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**ÁREA TECNOLÓGICA  
III CICLO DE LA  
EDUCACIÓN TÉCNICA PROFESIONAL**

**VIII y IX**

**INGLÉS CON ÉNFASIS EN  
LA CONVERSACIÓN**

(PROGRAMA)

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# MINISTERIO DE EDUCACIÓN PÚBLICA

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**PROGRAMA: INGLÉS CON ÉNFASIS EN LA CONVERSACIÓN  
ÁREA TECNOLÓGICA  
TERCER CICLO  
VII; VII Y IX**

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## **I. INTRODUCTION**

This document, entitled "The English Syllabus", has been written following principles stated both in our Constitution, The Education Law and in the Educational Policy "Towards the 21st Century".

As a consequence, the English syllabus prepares the students to face challenging situations, which require the application of their command of the language and their integrated knowledge of the world. This preparation will allow them to participate actively in the global economy to the benefit of the country.

## **II. THE PURPOSES OF ENGLISH LANGUAGE TEACHING IN OUR EDUCATIONAL SYSTEM**

English is considered the second most spoken language in the world because of the high number of individuals who use it either as their mother tongue or as a second or foreign language. Due to this fact, it is said that English is the first means of communication between people all over the world. That is, it has become almost a universal language. Likewise, there is a great amount of scientific, technological and humanistic information written in English. Consequently, teaching English in our school system responds to two basic needs:

1. To offer students a second language which will allow them to communicate with people from other countries both in Costa Rica and abroad.
2. To give students a tool for direct access to scientific, technological and humanistic knowledge.

Furthermore, we perceive that the educational aims of teaching English are:

- to develop the ability to use the language effectively for purposes of practical communication;

- to form a sound base in the skills, language and attitudes required for further study, work and leisure;
- to offer insights into the culture and civilization of countries where the language is spoken;
- to develop an awareness of the nature of language and language learning;
- to provide enjoyment and intellectual stimulation;
- to encourage positive attitudes to foreign language learning and to speakers of foreign languages and sympathetic approach to other cultures and civilizations;
- to promote learning skills of more general application (analysis, memorization, drawing of inferences, and others.);
- to develop students' understanding of themselves and their own culture.

In addition, with the study of the mother tongue, the study of a second language contributes to the whole school curriculum by:

- combining linguistic skills (which are themselves both physical and intellectual) with personal and social development;
- offering many opportunities to develop the various oral and written communication skills;
- inculcating valuable study skills such as focusing on general and detailed meaning in listening and reading; predicting, selecting, comparing, and interpreting information; and memorization;
- developing learners' awareness of cross-curricular themes to develop the four communication skills.

Furthermore, by its nature, the study of a foreign language adds a distinctive dimension of its own:

- It exposes learners to new experiences and enables them to make connections in a way which would not otherwise be possible, and on this, in itself, depends their understanding of their mother tongue.
- Dealing with a more limited stock of language both brings out the need for strategies for communication and makes learners more conscious of the meanings of words and the structure of sentences.
- The sounds and intonation patterns of the second language present a challenge to learner's capacity to discriminate and imitate.
- The realization that they really can communicate in a new language increases the self-confidence of learners of all abilities and brings a sense of achievement and discovery which grows as they become more proficient.
- Learning through the study of a second language about the cultures of other countries enhances learners' understanding not only of those cultures but also of their own.

In sum, the learning of the English language will contribute to an integral formation of Costa Ricans who will be able to interact in a lively and healthy way in the coming century.

### **III. IMPLICATIONS OF THE EDUCATIONAL POLICY IN THE LEARNING AND TEACHING OF ENGLISH**

The Educational Policy "Towards the 21st Century" will give learners the opportunity to express how much they care about their country, which is characterized by its democratic environment, cultural diversity, its great respect for law, nature and pacifism.

This policy allows Costa Rican people to become positive leaders and critical thinkers through activities which promote a democratic environment. This environment should be based on liberty to help develop Costa Ricans own identity and authentic growth as independent and interdependent learners.

