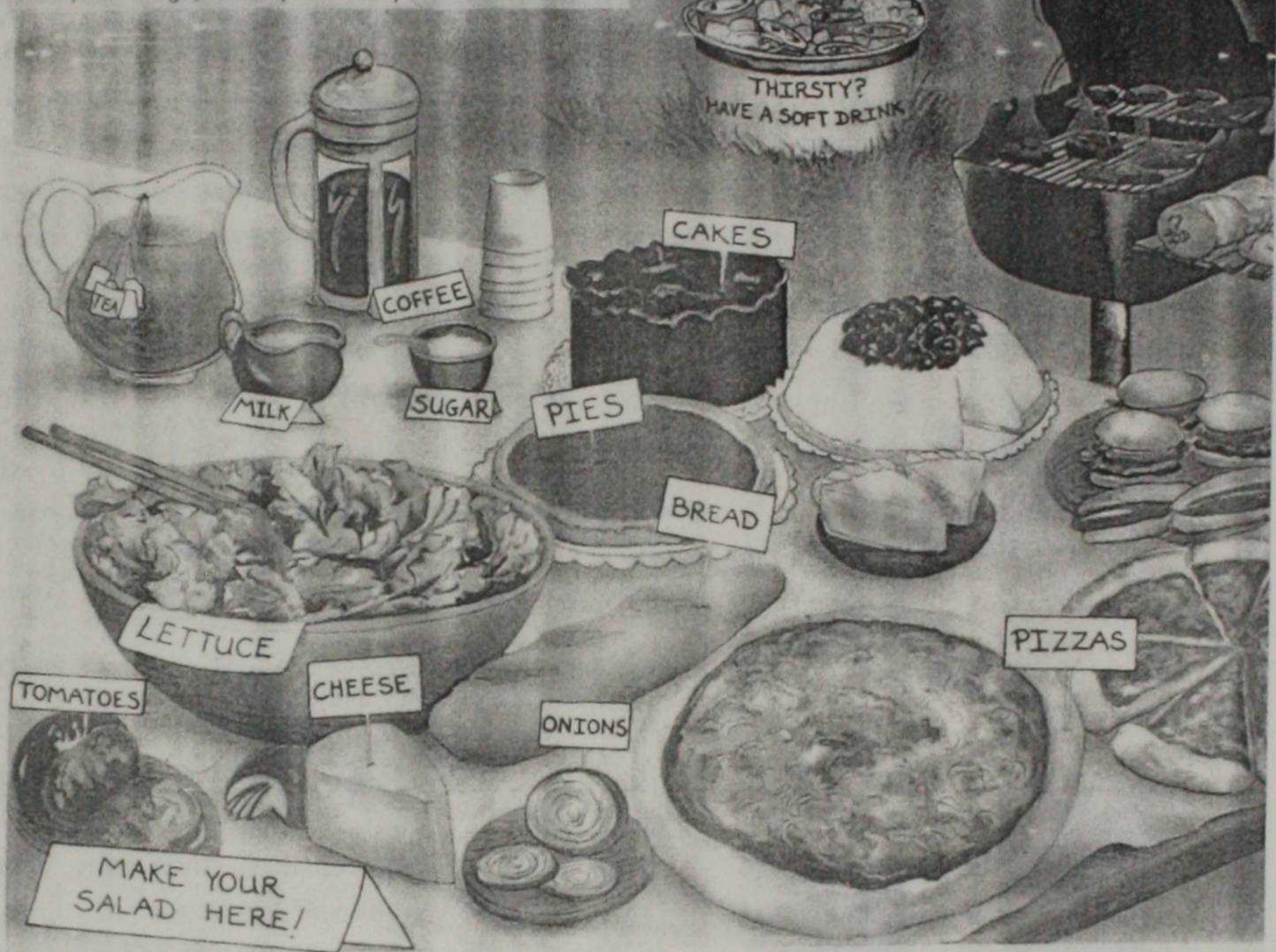
1245-89-Public.

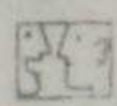
IN CONTACT UNIT

UNIT 5 Let's Eat!

