

TRIBUNAL CALIFICADOR

UNIVERSIDAD NACIONAL
FACULTAD DE FILOSOFIA Y LETRAS
ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE

THE STATUS OF LEXICON USE IN THREE COSTA RICAN
ESL CLASSROOMS : AN EXPLORATORY STUDY

A thesis submitted in partial fulfillment
of the requirements for the graduate degree
in Applied Linguistics with a concentration
in T.E.S.O.L

presented by

RONNY RUIZ NAVARRETE



1995

TRIBUNAL CALIFICADOR

Albán Bonilla, MI
Decano
Facultad de Filosofía y Letras

Albán Bonilla

Virginia Angulo, M.A
Directora
Escuela de Literatura y
Ciencias del Lenguaje

Virginia Angulo A.

Virginia Angulo, M.A
Directora de tesis

Virginia Angulo A.

Lelia Yolanda Villalobos, M.A
Lectora de tesis

L. Villalobos R.

Rosa Isabel Chavarría, M.A
Lectora de tesis

Rosa Isabel Chavarría

Ileana Saborío, M.A
Lectora de tesis

Ileana Saborío

ACKNOWLEDGEMENTS

I would like to thank M.A Virginia Angulo A. for her encouragement, support, and professional advice throughout this project. A very special thanks to Olga Chavez Carballo, an outstanding English teacher and colleague for her willingness and assistance with up-to-date bibliographies.

To my mother, Evelia, a great ally and source of inspiration.

Finally, a big thank you to my brothers and sisters: Rogelio, Maritza, German and Miriam for their encouragement, support, and faith in this project. Sarah, Margaret, and others, who put this paper together.

TABLE OF CONTENTS

SECTION	PAGE
Introduction	3
Chapter I Theoretical Issues	12
ACKNOWLEDGEMENTS	
Chapter II Methodological Procedures	31
Appendices	88

I would like to thank M.A Virginia Angulo A. for her encouragement, support, and professional advice throughout this project. A very special thanks to Olga Chavez Carballo, an outstanding English teacher and colleague for her willingness and assistance with up-to-date bibliography. A big thanks to all those students who participated in the data collection process. Finally, a big hug to all my wonderful friends: Manuel, Sarah, Margareth, Ana Jensie, Dinia, Alex, Frank, among others, who played my game and encouraged me to want to put this paper together.

INTRODUCTION

In order to live in the world, we must name it. Names are essential for the construction of reality for without a name it is difficult to accept an object, an event, a feeling. Naming is the means whereby we attempt to order and structure the chaos and flux of existence which would otherwise be an undifferentiated mass. By assigning names, we impose a pattern and a meaning which allows us to manipulate the world.

TABLE OF CONTENTS

SECTION		PAGE
Introduction		3
Chapter I	Theoretical Issues	12
Chapter II	Methodological Procedures	31
Chapter III	Results: Findings and Discussion	48
Chapter IV	Implications for ESL/EFL Teaching	66
Chapter V	Conclusion	77
Bibliography		82
Appendixes		86

INTRODUCTION

In order to live in the world, we must name it. Names are essential for the construction of reality for without a name it is difficult to accept the existence of an object, an event, a feeling. Naming is the means whereby we attempt to order and structure the chaos and flux of existence which would otherwise be an undifferentiated mass. By assigning names, we impose a pattern and a meaning which allows us to manipulate the world.

(D.Spender 1980)

This paper opens with a quotation that supports the belief that in communication-oriented teaching, one of the learners' most pressing needs is to build an appropriate and diverse foreign language vocabulary. The learning of syntax or pronunciation seems to be comparatively less important in developing the ability to interact successfully in the target language. Our experience in ESL teaching has told us that a good amount of vocabulary, with a minimum of structure, often accounts for more efficient survival communication than near-perfect structure with an impoverished vocabulary of 100 words or less. In fact, our learners readily admit that they have always experienced considerable difficulty with word manipulation and often identify this area as one of their greatest limitations. Besides, ESL teachers report that their students currently experience persistent difficulties in using a precise and varied lexicon.

In view of the present emphasis on the development of communicative skills in foreign language teaching, learners are expected to gradually increase their assimilation of words in order to give meaning to the messages they convey. That is, they not only have to learn linguistic functions, but also the words and expressions which are used to refer to the things in the world they want to talk about, ask about or request. In sum, functions without lexis are no better than structures without lexis.

Many ESL teachers in adult language programs in Costa Rica seem to worry about their students' limited vocabulary throughout the different stages of their instructional process. Their compositions, for instance, evidence a restricted usage of words and expressions and, the same happens during class discussions. Students do not go beyond using very simple terms which may be an indication of poor lexical competence. At present, these observations cannot be supported by any research or systematic study which unveils the status of lexical competence of ESL students in Costa Rican contexts. Although various studies have focused their attention on syntax or phonology, little or no value has been placed on vocabulary. One of the reasons might be that the learning of words has been seen as a means to improve other skills such as reading or listening comprehension and not as an area which is vital in itself. In her book, Techniques in Teaching Vocabulary, Virginia French Allen (1983) points out that "techniques for helping students learn vocabulary were absent from teacher-training programs during much of the twentieth century". (p.I). She says that pronunciation and grammar were emphasized while vocabulary was neglected.

In fact, teachers were sometimes told that they ought not to teach many words before their students had mastered the grammar and the sound system of the language.

As Allen says, vocabulary was seldom mentioned in journal articles for teachers.

Jack C. Richards (1976) coincides on the assertion that the teaching and learning of vocabulary has never aroused the same degree of interest within language teaching as have such issues as grammatical competence, contrastive analysis, reading, or writing, which have received considerable attention from scholars and teachers. He points out that "the apparent neglect of vocabulary reflects the effects of trends in linguistic theory, since within linguistics the word has only recently become a candidate for serious theorizing and model building." (1976:77).

Another reason why vocabulary has been neglected might be because some specialists in methodology seemed to believe that the meanings of words could not be adequately taught, so it was better not to try to teach them. According to Allen:

Some who gave advice to teachers seemed to be saying that word meanings can be learned only through experience, that they cannot be adequately taught in a classroom. As a result, little attention was directed to techniques for vocabulary teaching. (1983:2)

This tendency to neglect vocabulary teaching also seems to have been present in language programs in Costa Rica. This is supported by a review of some regular textbooks used in the institution where the data was collected. These textbooks demonstrated little work on vocabulary or study sections as well. The philosophy of textbook writers seems to be that students can learn all the words they need without help.

Nowadays, Applied Linguistics shows a growing concern with the learning of vocabulary. It is a fact that scholars are taking a new interest in the study of word meanings. Some of their studies reveal that lexical problems interfere with communication because the interchange of ideas and opinions breaks down when people do not use the right words. Also, these studies have shown that a limited vocabulary interferes with communication to a greater extent than an insufficient grammar. Such is the case because lexical errors would affect the comprehensibility of a message. Lindell (1980), for example, arrived to this conclusion throughout the UMT research project carried out at Malmo Education Institute. Lindell intended to measure the degree of comprehensibility and irritability caused by grammar and lexical errors or what she refers to as "tolerance of selected types of mistakes."

She asked native speakers to interpret a selection of incorrect sentences containing grammar and lexical errors drawn from E.S.L. students' compositions. The results showed that grammar errors could easily be understood and caused no confusion. Vocabulary errors, on the other hand, caused a higher degree of irritability and confusion and only 40% of them were completely interpreted. The following chart illustrates this difference:

years ago at a regular teacher training session for English teachers at the Costa Rican-American Cultural Center.

Some of the teachers of regular E.S.L. courses who participated in this session suggested the need to reevaluate the area of vocabulary since their students seemed to be making little progress in it. They thought that grammar was being taught thoroughly while vocabulary was expected to emerge by chance regardless of any systematic approach or assumption on vocabulary teaching.

TYPE OF MISTAKE	CORRECT INTERPRETATION	PERCENTAGE
Subject-Predicate Concord	50	100%
Gender of Noun	50	100%
Plural form of nouns	50	100%
Case after preposition	48	96%
Mixed tenses	40	80%
Choice of word according to context	20	40%

These findings suggest, according to Lindell, that "the learning of vocabulary should occupy a central position since such errors easily lead to misunderstanding." (1973:96) Lindell's findings lead us into the following conclusion: the message is more important than the form. Since a message implies ideas and ideas are conveyed through words, words are essential to a clear and natural communication, the ultimate goal in communicative language learning. Our awareness of this truth and the realization of Lindell's findings prompted the present study. It actually began four years ago at a regular teacher training session for English teachers at the Costa Rican-American Cultural Center.

Some of the teachers of regular E.S.L. courses who participated in this session suggested the need to reevaluate the area of vocabulary since their students seemed to be making little progress in it. They thought that grammar was being taught thoroughly while vocabulary was expected to emerge by chance regardless of any systematic approach or assumption on vocabulary teaching.

My experience as a teacher in the institution mentioned before told me that the incorporation of the vocabulary component in the regular English Program was far from being a reality. I felt that students had developed a good level of grammatical competence, but their communication style lacked an essential substance: an abundant or plentiful choice of words to convey meaning. In their compositions and conversations, students seemed to use either very basic words or kept using the same words over and over. Although the language program was oriented towards language for communication, I could always perceive difficulties when students attempted to discuss certain topics which required effortlessly smooth and rapid speech. Once, one of my colleagues said she felt the students were being taught to swim in the sand. What she meant was that there was a lack of "lubricant" to make oral production smooth and free of friction. Such missing lubrication, some of us assumed, was due to a poor command of terms and expressions.

In an attempt to clarify the problem, we started to scan several libraries in search of studies on lexicon in a Costa Rican context. This endeavor was rather frustrating since none was found. A general review of literature confirmed the suspicion that research on this area was scarce. The adventure started as we began to think of ways of exploring the students' command of vocabulary. A more detailed explanation of the methodological process which led to this study is given in Chapter II.

In general, this project aims to reach the following objectives:

1- To examine the students' ability to use a precise/accurate and varied vocabulary in specific situations.

2- To establish a preliminary evaluation of the learners' ability to use words and convey comprehensible messages in specific communication contexts.

3- To suggest the possibility of incorporating a vocabulary teaching philosophy or approach into an E.S.L. classroom.

4- To establish the basis for further research dealing with the implications of vocabulary learning and teaching.

More specifically, the present work intends to answer the following questions about students of three different proficiency levels at CCCN:

I- Do students in a regular E.S.L. classroom evidence an ability to use precise/accurate words in specific contexts?

II- Have students of different proficiency levels made significant progress in regard to a varied usage of words?

III- Are students able to convey comprehensible messages with precise/accurate words in a specific communication context?

IV- Is vocabulary given adequate treatment in a regular E.S.L. classroom?

For the purposes of this paper, it is pertinent to define the term precise vocabulary. It is a general truth that knowing a word is not simply a process of memorizing the term and its mother-tongue equivalent. Richards (1976) states that knowledge of a word exists on various levels, which seem to be language universals.

It implies knowing the frequency and register of the word, its collocation, morphology, semantics, polysemy, and, finally, the equivalent of the word in the mother tongue.

Throughout this paper, a precise vocabulary will be understood in terms of whether or not the student knows:

A. The register of the word: The limitations imposed on the use of the word according to variations of function and situation.

B. The collocation of the word: The syntactic behavior associated with the word and the network of associations between that word and other words in the language.

C. The semantic knowledge of the word: That is, the denotation and connotation of the word.

The term **lexical density** which will be used in analyzing one of the elicitation techniques has to do with the core of the written material. More clearly, it is the volume or units of content words used in achieving a particular communication task.

The study will only take content words into account because they represent things in the real world and have meaning by themselves such as: nouns, verbs, adjectives, adverbs, demonstratives, possessive pronouns, negatives, reflexive pronouns, interrogatives, numerals and expressions of quantity.

As a valid warning, it is important to emphasize that the nature of this study is exploratory, and its results are findings that can be further expanded and added to future research.

In the first chapter, there is an analysis of the concept of meaning and a brief explanation of the role of vocabulary in six approaches to language teaching. The analysis demonstrates how the attitudes of foreign-language teachers and learners towards vocabulary have changed depending on the way in which each approach deals with the teaching and learning of words. The chapter also reviews up-to-date insights in vocabulary acquisition and discusses the need for vocabulary enrichment in communicative language teaching. Chapter II will offer a detailed explanation of the method and procedures used in this study. Chapter III provides an analysis and interpretation of results. Finally, there is a discussion of the implications of the results in teaching English as a second language and conclusions about this study in Chapters IV and V.

In brief, what this project offers is a valid and useful exploratory study which may become a diagnosis available to teachers, students, and researchers concerned with more realistic and effective vocabulary teaching. Although the findings will only apply to a particular case and will permit limited generalizations, we may acquire a new vision and a better understanding of the role of vocabulary in attaining mastery of and fluency in the target language.

The data generated through this study may also become an important springboard for language teachers to consider a linguistic evaluation and an application of the results to teaching practices, syllabus design, or material production. Hopefully, other researchers will be stimulated to try and offer their contributions to what is still a new, mostly unexplored field.

CHAPTER I

THEORETICAL ISSUES

Language without meaning is meaningless.

Roman Jakobson.

This chapter analyzes the concept of semantics and different interpretations of meaning in relation to the development of skills in a foreign language.

It also includes a discussion of the evolution and importance of vocabulary teaching and a review of insights into the nature of lexical learning. In general, it provides the conceptual framework which supports and serves as reference for the present study.

It is thought that meaning is what language is all about, something just more than the sounds we make with our mouth. It is defined as "the very heart of language." (Pyles and Algeo 1970:183).

A few years ago, language teaching was primarily directed towards presenting the form of language in a sequenced, organized way. Meaning was separated from language instruction.

Nowadays, however, there is a greater consensus on the notion that form and meaning are intertwined with each other. As Fraida (1977) points out, "form without meaning is dry bones without flesh, so; since meaning is very much a part of language it must be included in language instruction." (1977:164).

Fraida identifies five aspects of meaning which are inherent to any language: contextual meaning refers to the meaning represented by grammatical structures. Situational

meaning deals with the setting incorporated in a particular language example, drill, or presentation. Paraphrase meaning means knowing when two similar ways of saying something mean the same thing. Social meaning is the appropriate use of language in social situations. Finally, Fraida identifies lexical meaning, or the meaning given by the words of a language, as a "vital and ever-expanding part of a native speaker's ability." (p.164). The branch that studies the linguistic meaning of words, phrases, and sentences is called semantics. For the purposes of this paper, we will be dealing with lexical meaning for without it "there would be no way of dealing with the meaning of our experience". (Fraida 1977:165).

A major difference exists between the lexical system and the sound and grammatical system of the language: these two are mastered quite early in the language learning experience while speakers continually add to their lexical store. Robinett (1976) describes this situation aptly when he says: "A lexicon is like a photograph that freezes motion." When changes take place in our experience, additional "photographs" (different lexical items) are added. (1978:110)

Another important difference is that the lexical system seems to be "the one area of language learning which does not appear to be slowed down by age". (Rivers 1990: p,1). Meaning is interpreted in various forms. For some linguists, lexical meaning is that found in the dictionary when we want to know what a word means.

This meaning is given in terms of the relationship of the symbol (the word) to our cognitive experience in the real world.

A mentalistic definition of meaning is given by Beechhold and Behling (1972). They think that meaning proceeds from the mind, not from the world. A similar view is established by Thorndike in his article "The Psychology of Semantics" as he states that:

Meanings are in persons' minds, not in words, and when we say that a word has or possesses such meanings, we are really saying that it has evoked, or caused, those meanings. Until it gets to a mind, a word is only puffs of air or streaks of ink. What a word, sentence, or other expression means to hearers or readers is mainly what it makes him to think or feel or do as a fairly direct consequence of hearing or seeing it, and, more narrowly what it makes him think of as the direct and most immediate consequence of hearing or seeing it.

(1946:p,46)

What professor Thorndike implies here is that words do not contain meaning, they merely prompt meaning. Meaning is rather a social response that happens when we consciously use language. Thus, lexical meaning seems to be hard to define.

Pyles and Algeo (1970) state that philosophers, logicians, and antropologists, as well as linguists, have "grappled" with this issue, and of the various solutions they have proposed, they examine five: First, Pyles and Algeo specify that the meaning of a word is the thing it names.

They say that "thing" must, of course, be understood in a sense broad enough to encompass objects like pencil, abstractions like order, qualities like red, actions like eat, relations like above, and states like remain, besides a great many other things, whose "thingness" is not all obvious. The second meaning of a word is an idea associated with it in the mind. This view of meaning is also usually called mentalism. The third definition is that the meaning of a word is our disposition to respond in a certain way to that word as a result of our past experiences.

According to the authors mentioned, this way of looking at meaning is, like the mentalist definition, a psychological view, but it is based on quite a different psychology. Instead of talking about thoughts or ideas in the mind, which can be known only by looking within ourselves, it talks about the way we behave, something that can be observed from outside and measured. It is therefore called a behaviorist definition. The fourth solution is that the meaning of a word is the characteristic that is common to the set of things named by the word.

Finally, the meaning of a word is supposed to be its relation to other features of the verbal and situational context in which it occurs. That is, the meaning of a word is its relation to other words in the verbal context. Thus, although lexical meaning seems to have a wide range of interpretations, it is thought that the meaning conveyed by words plays a major role in L2 acquisition.

The attitudes of foreign-language teachers and learners toward vocabulary have undergone several changes depending on the way in which each approach to foreign language teaching had emphasized the role of lexicon. According to Celce-Murcia and Rosensweig(1979), when the

Grammar Translation Approach was in vogue at the turn of the century, the recognition of written words as well as an awareness of each word as part of speech and attendant inflections were among the primary objectives of language instruction. Learners using this approach typically spent a great deal of time looking up words in the dictionary and translating texts from the foreign language under study into their native language. Then the later Reading Approach, while giving less attention to grammatical cases and declensions, nonetheless assigned a central role to the teaching of vocabulary. As Palmberg (1986) discusses, this approach deliberately restricted its primary aim to both intensive and extensive reading skills in the foreign language.

Neither of these approaches aimed at getting the students to understand and speak the foreign language they were studying. Since the main emphasis was on the recognition of written words and the production of written translations, the learners were mostly unable to speak or understand natural speech in the foreign language even after studying for five or six years.

During the first quarter of the century and in the late 1950s, respectively, two distinct approaches to foreign-language teaching gradually developed in reaction to the Grammar Translation and the Reading Approach which did not enable learners to use the foreign language for communicative purposes. One was the direct method, which was based on inductive rather than deductive learning, emphasizing the teaching of oral skills directly by means of communication. The use of the native language was not tolerated in the classroom, and translation as a teaching technique was strictly forbidden. It was assumed that the learners would learn vocabulary in context as an integral part of each lesson.

Celce-Murcia and Rosensweig explain the objectives of this approach:

The Direct Method assumes that one learns a language by active and meaningful use of it especially by listening to it and speaking it, with some attention given to reading it and writing it. Using this approach one hears and uses only the target language in the classroom, no translations into or explanations in the native language are tolerated. It is assumed that the students will acquire vocabulary in context as an integral part of each lesson. Often a preliminary part of the lesson consists of identifying or acting out vocabulary that is part of the context used in the lesson at hand, e.g, these are keys; this is a keychain; this is a lock; I'm locking the door with a key; now I'm unlocking the door, etc. (p.241)

The other one was the audiolingual approach, which like the direct method, concentrated largely on listening and speaking skills. The techniques used to produce correct language habits in the learners were, above all, oral imitation, memorization, and drills. Vocabulary teaching, however, was deliberately deemphasized in the initial stages keeping it to a minimum until the basic structures and the sound system of the language had been mastered.

The Cognitive Approach to foreign-language teaching, which developed in the late 1960s, had, broadly speaking, the same teaching aims as the audiolingual approach. Introduced by Carroll (1966), who was the first to describe a cognitive theory of language teaching, it combined

elements from the grammar-translation approach and an updated direct method with those of contemporary cognitive psychology.

In the words of Chastain, who makes use of the competence/performance distinction introduced by Chomsky in 1965, the learner "is seen as consciously acquiring competence in a meaningful manner as a necessary prerequisite in the acquisition of the performance skills (1976:146). The "necessary prerequisite", in Chastain's terms, equaled a firm knowledge of the grammatical rules of the foreign-language. After that, however, new sounds, structures, and vocabulary were given equal importance. There was, in fact, a renewed interest in vocabulary, especially as far as the expansion of vocabulary knowledge for reading purposes was concerned.

There is thus no doubt that over the past thirty years, vocabulary teaching and learning were given secondary status. In the 1970s and early 1980s, however, the introduction and elaboration of the concept of communicative competence as opposed to Chomsky's "linguistic competence" had a widespread influence on the development of foreign-language teaching.

Such communicative approaches to foreign-language have been learner-centered in nature, and have stressed the importance of learning through the use of the foreign-language. Furthermore, they have generally emphasized vocabulary practice and aimed at providing learners with opportunities to interact with one another and the teacher in as "natural" situations as possible. (Palmborg 1986).

Nowadays, researchers have stated the fact that the knowledge of vocabulary is more important than the

knowledge of grammatical rules in a communicative language setting. Johanson (1973) establishes that while lexical errors would normally affect the comprehensibility of a message, "grammatical errors may be assumed to affect the comprehensibility of a message only in a limited number of cases." (1973:109).

What Johanson implies here is that a speaker can get his message across even if his sentences are not grammatically well-formed. That is not possible in the case of lexical errors because "the degree of generality is very low and each lexical item is self-governed." The implication is that vocabulary fluency should be a major priority in TESOL programs. Elliot L. Judd (1978) clarifies that such control over the lexicon should be judged in terms of people's ability to communicate effectively in the specific circumstances in which they need to function.

In other words, a person's vocabulary ability should be evaluated in relation to practical communication; if ideas are stated with some degree of clarity, knowledge of the lexicon is assumed. This point of view will be of great importance in the analysis of some of the data obtained for the purpose of the present work.

The question of how language learners build their vocabulary is still a subject of research. Kate Parry (1991) states that the process of developing an approach to

the teaching and learning of words is a difficult one to examine, " for it can only occur over a long period of time, and it must be extremely complicated" (1991:630).

As Aitchison (1987) shows, the "mental lexicon" contains an immense amount of information, arranged in such a way that it can be checked through with astonishing rapidity.

The sheer number of words that most people know is probably enormous: Aitchison estimates on the basis of various studies that she reviews that the vocabulary of " an educated adult... is unlikely to be less than 55.000 [words] and may be as high as 250.000" (p.7).

Aitchison points out that native speakers know a great deal about these words, in terms of both their contexts of use and their exact range of meaning, much more that can be expressed in a dictionary definition.

Based on these observations, Parry concludes that the mental lexicon must be arranged in a complex network of relationships, quite unlike the simple alphabetical listing that we are accustomed to finding in dictionaries. She asks herself how learners of a second language can build up such a large and complicated lexicon in the few years, or even semesters, in which many of them hope to do it. Her most interesting remark is that learners build their vocabularies on their own as they engage in other activities, particularly in the context of academic

reading. The teacher's direct influence in helping the students build their lexicon is very limited.