Some of the basic principles of the policy are stated as follows:

1. Individuals should be able to develop personally and should seek opportunities to contribute to the development of their country, while fulfilling themselves and finding their own happiness. They should be able to interact with other peoples and cultures to solve problems and produce benefits for their country. They should respect their own values and those of other people.
2. Education should promote the broadening of understanding by providing challenging classroom situations and opportunities for self-growth. Individuals should "learn how to learn".
3. Social and economic gaps should be closed by providing individuals with possibilities of social improvement in order to integrate them into every-day problem-solving situations. The goal should be to promote a self-sufficient society.
4. Achieving sustainability in production and the economic in general represents a challenge for education. The country needs more qualified people in order to increase productivity and improve the spirit of competitiveness. Furthermore, there is a need to integrate the country more effectively into the global economy.
5. The information or the content the learners handle should be up-to-date and should be relevant to global development in the 21st century.
6. Education should aim to solidly reinforce values and attitudes. This is a moral imperative.

The underlying principles for our educational approach, humanism, rationalism and constructivism are clearly stated in the Policy.

Every person is considered capable of achieving his/her full potential. This entails interacting harmoniously with her/his surroundings, in three dimensions of human development: The cognitive, socio-affective and psycho-motive.

Every person constantly contributes both to the common good and the development of education, and is responsible for improving the quality of human, individual and collective life. Education ought to be a permanent formative process, which each person has not only a right, but also a duty to exercise. Achieving quality in education is an integral process through which the results express the initial aims. Through this process learners are offered equality of opportunities to succeed and appropriate educational provision according to their needs, problems and aspirations.

Educational research at national, provincial, regional and institutional levels will ensure more systematic implementation of the policy from everyday classroom practice to administrative decision taking.

The design of the syllabus encourages participative interaction, and its adaptation.

The implementation of educational provision encourages democratic participation, cooperative and self-reliant attitudes.

The process of "mediation" for the construction of learning, and the transference of knowledge is framed, primarily, within an epistemological-constructivist position. The ties with other disciplines allow for deductive as well as for inductive processes. The evaluation of the learning processes must reflect coherence between the three components. It must also consider both the process and the product.

Evaluation is conceived of as an instrument to monitor learning, and so provides feedback on the educational process. In addition, it enhances the quality of education through its three functions: diagnostic, formative and summative. The methodology proposed centers on the activity of the learner as builder of his/her own learning.

The student, as the main focus of the curriculum, carries out the learning process, is considered to represent an inherited culture, and has the liberty to select his / her own way.

The teacher, is conceived of as facilitator, collaborator and advisor in the student's learning. Therefore, the teacher acquires responsibility for the quality of learning, together with the family and the educational authorities.

In summary, learning English as a foreign language in Costa Rica will allow students to develop communicative competence, to gain knowledge of a new culture, beliefs and attitudes and to understand the messages given and, reflect on them. They also have the opportunity to analyze the real message and intentions of speakers in order to distinguish the negative from the positive and to develop greater and more desirable autonomy.

#### **IV. ENGLISH AS A MEANS OF IMPLEMENTING THE EDUCATIONAL POLICY**

English, in common with other subjects in the Costa Rican curriculum, must provide the learner with the opportunity to develop awareness of the urgent need for the balanced development of our environment, our human resources, and also the socio-political and the economy and means of production. This balance is essential to ensure the success of the new era of sustainable development.

The English language syllabus provides the necessary situations to support each one of the areas mentioned above. As far as environment is concerned, it emphasizes the analysis of the cause and effect of the use and misuse of natural resources and the possible solutions, as well as the value of our existing resources and the ecological diversity we possess. It also reinforces the harmonious development of human beings and nature.

Our syllabus pays special attention to those topics related to the basic needs of highly qualified people considering their successful realization in time, society and in the national and international surroundings. An example of this is provided by the topics which conduct research into an exchange information on health; the symptoms and prevention of common and more

recent diseases. Likewise, drug abuse is another topic for discussion in the English class.

The syllabus takes into account other relevant areas of a well-rounded education, such as the job market and careers, in terms of active participation in the evolution of society.

Other aspects like the socio-political development of citizens is dealt with explicitly, leading to personal, and collective improvement through themes relating to values such as: gender equality, political liberties, and respect for ethnic and cultural diversity, as well as active involvement in community activities.