WARM UP

Are you hungry? Are you thirsty?





EXERCISE 1: *What Do You Want?*

Look at the picture. What do you want to eat and drink?

I want	a salad	some tomatoes	some coffee
I'd like	a hamburger	some onions	some sugar
	a hot dog	some cheese	some milk
	a piece of cake	some lettuce	
	a piece of pizza		
I don't want	a soft drink	any onions	any bread
	a piece of pie	any tomatoes	any tea

CONVERSATIONS

A. MARIO: What do you want to do today?

TONY: Let's go to the mall. I need to buy a new shirt.

MARIO: OK. That's a good idea . . . Oh, no! I can't go today! Today is my sister's birthday. She's twenty-one years old.

TONY: So what's the problem?

MARIO: My sister wants a cake for her birthday. Let's make one.

TONY: What! Can you make a cake?

MARIO: Sure. My sister likes chocolate cake, so I make one every year. She says they're great.

TONY: Well, OK. What do we need? Do you have the ingredients ready?

MARIO: Yes, I do. We need some flour, some chocolate, and some sugar. I have them right here. I have butter, milk, and eggs, too.

TONY: Great! Let's make a cake!

INGREDIENTS

flour:

eggs:

butter:

B. MARIO: Happy birthday, Ellen. Do you like your cake?

ELLEN: It's great, Mario. Thanks!

MARIO: You're welcome, Ellen. But there's one problem.

ELLEN: What's that?

MARIO: Well, every year I make a cake, and every year you eat all of it. I'd like some, too!

ELLEN: I'm sorry. You can have a piece. Here's one.

EXERCISE 2: *Understanding the Conversations*

Answer the questions.

1. What does Tony need to buy at the mall?
2. What does Mario's sister like on her birthday?
3. What is Mario's sister's name?
4. What's Mario's problem?

EXERCISE 3: *I'm Hungry!*

Work with a partner. Look at the pictures. Tell your partner what you want.

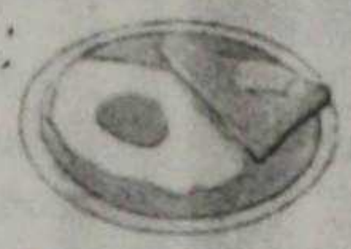
A: What do you want?
B: I'm hungry. I'd like a cheese sandwich with tomatoes, please.

1. 

3. 

6. 

2. 

4. 