Parry states:

We who teach English as a second or foreign language must acknowledge that little vocabulary building gets done through our own direct agency, for we do not cover a wide range of words in class, and many of us spend no time at all on discussing collocations and semantic relationships. (p. 630)

Parry carried out a series of longitudinal case studies designed to address the question of how language learners build their vocabularies. Four students who were enrolled in an anthropology class were asked to record the words that caused them difficulty as they read their anthropology texts, and to write down, if they could, what they thought the words meant. Of course, the texts they read varied in length, or amount of words.

Parry's most striking conclusion was that there is a strong correlation between how much people read and how many words they know. The following table shows how many words the students wrote down in their lists, and what proportion these represented of all the words read:

STUDENT	No. PAGES READ	No. WORDS READ	No. WORDS LISTED	% LISTED
Viviana	99	55.000	66	110.12 %
Yuko	93	48.000	168	0.35 %
Dimitri	182	72.000	91	0.13 %
Ae Young	11	7.500	119	1.60 %

What this table shows is that Ae Young both read much less than did all the others and recorded proportionately many more words. That suggests that the less a person reads, the less vocabulary building takes place.

Parry also believes that conscious learning does not appear to be as efficient as acquisition from input. She states that "students will build their vocabularies **ON THEIR OWN** as they engage in other activities" and that "this will happen particularly in the context of academic reading". (630)

Parry's observation clearly establishes a distinction between acquisition and learning which is applicable to vocabulary teaching. Such distinction comes from Krashen (1989) who states that the acquisition of vocabulary and spelling involves the language faculty, the mental organ specialized for language, or, what is called, the Language Acquisition Device. When vocabulary and spelling are consciously learned, mental faculties outside the language faculty are used, and only a limited amount of language-like competence can be developed.

Krashen argues that "competence in spelling and vocabulary is most efficiently attained by comprehensible input in the

form of reading." (441) Good evidence exists to suggest that this assertion is true. Several studies have found that children who perform better on vocabulary test report more free voluntary reading. Anderson, Wilson, and Fielding, for example, asked fifth graders to record their activities outside of school and reported that "among all the ways children spend their time, reading books was the best predictor of several measures of reading achievement, including vocabulary." (p.285.)

Similarly, Rice reported that adults who said they spent more time doing leisure reading scored higher on a vocabulary test. Other studies suggest that vocabulary development is better served when at least some language arts time is devoted to reading aloud. Cohen (1968) reported that second graders who were read to everyday in school made better gains in vocabulary than second graders who were not read to regularly. Feitelson, Kita, and Goldstein found that first graders who were read to daily outscored comparison students on every language test given to them, including vocabulary diversity on a story_telling task. (1986)

Nagy (1988) points out, that reading also results in a deep knowledge of words, words in natural texts are encountered in a variety of contexts, which help readers acquire their full syntactic and semantic properties.

These studies seem to support Krashen's assumption

that acquisition can possibly take place without direct instruction (1989). In fact, Nagy, Herman, and Anderson (1987), among other researchers, have estimated that school-age children acquire several thousand words per year. Nagy argues that direct teaching of vocabulary cannot be the source of this gains since "even the most ambitious vocabulary teaching programs typically do not cover more than a few hundred words per year." (1988).

In addition, the results of several other studies suggest that spelling competence can develop without formal instruction. Thus, Krashen states that "the effect of traditional, conscious learning-based instruction will be small compared to the effect of comprehensible input through reading." (p.488).

As Seashore and Eckerson (1940) noted, an average college undergraduate knows about 156,000 words, but this knowledge could not have come from 156,000 trips to the dictionary, 156,000 flashcards, or 156,000 fill-in-the blank exercises. In regard to second language performers, it seems obvious that many second language acquirers have a huge vocabulary inventory, and it is quite doubtful that they developed it exclusively from exercises and dictionary work.

The power of reading in vocabulary development finds confirmation in a study carried out in a Costa Rican context in 1993. Maria del Rocio Miranda conducted a

series of written workshops in two groups of ESL majors at Universidad Nacional. She discovered that students who used a greater number of complex structures and a larger, more varied, advanced, and abundant vocabulary were "those who reported more regular reading habits, and more extensive reading in both the native and the target language." (73).

Other assumptions concerning the nature of lexical competence also suggest that words are organized and put to use within particular associative networks which form the overall pattern of meaning for a particular language; (White 1988). Knowledge of the relationship between words is important not only for learning the meaning of a word but also for developing the ability to react to and use words appropriately; in other words, for developing native-like competence in the language.

White states that in developing an understanding of meaning in the new language "learners need to focus on the relations that hold between items in the lexical system." (p.9) For Rivers, "with every word comes a set of possible relationships, so that a word learned out of context is for the most part a useless bauble." (1983:74) That is, with every new word, we learn its use: words with which it can co-occur and relationships into which it can enter. White (1988) argues that relationships between words are formed not only by the immediate collocation

pattern for each word (e.g., loaf-bread) but also by the wider networks of associations to which it belongs (e.g., throne-crown-king-queen-castle-kingdom-ruler...).

One insight into the question of how learners store and recall words comes from the work of Henning (1973). He found that low proficiency learners remembered words on the basis of their sounds (acoustic clusters of similar-sounding words) while more advanced students relied on related meanings (semantic clusters).

Even though the low-proficiency learners knew the meanings of the words, they stored them according to their sound properties. This suggests that at initial stages of language learning, the phonetic properties of words may be more salient than their semantic forms, but also that this changes with increasing proficiency. It seems that over time the lexicon reorganizes itself on semantic grounds, mirroring more closely native-speaker structures (Deese 1965; Meara 1979; Randall 1980).

Another important factor to consider is that in acquiring and storing vocabulary learners may be influenced by the pattern of semantic networks in their mother tongue. Piper and Leicester (1980) having established that Japanese adults respond in Japanese in an identifiable different way than English speakers respond in English, then carried out research into the word associations of Japanese learners of English.

They found that the beginners were influenced by the response mode of their mother culture and that advanced learners' responses were increasingly similar to those of native speakers. In other words, the ESL learners acquired word-association behavior along with increasing ability in the language. Referring to advanced learners, Piper and Leicester note: "It would appear that Japanese ESL students do not revert to their native-tongue vocabulary storage system for vocabulary they need in English" (p.20). They also suggest "word association behavior might provide at least limited index of a learner's development in his new language" (p.8).

Whether this would be a useful monitor of language development is open to question, but certainly word-association research suggests that words are stored and recalled according to associative links, and that the establishment of semantic links is a function of language proficiency.

One more trend into the nature of lexical competence which is worth mentioning here is the cultural aspect. It is thought that the teaching of vocabulary can never be separated from the teaching of the culture of the target language. Qin Xiu-Bai in her article "Some reflections on the teaching of vocabulary", suggests that "we should watch out for the culturally loaded words and see to it that the students are constantly and

authentically informed about the cultural patterns of the target language." (1982:39).

The implication, of course, is that the meaning of an English word has a cultural significance so one needs a cultured mind if one wants to teach or learn English as a foreign language. Allen (1983) agrees on this point of view as she claims that full understanding of a word often requires knowing how native speakers feel about what the word represents." (p.4)

Obviously, since that meaning cannot be found in a dictionary, it is essential to know something about the customs and attitudes of native speakers if we are to know what words really mean to them.

These considerations into the development of vocabulary teaching and the review of insights into the nature of lexical learning create a theoretical background for the present study. We have explored the concept of meaning and reviewed the role of vocabulary in six approaches to foreign language teaching to understand the process that led to a greater concern on vocabulary practice for communicative purposes. In this sense, studies which suggest that lexicon has a great power in helping the learner achieve comprehensibility and fluency in the target language were presented.

This may have resulted from the fact that an individual lexical word cannot be clearly defined because it depends

It is worth clarifying here that grammar is not being disregarded as an important constituent of communication. Indeed, it is never enough to learn only the words and their meanings. In fact, students who do not learn grammar along with vocabulary will not be able to use the language for communication. The point is that vocabulary may become a major component of our teaching philosophy because of its primary role in building language competence and performance.

Throughout this chapter, there has been an analysis of latest research in the sense that there is a relationship between reading and vocabulary building and a discussion of new orientations in vocabulary acquisition. In reviewing such insights, it was mentioned that assimilation of new words implies the development of appropriate semantic networks of the foreign language and that a knowledge of the relatedness of lexical items is an important skill in developing fluency in speaking and writing. Finally, the cultural implications in dealing with the meaning of words were mentioned as an important aspect in vocabulary building.

To sum up, language teachers have sometimes tended to overlook the importance of the lexical system by overemphasizing grammatical and sound systems.

This may have resulted from the fact that an individual lexical store cannot be clearly defined because it depends

upon the speaker's need and particular experience. It is an open system. The system of grammar and sounds, on the other hand, can be clearly defined, are much the same for all speakers, and thus are easier to teach.

Nowadays, however, lexical items are being given much more importance since without lexicon the major meaning-carrying element in language is missing as demonstrated by the studies mentioned before. Such growing concern on the acquisition of vocabulary as an integral part of learning a second language increased our enthusiasm for the present study.

CHAPTER II

METHODOLOGICAL PROCEDURES

DESIGN

The method of investigation is more observational or clinical than experimental. This is a case study in which we ask the subjects to produce raw data on which to make evaluations. There was neither a control group or a treatment group. This design was chosen due to the practical and exploratory nature of this study. The instructional program where the data was collected could facilitate the random assignment of classes. Authentic classroom situations were used with students who were presumably studying with genuine motivation to succeed in the course. The focus of observation is the lexical item through the use of three elicitation techniques. The data collected was processed or analyzed by using content analysis, which is a research technique for the objective, systematic, and quantitative description of the manifest content of communication. This technique is a valuable tool for obtaining certain types of information useful in identifying or solving educational problems. The technique was used to examine, interpret, and discover the elements and the relationships implicit in the "corpus" of communication; that is, the whole output

generated by the students in the cloze tests and the narrative descriptions.

The data collected was sorted out and displayed in graphs, tables, and charts.

SUBJECTS

The observation was carried out at the CENTRO CULTURAL COSTARRICENSE-NORTEAMERICANO, which is a non-profit Costarrican institution founded in 1945. This institution has a large and diverse student population and offers a 2 year-8 month English as a Second Language Program which totals 16 courses divided as follows:

Beginning level: 1A,1B,2A, 2B,3A,3B,4A,4B

Intermediate level: NP1A, NP1B, NP2A, NP2B

Advanced level: Four of the following: Pronunciation, American Idioms, Intercultural Communication, Short Story, American Films, Advanced English Grammar, Speech Communication, and Creative Writing.

The program is divided into bimesters and the passing grade for all courses is 7.5.

New ESL students with a background in English are placed in courses on the basis of the placement test which is administered during registration periods. This test is divided into two parts. The oral part is based on a series of pictures which depict a story line about a character (John or Jane). The students ask and answer questions

about the pictures and create a short story using those pictures as cues. Answers are rated on a 1-3 scale basically in terms of grammatical correctness. The written part involves 100 multiple choice questions also based mainly on word order and verb tenses.

The subjects were all students enrolled in courses at the regular ESL program. Three sections were chosen at random and belonged to three proficiency groups according to criteria established by the institution where the data was collected: 10 beginning level(2B), 10 intermediate level (NP1A), 10 advanced level (Intercultural Communication). All 30 students were enrolled in classes during the last bimester, a period of 8 weeks (November-December 1993). The classes had a balance ratio of males and females. Students' age ranged mostly between 16-35 years old as the following chart shows:

AGE GROUPS	BEGINNERS	INTERMEDIATE	ADVANCED	TOTAL
16-25	6	5	8	19
26-35	2	3	2	7
36-45	1	2	--	3
46-55	--	--	--	0
56-65	1	--	--	0
total	10	10	10	30

It is necessary to mention that the advanced class students were randomly selected from a larger class made up of 15 students. The subsample of 10 students was taken so that they would be equal in number to the other sections which participated in the study.

The students in the 2B class (beginning students) had already taken three introductory courses and needed to complete two more courses in order to move up to the intermediate level. They still had limited language skills. Four students had had some training in ESL prior to beginning the program. Five students finished their secondary studies in public schools, the rest of the students studied in private schools. Only two of them had had cross-cultural experiences in the United States for 6 and 4 months each. Students in a 2B class would normally have a limited vocabulary, but they could talk about themselves and express their opinions about topics and ideas related to daily life. They were already able to start and hold a conversation with some fluency using the simple present, past, and future tenses. Their answers to questions were usually more complete and they could also read short reading passages and answer questions about what they had read or listened to. ~~divided into various sections~~

These students use the NEW INTERCOM 2000 series which is a basic course for secondary and adult students of English. With communicative competence as its primary goal, the four levels integrate a graded structural syllabus with the everyday situations that provide the background for specific communication goals. The context for the introduction of all language forms is provided by an on-going story line about a multicultural group of characters.

The series provides a gradual development of listening, speaking, reading, and writing skills and takes the student from an elementary through a low-intermediate level. 2B students are supposed to cover the last 8 units of book 2. Each unit begins with a thematic introduction which appears on the first page of each chapter and is presented through a variety of dialogues, stories, reading selections and/or realia. In fact, the elicitation techniques used in this study were very similar to the type of material used in these introductions.

These unit introductions are intended to motivate learning through the natural use of practical language in diverse settings. Following each introduction are different types of exercises that help students practice the basic language skills. These exercises usually lead to activities which encourage students to use their newly acquired skills independently in varied situations. Each unit in the textbooks is divided into various sections such as vocabulary building, presentations, skill building, reentry, interaction, listening, pronunciation, communication game, silent reading and a writing section. Finally, there is a vocabulary summary at the end of each chapter. (see sample unit in appendix). In general, the new vocabulary and the Grammar are presented in the unit opener or introduction. These vocabulary items are later reviewed in the VOCABULARY BUILDING section through

exercises which use pictures, charts, and sentences with the new words in each unit in context. A selected list of words and expressions appears at the end of each unit for identification of vocabulary actively used in the exercises. This list is intended for students to see at a glance the main features of the unit, which new words are introduced, and which new and useful expressions the unit contains. Sometimes, the SKILL BUILDING section, the REENTRY exercises, or the SILENT READING section recycle previously introduced material and also practice new combinations of lexical and grammatical items. The workbook also reinforces grammar and vocabulary and gives students additional practice in reading and writing. The editors of NEW INTERCOM recognize that the interchanges in the textbook units will often require use of vocabulary beyond the level of the students' experience. So, teachers are encouraged to provide the forms and vocabulary necessary in order for the student to deliver the intended information. Does this usually occur in class? That's the big question.

The students in the NP1A class were in the intermediate stage of the program. They had already taken 8 introductory courses. Only three of the students had had contact with English before and studied in a private High-School. None of them had traveled abroad, though. Students at such level were able to create with the

language and ask and answer questions using complete sentences. They could use appropriate greetings, polite expressions, and leave-takings both formally and informally. They could also talk about such topics as housing, food, transportation, medical aid, and directions. Although they still had grammar and pronunciation problems, they were able to get their messages across, both orally and written. NP1A students were using the first half of NEW PERSPECTIVES textbook 1. It is a two volume course at the intermediate level for adults and secondary students of English as a second language. It extends NEW INTERCOM to form a basal series of six books. NEW PERSPECTIVES moves into a wide area of topical interests for these more experienced learners, including such topics as career planning and the world of work, leisure-time choices, cross-cultural awareness, and a number of more academically related subjects. The entire program follows a graded structure syllabus in a spiraled approach to language learning with regular reinforcement, expansion and review.

Besides the unit opener, which is usually a dialogue or conversation, each chapter also includes such sections as VOCABULARY IN CONTEXT, FOCUS ON GRAMMAR, PRACTICE, INTERACT, PRONUNCIATION, GET TOGETHER, REMEMBER, LISTENING, READING, WRITING, PHRASAL VERBS, and a VOCABULARY LIST at the end of each chapter. (see full sample unit in appendix section). One of the sections which deals directly with

words is the VOCABULARY IN CONTEXT section which intends to help students develop skills in using contextual clues to determine the meaning of lexical items which appeared in the unit opener. These cloze exercises are in narrative or dialogue format. The VOCABULARY LIST section which comes at the end of each unit is only used for identification of vocabulary actively used in the exercises. The PHRASAL VERBS section introduce two and three word verbs and are practiced in contextualized exercises. Book 2 has a strand dealing with idioms. Finally, the READING section contributes to better reading skills and vocabulary development. Teachers are advised to prepare the students for the reading by helping them to develop the ability to figure out meanings through contextualized clues. The idea of familiarizing the students with the context and vocabulary is an attempt to avoid word-by-word interpretation or translation.

In regard to their schedule, both 2B and NP1A students were taking evening classes and met 6 hours a week. The evaluation of the course was both oral and written. The oral portion of their grade included 2 listening-comprehension tests, a final interview, and progress. The written evaluation included 2 written tests and completion of the workbook exercises.

The students of the advanced level were taking INTERCULTURAL COMMUNICATION. As specified before, this course is one of the electives in that level. Students had to take at least four courses in order to graduate. Advanced students were taking Intercultural Communication which is intended to help them improve the ability to communicate effectively through the study of cultural elements that affect language and overall communication. Students explore and discover a number of these elements and begin to integrate them into their language, both oral and written. Therefore, they were not using a particular textbook but printed material or handouts on topics specified in the syllabus. As new terms arose, the teacher would give a short definition or explanation of its meaning. In regard to language proficiency, the students at this level could talk about up-to-date topics such as politics, economy, education, leisure, travel, vacation, ethical and moral affairs, history, and customs. They could also narrate and describe actions using most verb tenses, give directions, complain, make comparisons, and solve problems. In general, the students in this level were supposed to be proficient in all language skills. They could communicate effectively and had grasped a wider lexicon, a more complex grammar and more natural-sounding pronunciation. The oral evaluation of the course included a proficiency part, classwork, specific activities, and a

final oral presentation. Written evaluation included homework assignments, journal, 3 quizzes, and a final paper. It is worth pointing out that only five advanced students had started the program at the first introductory course (1A). The rest of the students had taken the placement test and had been placed in 2A(3), 4A(1), and NP1A (1). Five students graduated from public high-schools. Six of them had participated in cultural exchanges in the United States for at least a month.

INSTRUMENTS

A. Questionnaire

The questionnaire was designed to gather information about the students' background. Yet, it included a section where the students were supposed to give information regarding teaching/learning practices. More specifically, they were asked to report information in terms of how they were learning vocabulary in their classrooms. The questions that the students answered were:

1. In what areas of English learning do you think you still have the most problems: comprehension, grammar, conversation, reading, writing, pronunciation, vocabulary?

2. Do you think you have achieved preciseness in using vocabulary?

3. How is vocabulary taught in your classroom? Please, describe the way you learn vocabulary in this class. (The full questionnaire appears in the appendix section).

B. Elicitation techniques

Three different types of elicitation techniques were used in this study: a cloze test, a narrative writing task with pictures as cues, and directed dialogue writing. Each one of these was carefully designed by the researcher who made sure the three tools were checked out by colleagues and also tried several times with individual pilot students. A description of each follows:

CLOZE TESTS

The cloze test was a useful exercise to diagnose certain aspects of word knowledge globally. It was used to examine whether or not the learners were able to use a variety of words in context and in relation to other words in the text and to the overall content of the passage.

Three sets of cloze tests were designed in this study, each test varied in terms of difficulty. The three texts used were authentic ones: a selection of newspaper ads, a personal letter, and a piece of news from a local English newspaper in Costa Rica (full test materials are included in the appendix section of this paper.)

Key words were deleted and chosen according to two criteria. First, they had to be appropriate for ESL students in three different levels: beginners, intermediate, and advanced. The words chosen were compared to word lists found in regular textbooks or ESL readings to make sure those words were not so unfamiliar to the students.

Second, the words deliberately omitted were content words, either verbs, nouns, adjectives or adverbs. The total number of words deleted in the three tests amounts to 64 divided into the three levels: 27 for beginners, 22 for intermediate, and 15 for advanced. The chart in the following page lists the range of words deleted in each test.

It is worth clarifying here that in rating the tests, the students were not expected to provide exactly the same words originally deleted. Those words were used only as parameters to determine whether or not the students were able to go beyond using similar or more varied words or choose precise words according to the context of communication. The test with the lowest difficulty level included four different newspaper ads about a hotel on the beach, a mountain lodge, a Mexican restaurant, and, finally, a short personal ad. The second test was a complete letter written by a native speaker in August 7, 1993. The last test, with the highest level of difficulty was a piece of news reporting an accident which appeared on THE TICO TIMES in July 10, 1992. These materials were chosen from larger number of samples to assure appropriateness and reliability. No

changes were made in any of the cases, except very slight modifications to the personal letter.

	VERBS	NOUNS	ADJECTIVES	ADVERBS
BEGINNER	locate meet enjoy send	luxury riding road relationship stove marriage service adventurer room road tours view fishing food fun	safe easy wide quiet good-looking private open	nearly
INTER_MEDIATE	start take look head for attend drive sound hope hear	instructor resource fun scholar doubt success care	long part-time scared rusty crazy	fortunately
ADVANCED	turn drown manage search allow	warning cuts checkups way level	fun-filled minor unknown shaken	immediately

18 WRITING INTERESTING SHORT STORY 16 ABOUT YOUR DREAM. MAKE IT VERY DESCRIPTIVE. INCLUDE THE FOLLOWING ELEMENTS:

- How the story began
- The country and location of the story
- The events that happened during the story
- The general characteristics of the people that you saw (height, color of hair, eyes, etc.)
- Personality and abilities
- Kind of objects and things that you saw
- What made the town typical
- How the town compares to your native city
- Why would anyone like to live there
- Two things that you like and two things that you disliked about the city or the things that you saw.
- How will the town change in 20 years
- How the story ended

changes were made in any of the cases, except very slight modifications to the personal letter.

NARRATIVE WRITING TASK USING PICTURES AS CUES

This technique was used in order to measure **lexical density**; that is the amount of different content words used in achieving narrative description. A set of 8 interrelated pictures were chosen. To reduce the influence of variables which could alter the results, the description of the passages was limited by providing a specific situation and having the students include 12 elements in their writing. In addition, the pictures were suitable for a logical, sequential story and depicted a variety of elements that would allow for a wider description of the environment. The students from all levels followed the same guide for the writing task since all of them already used past, present, and future tenses.

The situation given was the following:

Last night you had a dream. It was a very short dream. The 8 pictures on the next page show all the things that you saw.