In the field of the economy and production, the syllabus provides for the promotion of a productive culture in harmony with the environment, coupled with the efficient use of energy and resources.

In all cases, English can be the means for exposure to and acquisition of valuable and permanent behavior patterns. These patterns, will fulfill his/her own needs, and those of the country.

The present generations should respect sustainable development to guarantee that future generations have the opportunity to satisfy their own needs.

## **V. ENGLISH AS A FOREIGN LANGUAGE IN THE COSTA RICAN EDUCATIONAL SYSTEM**

English is conceived of as a linguistic and cultural tool for communication, which allows the learner to complement his/her whole education. His/her knowledge of

English contributes to the social, economical and technological development. It also allows the learner to apply techniques to understand and produce appropriate oral and written messages.

In the end, the learner will apply his/her knowledge of English to accept and adapt him/her self to constant changes confidently.

## **ENGLISH AS AN OBJECT OF STUDY**

The object of study of the English language in our curriculum is written and oral communication, emphasizing the four basic linguistic skills: listening, speaking, reading and writing. The practice of these skills permits the students to communicate efficiently according to the knowledge acquired.

Through the learning of the language, the learner can compare and apply different registers (formal and informal) and recognize expressions in British, American and other varieties of English.

## **VI. English as a language tool for the students of Technical Education.**

The 21<sup>st</sup> Century has been characterized by a constant movement in the world's economies that influence the country's educational and job demands. The use of High Tech equipment for educational, medical, scientific and commercial purposes require more specialized technical personnel.

As a result, the study plans for Technical Education have changed to respond to the present demand for specialized labor hand in the different fields: Tourism, Secretarial Management, Accounting, Computing, Mechanics, Agriculture, and others. And also to give the appropriate response when communicating in English.

In other words, it is not only important to perform in the chosen vocational field but also to have a good command of the English language.

In language teaching Chomkey separates language into COMPETENCE and PERFORMANCE. "Linguistic competence is understood as a "system" of rules that has a form and is organized in a way that has psychological reality". Performance is the way the competence is expressed through the language. Although, Dell Hymes also introduces his concept of communicative competence as the mastery of an ideal speech situation.

However, there exists another related concept that is COMPETENCY. Richards defines “Competencies” as “observable behaviors that are necessary for the successful completion of real-world activities”.

Our students of Technical Education will be ready to face workplace situation since their target will be become technicians once they have fulfilled their chosen study plan or curriculum.

Parallel to the study of General English the students will take at 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> levels, specialized English courses designed according to their study field. As a consequence, the Ministry of Education offers the following specialized courses.

- \* English for Tourism
- \* English for Secretarial Management.
- \* English for Computing
- \* English for Accounting
- \* English for Executive Secretaries
- \* English for Conversation.

The organization of the courses is based on the communicative principles and takes as key elements the skills, functions , culture and language to be developed.

## **BASIC STRUCTURES OF THE SUBJECT MATTER**

For the purpose of studying the English language, we have divided the subject matter into three components:

- 1. Formal**
- 2. Functional**
- 3. Cultural**

### **Formal Component**

This component has been traditionally called the grammatical component. In this sense, the structures of the language have been graded, selected and chosen according to the different

functions of the language and the topics to be studied. Lexis, syntax and morphology are part of this component.

By itself, the formal component is an important part of the language, but it has to be studied as a means to effective communication.

Furthermore, the teaching of grammar should be focused on the practical use of oral and written language for communication.

### **Functional Component**

The functional component refers to the communicative purpose for which we use the language. Language is not only forms; we have to start looking at what people do with those forms. For example, expressing one's opinions asking for someone's opinion, expressing doubts, and others.

### **Cultural Component**

This component considers understanding of the culture of the country or countries where the language is spoken. Knowing the features of the target culture makes it easier to understand the language itself. Some of the cultural features that should be taken into account are: values, attitudes, behavior, patterns, points of view, ways of thinking, appreciation, and others.

The cultural component should always be present in the other components. Language and culture go together in order to communicate social meanings. This means that the language must be presented in meaningful situations according to the appropriate cultural contexts.

The pertinent use of the three components guarantees the required communicative competence. This competence does not

occur by itself. The speaker must acquire linguistic competence simultaneously, starting in early stages. The main objective of the whole process of language learning is to enable the students to use the language for communication.