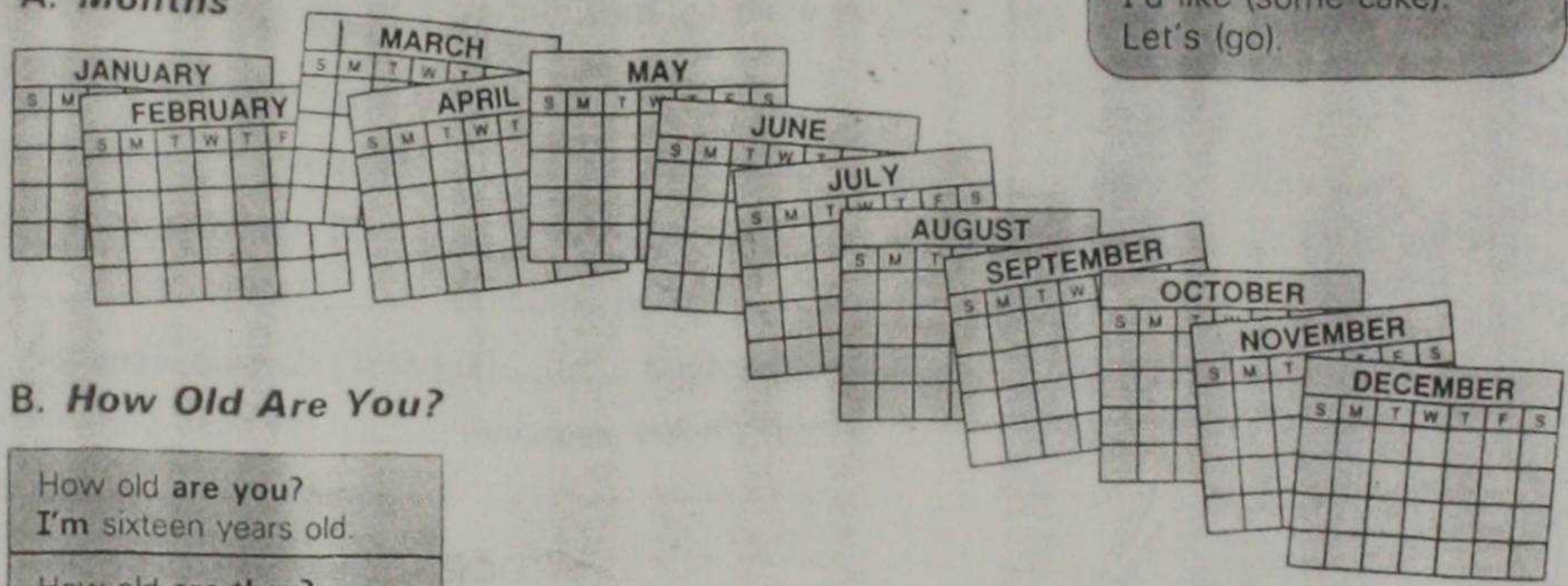
VOCABULARY

every	***Food***
great	bread
hungry	butter
old	a cake
thirsty	cheese
	chocolate
a piece of	an egg
birthday	a hamburger
idea	a hot dog
month	lettuce
problem	an onion
restaurant	a pizza
today	a salad
year	a sandwich
	sugar
to drink	a tomato
to need	
	Drinks
its	coffee
our	milk
their	soft drink
	tea
When?	

Expressions
I'd like (some cake).
Let's (go).

WORD FOR WORD

A. *Months*



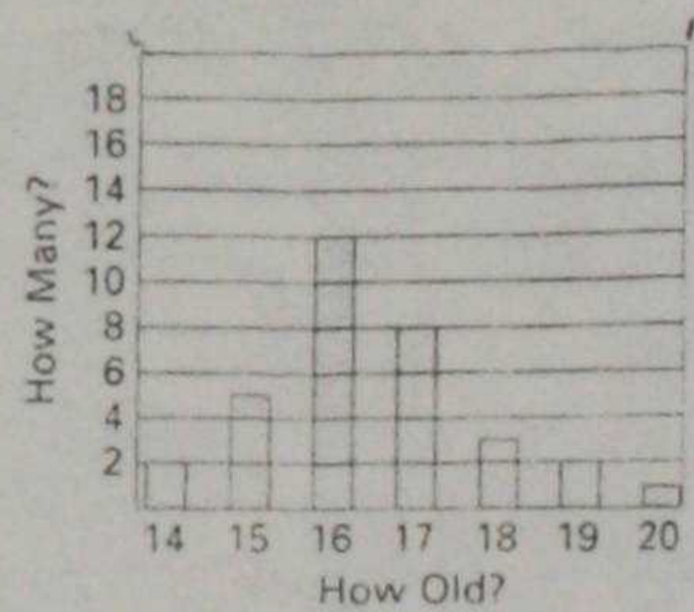
B. *How Old Are You?*

How old **are you?** **I'm** sixteen years old.
How old **are they?** **They're** twenty years old.
How old **is he?** **He's** fifteen years old.

EXERCISE 4: *How Old Are You?*

How old are you? How old are your classmates? When are their birthdays? Make a graph.

A: How old are you?
B: I'm sixteen years old.
A: When is your birthday?
B: It's in March.



GRAMMAR

A. *Count and Non-Count Nouns*

Count		Non-Count	
a hamburger	**some/any** hamburgers	milk	**some/any** milk
an egg	**some/any** eggs	coffee	**some/any** coffee
a piece of cake	**some/any** pieces of cake	lettuce	**some/any** lettuce

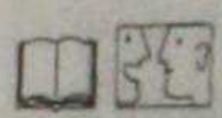
A: Do you want **a** hot dog?
B: No, I don't want **a** hot dog.
I want **a** hamburger with cheese.