Task: WRITE AN INTERESTING SHORT STORY ABOUT YOUR DREAM. MAKE IT VERY DESCRIPTIVE. INCLUDE THE FOLLOWING ELEMENTS:

- How the story began
- The country and location of the story
- The events that happened during the story
- The general characteristics of the people that you saw (height, color of hair, eyes, etc.)
- Personality and abilities
- Kind of objects and things that you saw
- What made the town typical
- How the town compares to your native city
- Why would anyone like to live there
- Two things that you like and two things that you disliked about the city or the things that you saw.
- How will the town change in 20 years
- How the story ended

Dialogue writing

This tool was designed to measure the students' skill in conveying comprehensible messages with precise words. The technique involved two situations for students to create two conversations:

Situation I

Rosa has just come back from a vacation in Spain. When she arrives to her house, she discovers something wrong. She immediately calls her friend Lynn. Write out their conversation.

Situation II

Charles and Marsha have been going out for about 4 months. Marsha tells Charles that she is pregnant and that she is frightened because she does not know how her parents are going to react. Charles wants her to find out if she is going to have a boy or a girl. If it is a girl, he wants her to have an abortion, but Marsha would be happy with any normal baby. Write out their conversation.

Each of these situations was illustrated with a couple of pictures for students to figure out each situation more clearly and become more sensitive to the topic. Also, each situation was chosen on a functional basis, being very similar to the types of situations the students were exposed to in their classrooms.

The three techniques just listed were analyzed by using descriptive rather than inferential statistics.

PROCEDURE

All subjects completed the tasks in a period of five weeks during the last bimester of the year (1993). Careful instructions for the cloze tests and the other instruments were read aloud and examples were given to make sure students would understand the directions clearly before completing the tasks.

The first week students were informed that research was being carried out and that completion of the tasks would not affect their performance in the course. The specific purposes and details of this research were not revealed. During this first week, they completed the questionnaire with personal information. (see appendix) The second week, all the subjects completed the first cloze test in their classroom.

Thirty minutes were given to complete the task and opportunities to ask questions during the reading of the instructions were allowed. They were told they were supposed to read the newspaper ads carefully and then fill in the blanks with words that would give full meaning to the ads. A separate answer sheet was given for them to write down the answers. All the papers were labeled with an identification number in order to know if a given paper was written by a 2B, NP1A, or advanced student. The same procedure was followed the third and fourth week when the students completed the other two cloze tests.

The answers elicited on the tests were evaluated by the researcher. Words were counted correct if they gave meaning to the original sentence and met the three requirements specified in the definition of precise, accurate vocabulary:

- a. knowlege of the register of the word
- b. knowledge of the collocation of the word.
- c. semantic knowledge of the word: its denotation and connotation.

During the fifth week, we had all subjects complete the narrative writing task. Instructions were read aloud and then given to each student in writing. Each student received a total of three sheets: the directions, the set of pictures, and a blank sheet so they could write their descriptions on both sides. We allowed them to use additional paper if necessary. The time allotted was also 30 minutes, but we were flexible with those students who could not finish within the time limit. The texts were evaluated using a simple procedure to determine the lexical density shown by each student: the total number of correct content words used in each composition was counted. Then, all the words that were used twice or more in the description were subtracted. The result was considered the lexical density of each student in the task.

So, for example, one of the students used a total of 76 content words in the description, 10 of those words were repeated one or several times, therefore, his lexical density was 66 words.

The last week, we also had all the subjects from the three groups write out the dialogues. We gave them clear directions and allowed 40 minutes to complete the task. We gave them two sheets for them to write out each conversation. Since the purpose of this task was to explore the degree of comprehensibility shown by each student, three native speakers evaluated the students' papers. They were asked to read each dialogue carefully and evaluate their degree of comprehensibility according to the following criteria:

1- The dialogue was difficult to understand. The vocabulary used was not accurate and led to confusion.

2- The student got the message across to a certain extent. Although there were a few lexical errors, the dialogue was more or less comprehensible.

3- The dialogue was easy to understand. The vocabulary used was accurate and precise. The student conveyed the message specified in the situation. Since the subjects of this study wrote 2 dialogues each, each native speaker rated a total of 60 dialogues. In order to interpret the answers, we obtained a mean score for each student, considering, in each case, the ratings given by the three native speakers.

students reported on their own vocabulary knowledge. The first question requested an identification of the areas of language learning in which students thought they had major problems. They were asked to rank these areas on a scale ranging between 1 and 7 in which 1 holds the most serious and 7 the least serious. The following chart shows the average results by levels:

	2E	BEIA	Inter. Com.
Listening/Comp.	5	3	3
Reading	3	4	3
Conversation	2	2	3
Writing	4	4	4
Vocabulary	5	5	4
Pronunciation	4	3	2

As the chart shows, each productive skills as speaking, writing, or pronunciation give the students the most trouble. Vocabulary was identified as an area of difficulty too. One interesting thing here is that students reported problems in conversation due to a limited knowledge of words.

CHAPTER III

RESULTS: FINDINGS AND DISCUSSION

This chapter is devoted to the analysis and interpretation of the data drawn from the questionnaire applied and the three elicitation techniques so an answer to the research questions can be given. Mean scores based on a 100% scale were obtained for the cloze tests and the narrative writing tasks, the directed dialogues were averaged on a 1/3 scale.

The survey used gives us enough hint to evaluate the students' perceptions in terms of their vocabulary knowledge. The first question requested an identification of the areas of language learning in which students thought they had major problems. They were asked to rank these areas on a scale ranging between 1 and 7 in which 1 was interpreted as the most serious one. The following chart shows the average results by levels:

	2B	NP1A	Inter.Comm
Listening-Comp	5	3	5
Grammar	5	4	3
Conversation	2	2	3
Reading	5	4	6
Writing	4	6	4
Vocabulary	5	5	4
Pronunciation	4	3	3

As the chart shows, such productive skills as speaking, writing, or pronunciation give the students the most trouble. Vocabulary was identified as an area of difficulty too. One interesting thing here is that students reported problems in conversation due to a limited knowledge of words.

TABLE 1

The other question in the survey was intended to examine whether or not students felt they had achieved precision and knowledge of a variety of words. 100% of the students in the three levels answered negatively because they thought they had always experienced lack of confidence in carrying out a conversation due to a poor knowledge of words and expressions. They also reported that they could perceive the same limitations when reading such magazines as Times or National Geographic. In regard to the last question which dealt with reporting any specific procedure used to teach vocabulary, both advanced and intermediate students reported no procedure at all other than the traditional teacher explanations on the board as new terms appeared in the textbook. Only 37% beginners seemed to agree that their instructor used to break free from that traditional style by using other activities such as songs, word games, and additional pieces of reading.

Regarding the cloze tests for the elementary level, the initial mean score was 38%, then it decreased to 29% and 14% on the remaining tests. Intermediate students' mean scores were 45%, 39% and 16% on the three tests. The mean scores for advanced students were 45% and, increased to 53% on the intermediate test, a net gain of 8%. Finally, they scored 82% on the beginner's test, a net gain of 37% in comparison to their initial score. These results are summarized on table 1.

TABLE 1

MEAN SCORES FOR CLOZE TESTS
ACCORDING TO PROFICIENCY LEVELS

LEVEL	CLOZE TEST 1	CLOZE TEST 2	CLOZE TEST 3
Beginner	38%	29%	14%
Intermediate	45%	39%	16%
Advanced	82%	53%	45%

Graph I on the following page shows a global view of the cloze-test results in the three proficiency levels.

The second elicitation technique, the narrative writing task, was intended to determine the students' lexical density; the amount of different content words used in the essays.

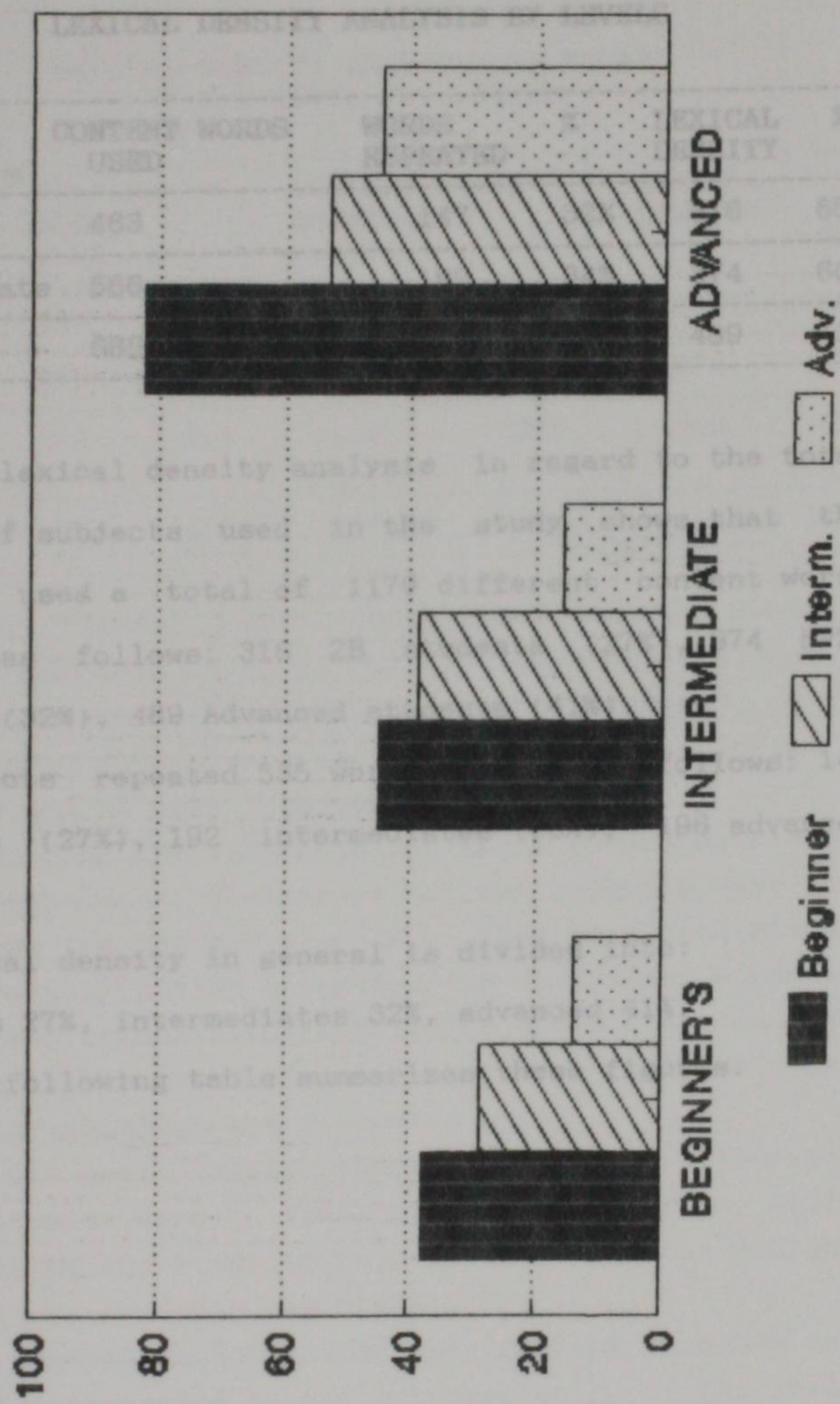
An analysis of the papers by levels reveals that the more the students wrote, the more words they repeated rather than extending the use of different words. Thus, advanced students used 685 content words but repeated 196.

Within levels, lexical density percentages are divided as follows:

- Beginners 68%
- Intermediate 66%
- Advanced 71%

This is clearly shown in table 2 (page 51)

GRAPH 1 GLOBAL VIEW OF CLOZE TEST RESULTS



SOURCE: Table 1

TABLE 2
LEXICAL DENSITY ANALYSIS BY LEVELS

LEVEL	CONTENT WORDS USED	WORDS REPEATED	%	LEXICAL DENSITY	%
Beginners	463	147	32%	316	68%
Intermediate	566	192	34%	374	66%
Advanced	685	196	29%	489	71%

The lexical density analysis in regard to the total number of subjects used in the study shows that the students used a total of 1179 different content words divided as follows: 316 2B students (27%), 374 NP2A students (32%), 489 Advanced students (41%).

The subjects repeated 535 words divided as follows: 147 beginners (27%), 192 intermediates (36%), 196 advanced (37%).

Lexical density in general is divided into: beginners 27%, intermediates 32%, advanced 41%.

The following table summarizes these figures.

As the graph shows, there are slight differences between levels here. Thus, beginning students differ from intermediate students only by 0.091 and the distance from advanced students was 0.453. Advanced students outperformed intermediate students only by 0.25%. According to the interpretation of the scale, these figures may not be very significant in terms of the degree of comprehensibility achieved.

TABLE 3

LEXICAL DENSITY ANALYSIS IN REGARD
TO THE TOTAL POPULATION

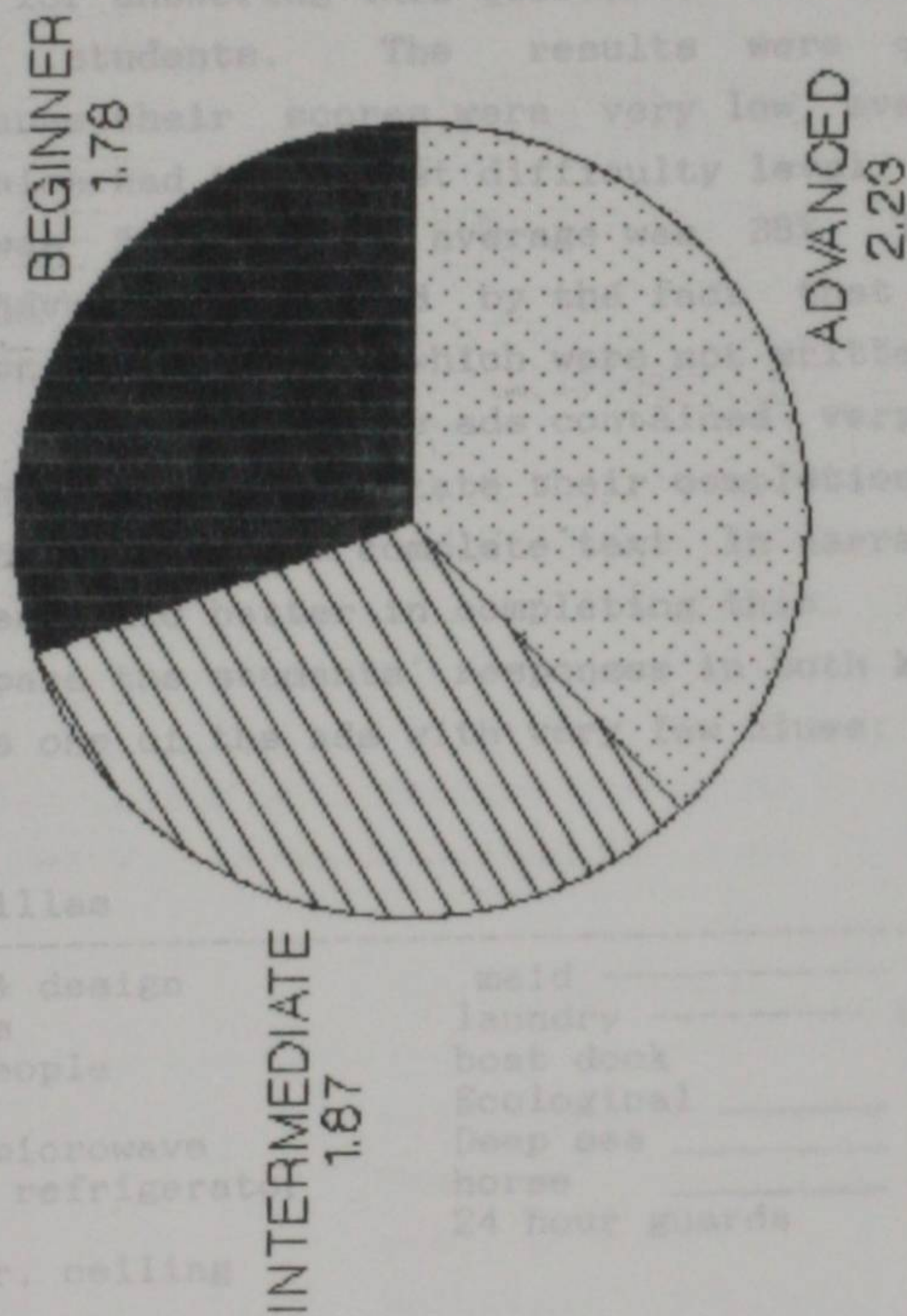
LEVEL	CONTENT WORDS USED	%	WORDS REPEATED	%	LEXICAL DENSITY	%
2A	463	27%	147	27%	316	27%
NP2B	566	33%	192	36%	374	32%
Interc Communic.	685	40%	196	37%	489	41%
TOTAL	1714	100%	535	100%	1179	100%

These figures show that intermediate students exhibit a net gain of 5% in relation to beginners, but 9% lower than advanced students. Advanced students, on the other hand, show a net gain of 14% in relation to beginners and 9% over intermediates.

In scoring the dialogues the three raters considered only comprehension, whether or not the students were able to express the message clearly. They read each student paper carefully paying attention to vocabulary words and their appropriateness in relation to the context and the situation. The mean scores of these ratings are best shown in graph II on the following page.

As the graph shows, there are slight differences between levels here. Thus, beginning students differ from intermediate students only by 0.09% and the distance from advanced students was 0.45%. Advanced students outperformed intermediate students only by 0.36%. According to the interpretation of the scale, these figures may not be very significant in terms of the degree of comprehensibility achieved.

GRAPH 2 : MEAN SCORES COMPREHENSIBILITY ANALYSIS



Rating based on a 1-3 scale

ORIGINAL WORDS

STUDENTS WROTE WORDS SUCH AS

stove (6)

tv, and, big

service (7)

great, market, place,
travel, office,
beautiful, serve, nice

room (8)

excelent, dry, place

tours (9)

fona, nature

fishing (10)

fish, blue, wonderful,
diver, coral

riding (11)

big, beach, sale, show,
ride

In contrast, the students did much better in completing the last ad which was a complete text in narrative form:

ATTRACTIVE TICA GIRL. Very _____ (15), with good feelings, intelligent, down to earth, understand little English. Would like to _____ (16) a good man between 30-45, generous. For friendship and later for serious _____ (17). Possible _____ (18). Please _____ (19) letter with picture and phone # to: TICO TIMES, " BOX W ", Apdo 4632-1000 San Jose, C.R.

Original word

Students wrote

nice (15)

well, special, nice
beautiful, important

meet (16)

meet, know, find

relationship (17)

Relation, boyfriend,
relations, person

marriage (18)

extrange, married,
compromise, time, work

send (19)

put, to write, put,
send, write

The fact that most of the answers to this last ad were correct suggests that students need to learn words in contexts that facilitate recall and comprehension.

However, two words gave the students some trouble. They did not seem to understand the semantic difference between relation (the connection of persons by blood or marriage) and relationship (an association of persons by love or sentimental affection). They also had trouble finding appropriate words to replace "marriage" which confirms our observation that students could not handle the lack of "cues" in completing cloze tests.

In the intermediate cloze test, beginning students lowered their mean score to 9 points, it came down to 29%. The highest score was 36% in a 100 % scale. Higher scores were expected given the fact that the text provided enough clues. As mentioned before, it was an authentic letter of approximately 200 words and only 22 words had been deleted, 11% of the total of number of vocabulary words. Most of the answers were non-sensical and reflected the students' lack of knowledge of the semantic properties of the word; that is its denotation and connotation. Simple, everyday phrases such as take care were not elicited.

Students came up with such wrong phrases as "God bless you and take me", "take for me", "take regards". Very few students answered correctly. As expected, the

results of cloze test III (The advanced one) were very low. The mean score was just 14% and individual scores were very low too. Thus, beginning students did very poorly on the three cloze tests.

Regarding NP2A students, the results were quite unsatisfactory too. The mean scores 45, 39, and 16 evidence poor performance in all three tests.

The highest individual score in cloze test I was 67%, all other grades were below 60% The highest scores were 55% and 47% on the remaining tests. They outperformed beginners only by 7, 10, and 2 points on the three tests. Some of their answers also evidenced ignorance of colloquial expressions. In one of the sentences in which the original sentence was: I think her thesis is driving her crazy, they elicited sentences such as I think her thesis is driving her mind, time, alone, car, etc.

Another example is the original sentence: " I'm sorry it's taken me so long to write." Students replaced so long with nonsensical phrases such as so busy, so time, so don't, etc. In many instances, students came up with wrong spellings such as worried (worried), dubts (doubts), foreing (foreign), anxious (anxious), etc. Here is a complete transcript of one of the texts from an NP2A student:

7 August 1993

Hayward, CA

Dear Carlos:

Hello. I'm so sorry it's taken me so don't to write. I hope you're doing great. In about three weeks, I'll be course my second semester at SFSU. I'll be have three courses. In September, I'll be teaching English as a Second Language as at a local school. I'll be working with false beginners and team-teaching with another teacher.

Them, I'll also have my very own teaching aid. The English Department is really good, lots of materials and have available to use in class. I'm excited but a little nervous, too, because it's been almost a year since I've been in a classroom teaching and I feel a little worrie. Jorge was here for about a three week visit before come for Kentucky where he'll be going graduate school. We had a lot of trips playing tourist and I think he enjoyed California. One weekend We went to Stockton, California, where Teresa Campos is living with her family as a Fulbright city. We had a really nice visit with them. Teresa is in the middle of her thesis, and I think it's driving her alone. She's doing a comparative analysis of turn-taking among English speakers Vs. Spanish speakers in a formal meeting environment. It does interesting, doesn't it? I hope that Saprissa "esta en la calle." Oh, well, maybe next year. How are your studies and your language school? I have no lost that you're destined to do great things and that you'll enjoy studies in your field because you're very talented.

God bless you and take me
our friend, Amy

Evidently, the incorrect usage of words in completing the text makes it unclear and confusing.

Advanced students' mean scores on the three cloze tests were 82%, 53%, and 45%. Their greatest gain was on the beginning test: 37 points higher than intermediate students, and 44 points above beginners. That result is not surprising at all because cloze test I was the least difficult so advanced students were expected to do well.

The results of cloze test II seem to be a little more significant for advanced students. They have a net gain of 24 points from beginners and 14 points from intermediates. Although they did better than the other two levels, their mean score (53%) does not necessarily reveal a solid command of words.

One more proof of this reality is given by the 45% mean score obtained in cloze test III. We do not deny the fact that the text was much more difficult; yet, it was not supposed to be out of control. Surprisingly, there were only two above-average scores (93% and 80%). All other scores were below 60%.

Going back to the question, neither beginner, intermediate, or advanced students evidenced a solid foundation of vocabulary in the specific contexts provided by the cloze tests. Their low scores on the three tasks seem to prove the discovery that they need to build and acquire more vocabulary. In spite of these findings, these conclusions should be taken cautiously considering the fact that the results of the cloze tests could have been affected by the level of concreteness of the target words. What this means is that many of the vocabulary words that were deleted were fairly abstract and difficult to imagine. As a consequence, the use of abstract academic vocabulary, in some cases, may have caused the students to use inappropriate words in an

attempt to give meaning to the texts. In any case, such low performance was rather surprising. If students gradually build up their lexicon, they should have consistently outperformed those at lower levels.