## **GENERAL GUIDELINES FOR THE MEDIATION OF LEARNING**

The Educational Policy "Towards the 21st Century" presents the learner as a human being full of potential with the possibility to develop him/herself in harmony with the three dimensions of human development: cognitive, socio-affective and psycho-motive. Education has to provide this global development in a given context.

The objective of learning is to provide a contribution to social and personal development. Therefore, education is seen as a formative and permanent process. Education is considered as a social process in which human beings meet human experiences. These experiences, contribute to shape the capacities and values that will serve humans to give a contribution to the social welfare.

The Policy establishes an educational process, which provides similar opportunities for everybody: the achievement of high standards of education as well as opportunities that take into consideration the participants needs, problems and expectations. Another feature of the Policy is the way it emphasizes the need to provide positive learning conditions.

The Policy also states that learners acquire education to be able to participate as individuals in their own development and the development of society; for that reason, they have to be acquainted with the knowledge that humanity has been accumulating and

Systematizing through history. They must learn about its common uses, thoughts and actions in a particular social context. Within this approach "learning" is exploring, experimenting, discovering and reconstructing the learners own knowledge. Learning is described as a comprehensible, dynamic and meaningful process for those who learn. It is guided by the interest shown by the learner towards its acquisition and it is orientated to the acquisition of learning. From this perspective the teacher is the person who organizes and guides the learning situations, taking into account not only the students characteristics (background, learning styles, and others.) but also the curriculum, and the cultural and natural context).

In the teaching of English, as mentioned earlier the written and oral aspects of the language are the objects of study. Emphasis is given to the four basic linguistic abilities: listening and reading comprehension, oral and written production. An equal amount of classroom time should be devoted to the development of each of the four linguistic skills. In this sense, any learning activity in the development of a topic (should take into consideration the integration of these skills). In addition the teacher should design different teaching procedures to approach a topic. This can be done by emphasizing, for example, listening, then reading, speaking and writing, or by altering the steps any time the educator deals with a classroom procedure. The basic idea is to create a highly motivating atmosphere to encourage learning.

Whenever the teacher is developing an objective, he/she should know about the topic itself and the different ways he/she will be introducing the development of the skills listed above.

To help teachers with a general view of the sub skills to be developed, we are including a summary of the most relevant aspects of each main skill:

### **Listening**

Listening is one of the most important skills that have to be developed in early stages of language learning. Through listening the students should be prepared to cope with:

- a. Understanding speech in different settings (background noise, distance or unclear sound reproductions)
- b. Becoming acquainted with speech containing false starts, hesitations, and others. (everyday speech)
- c. Understanding speakers who vary in tempo, speech, clarity of articulation and accent, non-native speakers of the language as well.

Listening, understanding and responding in an appropriate way is an essential part of communication and, therefore, regular practice of aural comprehension is a vital part of the teaching program although listening is fully practiced in our classes, there are specific listening activities that should be included in the syllabus, such as:

1. Distinguishing between sounds, stress and intonation patterns.
2. Answering quick questions.
3. Understanding comprehension passages.
4. Listening to broadcasts.
5. Listening to lectures.
6. Taking dictation.

Teachers should expose the learner to a considerable amount of meaningful language input through listening to: conversations, descriptions, directions, discussions, drama, films, songs, sports, reports, advertisements and any other form of authentic spoken language.

The teacher should encourage in the learners the development of the following strategies:

1. Thinking about the purpose of listening.
2. Thinking ahead about what learners already know and keep predicting what the speaker will say next.
3. Focus on what they do, understand and use to help them work out what they don't understand.

When developing listening comprehension, the activities should:

1. Meet the students' interests and needs.
2. Be designed according to the student's performance level.
3. Provide practice in distinguishing between sounds, stress, intonation patterns, to understand sentences, short texts, and others.
4. Provide the students with practice in listening techniques.
5. State the purpose of the task clearly.
6. Make use of background knowledge.
7. Follow an organized procedure.
8. Provide the learners with the necessary steps in the development of the activity.
9. Engage the learners in a variety of situations, which provide practice, going from memorization to evaluation.
10. Follow the objectives.
11. Be graded.
12. Integrate other language skills.