A: Do you have **any** sandwiches?
B: No, I don't have **any** sandwiches,
but I have **some** pizzas with onions.

A: Do you need **any** sugar?
B: No, I don't need **any** sugar, but
I need **some** milk.

A: I like **hamburgers** with cheese. Do you like **hamburgers?**
B: No, I don't. I don't like **hamburgers,** and I don't like cheese.

B: Do you want **a** hamburger?
A: Yes, I'd like **one,** please.
B: I have some onions. Do you want **some** on your hamburger?
A: No, thanks. I don't want **any.**



EXERCISE 5: ***What Can I Get for You?***

A. *Write **a, an, some, any** or **X** (for no word) on the line.*

WAITER: What can I get for you?

TONY: I'm hungry! I want **(1)** _____ salad and **(2)** _____ small pizza with **(3)** _____ onions.

MARIO: Can I have **(4)** _____ hamburger with **(5)** _____ cheese, please? I'd like **(6)** _____ lettuce on it but I don't want **(7)** _____ tomatoes. I don't like **(8)** _____ tomatoes.

WAITER: Do you want coffee?

TONY: Yes, I'd like **(9)** _____ coffee, please.

WAITER: Do you want milk with that?

TONY: No, thanks. But I'd like **(10)** _____ sugar.

MARIO: I don't want **(11)** _____ coffee, thanks. I'd like **(12)** _____ tea with **(13)** _____ milk and **(14)** _____ piece of chocolate cake.

B. *Work with a partner. You are a waiter and a customer. What do you want to eat?*

B. *Possessive Adjectives*

I have **my** food.
You have **your** food.
He has **his** food.
She has **her** food.
It has **its** food.
We have **our** food.
They have **their** food.

Look at the adjectives with plural nouns.

I have **my** idea.
I have **my** ideas.

They have **their** idea.
They have **their** ideas.

EXERCISE 6: *What's the Possessive Adjective?*

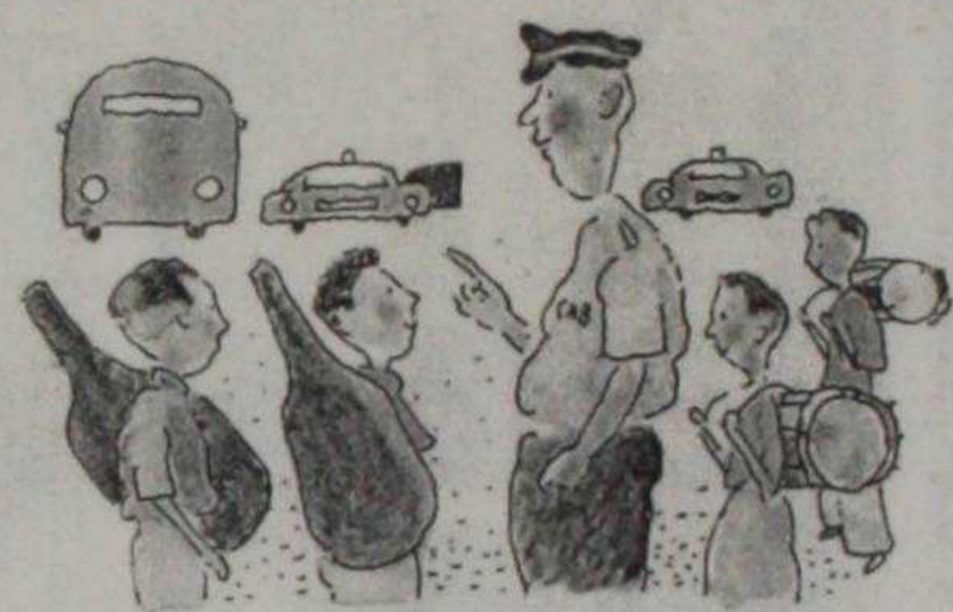
Write the correct possessive adjective.

I'm 17 years old. It's **(1)** _____ birthday. This is my brother. **(2)** _____ birthday is in June. That's my sister. **(3)** _____ birthday is in October.

ANN: Are you a taxi driver? Where's **(4)** _____ taxi?