That reality was not evident throughout this study in which the subjects behaved similarly on the three tasks.

II. HAVE STUDENTS IN DIFFERENT PROFICIENCY LEVELS MADE SIGNIFICANT PROGRESS IN REGARD TO A VARIED USAGE OF WORDS?

The narrative writing task provides possible insight for answering this question. As mentioned before, the analysis of the narrative writing task was based on quantity rather than quality.

The goal was to determine the amount of different content words used in writing the essays, which, in turn, would evidence progress in using a variety of words. The figures suggest that even though advanced students evidenced some progress in regard to a varied usage of words, this difference does not seem to be significant enough since it is only 5% from intermediate students and even just 3% from beginners. By contrast, beginning students did better than intermediate students since their lexical density is 2 points higher. The implication here seems to be that the less they write, the less they repeat.

This phenomenon did not apply to advanced students because even though they wrote more, their repetition percentage was the lowest (29%). (see table 2)

If we analyze lexical density in regard to the total population, we can conclude that there is a consistent pattern within each proficiency level; that is, the percentages regarding content words used, words repeated, and lexical density are very similar in each level. In the case of beginning students, these percentages are exactly the same (27%), (see table 3). In looking at the differences between levels, advanced students outperformed beginning and intermediate students on 14 and 9 points respectively. Intermediate students outperformed beginners in only 5%.

Another interesting pattern comes from intermediate and advanced students. The difference in their percentages of words repeated vs. lexical density is only 4%. Advanced students are at a better position, though they repeated more words than intermediate students; yet, their lexical density is higher. In contrast, intermediate students repeated less words (1% less), yet their lexical density is lower than that of advanced students. In sum, students in the three different proficiency levels did not evidence an important improvement in the use of a varied lexicon. Advanced students did better, of course, however, their

progress was modest (only 3% above beginners). Only in regard to the total population, their advancement was much more significant.

III. ARE THE STUDENTS ABLE TO CONVEY COMPREHENSIBLE MESSAGES WITH PRECISE WORDS IN A SPECIFIC COMMUNICATION CONTEXT?

The directed dialogues provided possible insight for answering this question. As mentioned before, these dialogues were analyzed in terms of their quality, that is; whether or not the message was comprehensible and clear. The ratings given by the three native speakers provided some initial evidence to suggest that students still lacked accuracy in using exact words to convey comprehensible messages. If we take into account the mean scores obtained in the comprehensibility analysis (1.78/1.87/2.23), we can observe a moderate improvement among levels. (see graph 2)

Both beginner and intermediate students are at a point in which the vocabulary used was not completely appropriate and, in many cases, led to confusion. Advanced students got their messages across to a certain extent and, in spite of their lexical errors, their dialogues were more or less understood.

Thus, the ratings provide evidence to conclude that the dialogues were not fully clear on the basis of an accurate usage of words or careful observance of the directions in each situation. Here is an example from an advanced student. The dialogue belongs to situation 1:

Lynn: Hi
Rosa: Lynn...something bad happened
Lynn: Don't be stress. Tell me what's wrong
Rosa: There nothing in the house.
Lynn: What? I can't believe it.
Rosa: Oh no, Robert is going to Kill me. He will not accept that all the house is clean.
Lynn: Rosa... You have to call the police.
Rosa: I thing you get it. I will do it.
Lynn: Don't worry... all will be fine.
Rosa: thanks
Lynn: I will call you late.
Rosa: I'll be here.

A typical problem which occurred throughout all the paper was incorrect spelling: stress (stressed), thing (think), late (later).

The student in this case did not succeed in communicating a clear message because of a poor choice of words: "there nothing in the house" could have been replaced by such expressions as: the house is empty or the house has been broken into, or just someone broke into the house and stole everything. The student shows lack of knowledge of the register of an expression such as "you get it." Evidently, it does not fit into this context where an expression such as you're right or that's a good idea would have been more proper. Another

interesting problem which is evident in this sample is L1 interference. The student used " the house is clean " meaning the house is empty. Obviously , such connotation is only possible in Spanish, especially Tico spanish. Thus, the misunderstanding and confusion in interpreting the text seem to come exclusively from difficulties in using a precise and varied lexicon.

Let us take an example from a beginner student who obtained the following ratings: 3, 3, 1,5. His average was 2.5 .

Rosa was worried because your boyfriend has a bad accident, he broke his legs and right now, he is still at the hospital. Lynn said that to Rosa when she called her.

Rosa: Hi Lynn. How are your things?
Lynn: Hi. Rosa all well. What about you?
Rosa: O.K. I'm worry. I arrived one hour
Rosa: I found your message. What did happen?
Lynn: George had an accident and broke his legs.
Rosa: Where he's now.
Lynn: He's still in the hospital.
Rosa: O.K. thanks I'm going to see him at the hospital.
Rosa: see you later.

The student was able to get his message across fairly well since the dialogue is comprehensible and there are very few lexical problems.

This example confirms our previous observations that grammatical problems do not seem to interfere with communication. As we can see, the text is loaded with grammar mistakes: How your things, what did happen, where he's now, etc. The student had trouble forming

information questions; however, his poor grammar did not have any effect on achieving comprehensibility because the raters agreed that the vocabulary used was accurate and the meaning was free from confusion or doubt.

IV - IS VOCABULARY GIVEN ADEQUATE TREATMENT IN A REGULAR E.S.L CLASSROOM IN COSTA RICA ?

First of all, in looking at the way vocabulary has been taught in ESL programs at adult levels, two major points emerge. First, vocabulary appears to have been relegated to a secondary status in favor of syntax. In general, it is felt that students need to master basic grammatical patterns first to gain both understanding and ability to communicate in English.

Learning new words or phrases is often viewed as a hindrance to this task because such study distracts the learner from observing and using syntactic patterns of the language. Thus, the tendency seems to be towards beginning vocabulary instruction only after basic syntax is mastered.

The second point which is perceivable in the teaching philosophy applied in the classrooms studied is the treatment of vocabulary as a means to an end and not as a goal in itself. Students themselves are aware of this reality. The survey about classroom practices and learning problems revealed that 100% of the students agreed not having achieved an appropriate control over vocabulary for communication. They did not report any specific procedure used by the instructors to teach words other than the simple review of word lists or explanations of new words in terms of their equivalents in Spanish.

Thus, these findings have provided some initial evidence to conclude that there remain difficulties in vocabulary in ESL classrooms. Indeed, when comparing the information from the survey to the results of the three elicitation techniques, we can find a lot of coincidence. The students reported problems in the area of vocabulary and reflected such perceptions in their poor performance in the tests given.

ESL teachers should be aware of this problem, but they should also understand that building vocabulary requires a great deal of work, and that there must be a continuous process of reviewing and practice. Much more research must be done before we can expect to have a reliable picture of the problem. So, it is important that researchers turn their minds to the problem, for it is only with such an understanding that we can do justice in our teaching to vocabulary building as a process.

The problems of weaknesses in vocabulary was reflected in the poor performance exhibited by the students in this study. Actually, in the three elicitation techniques, students found themselves at a literal loss for words in the specific contexts they encountered. In some cases, they experienced frustration and even claimed that their ESL training had been of dubious value since they had great trouble understanding and using an appropriate vocabulary in each of the tasks.

CHAPTER IV

IMPLICATIONS FOR ESL/EFL TEACHING

The application of the three elicitation techniques and the questionnaire, its experiences and results have led to a number of implications that can be relevant to the teaching of vocabulary, specifically for ESL classrooms at the CCCN. The study offers a preliminary diagnosis of the status of lexicon in three ESL classrooms in that institution. The findings can become an invaluable aid for both instructor and student engaged in the endless attempt to make the teaching practice more effective and realistic.

The presence of weaknesses in vocabulary was reflected in the poor performance exhibited by the students in this study. Actually, in the three elicitation techniques, students found themselves at a literal "loss for words" in the specific contexts they encountered. In many cases, they experienced frustration and even claimed that their ESL training had been of dubious value since they had great trouble understanding and using an abundant vocabulary in each of the tasks.

The first implication that can be drawn from these findings in terms of ESL teaching in general is that vocabulary instruction should begin quite early in ESL programs. There is no reason to assume that vocabulary instruction is incompatible with grammar teaching. Even with the format of strict syntactic organization of materials, the introduction of a variety of new words and phrases should begin immediately.

Through the use of several strategies, a variety of new lexical items that are within the limits of the students' grammatical knowledge can be easily incorporated into the teaching design. What this means in practice is that ESL teachers and material developers should begin to supplement their textbooks with additional vocabulary items or adopt texts which have greater emphasis on vocabulary learning. Indeed, the textbooks used in the classrooms studied were structurally based and the treatment of vocabulary can be said to be insufficient.

Thus, the vocabulary component should be a basic selection criteria in deciding what materials to use for classroom instruction.

Second, both direct and indirect vocabulary teaching should be encouraged. By devoting time to the lexicon, the students will acquire the needed vocabulary items in a logical manner. If vocabulary training is begun early and receives separate attention, students will improve

their other skills, especially speaking, reading, and listening. If students had stronger, more diversified lexical knowledge, the chances of focusing on the entire message would be increased and thus the ultimate goals of these skills would be better achieved. Eventually, teachers would complain that materials are not usually available. However, they should be able to understand that since most traditional textbooks and curricula delay vocabulary instruction, teachers might create their own materials. The following criteria could be useful to accomplish this task:

A. Whether or not the lexical items are usable within the students' linguistic level and

B. Whether or not the materials are useful to students' needs both present and future.

Although we do not live in an English-speaking country, there are lots of resources and authentic materials such as newspapers, letters, brochures, magazines, journals, songs, videoclips, etc, which can be incorporated and adapted to the classroom needs.

It is important for teachers to keep in mind that vocabulary ought to be taught in context since words taught in isolation are generally not retained. This

assumption seemed evident in the completion of the cloze tests. It was easier for the students to come up with meaningful words only when the linguistic environment in which the word appeared was given.

Another factor to consider is the utility of the lexical items chosen. That is, words and phrases should be meaningful to students' present and future lives. The teachers need to consider such factors as the students' age, educational background and field of interest. The teacher ought to know also such sociolinguistic variables as the situation in which the words will be used, the medium (oral, written, or both) in which the item is employed, and the people with whom the words will be used. Thus, massive vocabulary instruction begun at early stages of the ESL curriculum would add greater flexibility to a classroom and increase students' performance because what they are learning would appear meaningful and useful in their daily lives.

One more thing teachers should take into account is that in order to increase success in vocabulary instruction, the lexical items presented must be constantly reviewed. As a matter of fact, the more exposure given to a word or a phrase, the better are the chances for retention. Too often lexical items are introduced in one unit and are never repeated. In addition, multiple exposures to words will help students to acquire knowledge of the

sociolinguistic dimensions of a word or phrase, to function in a real, uncontrolled English-speaking world and to minimize ESL students' frustration, embarrassment or inability to communicate effectively. More precise meanings will develop as the teacher repeats the vocabulary item and as the students are taught to infer meaning through the use of lexical and grammatical cues, as well as through the knowledge of the outside world.

Perhaps, one of the most significant implications in looking at the results of this research is its indirect support of Krashen's Input Theory and his suspicion that reading, more than anything else, develops competence in vocabulary, spelling and others (Krashen, 1989). According to our observations and the information provided by the students in the three classrooms studied, it seemed as though instructors had not fully incorporated reading in the target language as an important source of input. There is no fallacy in affirming that some language programs have idolized textbooks taking for granted that completing a textbook series accounts for competence in language acquisition, including vocabulary building. In addition, according to our observations, instructors do not often provide opportunities for their students to read authentic materials in the target language from the earliest

levels. The poor performance of the students who took part in this study reveals that vocabulary is still one of their weaknesses. By implication, traditional vocabulary teaching seems to lack an effective approach to word acquisition.

In summary, it is now time to devote more attention to vocabulary instruction. ESL programs should increase their treatment of vocabulary as soon as possible and start considering word use a vital skill in helping students gain better communicative competence in the language. This will in turn improve the atmosphere of the ESL classroom in which they must daily function and also help create more successful student performance when they leave the ESL classroom. The findings of this study and the literature reviewed offer other specific implications in relation to teaching vocabulary in ESL/EFL classes:

1. Since the subjects of this study demonstrated little progress in vocabulary, we might suspect that the absence of an approach to vocabulary teaching may cause difficulties in developing vocabulary fluency.

2. Students might have a poor lexicon because their ESL instruction does not encourage enough reading. Indeed, nearly everyone in the language teaching profession agrees that reading is beneficial, even

without research evidence. Yet, not all foreign language programs do much to encourage it. Reading provides a lot of comprehensible input and it might be an effective way to develop vocabulary as well.

3. It seems that direct and indirect vocabulary teaching are important in teaching a foreign language. However, the latest research on language learning suggests that it is important to leave ample space for reading since picking up vocabulary from this skill is more time-efficient than methods that aim to give students a thorough knowledge of words.

In regard to the CCCN program, this study might yield the following implications:

1. It is necessary to establish a closer relationship between the communicative-oriented program and vocabulary development. The communication process will never be effective without a solid command of lexicon.

2. The speaking, reading, or listening activities used in classes should be preceded and followed up with additional vocabulary development tasks intended not only to facilitate comprehension, but also to enrich vocabulary acquisition.

Based on the studies carried out by Krashen, Rice, Parry, Miranda and others and on the findings and implications generated through this study, we can establish some suggestions to help improve the teaching of vocabulary:

1. Free voluntary reading could be incorporated in the ESL classroom, starting at beginning levels. The first fifteen minutes of class can be spent on pleasure reading. Massive quantities of pleasure reading in which students are only held responsible for content and in which they can skip words without fear of missing anything that affects their grade could result in vocabulary growth and overall language competence.

2. Every regular ESL classroom should also provide opportunities for academic readings, which should be carefully exploited by analyzing and practicing key words and discussing about their content. Tests should include items to measure vocabulary comprehension.

3. Every ESL program should have a reading room, filled with books, newspapers, magazines, and other authentic materials that our students would read and enjoy. Teachers should spend at least 1 hour per week at the reading room engaging the students in free voluntary reading.

4. The traditional word-for-word translation approach should be avoided in ESL classes since it has proven to be not too useful. Instead, teachers should help students grasp meaning from readings and use words by applying appropriate learning strategies. In the case of low-proficiency language learners, who seem to encode word meanings on the basis of acoustic and orthographic similarities, teachers should spend more time on selective listening, aural discrimination, songs, rhymes, affix drills and other exercises that point out similarities and differences of sound and spelling of words. Learners at higher levels might benefit more from synonym and antonym games and exercises, paired-associate compositions in which lists of related words are given to prepare written or oral compositions.

5. Teachers should develop classroom activities that effectively incorporate words into appropriate semantic networks. Word-association activities activate the learner's store of vocabulary and develop a knowledge of the relatedness of lexical items. In the traditional ODD MAN OUT game, for example, students practice discrimination between lexical sets, through underlining the word that does not belong in the group. Example:

- a. stream, lake, sea, river, mountain
- b. uncle, grandfather, niece, nephew, brother
- c. suntan, snow, rain, ice, ski

At intermediate and advanced levels, one of the most successful activities in making students more practically aware of meaning relations involves getting students to build semantic fields around a particular word.

The teacher gives an appropriate cue word such as anger, jobs, eating out, and students then write down all the associated words that come to mind. After a given period of time, students compare their words. These may be grouped on the board and then used as a starter for a further related activity.

Besides, there are several books in the field which contain techniques and strategies to teach vocabulary. One all teachers should have is TEACHING AND LEARNING VOCABULARY by Linda Taylor, 1990. The book provides ways of presenting new items and techniques to teach vocabulary communicatively. It also contains exercises for repetition, consolidation, and interaction.

Perhaps, the most important is that it provides suggestions and ideas for teachers to design their own techniques and adapt them to their students' needs. Also available is TECHNIQUES IN TEACHING VOCABULARY by Virginia French Allen. It provides several strategies to teach vocabulary according to proficiency levels.

It has not been the purpose of this chapter to propose a wealth of vocabulary teaching exercises. Teachers might have their own preferred techniques for teaching the different aspects of vocabulary usage mentioned here depending on their objectives and their students' learning styles.

Rather, the purpose has been to suggest that in preparing teaching materials and in adopting a teaching philosophy, teachers begin with a rich concept of

vocabulary. It is clear that for ESL classrooms in Costa Rica, the goals of vocabulary teaching must be more than simply covering a certain number of words on a word list. An awareness of the role of vocabulary in attaining mastery of a language and a clear concept of what it means to know and acquire a word is essential, now more than ever before due to the increasing emphasis on language for communication. Ultimately, this is perhaps the major instructional application that can be drawn from this study.

One reason that our students carry dictionaries with them, not grammar books, and they regularly report that lack of vocabulary is one of their major problems.

The application of the three didactic tasks: narrative writing, cloze tests, and directed dialogue writing intended to exercise the students' ability to use a precise, varied, and accurate lexicon. In addition, another aim was to stress the importance of treating vocabulary as an important language component and to find that each student's own suggestions for vocabulary might be applicable to ESL classrooms.

The analysis of the students' performance in these three tasks was meant to establish a rough, preliminary evaluation of their ability to use words and convey comprehensible messages in specific communication contexts. Backing this exploration of vocabulary was a thorough review of literature which analyzed the concept of skills in relation to the development of skills in a foreign language, discussed the evolving and important role of vocabulary teaching and reviewed insights into the nature of lexical learning. The most important research which supported the goals of this study was the discussion of research which proves the primary role that vocabulary plays in helping the learner attain comprehensibility and fluency in the target language.

CHAPTER V

CONCLUSION

This study was designed as a diagnostic inspection of the status of vocabulary in three ESL classrooms of different proficiency levels at the CCCN. There were practical reasons for devoting attention to lexicon because of the increasing awareness of the fact that vocabulary is essential for mastery of a language. No one denies that our students carry dictionaries with them, not grammar books, and they regularly report that lack of vocabulary is one of their major problems.

The application of the three elicitation tasks: narrative writing, cloze tests, and directed dialogue writing intended to examine the students' ability to use a precise, varied, and accurate lexicon. In addition, another aim was to stress the importance of treating vocabulary as an important language component and to find justification for suggesting some practical ideas that might be applicable to ESL classrooms.

The analysis of the students' performance in these three tasks was meant to establish a rough, preliminary evaluation of their ability to use words and convey comprehensible messages in specific communication contexts. Backing this exploration of vocabulary was a thorough review of literature which analyzed the concept of semantics in relation to the development of skills in a foreign language, discussed the evolution and importance of vocabulary teaching and reviewed insights into the nature of lexical learning. The most important aspect which supported the goals of this study was the discussion of research which proves the primary role that vocabulary plays in helping the learner attain comprehensibility and fluency in the target language.

Even though the techniques used were appropriate for this study, it would be the subject of additional research to determine whether or not these would be the ideal, pertinent tools to ascertain the reality of the students' command of vocabulary. However, to do justice and to be objective in appraising them, it is necessary to take into consideration that those three techniques were seriously and carefully designed and selected out of many other authentic similar samples. Their reliability and applicability were increased by pilot applications and revisions by colleagues. Besides, it is worth taking into account that these techniques intend to establish only an initial observation of a problem which would require a much more elaborate, scientific or scholarly investigation. In providing stimulus for the elicitation of vocabulary, these techniques have been widely used in current research. In our specific case, they can be considered models of a rich, communicative use of language because they come from authentic materials so, they are free from the constraints of unreal language.

One of the variables that might have affected the outcome of this study was the fact that students completed the tasks as a separate activity that would not affect their performance in the course they were taking. Should they have been pressured by a grade, would the results have been better? Is this the reason why they did not cover many of the aspects requested in the narrative description?

What this means in practice is that students might have made little effort in performing the tasks accurately as they suspected they were not going to be held responsible for their results. Of course, this is only a supposition since many of them seemed interested and enthusiastic, asked questions, and requested more time to work on each task.

In regard to the extent to which the results of this study can be generalized, there is a word of caution. The students' output and its interpretation may only apply to their particular situation rather than to the whole student population of the institution where the data was collected, much less to ESL students in general. In spite of this limitation, the relevance of this study is not lessened because its findings may be used as springboard for future research in the field. The present work has indeed raised many questions such as what would have the results been if the students had had the opportunity to choose the words from a set of alternatives or what is the proportion of vocabulary expected according to levels, or whether or not a lexical syllabus might be applicable and effective. Another important aspect which might require further analysis would be the relationship between contextual clues and vocabulary recall. The questionnaire may also have to be implemented with other questions to explore the relation between reading and vocabulary. Examples of those questions could be:

- a) Do you like to read?
- b) Do you ever read texts in Spanish or English?
- c) How often do you read those?
- d) What kind of material do you like to read?
- e) How much time do you spend on reading?
- f) Besides the procedures used by the teacher in class, are you using any other strategy to learn words by yourself?

Future research would have to deal with such concerns. Up to present, this study can be said to be progenitor of investigations in the area of lexicon in a Costa Rican setting. The results may be a valid, indirect warning of what might be happening in the process of vocabulary teaching in general.

Besides, the pedagogical suggestions listed on Chapter IV can be put into practice by any ESL program which recognizes the value of a serious reorientation of its vocabulary teaching philosophy. There is no doubt that the study stimulates a new vision and interpretation of the role of lexicon in achieving a control over the target language.

The students' output in this study suggests that a redefinition of teaching practices in vocabulary may be necessary now. As noted before, the subjects who took part in this research did not reveal a compact, stable knowledge of vocabulary. As it happened with the three techniques employed, neither beginner, intermediate, or advanced students demonstrated an important improvement or progress in using a variety of words. This conclusion was supported in the analysis of the directed dialogues where students revealed problems in finding the right words to make the message clear and understandable. The answers to the research questions listed at the beginning of this study cannot go beyond: no, not much, or to a certain extent. That is, the findings of this study would not support an affirmation that students evidenced an ability to use words or convey comprehensible messages with precise, varied words and phrases. A great progress among proficiency levels is also a subject of doubt since such gradual improvement was not evident either.

For language teaching in general, and particularly for the teaching of vocabulary in regular ESL classes, the results of this study hold the following implications:

First, instructors should understand that teaching a language without words is like attempting to drive a car without oil. Since words are the content and provide the fuel for communication, there is a need to give vocabulary an appropriate position in the language

classroom. It can't continue offstage. It is a must to spend more time on vocabulary enrichment.

Second, this study suggests the need to start a vocabulary revolution in the classroom with appropriate materials, teaching techniques, and a clear vocabulary teaching concept as well as the need to supplement regular textbooks with additional vocabulary materials or adopt textbooks which have greater emphasis on vocabulary teaching.

In addition, this study suggests a greater emphasis on pleasure and academic reading as a source of input and as an acquisition strategy to develop vocabulary growth and language competence in general. Finally, the need to implement teacher training programs with activities that promote a greater awareness of the role of vocabulary in L2 acquisition and a clearer concept of what it means to know and acquire a word.