### **Speaking**

The development of the skills of speaking is the ultimate goal for students learning English. It is also a "wish" of every Costa Rican parent, politician and in our society.

However, the development of the skill has to be carried out in conjunction with the development of the other skills. In

particular, speaking and listening are complementary to each other in the act of communication. For that reason, both should be practiced in close relation to each other.

The teacher should provide a variety of opportunities for the students, in order to bring about the necessary models or language input.

Through speech, learners acquire the fundamentals of language pertinent to carry out specific interaction where they have to exercise the use of some functions, through the appropriate language structures, cultural appropriateness and acceptable language input.

To promote the development of this skill, it is necessary that students be aware of the following principles:

1. Oral speech is acquired through listening and through constant practice.
2. Speech delivery, rhythm, intonation and pronunciation are learned by listening to appropriate language models (tapes, native speakers, teachers and other English speakers).
3. Learning to speak English means knowing what to talk about. Introducing knowledge of the world and up-to-date topics are essential.
4. Learning to speak English means saying the appropriate words for a situation at the right time for a specific purpose.
5. For the students to speak English it is essential that English is spoken in class and in any other situation when it is required.
6. Since learning to speak means speaking to others, interactive practice must be set up in pairs, groups and with teachers and visitors.
7. The language tasks designed must be authentic and the same ones that native speakers of the language use to communicate with others.

8. The integration of skills is vital when speaking. e.g. giving an oral explanation of information presented in a chart or diagram.

### **Reading**

Reading, although often regarded, as a passive receptive skill is, in fact, an active skill, which involves guessing, predicting, and asking questions. These should therefore be considered when designing reading comprehension exercises. It is, for instance, possible to develop the students' powers of inference through systematic practice, or introduce questions, which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs. In brief, students should be encouraged to transfer the advanced skills they have when reading Spanish to the reading of English.

Students learning English expect to be able to read the language sooner or later. Their personal expectations may vary from wanting to read the lyrics of popular songs to newspaper ads to magazines or even classical literature. Teachers should, therefore offer a variety of texts and also remember that students in the same class may read at very different levels of difficulty in English, just as they do in their native language.

Reading activities should focus on normal reasons for reading. People normally read because:

1. They want information for some purpose or because they are curious about the topic;
2. They need instructions in order to perform some tasks for their work or for their daily life. For instance, they want to know how an appliance works; they are interested in a new recipe; they have forms to fill in, and others.
3. They want to play a new game, do a puzzle or carry out some activity, which is pleasant and amusing.
4. They want to keep in touch with friends by correspondence.

5. They want to know when or where something will take place (timetables, program menus, and others.).
6. They want to know what is happening or has happened (they read newspapers, magazines, and others.).

Activities for developing reading skills should make use of these natural needs and interests preferably by supplying something which is interesting, amusing, exciting, useful or leads to a pleasant or beneficial activity.

Any reading activity should be:

1. Interesting to the students.
2. Chosen according to the students' interests age and needs.
3. Authentic. Its purpose must be the same as for native speakers.
4. Leading to a purpose (information, details, global meaning).
5. Graded according to the students level of proficiency.
6. Able to help the students build on information already acquired in their own language by complementing it with information learned in English.
7. Not too culturally bound.
8. Integrated with the other language skills. For example:
  - Reading and writing e.g. summarizing, mentioning what you have read in a letter, note-taking, and others.
  - Reading and listening e.g. reading the lyrics while listening to a song recorded information to solve a written problem, matching opinions and texts, and others.

Reading and speaking e.g. discussions, debates, etc
9. Flexible and varied.
10. Meaningful and related directly to the text.

Teachers should be aware of the students' reading interests in order to design the appropriate reading comprehension exercises.

It is important to emphasize here that students must become effective readers. These reading exercises must be designed to develop the following reading skills.

- Skimming: a quick running of the eyes over a text to get the gist or global meaning of it.
- Scanning: quick overview of a text to find specific information.
- Extensive reading: reading longer texts for own pleasure. (Involves global understanding).
- Intensive reading: reading shorter texts to extract specific information (reading for detail).