TOM: Next to the bus. It's the one with **(5)** _____ door open.

ANN: We need a ride to the theater. We have **(6)** _____ guitars. Our friends need a ride, too. They have **(7)** _____ drums.

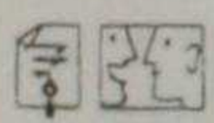


C. *Infinitives with Like, Want, I'd like, and Need*

I **like to eat** hamburgers.
What does he like **to eat?**
He **likes to eat** hot dogs.

What do the women **want to drink?**
Do they **want to drink** coffee?
Yes, they **do**./No, they **don't**.

I'd like to make a cake.
He **needs to buy** some eggs.



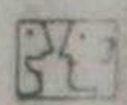
EXERCISE 7: *Like or Don't Like?*

What do you like to do? Write three things on a sheet of paper. What don't you like to do? Write three things. Find someone who likes and doesn't like to do the same things.

A: Do you like to swim?
B: Yes, I do. Do you like to make cakes?
A: No, I don't.
B: What do you like to make?
A: I like to make pizzas.

D. *Let's*

Let's **eat.**
go to the theater.
listen to some music.



EXERCISE 8: *What Do You Want to Make?*

A. *Work with a partner. You want to make some food. What do you want to make?*

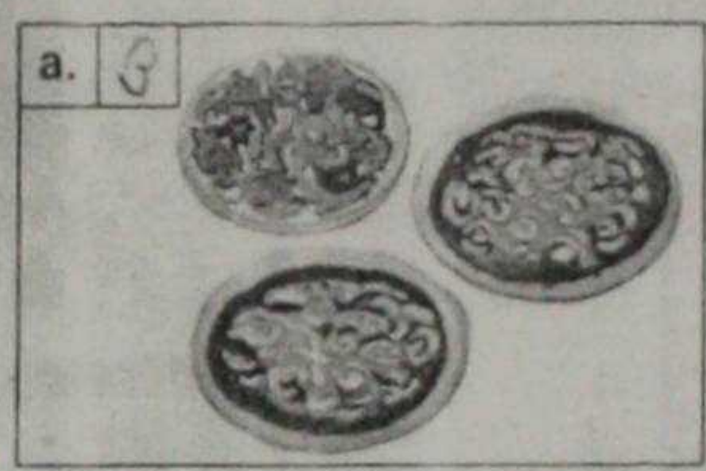
A: Let's make some hamburgers.
B: No, thanks. I don't like hamburgers. Let's make a pizza.
A: OK. What do you like on your pizza?
B: I like cheese, tomatoes, and onions.
A: Great!

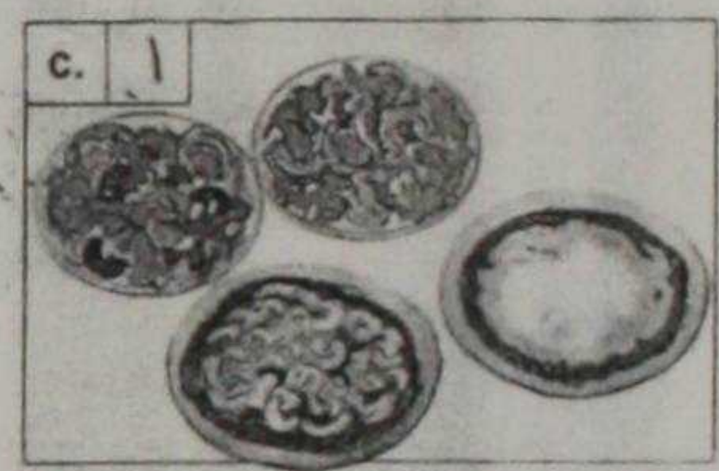
B. *Tell the class what you and your partner want to make.*