In closing, it has been quite challenging to carry out this project. It took years, time, effort, dedication, and patience. Along the road, the project kept going just as a suspense film, always wanting to see the outcome. That was the element which kept motivation high. It is hoped that the present paper will make a significant contribution to the exciting ESL experience.

BIBLIOGRAPHY

*The opening quotation at the beginning of the introduction is from D. Spender, Man Made Language, Routledge & Kegan Paul, 1980, p. 163 .

Aitchison, J. Words in the Mind: An Introduction to the mental Lexicon. Oxford: Basil Blackwell, 1987 .

Allen, Virginia French. Techniques in Teaching Vocabulary. Oxford University Press, 1983 .

Anderson, Richard, Paul Wilson and Linda Fielding. "Growth in Reading and How Children Spend their Time Outside of School." Reading Research Quarterly 23, 1988 .

Beechhold, Henry F. and John L. Behling Jr. The Science of Language and the Art of Teaching. New York: Charles Scribner's Sons, 1972 .

Celce-Murcia, M., and Fred Rosensweig. "Teaching Vocabulary in the ESL Classroom." In Teaching English as a Second or Foreign Language. See Celce-Murcia and McIntosh 1979 .

Celce-Murcia, M., and L. McIntosh, eds. Teaching English as a second or Foreign Language. Rowley, Mass. : Newbury House Publishers, Inc., 1979 .

Chastain, K. Developing Second Language Skills: Theory to Practice. Chicago: Rand McNally College, 1976 .

Cohen, Dorothy. "The Effect of Literature on Vocabulary and Reading Achievement." Elementary English, 45, 1968 .

Deese, J. The Structure of Associations in Language and Thought. Baltimore: Johns Hopkins Press, 1965 .

Elliot L. Judd. "Vocabulary Teaching and TESOL: A Need for Reevaluation of Existing Assumptions." TESOL Quarterly, 12, 1, 1978 .

Feitelson, Dina, Bracha Kita & Zahava Goldstein. "Effects of Listening to Series Story on First Graders' Comprehension and Use of Language." Research in the Teaching of English, 20, 1986 .

Fraida, Dubin and Elite Olshtain. Facilitating Language Learning. U.S.A. McGraw-Hill International Book Company, 1977 .

Henning, G. H. "Remembering Foreign Language Vocabulary: Acoustic and Semantic Parameters." Language Learning, 23, 2, 1973 .

Krashen, Stephen. "We Acquire Vocabulary and Spelling by Reading: Additional Evidence for the Input Hypothesis." The Modern Language Journal, 73, IV, 1989 .

Lindell, Ebbe. "The Four Pillars: On the Goals of Foreign Language Teaching." Errata: Papers on Error Analysis, 1973 .

Meara, P. "Learner's Word Association in French." INTERLANGUAGE STUDIES BULLETIN, 3, 2, 1979 .

Miranda-Vargas Maria del Rocio. Creative Writing in the ESL/EFL Classroom. Tesis para aspirar al grado de Licenciada en Linguística Aplicada a la Enseñanza con Énfasis en Inglés, Universidad Nacional, 1993 .

Nagy, William. Teaching Vocabulary to Improve Reading Comprehension. Urbana:ERIC Clearinghouse on Reading & Communication Skills, 1988 .

Nagy, William. Richard Anderson & Patricia Herman. "Learning Word Meanings from Context during Normal Reading." American Educational Research Journal, 24, 1987

Palmberg, Rolf. "Vocabulary Teaching in the Foreign Language Classroom." Forum, XXIV, 4, 1986 .

Parry, Kate. "Building a Vocabulary Through Academic Reading." TESOL Quarterly, 25, 4, 1991 .

Piper, T.H. and P.F. Leicester. "Word Association behaviour as an indicator of English Language Proficiency." Eric Documents (ED 227 651). Vancouver: University of British Columbia, 1980 .

Pyles, Thomas and John Algeo. English An Introduction to Language. New York: Harcourt, Brace & World, Inc. , 1970 .

Randall, M. "Word Association behaviour in Learners of English as a Second Language." Polyglot, 2, 2, 1980 .

Rice, G. Elizabeth. "The Everyday Activities of Adults: Implications for Prose Recall_Part I." Educational Gerontology, 12, 1986 .

Richards, Jack C. "The Role of Vocabulary Teaching." TESOL Quarterly, 10, 1, 1976 .

Rivers, Wilga. Communicating Naturally in a Foreign Language. Oxford University Press, 1983.

Rivers, Wilga M. Speaking in Many Tongues: Essays in Foreign Language Teaching. Cambridge: Cambridge University Press, 1983 .

Robbinet, Betty Wallace. Teaching English to Speakers of Other Languages. New York McGraw-Hill International Book Company, 1978 .

Seashore, Robert & Louis Eckerson. "The Measurement of individual Differences in General English Vocabularies." Journal of Educational Psychology, 31, 1940 .

Stig Johansson. "The Identification and Evaluation of Errors in Foreign Languages: A functional Approach. In Errata: Papers on Error Analysis, 1973 .

Thurndike, L. Edward. "The Psychology of Semantics." The American Journal of Psychology, 59, 1946 .

White, Cynthia J. "The Role of Associational Patterns and Semantic Networks in Vocabulary Development." Forum, XXVI, 4, 1988 .

Xiu-Bai, Qin. "Some Reflections on the Teaching of Vocabulary." Forum, XX, 3, 1982 .

APPENDIXES

BEGINNERS' CLOZE
TESTS

I. INSTRUCTIONS: Read the following newspaper ads carefully:

Golden Marlin, Arenal Lodge, Attractive Tica girl,
Antojitos.

Then, fill in the blanks with appropriate words to give
meaning to the ads. Write the answers on this sheet.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____

GOLDEN MARLIN

PACIFIC HOTEL VILLAS

Now you can
have it all

Fully Furnished
from \$54,944

Beauty, luxury
and peace

Located on one of the most beautiful and safe swimming beaches of
the Pacific Coast.

Between Jaco and Parrita on Bejuco beach, 60 miles from San José
on paved road with easy access.

American style & design	TV, Beamed Ceilings	Maid sevice
1 and 2 bedrooms	Restaurat & snack bar	Laundry room
Sleeps 6 to 8 people	Supermarket	Boat Dock
Air conditioned	Gift shop	Ecological tours
Washer, dryer, microwave	Club house	Deep sea fishing
Stove, refrigerator	Conference room	Horse riding
Hot water heater, ceiling fans	Swimming pool	24 hour guards

-----As
you stroll along the wide, unspoiled beaches you can enjoy the
birds, butterflies, squirrels and monkeys in the coconut and
banana trees, which line the quiet beach.

Retirement - Vacation - Investment Attractive Rental Program

CALL: (506) 57 - 2235 FAX: (506) 57 - 4267

CALL: (506) 57 - 2235 FAX: (506) 57 - 4267

GOLDEN MARLIN

PACIFIC HOTEL VILLAS

Now you can

Fully Furnished

Beauty, _____

have it all

from \$54,944

and peace

_____ on one of the most beautiful and _____ swimming

2

3

beaches of the Pacific Coast.

Between Jaco and Parrita on Bejuco beach, 60 miles from San José on paved _____ with _____ access.

4

5

American style & design

TV, Beamed Ceilings

Maid _____

7

1 and 2 bedrooms

Restaurat & snack bar

Laundry _____

8

Sleeps 6 to 8 people

Supermarket

Boat Dock

Air conditioned

Gift shop

Ecological _____

9

Washer, dryer, microwave

Club house

Deep sea _____

10

_____, refrigerator

Conference room

Horse _____

11

Hot water heater, ciling fans

Swimming pool

24 hour guards

As you stroll along the _____, unspoiled beaches you can _____

12

13

the birds, butterflies, squirrels and monkeys in the coconut and

banana trees, which line the _____ beach.

14

Retirement - Vacation - Investment

Attractive Rental Program

CALL: (506) 57 - 2235

FAX: (506) 57 - 4267

ARENAL
LODGE

(POSADA ARENAL)
Lake Fishing &
Wildlife Resort

A VERY SPECIAL PLACE
FOR THE EXOTIC
ADVENTURER AND
INLAND LAKE FISHING

- * Accessible by good paved road from San Jose.
- * Comfortable accommodations with private baths and hot showers.
- * Spectacular view of active volcano Arenal.
- * Fresh-water lake angling for rainbow bass (Guapote).
- * Birdwatching.

For information, telephone
San Jose (506) 28-25-88
Fax: 28-27-98
Posada Arenal, P.O.Box 1139
Escazu 1250 San Jose, Costa
Rica.

ARENAL
LODGE

(POSADA ARENAL)
Lake Fishing &
Wildlife Resort

A VERY SPECIAL PLACE
FOR THE EXOTIC
AND
21
INLAND LAKE FISHING

- * Accessible by good paved road from San Jose.
- 22
- * Comfortable accommodations with private baths and hot showers.
- * Spectacular view of active volcano Arenal.
- * Fresh-water lake angling for rainbow bass (Guapote).
- * Birdwatching.

For information, telephone
San Jose (506) 28-25-88
Fax: 28-27-98
Posada Arenal, P.O.Box 1139
Escazu 1250 San Jose, Costa
Rica.

Antelitas
Los Yague, San Pedro
Best Mexican - Tico Food
in town for nearly 20 years
Open daily from 11:00 am to

Antelitas
Los Yague, San Pedro
Best Mexican - Tico
in town for 20 years

EVERY FRIDAY & SATURDAY
ATTRACTIVE Tica girl. Very
nice, with good feelings, in-
telligent, down to earth, un-
derstands little English.
Would like to meet a good
man between 30-45, gener-
ous. For friendship and
later serious relationship
Possible marriage. Please
send letter with picture and
phone# to: Tico Times, "Box W"
Apdo. 4632-1000, San Jose,
C.R

ATTRACTIVE Tica girl. Very
_____, with good feelings, in-
15
telligent, down to earth, un-
derstands little English.
Would like to _____ a good
16
man between 30-45, gener-
ous. For friendship and later
for serious _____.
17
Possible _____. Please
18
_____ letter with picture and
19
phone# to: Tico Times, "Box W"
Apdo. 4632-1000, San Jose,
C.R

CAN
CUN

Antojitos
Los Yoses, San Pedro

Best Mexican - Tico Food
in town for nearly 20 years
Open daily from 11:00 am to
midnight.

EVERY FRIDAY & SATURDAY
Mariachis from 10 pm. on
11:30 pm.

THURSDAYS

Unique candle Night
Happy Hour 8:30 p.m. to 10
p.m. Come & have fun with us
LIVE MUSIC
TEL: 25-95-25

CAN
CUN

Antojitos
Los Yoses, San Pedro

Best Mexican - Tico _____
24
in town for _____ 20 years
25
_____ daily from 11:00 am to
26
midnight.

EVERY FRIDAY & SATURDAY
Mariachis from 10 pm. on
11:30 pm.

THURSDAYS

Unique candle Night
Happy Hour 8:30 p.m. to 10
p.m. Come & have _____ with us
27
LIVE MUSIC
TEL: 25-95-25

INTERMEDIATE TESTS

Hayward, CA
August 1985
Dear Mary:
I'm so sorry it's taken so long to get to you. I hope
you're doing great.
In about three weeks I'll be starting at the university at
UCI. I'll be taking three courses: In addition to Graduate
Study in SPL/ESL, Seminar in Teaching English as a Second
Language, and Seminar in Teaching English as a Second Language
Professor of English.
In September I'll be teaching at a local adult
school. I'll be working with a local adult
with another instructor. I'll be teaching my own classes and
the ESL department looks like it's going to be a little
more available to me. I'm excited, but a little
nervous too, because it's been a year since I've been in a
classroom teaching and I'm a bit rusty.
I had a three week visit before heading
to London to visit my graduate school. We had a
great time and I think he enjoyed California.
We're going to Stockton, California, where he
was a Fulbright scholar. We had
a great time with them. Ann is in the middle of her
doctorate and it's driving her crazy! She's doing a
study of turn taking among English speakers and
speakers in a formal meeting environment. Sounds
interesting, doesn't it?

7 August 1993

Hayward, CA

Dear Ronny:

Hello! I'm so sorry it's taken me so long to write. I hope you're doing great.

In about three weeks I'll be starting my second semester at SFSU. I'll be taking three courses: Introduction to Graduate Study in EFL/ESL, Seminar in Teaching EFL/ESL, and Seminar in Structure of English.

In September I'll be teaching ESL part-time at a local adult school. I'll be working with false beginners and team-teaching with another instructor. I'll also have my very own teaching aid! The ESL department looks really good, lots of materials and resources available to use in class. I'm excited, but a little scared, too, because it's been almost a year since I've been in a classroom teaching and I feel a little "rusty".

Ernesto was here for about a three week visit before heading for Kentucky where he'll be attending graduate school. We had a lot of fun playing "tourist", and I think he enjoyed California.

One weekend, we drove to Stockton, California, where Ana Campos is living with her family as a Fullbright scholar. We had a really nice visit with them. Ana is in the middle of her thesis, and I think it's driving her crazy! She's doing a comparative study of turn-taking among English speakers vs Spanish speakers in a formal meeting environment. Sounds interesting, doesn't it?

I hope you and your family are well. I heard that Saprissa "esta en la calle." Oh, well, maybe next year!

How are your studies and your language school? I have no doubt that you're destined to do great things and that you'll enjoy success in your field (or should I say "our field"?) because you have great instincts and a special way with people.

God bless you and take care!

Your friend, Stephanie

DIRECTIONS: Read the following letter. Fill in the blanks with appropriate words to give meaning to the passage.

7 August 1993

Hayward, CA

Dear Carlos:

Hello! I'm so sorry it's taken me so _____ to write. I hope you're doing great. In about three weeks I'll be _____ my second semester at SFSU. I'll be _____ three courses: In september, I'll be teaching English as a second Language _____ at a local school. I'll be working with false beginners and team-teaching with another _____. _____, I'll also have my very own teaching aid. The English Department _____ really good, lots of materials and _____ available to use in class. I'm excited but a little _____, too, because it's been almost a year since I've been in a classroom teaching and I feel little"_____".

Jorge was here for about a three week visit before _____ for Kentucky where he'll be _____ graduate school. We had a lot of _____ playing "tourist", and I think he enjoyed California. One weekend, we _____ to Stockton, California, where Teresa Campos is living with her family as a Fullbright _____. We had a really nice visit with them. Teresa is in the middle of her _____. She's doing a comparative study of turn-taking among English speakers vs. Spanish speakers in a formal meeting environment. _____ interesting, doesn't it? I _____ you and your family are well. I _____ that Saprissa "esta en la calle." Oh, well, maybe next year.

How are your studies and your language school? I have no _____ that you're destined to do great things and that you'll enjoy _____ in your field because you're very talented.

God bless you and take _____.

Your friend, Stephanie

ADVANCED
TESTS

CLOZE

Read the following piece of news. Then, fill in the blanks with appropriate words to give meaning to the passage.

For 12 Canadian students, a _____ natural
adventure _____¹ to tragedy last week when three of
their group _____² after an immense head of water
swept them away in the Sardinal River, in the northern zone of
Sarapiquí.

After having been swimming in the limpid pool at the base of
the cascade, the students were just getting out of the pool at
4 p.m. when the wall of water came shooting over the waterfalls
and crashed down on them without _____.

Of the twelve, only six _____⁴ to make it to
safety.

The National Emergency Commission and the Red Cross
were _____⁵ alerted, and four rescue

parties _____⁶ the area at first light. The six
survivors were treated for _____⁷ and bruises and sent
to the Clinica Biblica for _____⁸. Most of them
just suffered _____⁹ injuries except for the guide,
who broke his arm.

The cause of the flash flood is still _____.

Rara Avis president Amos Bien said there was
no _____¹¹ of predicting the flood. He said the hotel

normally won't _____¹² swimming if there heavy
rains, but at the time it was a clear, sunny day and the
water _____¹³ was low. "We're all pretty

_____¹⁴, Bien said. "I have kids and I felt as
though they had been mine."
_____¹⁶

Read the following piece of news. Then, fill in the blanks with appropriate words to give meaning to the passage.

For 12 Canadian students, a fun - filled natural adventure turned to tragedy last week when three of their group drowned after an immense head of water swept them away in the Sardinal River, in the northern zone of Sarapiquí.

After having been swimming in the limpid pool at the base of the cascade, the students were just getting out of the pool at 4 p.m when the wall of water came shooting over the waterfalls and crashed down on them without warning.

Of the nine, only six managed to make it to safety.

The National Emergency Commission and the Red Cross were immediately alerted, and four rescue parties searched the area at first light. The six survivors were treated for cuts and bruises and sent to the Clinica Biblica for checkups. Most of them just suffered minor injuries except for the guide, who broke his arm.

The cause of the flash flood is still unclear.

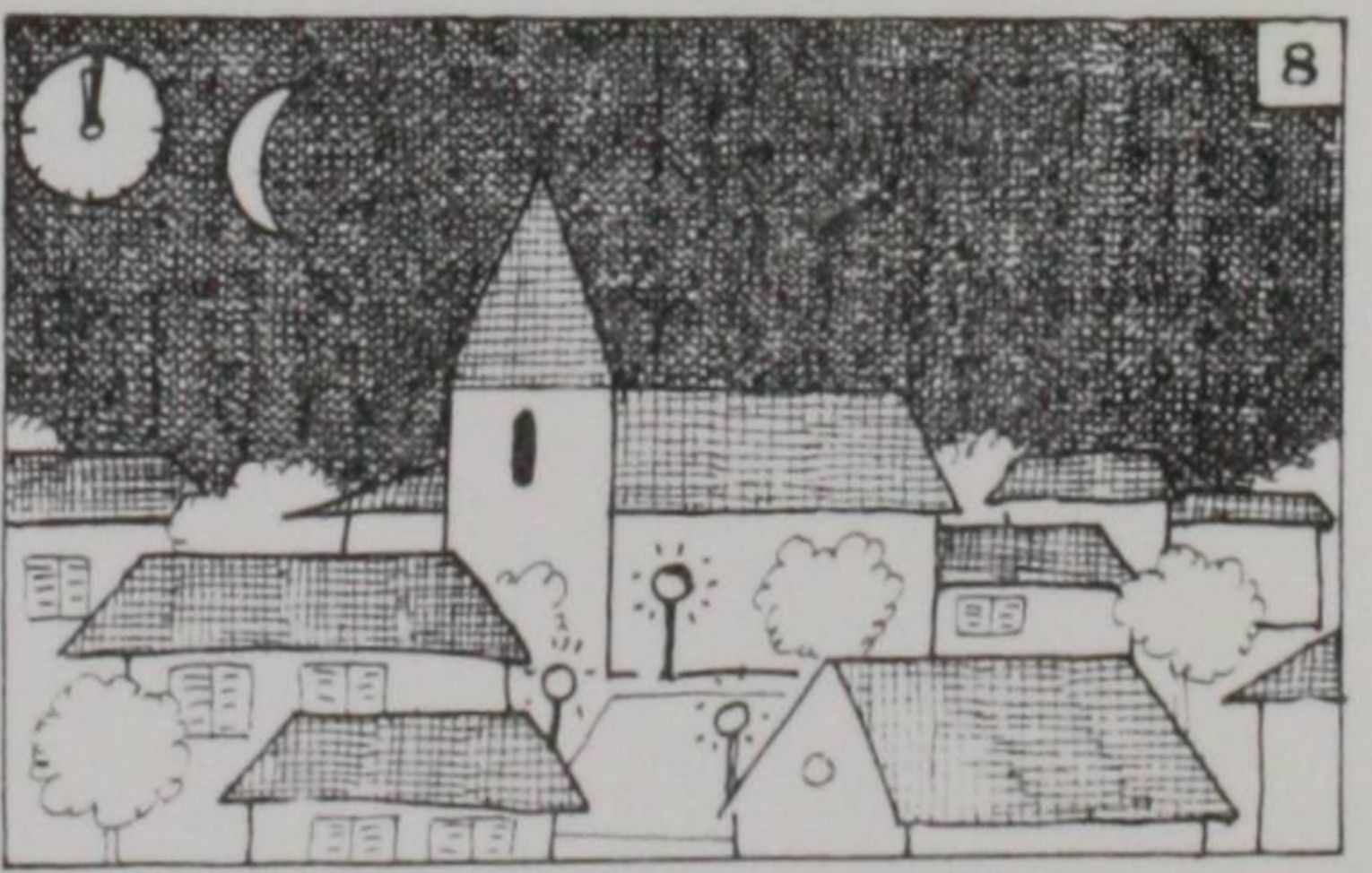
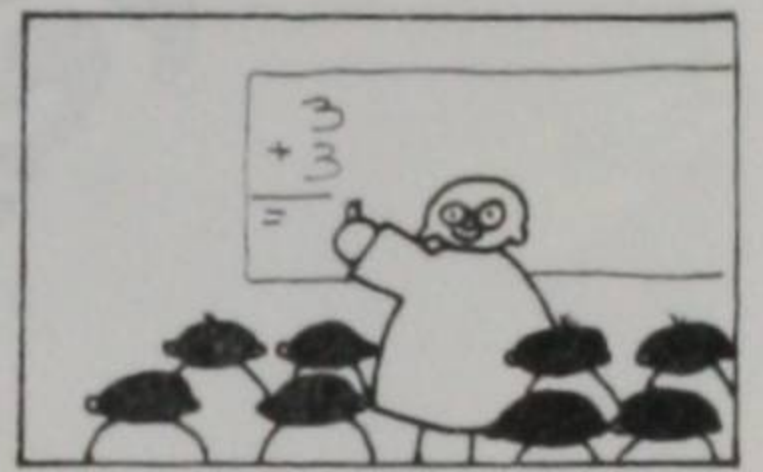
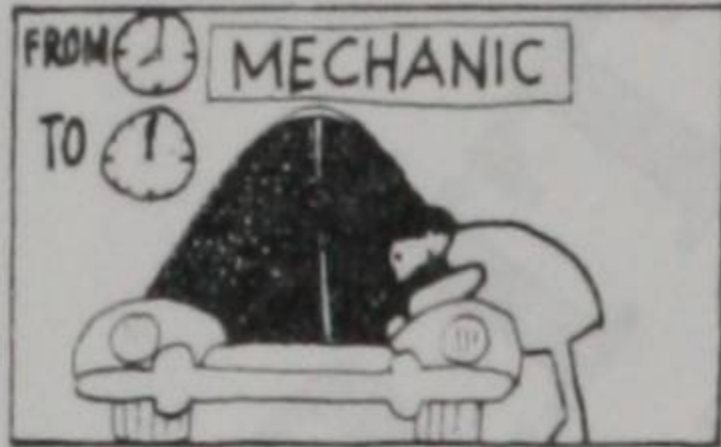
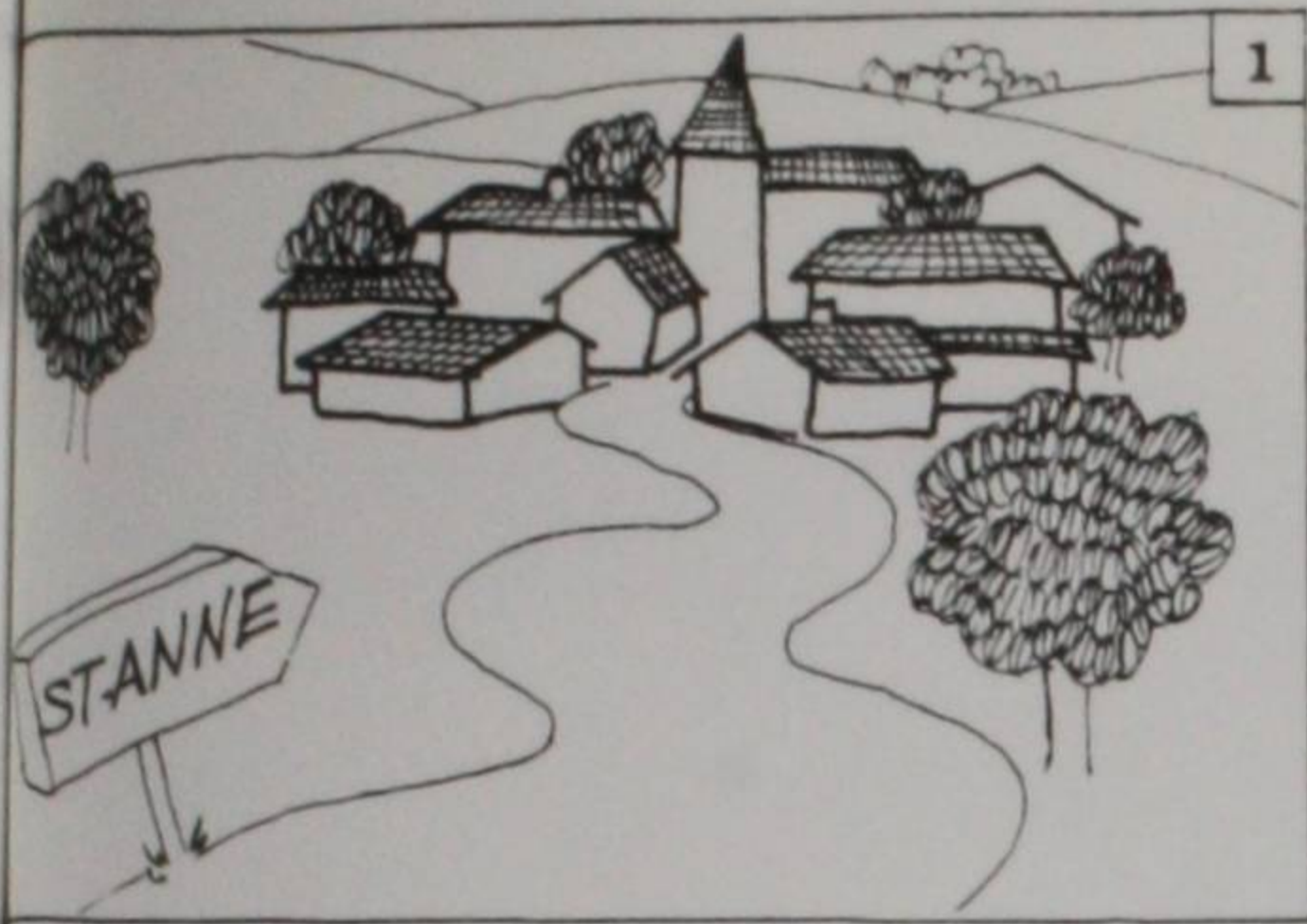
Rara Avis president Amos Bien said there was no way of predicting the flood. He said the hotel normally won't allow swimming if there are heavy rains, but at the time it was a clear, sunny day and the water level was low. "We're all pretty shaken up, Bien said. "I have kids and I felt as though they had been mine."