### **Writing**

Writing is a skill, which emphasizes the formal expression of thoughts through written language or graphic symbols.

The teacher should facilitate the writing process by providing the necessary guidance for the learner to be able to express her/his knowledge of the topic.

It is also necessary to define the type of written production the students will perform.

Any written practice should:

1. be related to the topic being studied.
2. follow the objectives.
3. be creative.
4. take account of the students' cognitive knowledge and skills.
5. be graded from simple sentence descriptions to more complex products.
6. include the use of appropriate language, style, punctuation and other characteristics.
7. involve the teacher and students in the development and production of writing.

8. use a collaborative approach in which teachers create together and give each other feedback through the process.
- \* use real-life tasks for students, write authentic texts notes and letters.
- \* integrate the other skills before, while or after the writing task is performed.
11. motivate the students to express their feelings, emotions and points of view in a written form.

To promote the development of written skills teachers can design a series of activities enabling students: to write notes and shopping lists, keep records, send messages, write letters to friends, keep diaries, complete reports and write poetry or fiction. All of these authentic tasks should be guided by following principles in which the writer :

1. attempts to communicate something.
2. has a goal or purpose in mind.
3. has to establish and maintain contact with the reader.
4. has to organize the material by using certain logical and grammatical devices.

Besides these general principles, teachers should pay attention to the rhetorical devices, logical, grammatical and lexical: appropriate to different types of texts, spelling, punctuation and other organizational features.

Writing just like listening, has to be taught by practicing different techniques and types of writing . It should be preceded by exposure to a wide range of models of written language. It is also important to show the students how the written language functions as a system of communication. The learner also needs to know how to organize sentences into a coherent text; write different kinds of texts; or select the appropriate style, formal or informal, according to the task, subject matter and target audience. However, most of all, tasks must be as realistic as possible.

Whenever a teacher is ready to introduce an activity focusing on one of the four basic skills described above, he/she should take into account five steps :

- a. Preparation
- b. Demonstration
- c. Time to introduce the skill
- d. Correction
- e. Follow-up

In order to follow these steps, the teacher should provide : "Pre-activities" to help the students think about what they already know and find a reason for listening, speaking, reading or writing; "While-activities" to exploit oral or written speech. These exercise different skills to carry out the task assigned and "Post-activities" to link the new information and skills with the students own experience and other skills.

## METHODOLOGICAL APPROACH

The Communicative approach provides the basis for the methodology used in the English classroom. Its main features are:

1. It creates an stress-free atmosphere conducive to learning a language with plenty of opportunities to communicate.
2. It provides ample opportunities for interaction promoting a pleasant, warm and enjoyable environment which features positive feedback for the learner from both the teacher and peers.
3. The learners' needs and interests are taken into account making them as the center of the learning process.
4. The methodology used is participative, dynamic and offers the opportunity for real use of the language.
5. The teacher guides the learning process but shares the responsibility with the learners. They use critical thinking to solve problems, work in groups, take risks, discuss different topics, and appreciate and reinforce their own as well as English speaking cultures. All these aspects take place in real-life situations .

6. The teacher and students make decisions together. By doing this, the learner gets completely involved in the language-learning process and becomes responsible for it.
7. The objectives of the syllabus develop the communicative functions of the language elements.

The following chart provides a better idea of some of the characteristics of the different components of the communicative approach.