LISTENING

Prelistening

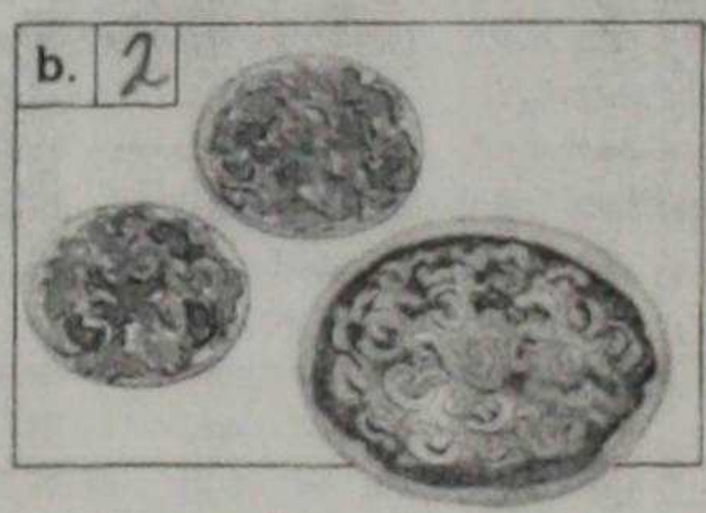
You work at a pizza restaurant. Look at the pictures. Describe the food. (Are the pizzas large or small? What's on them? What's in the salads?)

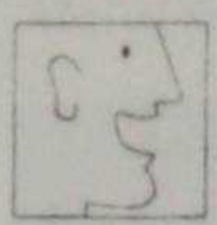




EXERCISE 9: *Pizza Connection*

Ed is at work. He works at Pizza Connection. Look at the pictures and listen to the telephone conversations. Write the number of the conversation in the box in the correct picture.





PRONUNCIATION

EXERCISE 10: *Hand or And?*

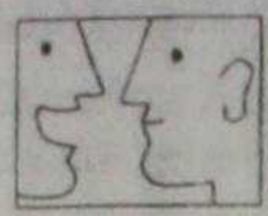
Listen and repeat.

1. hand	and		**4.** his	is	
2. he	e		**5.** hi	I	
3. how	ow		**6.** ham	am	

EXERCISE 11: *Is There an /h/?*

Listen. Circle the word you hear.

1. his	is		**4.** hi	I	
2. how	ow		**5.** ham	am	
3. hand	and		**6.** he	e	



SPEAKING

A. *Read the chart. Write your own ideas for 9 and 10.*

B. *Find someone who . . .*

1.	doesn't drink tea.
2.	likes to drink milk.
3.	has some chocolate every day.
4.	has a salad every evening.
5.	likes chocolate cake.
6.	likes to eat eggs in the morning.
7.	doesn't like tomatoes.
8.	needs to drink coffee in the morning.
9.	
10.	

READING

Prereading

Look at the pictures. Look at the title of the reading. Where is the reading from? What is it about?

★ ★ ★ CHICAGO STAR ★ ★ ★

CHICAGO'S GREAT FOOD FESTIVAL

Every year the city of Chicago has an outdoor food festival. Its name is Taste of Chicago. For eight days, you can't drive a car on Columbus Drive or Congress Drive, but you can walk, eat, and listen to music on those streets. The festival is open in the morning, afternoon, and evening. About 375,000 people go there every day.

At the festival, there is food from about eighty Chicago restaurants. You can eat quesadillas in a Mexican restaurant. Then you can have tempura in a Japanese restaurant. There is American food—hamburgers, hot dogs, and fried chicken—too.

What do people eat? Here are some interesting numbers from this year's festival: 55,000 hot dogs, 460,000 slices of pizza, 50,000 slices of cake, 102,000 egg rolls, and 27,000 kilos of French fries.

quesadillas:

tempura:

chicken:

egg roll:

French fries:

EXERCISE 12: *Scanning for Information*

Scan the Reading. Look for a number or for a word with a capital letter. Answer the questions.