IMAGINATIVE WRITING

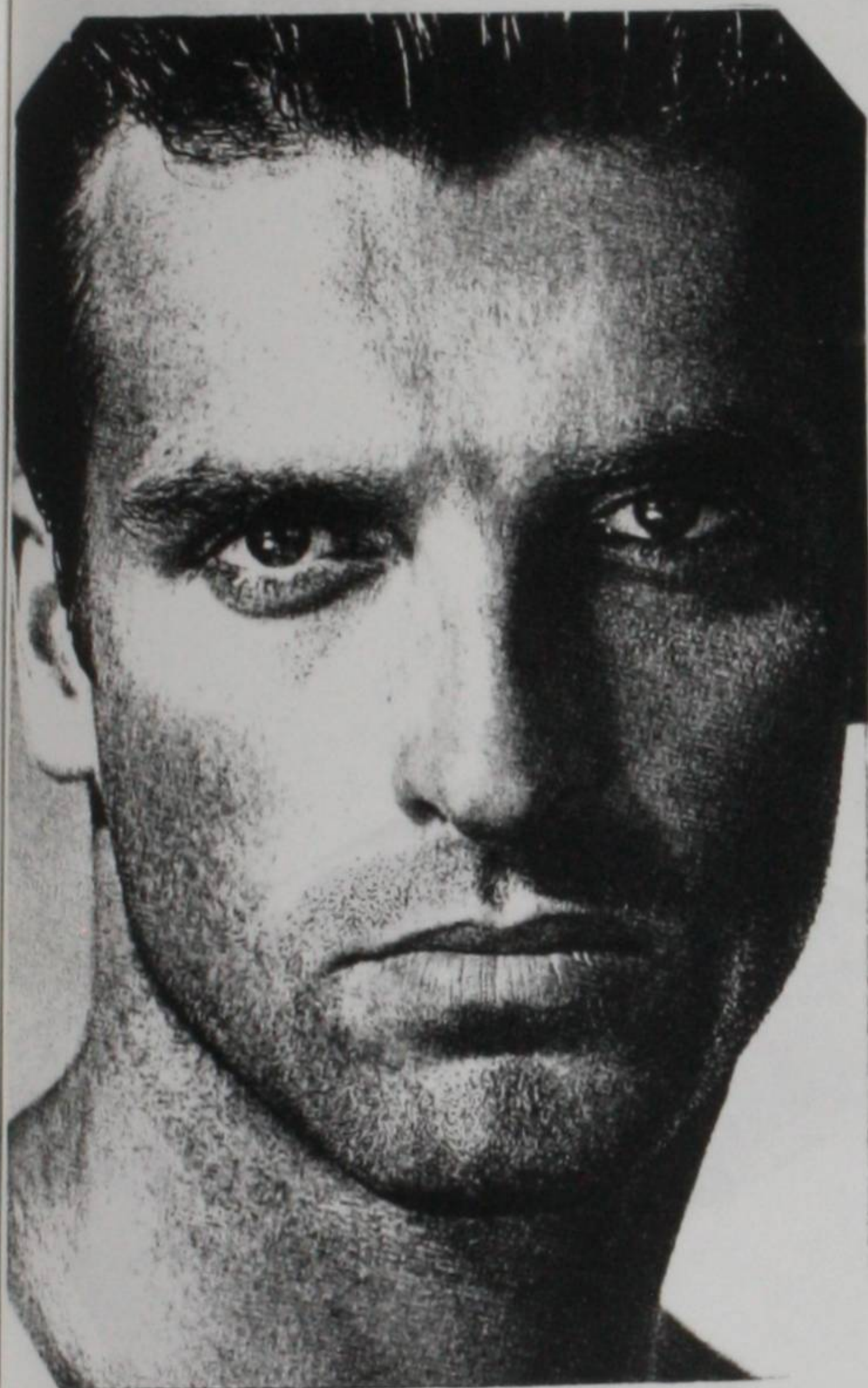
NARRATIVE DESCRIPTION: Last night you had a dream. It was a very short dream. The 8 pictures on the next page show all the things you saw.

TASK: Write an interesting short story about your dream. Make it very descriptive. Include the following elements:

1. How the story began.
 2. The country and location of the story.
 3. The events that happened during the story.
 4. The general characteristics of the people that you saw (height, color of hair, eyes, etc.)
 5. Personality and abilities.
 6. Describe all the objects and things that you saw.
 7. What made the town typical.
 8. How the town compares to your native city.
 9. Why would anyone like to live here.
 10. Two things that you liked and two things that you disliked about the city or the things that you saw.
 11. How will the town change in 20 years.
 12. How that story ended.
-



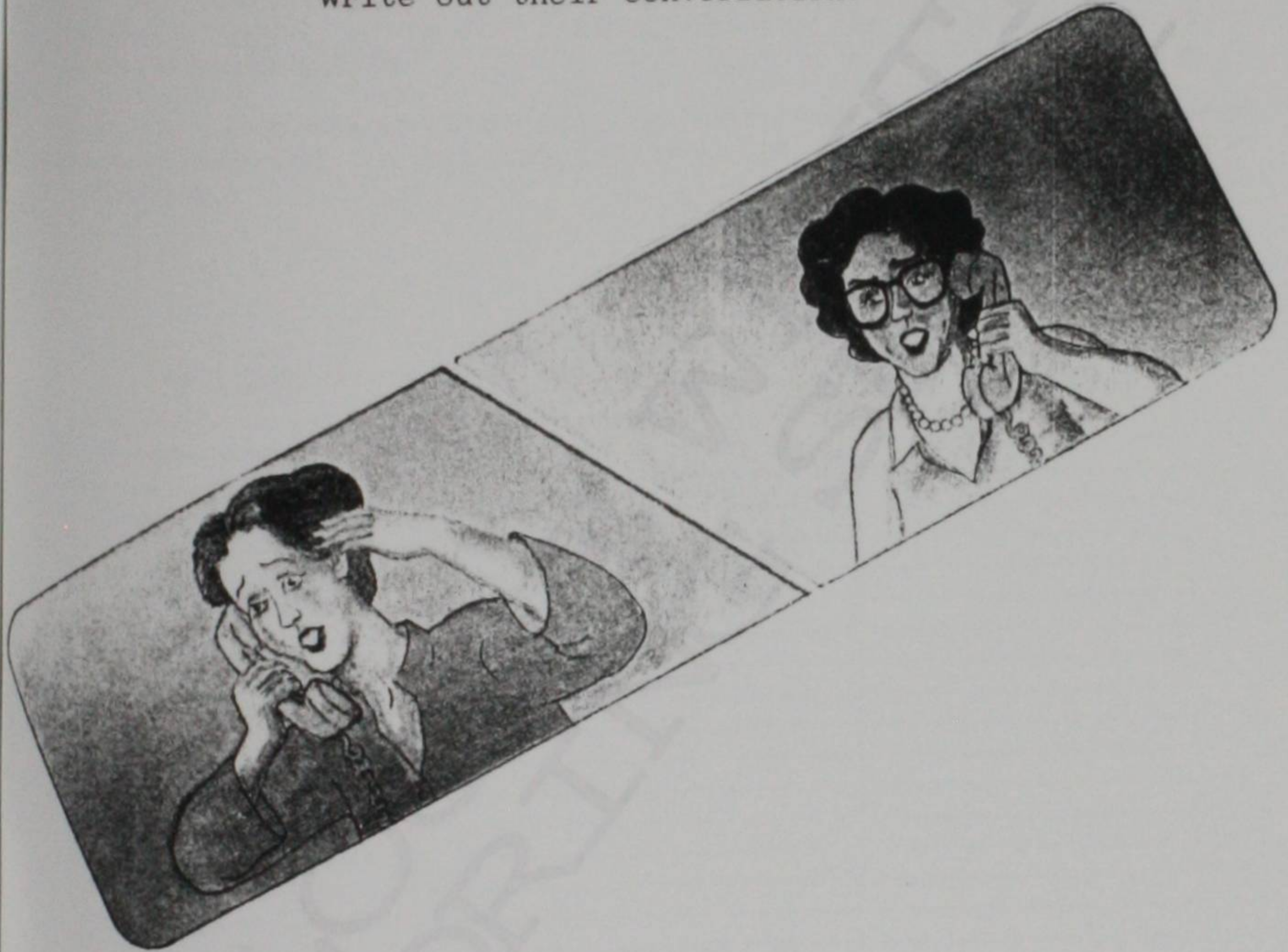
DIALOGUE WRITING (Situations)



SITUATION: Charles and Marsha have been going out for about 4 months. Marsha tells Charles that she is pregnant and that she is frightened because she does not know how her parents are going to react. Charles wants her to find out if she is going to have a boy or a girl. If it is a girl, he wants her to have a abortion, but Marsha would be happy with any normal baby. Write out their conversation.

PICTURE STORIES

SITUATION: Rosa has just come back from a vacation in Spain. When she arrives to her house, she discovers something wrong. She immediately calls her friend Lynn. Write out their conversation.



DIALOGUE WRITING SCORING SHEET

INSTRUCTIONS: Please read each situation carefully. Then, review the dialogues and determine their degree of comprehensibility according to the following criteria.

1. It's difficult for me to fully understand this dialogue. The vocabulary used is not accurate and leads to confusion.
2. The student got the message across to a certain extent. Although there are a few lexical errors, the dialogue is more or less comprehensible.
3. I can understand this dialogue very well. The vocabulary used is accurate and the student followed the directions given in the situation.

DIALOGUE 1	DIALOGUE 2	RESULT
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		

QUESTIONS INVAITRE

CUESTIONARIO

Estimado estudiante: Le agradecemos su valiosa colaboración al contestar todas las preguntas de este cuestionario. Sus respuestas son totalmente confidenciales y únicamente se usarán como parte de la investigación que llevamos a cabo. Le rogamos contestar lo más claro y explícitamente posible.

I. DATOS PERSONALES

Edad _____ Sexo _____ Lugar donde vive permanentemente: _____.

Profesión u ocupación _____

II. DATOS ACADÉMICOS

1. Está usted simultáneamente llevando algún otro curso de Inglés?

2. En qué fecha comenzó Ud. el programa de inglés en esta institución ?

3. Cuál fue el primer curso de inglés en el centro ?

4. Ha llevado Ud. toda la secuencia de cursos comenzando desde el IA o ingresó por medio de examen de ubicación ?

5. Si Ud. hizo el examen de ubicación, en cuál nivel quedó ubicado ?

6. En qué tipo de colegio cursó Ud. los estudios secundarios? Era bilingüe ? Había algún programa de inglés ?

7. En el pasado, ha estudiado inglés fuera del Centro Cultural? Cuándo? Dónde?

8. Alguna vez ha permanecido en algún país de habla inglesa ? Dónde? Cuándo? Cómo fue su experiencia ? Cuánto tiempo ?

9. En cual(es) de los siguientes aspectos considera Ud. que tiene serios problemas. Por favor, enumérelos en orden de prioridad entre 1 y 7. 1 sería el de mayor problema.

comprensión y escucha _____
gramática _____
conversación _____
lectura _____

escritura _____
vocabulario _____
pronunciación _____

10. Cómo evaluaría Ud. su conocimiento de vocabulario? Cree haber alcanzado exactitud y precisión en su uso? Es lo suficientemente amplio? Ha tenido algún problema específico?

11. De qué forma cree Ud. que podría ampliar su vocabulario? Cree que el libro de texto es suficiente?

12. Cómo se enseña el vocabulario en este curso? Se utiliza en clase algún procedimiento específico para enseñar vocabulario? Explique lo más detalladamente posible.

SAMPLE TEXT UNIT 2A

DO YOU WANT TO GET THE BEST OF THE BEST?
DO YOU WANT TO GET THE BEST OF THE BEST?
DO YOU WANT TO GET THE BEST OF THE BEST?
DO YOU WANT TO GET THE BEST OF THE BEST?

SAMPLE UNIT (2A)
TEXTBOOK

Unit 9

What's the Matter?



Liz is sitting in a booth in a restaurant. Sekila comes along, carrying the classified section of the newspaper.

SEKILA: Hi, Liz!

LIZ: Oh, hi, Sekila!

SEKILA: What's the matter? You don't look very happy.

LIZ: Oh, I don't know. I guess I'm bored with my job.

SEKILA: But telephone operators get good pay and benefits.

LIZ: Yeah, but I have to sit in one place all day and answer a lot of dumb questions. I hate it!

SEKILA: Well, what do you want to do?

LIZ: I don't know, but I like to work with people.


SEKILA: Would you like to be a bilingual secretary? You're good at languages.

LIZ: No, I don't know how to type.

SEKILA: Well, what else would you like to do?

LIZ: I like to travel.

SEKILA: Wait a minute! I just saw an ad... Yes, here it is. Here's the job for you, Liz!



DO YOU WANT TO SEE THE WORLD?
DO YOU WANT TO MEET INTERESTING PEOPLE?
DO YOU SPEAK SEVERAL LANGUAGES?

An international airline needs full-time flight attendants with or without experience.

GOOD SALARY
EXCELLENT BENEFITS
FREE AIR TRAVEL
TRAINING PROGRAM
FOUR WEEKS VACATION

FOR AN INTERVIEW
PLEASE CALL:
Ms. Robertson
(212) 791-5151,
Extension 153
10 A.M. - 4 P.M.

OR WRITE TO:
Ms. Ellen Robertson
Personnel Manager
303 Park Avenue
New York, New York 10020

1. Vocabulary Building



fire fighter



nurse



salesperson



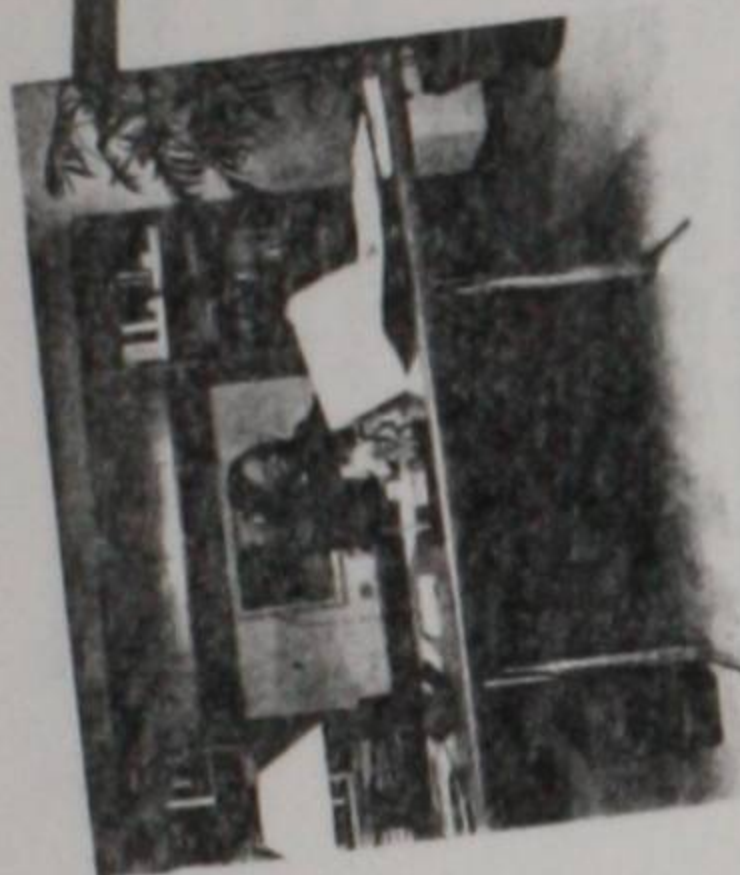
lawyer



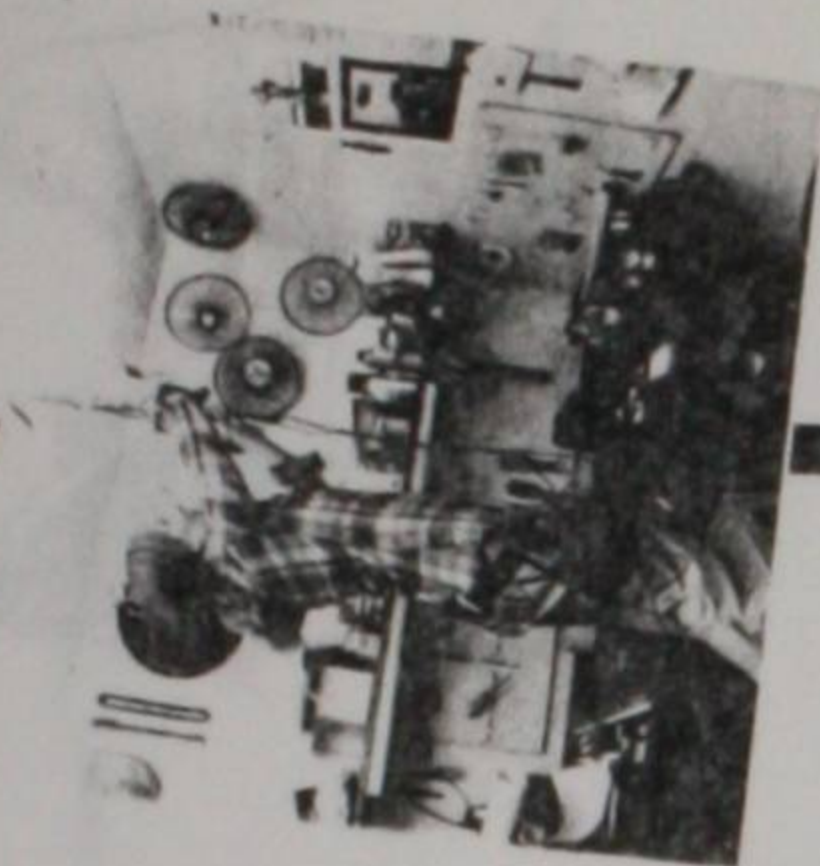
carpenter



farmer



banker



electrician



letter carrier

Look at the pictures and answer the questions.

Example:

S1: Who sells things?

S2: A salesperson.

1. Who grows vegetables?
2. Who can fix radios, TVs and lights?
3. Who works in a hospital?
4. Who works with money and numbers?
5. Who brings letters to your home?
6. Who fights fires?
7. Who has to know all about the law?
8. Who makes things from wood?

2. Vocabulary Building

HELP WANTED

<p>ELECTRICIAN Part-time, with experience, good benefits. Call Mr. Brown. 933-1264.</p> <p>ENGINEER With experience, 4 weeks vacation. Call Ms. Wong. 765-4200.</p> <p>FLIGHT ATTENDANTS With or without experience, training program. Call 359-5802.</p> <p>MECHANICS Part-time and full-time, with experience, excellent salary. Write Mr. Johnson, 258 Park Road, Winfield, NY 10820.</p>	<p>NURSES Part-time, with or without experience. Call 869-7351.</p> <p>SALESPEOPLE Full-time and part-time, with or without experience. Call 645-9763.</p> <p>WAITERS/WAITRESSES Full-time and part-time, with or without experience, training program. See Mr. Mazzella. La Strada Restaurant.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

A. Ask and answer questions about each job.

- S1: Are there any jobs for engineers?
 S2: Yes. There's a job for an engineer with experience.
 S1: Are there any jobs for nurses?
 S2: Yes. There are part-time jobs for nurses with or without experience.