<b>LEARNER</b>	<b>TEACHER</b>
<ul style="list-style-type: none"> <li>- Central, active, creative and participative.</li> <li>- Responsible for his/her own and others learning, planning, resources and assessment.</li> <li>- Confident, motivated.</li> <li>- Develops full potential and builds on interests.</li> <li>- Individual/collective roles.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitator, guide.</li> <li>- Participates in process - with learners.</li> <li>- Not the center of the process.</li> <li>- Takes more time for individual needs.</li> <li>- Gains skills and takes responsibility from planners, writers, linguists.</li> <li>- Shows expert role.</li> </ul>
<b>AIMS</b>	<b>MATERIALS</b>
<ul style="list-style-type: none"> <li>- Communication</li> <li>- Gain transferable skills.</li> <li>- Cooperation</li> <li>- Concentrate on meaning and process.</li> <li>- Focus on fluency.</li> </ul>	<ul style="list-style-type: none"> <li>- Authentic, real-world significance.</li> <li>- Related to learners' needs, interests and culture.</li> <li>- Flexible.</li> <li>- Motivating and interesting.</li> </ul>
<b>LEARNING ENVIRONMENT</b>	<b>LEARNING ENVIRONMENT</b>
<ul style="list-style-type: none"> <li>- Successful (even conventional terms).</li> <li>- Permanent learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Real-world context.</li> <li>- Beyond classroom, into community.</li> <li>- Relevant, stimulating, interesting.</li> </ul>
<b>LEARNING STYLE</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>- Integrated skills</li> <li>- Real-life skills in communicative contexts.</li> <li>- Active.</li> <li>- Active-based.</li> <li>- Variety of style, pace, and others.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicative competence.</li> <li>- Process-oriented.</li> <li>- Continuous.</li> <li>- Profiling skills.</li> <li>- Learning process.</li> </ul>

## LEARNING STRATEGIES

Learning strategies should be considered when planning at national, institutional and classroom levels.

Learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval and use of information. But they can also be described as specific actions of the learner to make learning easier, faster, more enjoyable, self-directed, effective and transferable. In other words, learning strategies are tools students use when they have to solve a problem, accomplish a task, meet an objective or attain a goal.

Teachers should be aware of learning strategies in order to provide opportunities for all of their students to develop communicative competence.

Learning strategies have been divided into two groups : Direct and Indirect.

**Direct strategies** include memory, cognitive and compensation strategies.

Memory strategies help foster particular aspects of competence (grammatical, socio-linguistic, discourse, and others.) by using imagery and structured review.

Cognitive strategies strengthen grammatical accuracy by reasoning deductively and using contrastive analysis.

Compensation strategies help develop strategic competence by using inference and guessing when the meaning is not known, using synonyms or gestures to express meaning of an unknown word or expression.

**Indirect strategies** group the meta-cognitive, affective, and social strategies.

Meta-cognitive strategies help learners to regulate their own cognitive processes and to focus, plan and evaluate their progress as they move toward communicative competence.

Affective strategies develop the self-confidence and perseverance needed for learners to be actively involved in language learning. Social strategies provide increased interaction and more emphatic understanding with others.

Below is Rebecca Oxford's chart on learning strategies.

<b>DIRECT STRATEGIES</b>	<b>INDIRECT STRATEGIES</b>
<b>I. Memory strategies</b>	<b>I. Meta-cognitive strategies</b>
A. Creating mental linkages B. Applying images and sounds C. Reviewing well D. Employing	A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning
<b>II. Cognitive strategies</b>	<b>II. Affective strategies</b>
A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structure for input and output	A. Lowering your anxiety B. Encouraging yourself C. Taking your emotional temperature
<b>III. Compensation strategies</b>	<b>III. Social strategies</b>
A. Guessing intelligently B. Overcoming limitations in speaking and writing	A. Asking questions B. Cooperating with others
Oxford, R.1990	

## LEARNING STYLES

The learning styles are as important as the development of skills or learning strategies when deciding on how relevant the curriculum is.

Here learning styles are presented as possibilities to be included when planning learning to guarantee success.

Gregorc defines learning style as the outward expression to the human mind's ability to mediate knowledge. i.e. the means and capacities we employ to receive and express information.

Two principal factors in determining learning styles are the ways in which information is perceived and how it is ordered in our brains.

1. **Perceptual abilities** are the means whereby we grasp information: The perception may be:
  - a. **abstract** through reason, emotion, or intuition, or
  - b. **concrete** through the physical senses of hearing, sight, smell, taste and touch.
2. **Ordering abilities** are the ways in which information is systematized, arranged and distributed. Ordering may be
  - a. **sequential (linear)**, step by step and methodical) or
  - b. **random- (non-linear)** with multiple patterns of data being processed simultaneously and holistically.
3. Four different learning styles have been identified:

Concrete Sequential (CS)  
 Abstract Sequential (AS)  
 Abstract Random (AR) and  
 Concrete Random (CR)

Teacher should prepare different materials and activities to develop their students' learning process. If the students feel their particular needs are fulfilled, their motivation will increase and they will learn more efficiently. For this reason, here is a summary of each style and some ideas for its implementation in the classroom.