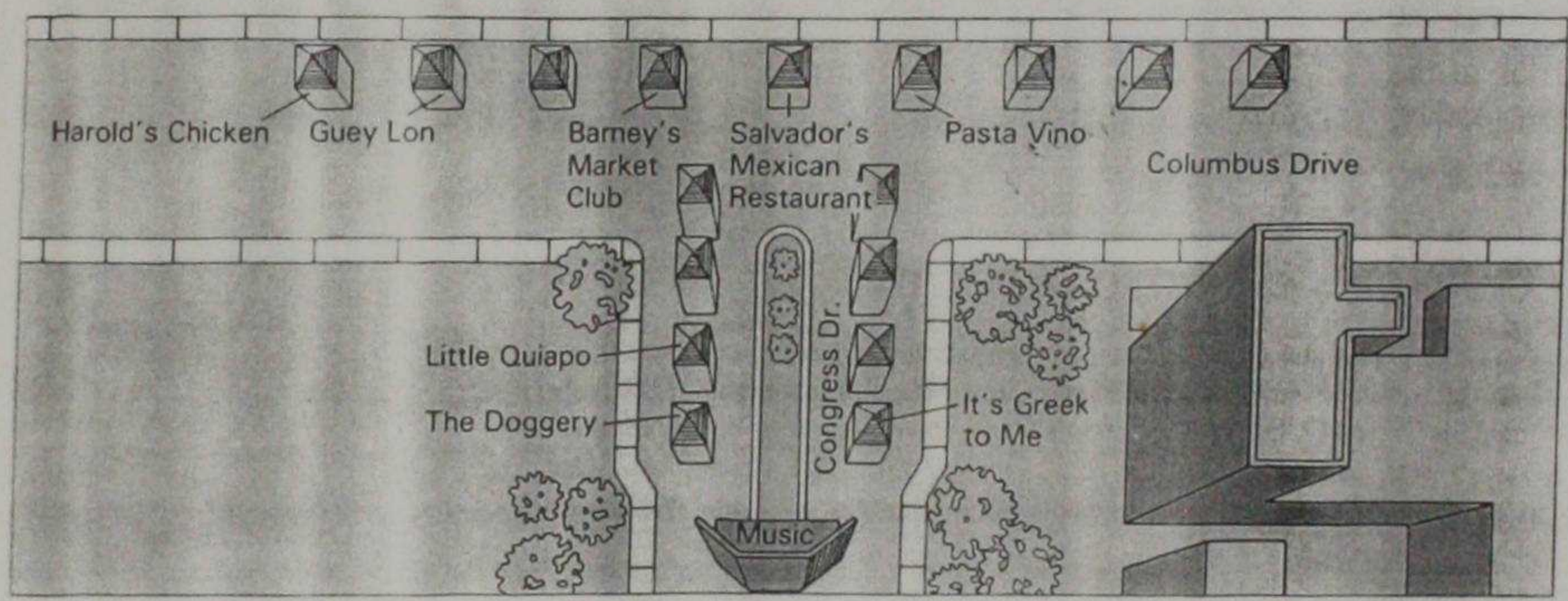
1. Where is the food festival?
2. What can you eat at a Mexican restaurant?
3. What American food do they have at the festival?
4. Is there Japanese food at the festival?
5. What do 375,000 people do every day of the festival?

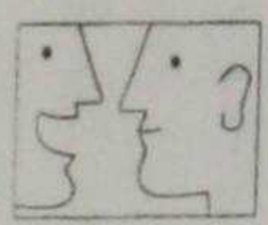
WRITING

Revising. Presenting. This is an article for the *Chicago Star* about Taste of Chicago. You work at the *Chicago Star*. Look at the Reading on page 43 and this map to check the information. There are seven mistakes. Rewrite the article correctly.

You can eat some interesting food at Taste of Chicago. This year's festival has about eighty restaurants.

You can buy cheesecake at Harold's Chicken. Harold's Chicken is across from Guey Lon. There are hamburgers and tempura at Guey Lon. Salvador's Mexican Restaurant has very good quesadillas. It is between Barney's Market Club and Harold's Chicken. Little Quiapo is across from The Doggery. The Doggery has great egg rolls. Do you want a Greek salad? Go to It's Greek To Me. It's next to Little Quiapo and The Doggery.





SPEAK OUT!

A. Food from Your Country

Work in a small group. You are in an international food festival. You can make three things. What food from your country do you want to have? Tell the class.

B. Food Festival

Work in a small group. Organize a food festival. What food do you want at your food festival? What are the names of the restaurants? Draw a map. Report to the class.