B. Make sentences about the jobs.

Example:

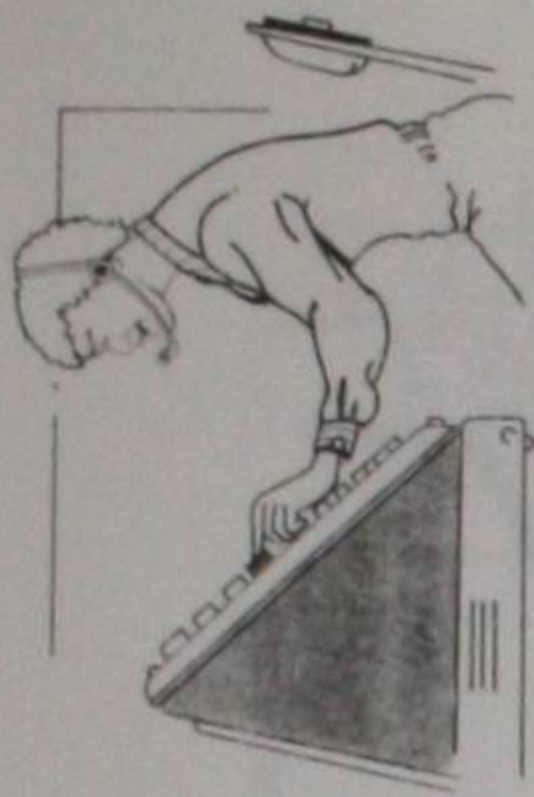
flight attendants/training program
 The ad for flight attendants says there's a training program.

- an electrician/good benefits
- an engineer/four weeks vacation
- mechanics/an excellent salary
- waiters or waitresses/a training program

3. Presentation

Want to + verb: affirmative and negative statements (Summary B7)

Liz wants to find a new job. She doesn't want to be a telephone operator.



What does she want to be?
 She wants to be a flight attendant.

4. Presentation

Want to + verb: questions with what

What do you want to do?
 I want to work with people.

5. Skill Building

Ask and answer questions.

Example:

Ted Young/businessman//banker

S1: Ted Young doesn't want to be a businessman.

S2: What does he want to do?

S3: He wants to be a banker.

- Joe/electrician//carpenter
- Carlos Nava/farmer//electrician
- Patricia/nurse//doctor
- Chris/petroleum engineer//bilingual secretary
- Lisa Logan/salesperson//lawyer
- Paula/letter carrier//pilot

6. Reentry

Want to + verb: yes/no questions and answers (Summary B7)

Ask and answer questions.

Example:

Liz/farmer//flight attendant

S1: Does Liz want to be a farmer?

S2: No, she doesn't. She wants to be a flight attendant.

- Sekila/lawyer//businesswoman
- Sam/travel agent//engineer
- Ted/actor//banker
- Gloria/carpenter//doctor
- Bob/cook//teacher
- Carlos/salesperson//electrician

7. Presentation

What's the matter? • Would like to + verb. statements and questions with what (Summary B7)

What's the matter?
I'm bored. I'd like to find a new job.
What would you like to do?
I'd like to be an actor.



8. Skill Building

Ask and answer questions.

Example:

Liz//work with people

S1: What would Liz like to do?

S2: She'd like to work with people.

1. Jack//travel
2. Gloria//learn Italian
3. Bob//work with children
4. Lisa//work part-time
5. Karen//go to South America
6. Samir//work in an office

9. Interaction

Talking about likes and dislikes

S1: What do you do, _____?

S2: I'm a/an _____.

S1: Oh. Do you like your job/school?

S2: Yes. It's _____. (No. I'm bored. I'd like to _____.)

10. Presentation

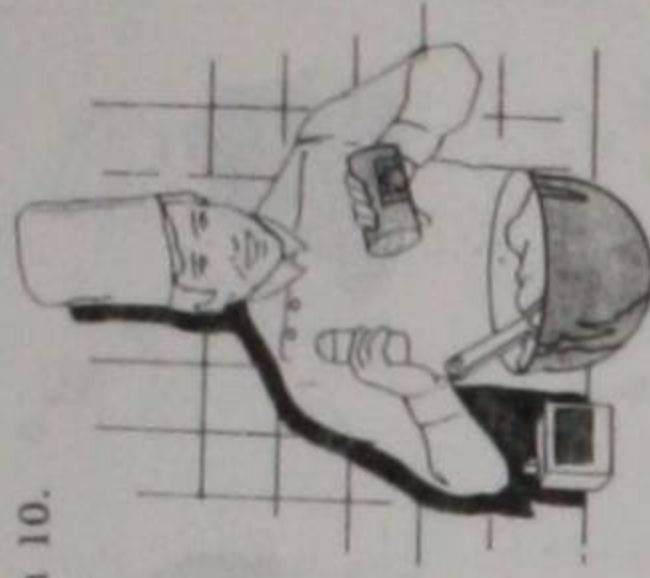
Like to + verb: affirmative and negative statements (Summary B7)

Liz Young likes to work with people, but she doesn't like to sit in one place all day.

11. Skill Building

Make sentences with like to as in Presentation 10.

1. Gino/make pizza/wash dishes
2. Cristina/send postcards/write letters
3. Mike/play soccer/ski
4. Lisa/study math/study history
5. Toshio/travel by plane/travel by bus
6. Gloria/work in an office/type



12. Pronunciation

Repeat these sentences.

1. Donna likes history, but she doesn't like math.
2. They like pizza, but they don't like spaghetti.
3. Pablo likes London, but he doesn't like New York.
4. Sekila likes summer, but she doesn't like winter.
5. I like grapes, but I don't like bananas.
6. We like English, but we don't like French.

13. Reentry

Be going to + verb: future statements • Conjunction but (Summary B5)

Make sentences with *but*.

Example:

Liz took the bus to work today // walk tomorrow

Liz took the bus to work today, but she's going to walk tomorrow.

1. Carlos is studying Spanish and English this year // Italian next year
2. Lisa learned how to skate last winter // ski next winter
3. Pablo went to Texas last month // go to California next month
4. Liz didn't have an interview today // have an interview tomorrow
5. Toshio didn't fly to Europe last month // fly to Europe next month
6. We took the train to Washington last time // fly next time

14. Communication Game

Choose an occupation you like and let other students guess what you'd like to do.

WHAT JOB DO I WANT?

● ● ● ● ●

○ ○ ○ ○ ○

S1: I want to find a (new) job.
 S2: Would you like to work in an office?
 S1: No.
 S3: Do you want to work with people?
 S1: Yes.
 S4: Do you know how to speak another language?
 S1: No.
 S5: Would you like to work in a hospital?
 S1: Yes.
 S6: Do you want to be a doctor?
 S1: No. Do you give up?
 S7: Yes.
 S1: I want to be a nurse.



15. Presentation

Questions with *what else*

Liz Young likes to travel.
 What else does she like to do?
 She likes to meet interesting people.

16. Interaction

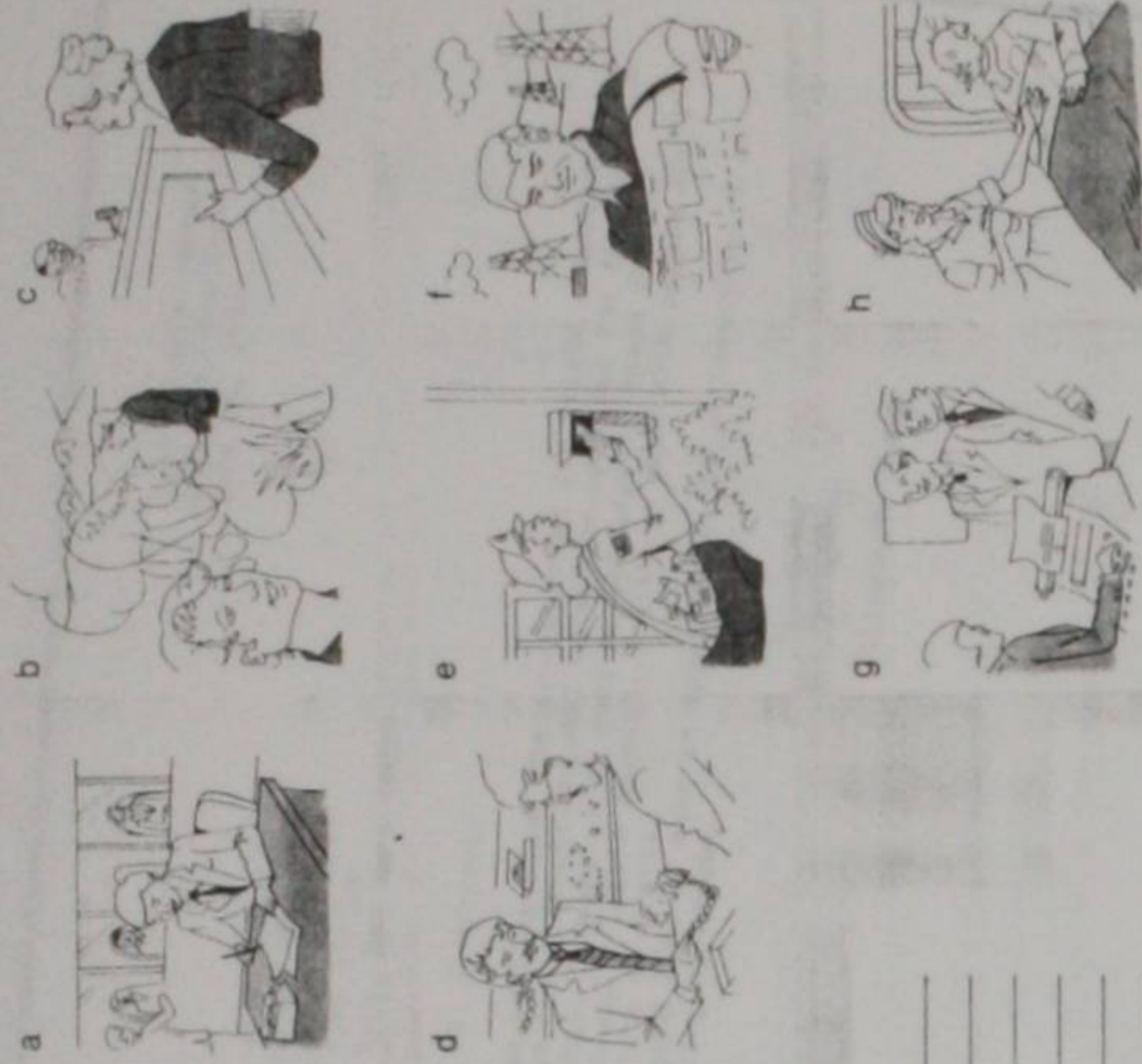
Talking about likes and dislikes

Talk about things you like to do.

- S1: What do you like to do, _____?
 S2: I like to _____, but I don't like to _____.
 S1: What else do you like to do?
 S2: I like to _____.

17. Listening

Listen and write the letter of the correct picture.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

18. Presentation

Know how to + verb (Summary B7)

1. Liz Young knows how to speak several languages.
2. Do Gino and Cristina know how to cook Italian food?

19. Skill Building

A. Choose one of these jobs. Pretend that you are really applying for the job. Write what you know how to do—why you should get the job.

EMPLOYMENT OPPORTUNITY

BICYCLE RIDERS
Work in the Boston + Cambridge area delivering groceries - 50¢ per bag. Come to work FT. year-round for one of the largest carriers in the NE area. Have your own bicycle - backpack pt. hrs. paid. 50% comm. Apply in person 9am-12noon M-F Central Denversy 125 Magazine St. Boston.

PART TIME HELP

Apply after 6 pm. Academy Twin Cinemas, 792 Beacon St. Newton Center

FOTOMAT CORP

IS NOW HIRING FOR OUR 10-3 P.M. & 3-7 P.M. shifts--Newton, Melrose, Malden and Brighton areas. call Carol at 243-0336 Stoneham, Woburn, Burlington, Lexington, Saugus and Wilmington call 862-7967 and in the North Shore area call Michelle 744-1709. Excellent hours for mothers, students and others. Benefits include paid holidays, vacation, health insurance. Must be at least 17 years old. An equal opportunity employer

TENNIS CLUB

In the San Francisco area, looking for part-time front desk help. Evenings and weekends are a priority; possible day hours may be available. Above average hourly wage, please call Karen at 237-2300 between 12 & 4 weekdays.

WANTED AU PAIR

25-30 hrs per week. Care of 5 yr old. A rising Scholastic room, board, salary negot. On bus line to Harv Sq. 924-7278 iv mess

HOUSTON BAKERY

New mgmt. needs full & p.t. cake decorators & counter help \$3.50-\$4.00. Will train. 894-5091 or 923-4710

B. Find a real Want Ad in the newspaper. Apply for that job.

20. Pronunciation

/i/

Repeat these words.

Common Spelling of /i/

1. week
2. feed
3. three
4. meet
5. sheet
6. keep
7. see
8. need
9. tree

Now repeat these phrases.

1. a piece of meat
2. a piece of cheese
3. three weeks
4. three sheets

Other Words with /i/

1. please
2. meat
3. clean
4. read
5. teach
6. she
7. he
8. we
9. me
10. family
11. ski
12. pizza
13. people
14. receive
15. piece

Repeat these sentences.

1. Clean the skis.
2. Eat the cheese.
3. The tree is green.
4. The sheet is clean.
5. We need to see Pete.

21. Silent Reading

Ms. Ellen Robertson
Personnel Manager
Worldwide Airlines
303 Park Avenue
New York, New York 10020

1411 Kennedy Avenue
Winfield, New York 10842
July 18, 1984

Dear Ms. Robertson:

I am writing about the newspaper ad for flight attendants. I am now an international telephone operator for the Winfield Telephone Company. I am good at languages—I speak French, German and a little Spanish. I like to work with people and I also like to travel. I would like to make an appointment for an interview. I am enclosing my resume.

Sincerely,

E. Young

Elizabeth Young

Circle the letter of the correct phrase.

1. Liz wants to
 - a. study French.
 - b. be a flight attendant.
 - c. be a telephone operator.
2. She saw the ad
 - a. in the *Winfield News*.
 - b. at the Winfield Telephone Company.
 - c. at Worldwide Airlines.
3. Ms. Robertson works for
 - a. the *Winfield News*.
 - b. the Winfield Telephone Company.
 - c. Worldwide Airlines.
4. Liz likes to
 - a. write letters.
 - b. travel.
 - c. stay in Winfield.

22. Writing

- A. Capitalize and punctuate the letter.
Fill in the blanks with words from the list.

dear ms robertson
 I would like to (1) an appointment for a/an (2) I'd like
 to work for a/an (3) because I like to travel I can (4)
 french german and spanish
 my (5) is enclosed
 sincerely
 elizabeth young

airline
 interview
 make
 speak
 flight attendant
 letter
 resume
 work

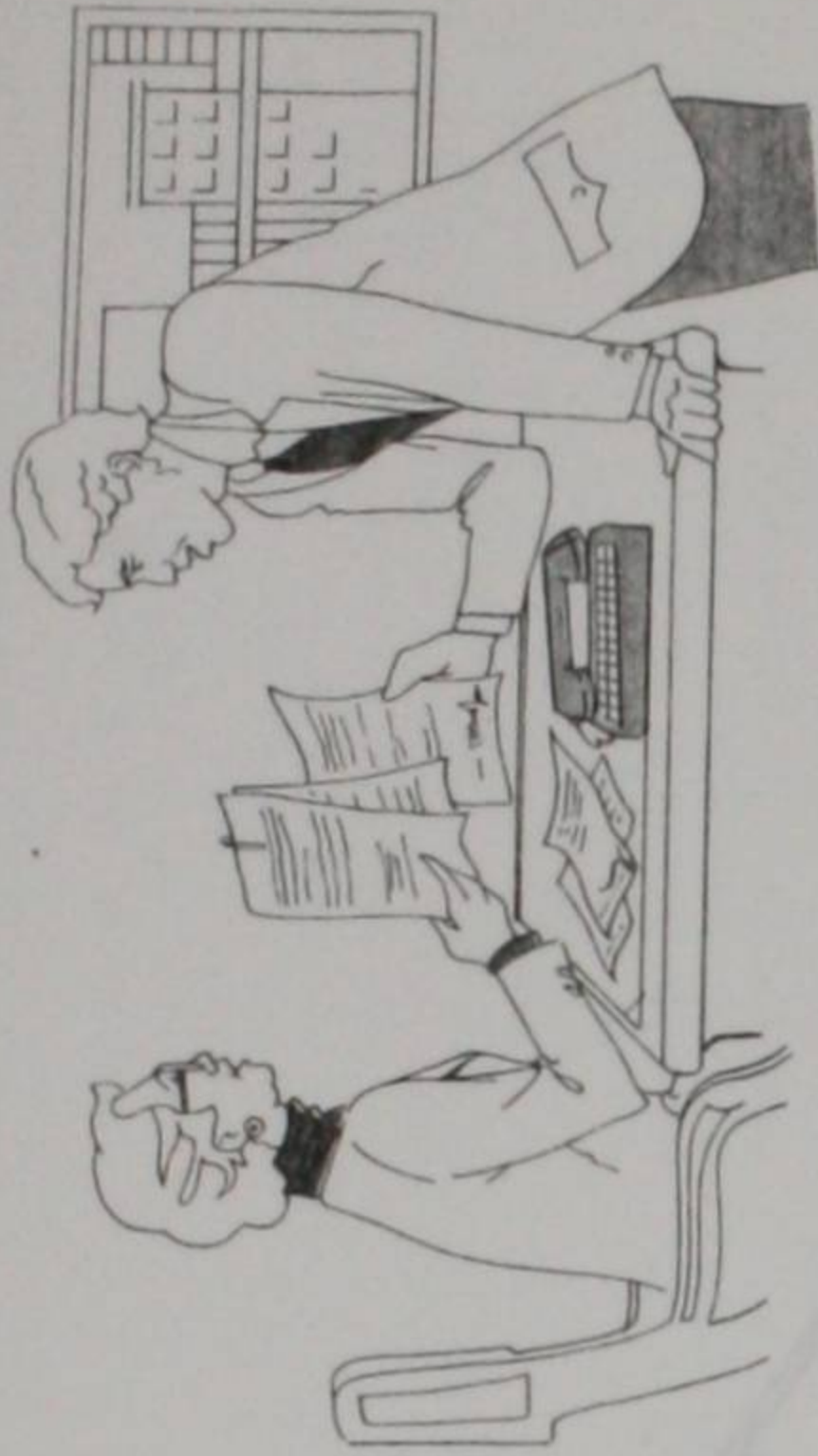
- B. Now write a letter of application on your own.

UNIT 9 VOCABULARY

<u>Nouns</u>	law	<u>Verbs</u>	<u>Prepositions</u>
actor	lawyer	bring	(bored) with (my job)
ad	letter carrier	carry	(good) at (languages)
appointment	newspaper	enclose	with/without (experience)
banker	nurse	sell	<u>Phrases</u>
benefits	pay	type	good pay/benefits
bilingual secretary	personnel manager	<u>Question Words</u>	<u>Expressions</u>
bring	pilot	What else	Here it is
businessman/woman	resume		Here's the (book) for you
carpenter	salary	<u>Adjectives</u>	I don't know how to (type)
electrician	salesman	bilingual	I hate it.
experience	salespeople	bored	I just saw
extension	salesperson	classified (ad)	Wait a minute.
farmer	secretary	dumb	What's the matter?
fire	section	foreign	(What's wrong?)
firefighter	sheet	full-time	You don't look very happy
interview	training program	part-time	
job	waiter	several	
	waitress		
	wood		

Unit 10

Liz's Resume



Ellen Robertson, Personnel Manager for Worldwide Airlines, is talking to her assistant, Tim Hartley.

ELLEN: Tim, do we have any good applicants for the flight attendant positions?

TIM: Yes. There's one applicant with excellent qualifications. We received her resume this morning. Her name's Elizabeth Young and she lives in Winfield. She studied at a language institute for two years, and now she's working as an international operator for the Winfield Telephone Company. Here's her resume.

ELLEN: Mmmm. Let's see. She worked during her vacations, and she graduated in 1979 ... I see she lived in Germany for six months and speaks German and French well. She also knows a little Spanish.

TIM: Her education and experience sound excellent.

ELLEN: Yes, they do. And she gives three good references. Would you call and make an appointment for an interview? I'd like to meet her.

TIM: Sure.

SAMPLE UNIT
TEXTBOOK
(NRI)

INTERVIEWER: Excuse me, ma'am. I'm from *Zeal* magazine. Do you have time to answer a few questions?

CYNTHIA CHANG: Sure.

INTERVIEWER: Would you tell us your name and what you do?

CYNTHIA: My name's Cynthia Chang, and I'm a librarian.

INTERVIEWER: And what do you do in your free time, Ms. Chang?

CYNTHIA: Well, when I finish working I like to relax, so I usually take a drive.

INTERVIEWER: You enjoy driving?

CYNTHIA: Yes. I'm an amateur race-car driver. I often race on the weekends.

INTERVIEWER: Aren't you afraid?

CYNTHIA: Well, sure, sometimes. I can't deny that racing is dangerous, but it makes me feel alive. You should try it. It's great!

INTERVIEWER: Well, I'm not sure that's the sport for me, but thank you, Ms. Chang.

CYNTHIA: You're welcome.

MIKE SULLIVAN: Excuse me, Miss. I overheard you speaking to that young woman. You're from *Zeal* magazine?

INTERVIEWER: Yes.

MIKE: Well, I'm Mike Sullivan and this is my wife, Pat. We'd like you to interview us.

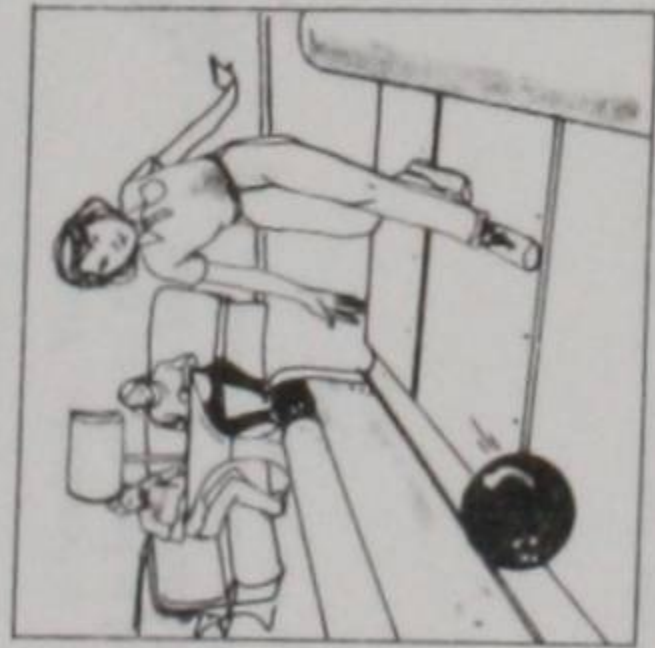
INTERVIEWER: Oh. Well, OK. Can you tell me what you do in your free time?

MIKE: Well, Pat and I just love cultural events. In fact, we spend most of our free time listening to opera and classical music. And we always look forward to going to the ballet.

INTERVIEWER: So you enjoy going to concerts, Mrs. Sullivan?

PAT: Well... um... uh... I don't mind going to concerts, I guess, but actually I prefer to go bowling. I like being out with my friends. It's very relaxing.

MIKE: Bowling! Why are you telling her you like bowling?



INTERVIEWER: So you enjoy going to concerts, Mrs. Sullivan?
 PAT: Well... um... uh... I don't mind going to concerts, I guess, but actually I prefer to go bowling. I like being out with my friends. It's very relaxing.
 MIKE: Bowling! Why are you telling her you like bowling?

PAT: But, Honey...
 MIKE: Don't call me Honey!
 INTERVIEWER: Thank you very much, Mr. and Mrs. Sullivan. We've certainly enjoyed hearing about how you spend your leisure time.

1 Vocabulary in Context

A. Match each word with its definition. There is one extra definition.

- | | |
|----------------|---------------------------------------------------------------|
| 1. raw | a. to run for exercise |
| 2. to jog | b. to escape from captivity |
| 3. to overhear | c. free time |
| 4. to deny | d. stop |
| 5. amateur | e. to hear by accident |
| 6. cultural | f. not be able to tolerate |
| 7. leisure | g. to claim that you didn't do or say something |
| 8. quit | h. not cooked |
| 9. can't stand | i. having to do with music, art, dance, etc. |
| | j. a person who does something as a hobby, not professionally |

B. Fill in the blanks with the correct word or phrase. Use each item only once.

Verbs	Expressions
can't stand	at least
look forward to	miss
	in fact
	quit

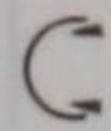
Dear Rosa,

I'm so unhappy with my crazy roommates. (1) I hate living here so much that I (2) to go home until late at night. You know that one of my roommates is an actress. She sleeps all day and stays up all night. I don't (3) her strange schedule, but she makes so much noise that I can't sleep. She's always playing records, listening to the radio or talking to her friends on the phone. Let me tell you, I really (4) my quiet neighbors in Brookside.

My other roommate is no better. I don't think I've ever seen her wash a dish. When she finishes eating, she just leaves her dishes in the sink for someone else to wash—usually me. Besides that, she smokes all the time. I think she smokes (5) a pack a day, so the apartment smells terrible and there are dirty ashtrays everywhere.

She's always saying that she's going to (6) _____ smoking, but she never does.
 Sorry to complain so much, but these people are driving me crazy.
 Please write soon, I always (7) _____ getting your letters.
 All my best,
 Susan

2 Focus on grammar



Would you mind + verb-ing

This expression is used for making polite requests.

1. Would you mind answer- = Will you answer some ques-
 ing some questions? tions?
2. Would you mind passing = Please pass the salt.
 the salt?
3. Would you mind staying = Could you stay here while I go
 here while I go to the store? to the store? (Would it be con-
 venient?)

3 Practice

Read about each situation and ask a question with *would you mind*.

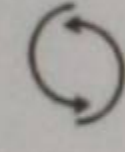
Example:

You have a headache. Your friend is listening to the radio and it is very loud.
 Would you mind turning down the radio?



1. Someone has your book. You need it again.
2. You are very nervous because your friend is driving too fast.
3. You didn't hear what someone said.
4. You didn't understand the teacher's explanation.
5. You're with a friend in a store. You want to buy a jacket, but you don't have enough money with you.

4 Interact



The answer you want when you begin a sentence with "Would you mind?" is "No, I wouldn't," or "I'll be glad to," or "Sure."

Example:

Would you mind picking up some milk at the store for me?

S2: No, I wouldn't. (or I'll be glad to, or Sure).

S1: Thank you very much.

If the person refuses your polite request he or she might say, "I'm sorry, I can't," or "Not today. I don't have time," etc.

Example:

S1: Would you mind picking up some milk at the store for me?

S2: I'm sorry. I'm too busy today.

S1: Too bad. I'll have to ask someone else.

Now practice these dialogues. Very politely ask some of your classmates to do something for you. They will agree or refuse to do what you want.

S1: Would you mind _____?

S2: _____

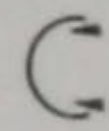
S1: Thank you very much.

S1: Would you mind _____?

S2: _____

S1: Too bad. I'll have to ask someone else.

5 Focus on Grammar



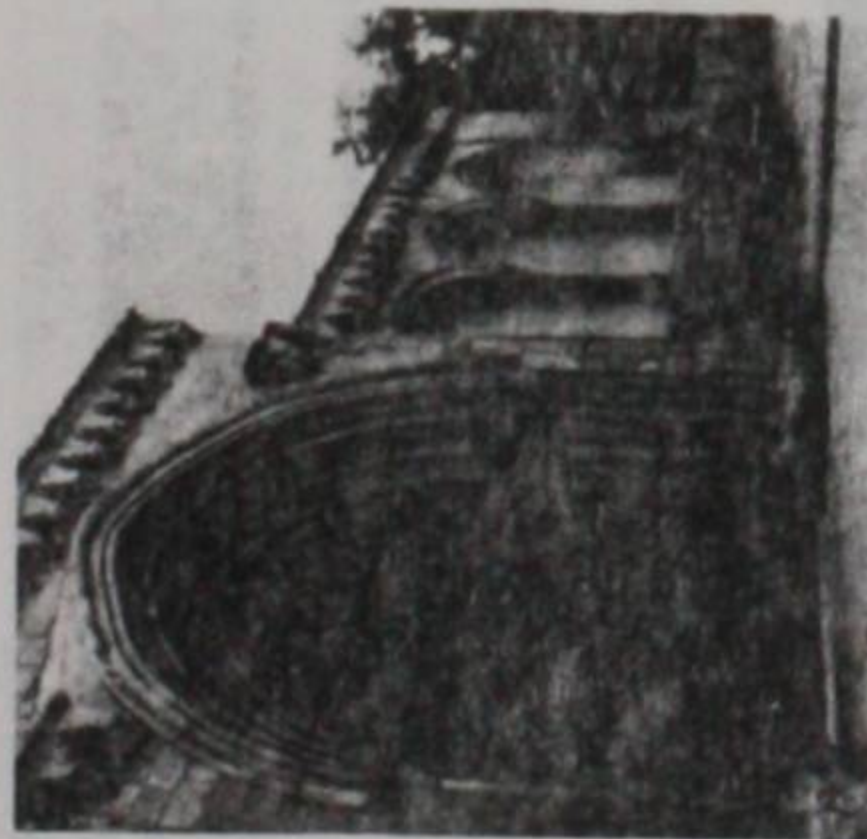
Adjective or verb + preposition + verb-ing or noun (Summary B1)

When adjectives and verbs take objects, the object can be a noun or a verb in the -ing form. Prepositions connect adjectives and verbs to their objects. Study these examples.

1. Mr. and Mrs. Sullivan are happy about going on vacation.
2. They have thought about traveling to Europe for several years.
3. They spoke to their travel agent about a trip to Asia, too.
4. They talked about spending a month in Europe but decided to go for only two weeks.

Here are some adjectives and verbs with prepositions that are used this way:

Adjectives	Verbs
nervous about	insist on
afraid of	believe in
careful about	stop (to someone) from
excited about	talk (to someone) about
	talk or speak about



VISIT EUROPE THIS YEAR

6 Practice

Fill in the blanks with the words that are given, using correct forms and word order.

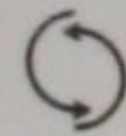
Example:

The Sullivans were (go/excited/about) going to Europe.
The Sullivans were excited about going to Europe.

1. They (about/go/talk) by ship, but then they decided to fly.
2. Mike Sullivan was a little (about/nervous) the plane ride, but he was (afraid of/upset) Pat, so he didn't mention it to her.

3. At first, Pat Sullivan (insist/having/on) the children stay with her mother.
4. But they decided to let the children stay at home alone because they (in/believe/show) confidence in their children.
5. Although Mrs. Sullivan was very (about/give/careful) Robert and Martha instructions to follow while they were gone, she was still (leave/nervous/about) them alone.

7 Interact



With a partner, practice this dialogue, using adjectives and verbs with prepositions.

Example:

S1: I'm excited about buying a car.

S2: You are?

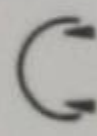
S1: Yeah. Ever since I was little, I've talked about having my own car, and now my dream's come true.

S1: I'm excited about _____ing _____.

S2: You are?

S1: Yeah. Ever since _____, I've talked about _____ and now my dream's come true.

8 Pronunciation



/tʃ/ /dʒ/

Repeat these words.

1. church
2. chicken
3. child

4. natural
5. agricultural
6. statue

7. catch
8. patch
9. beach

Repeat these words.

1. jam
2. giant
3. jump
4. jeans

5. digest
6. congestion
7. college

8. edge
9. cage
10. orange

Now repeat these contrasting words.

1. chest jest
2. cheer jeer
3. chin gin
4. chain Jane

1. Job _____
2. Pa _____
3. Yo _____
4. Yo _____
5. Yo _____
6. Yo _____
7. Yo _____
8. Yo _____

The main s _____
 senter _____
 be an _____
 phrase _____
 The _____
 positiv _____
 used v _____
 the lis _____
 ment _____
 speak _____

Stu _____
 tag q _____
 the m _____
 a bab _____
 tions _____
 forms _____
 he? A _____
 voice _____
 answe _____
 truth _____
 the bo _____
 stud _____
 quest _____
 Ta _____
 tions _____
 WTh _____
 agree _____

SURVEY ABOUT TV

1. How many hours a week do you watch TV? _____
2. Do you watch TV in the morning? _____
 afternoon? _____
 evening? _____
3. Do you like comedies? _____
 sports shows? _____
 talk shows? _____

10 Remember

Tag questions

Complete the tag questions in the conversation.

The Sullivan family is at the airport. Mr. and Mrs. Sullivan are about to leave on a two-week vacation. They are a little nervous because they are leaving their son Robert and their daughter Martha home alone for the first time.



- MRS. SULLIVAN: We haven't forgotten anything. (1) _____?
- ROBERT: No, Mom. I'm sure you've got everything.
- MRS. SULLIVAN: You won't have any parties while we're gone, (2) _____?
- MARTHA: Of course not, Mom. We promised we wouldn't invite anyone over.
- MRS. SULLIVAN: Mike, you remembered to give them the keys, (3) _____?
- MR. SULLIVAN: I sure did! They have the keys.
- MRS. SULLIVAN: You're going to be good, (4) _____?
- ROBERT: Oh, Mom! We're not children.
- MRS. SULLIVAN: You have enough money, (5) _____?
- MARTHA: Yes we do. We have plenty of money.

Repeat these sentences.

1. There's a picture of a child.
2. There's a picture of a child on this page.
3. George is wearing jeans.
4. George is wearing patched jeans.
5. I'd like a jam and cheese sandwich, please.
6. I'd like just a jam and cheese sandwich and orange juice, please.
7. Agricultural colleges do original research.

9 Get Together



Pretend that you are taking a survey for a magazine. Use this survey about TV or make up one of your own. Find out:

1. how many hours a week the other students watch TV
2. when they watch TV
3. what kinds of programs they like best (comedies, detective shows, sports shows, talk shows, news, etc.)
4. their general opinion of TV

Begin each interview with one of these questions:

- Would you mind answering _____ a few questions?
 May I ask you _____
 Could you answer _____



MRS. SULLIVAN: You know who to call if you get sick. (6) _____
 MARTHA: If we get sick, we'll call Aunt Polly.
 MRS. SULLIVAN: Or Mrs. Wang. She said she would help you.
 ROBERT: You aren't going to spend your whole vacation worrying,
 (7) _____?
 MRS. SULLIVAN: Who, me? I never worry.

11 Remember

Expressions of quantity with count and non-count nouns.

Fill in the blanks with the correct word or phrase. You'll need to use most of them more than once.

much
 many
 a lot of
 a few
 a little

1. Judy: How _____ money do you have? I'm surprised you have any at all after buying all those clothes.
 Frank: Don't worry. I still have _____ money.
2. I'm almost ready to go. Give me just _____ more minutes.
3. The office was almost empty because _____ people had the flu.
4. I don't have _____ patience left. If he makes one more mistake, he's going to be in big trouble!
5. There was _____ work to do, but Tom was able to finish in time to go to the party.
6. How _____ hamburgers did we order?
7. How _____ soda did you drink? There's only _____ in the bottle now.

12 Remember

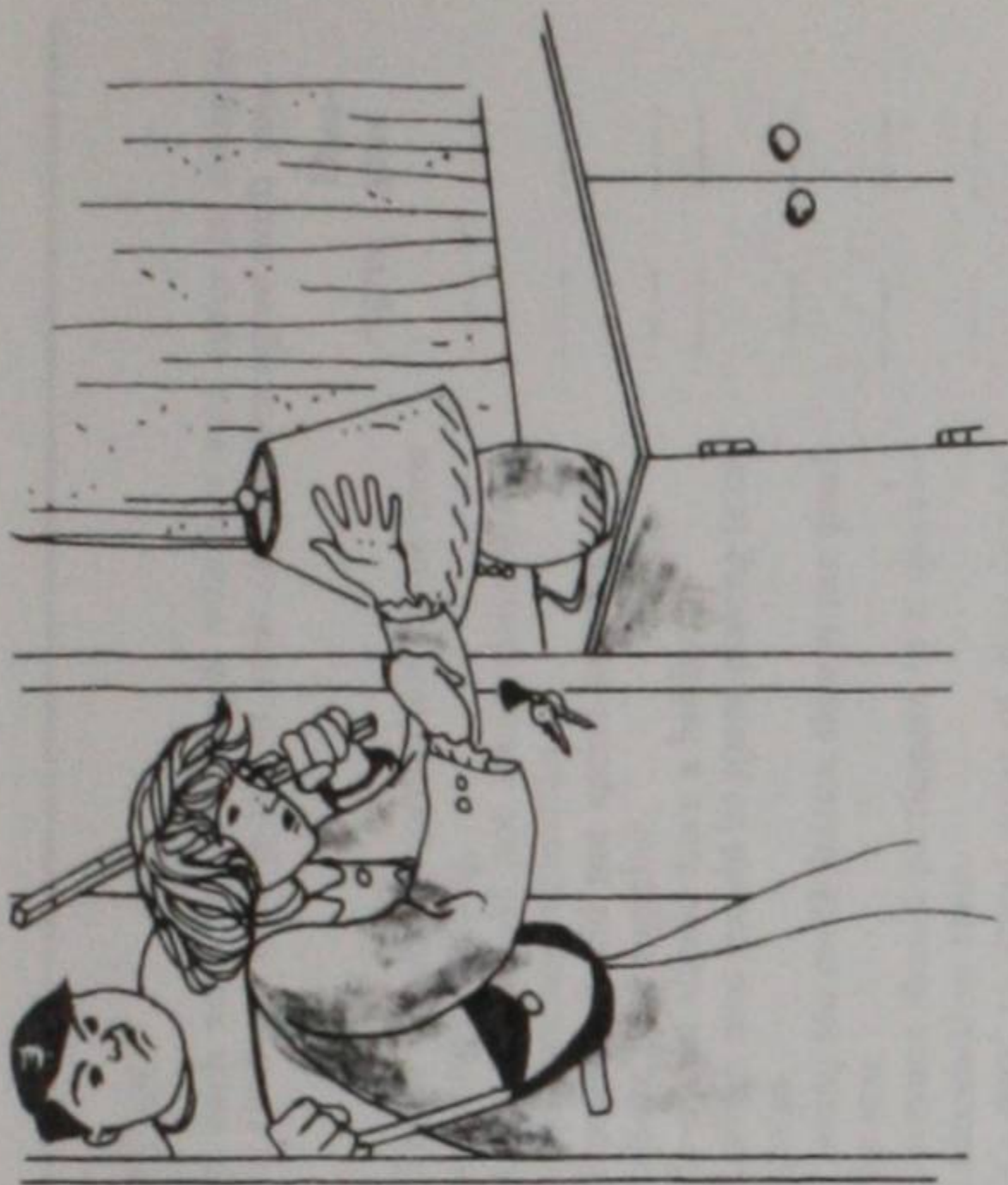
Past perfect (Summary A-6)

We use the past perfect tense to talk about two completed actions in the past. Sometimes the second action occurs very soon after the first. Study these examples:

1. I had just gotten home when the phone rang.
2. We had just arrived at the beach when it started to rain.

A. Complete these sentences, as in the examples.

1. Christine had just opened her eyes when _____
2. We had just arrived in Paris when _____
3. Roger had just started college when _____



B. Now read the following paragraph. Then look at the list of events. Number the events in the order in which they happened.

I had just gotten home from work when I noticed that the lights in my neighbor's living room were on. I decided to go and see if everything was OK because I remembered that my neighbors had left to go on vacation that morning. (They had given me their keys so I could water their plants.) I had just put the key in the lock when I heard a noise behind me. As I was turning around to look, someone hit me over the head. When I woke up, whoever had hit me was gone, and so was my wallet!

- A. _____ I saw lights in my neighbors' house.
- _____ I got home from work.
- B. _____ I went to see if everything was OK.
- _____ My neighbors left to go on vacation.
- C. _____ I put the key in the lock.
- _____ I heard a noise behind me.
- _____ Someone hit me.
- D. _____ I woke up.
- _____ The person left.
- _____ The person stole my wallet.

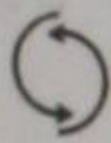
13 Listening



Listen to the results of the survey on leisure time and fill in the missing numbers.

- I. $\frac{89}{100}$ of all listeners have 25 hours or more free time.
- II. WATCHING TV
 ----- % watch TV at least two hours daily.
 ----- % don't watch TV at all.
- III. SPORTS
 ----- % spend two hours or more playing sports.
 ----- % play team sports.
 ----- % go jogging.
 ----- % play tennis.
 ----- % go bicycling.
 ----- % go swimming.
- IV. MOVIES
 ----- % see three or more movies a month.
- V. CULTURAL EVENTS
 ----- % attend cultural events.
- VI. ----- % have a hobby.
 ----- % are collectors.
 ----- % have creative hobbies.
 ----- % have unusual hobbies.

14 Get Together



Read each sentence and check whether you agree or disagree. Then find out how many of your classmates agree with you.

	Agree	Disagree
1. People should not spend their leisure time sleeping or resting.	___	___
2. Children should not spend their leisure time watching television.	___	___
3. Families should not spend most of their leisure time together.	___	___
4. Everyone should have a hobby.	___	___
5. Leisure time should be spent playing team sports.	___	___
6. Having too much leisure time is not good for you.	___	___
7. Everyone should participate in a sport—individual or team.	___	___
8. It's good to spend some of your leisure time alone.	___	___

15 Reading

RIVERDALE COMMUNITY COLLEGE

First Summer Term June 5 to July 10
 Second Summer Term July 16 to August 26

PHOTOGRAPHY FOR BEGINNERS

Course #584 \$45
 This course will provide a thorough introduction to the basic steps of photography, from choosing the correct film to taking better pictures. Bring your camera, or rent one of ours.

POPULAR DANCE

Course #2095 \$25
 Dancing is not just good exercise and a lot of fun, but it's also a great way to meet new people. Qualified teachers will teach you the newest dances in just a few lessons.

HOW TO MANAGE YOUR MONEY

Course #340 \$45
 This course will teach you how to make a budget and keep track of your money. You'll also learn how to keep accurate records, how to save more money, and about legal ways to avoid paying so much tax.

Adult Education Courses

Registration June 2-4
 Registration July 13-14
 Mon. & Wed. 7 p.m.

Thurs. 8 p.m.

Tues. & Thurs. 7:30 p.m.

16 Vocabulary in Context

Fill in the blanks with a word or phrase from the chart. Use each item only once.

Verbs	Adjectives	Expression
recall budget	accurate basic self-employed thorough traditional qualified confused	facts and figures

1. An introductory course isn't supposed to give you a _____ understanding of a subject. It usually gives you only some _____ knowledge and a general understanding of the subject.
2. If you're frequently embarrassed because you can't remember faces, names or _____ you need for your job, perhaps you should take a course in memory training. It's possible to train your mind to _____ information that you need when necessary. After a course like this, you will be more _____ in everything you do.
3. These days most people have to _____ their money carefully.
4. Employment has changed a lot. Many jobs are now done by computers because the _____ way of doing things was slower and more expensive. People who used to be _____ for a job suddenly find themselves unemployed. These people are often _____ when they realize that their skills and education are no longer needed. More and more people wish they could be _____ so they would not have to depend on someone else for a job. For almost everyone, these are difficult times.

17 Writing

You are going to teach two courses at your local community college. Write a short description of each course. Be sure to give each one a name, a time, and a number. Follow the models given in the Reading.

MEMORY IMPROVEMENT

Course #1028 \$25
Wed. 7 p.m.
You don't have a bad memory. You just have an untrained memory. With this course you can learn to recall names, faces, phone numbers, addresses, dates, lists, and all kinds of facts and figures in just a few weeks.

INTRODUCTION TO JAPANESE COOKING

Course #473 \$45
Mon. 6:30 p.m.
Learn traditional Japanese cooking in a few easy lessons. This course will teach you to make several of the most popular Japanese dishes. Come to class hungry, because we'll eat everything we make.

PHYSICAL FITNESS

Course #5950 \$45
Tues. & Thurs. 7 p.m.
This is a physical fitness course for people who can't stand exercising. Learn how exercising can be fun as well as good for you. You'll exercise your way to a better life.

COMPUTERS FOR BEGINNERS

Course #890 \$25
Thurs. 8 p.m.
Do computers confuse you? If your answer is "yes", then this course is what you need. You'll learn why computers have become so popular, what they are used for, and what we can expect them to do in the future. No previous knowledge of computers is necessary.

HOW TO START YOUR OWN BUSINESS

Course #6754 \$45
Tues. & Thurs. 8 p.m.
Have you ever thought about starting your own business? In this course, you'll learn about the advantages and disadvantages of being self-employed so you can decide if you would really enjoy being your own boss. You'll also learn the basics of bookkeeping, advertising and sales techniques.

Circle T if the statement is true and F if it is false.

1. The course on physical fitness is probably meant for people who don't exercise regularly.
2. You can enroll in the photography course even if you don't own a camera.
3. Course #6754 will teach you what new businesses would be successful in today's economy.
4. Course #340 will teach you how to earn more money in your career.
5. Course #1028 is probably a course about how the brain works.
6. The course on computers will give you a general, basic introduction to computers.
7. Course #340 suggests that not many people know how to avoid paying a lot of money in income tax.



SIBUNA



F1003090