### **Concrete Sequential (CS)**

The learner whose style is the Concrete Sequential derives information primarily through direct sensory experience. The 'real' world, for this domain, is the concrete world of senses. The way of thinking is methodical and deliberate-'a train of thought'. The individuals that belong to this domain tend to be task-oriented and consistently striving for perfection.

Some recommended learning activities are: keeping records of experiences and experiments, conducting surveys, writing computer programs, observing and classifying phenomena, undertaking practical work and preparing displays.

### **Abstract Sequential (AS)**

The mainly Abstract Sequential learner lives mostly in the abstract, non-physical world of thoughts, theories and mental constructions. Reality consists of words and concepts, such as justice and peace. The thinking is logical, analytical and evaluative. They have outstanding ability to outline, correlate, compare and categorize.

Some learning activities include: listening to lectures, comparing and contrasting different accounts and interpretations of events, project research and the synthesis of ideas and information in essay or project form, library study and group plenary discussion.

### **Abstract Random (AR)**

The 'real world' of the dominant Abstract Random is the non-physical world of feelings, emotions and imagination.

Learning activities for this domain are: group discussion work, interpersonal work in small groups, role plays, guided fantasy and

imagery, imaginative writing and the preparation and production of multimedia presentations.

### **Concrete Random (CR)**

For this domain the concrete physical world is the starting point. The learner's way of thinking is impulsive and she/he can make intuitive leaps towards identifying and unifying principles behind experiences. Learning activities to suit this domain are: experimental units, simulation games, role plays, problem-solving exercises, independent study, practical experiments and exercises which challenge the student to find alternative paths to a particular goal. The following chart from Bernice Mc Carthy is reproduced to help teachers visualize the four quadrants and become aware of their own characteristics for classroom purposes.

<p style="text-align: center;"><b>STYLE FOUR: 'THE DYNAMIC LEARNER'</b></p> <ul style="list-style-type: none"> <li>- integrates experience and application</li> <li>- seeks hidden possibilities and excitement</li> <li>- needs to know what can be done with things</li> <li>- learns by trial and error</li> <li>- perceives information concretely and processes it actively</li> <li>- adaptable to and relishes change</li> <li>- excels in situations calling for flexibility</li> <li>- tends to take risks</li> <li>- often reaches accurate conclusions in the absence of logical evidence</li> <li>- functions by acting and testing experience</li> <li>- Strengths: acting and carrying out plans</li> <li>- Goals: making things happen, bringing action to concepts</li> <li>- Favorite Questions: If? What can this become?</li> </ul>	<p style="text-align: center;"><b>STYLE ONE: THE INNOVATIVE LEARNER'</b></p> <ul style="list-style-type: none"> <li>- integrates experience with 'self'</li> <li>- seeks meaning, clarity and integrity</li> <li>- needs to be personally involved</li> <li>- absorbs reality</li> <li>- perceives information concretely and processes it reflectively</li> <li>- interested in people and culture</li> <li>- divergent thinkers who believe in their own experience and excel in viewing concrete situations from many perspectives</li> <li>- model themselves on those they respect</li> <li>- learn by listening and sharing ideas</li> <li>- function through social interaction</li> <li>- Strengths : innovation and imagination (ideas, people)</li> <li>- Goals : self-involvement in important issues, bringing unity to diversity</li> <li>- Favorite Questions: Why ? Why Not ?</li> </ul>
<p style="text-align: center;"><b>STYLE THREE: 'THE COMMON SENSE LEARNER?'</b></p> <ul style="list-style-type: none"> <li>- seeks usability, utility, results</li> <li>- needs to know how things work</li> <li>- learns by testing theories that seem sensible</li> <li>- skill-oriented</li> <li>- perceives information abstractly and processes it actively</li> <li>- needs hands-on experiences</li> <li>- enjoys problem solving -restricts judgment to concrete things</li> <li>-resets being given answers and limited tolerance of 'fuzzy' ideas.</li> <li>- needs to know how things she is asked to do will help in real life.</li> <li>- functions through inferences drawn from sensory experience</li> <li>- Strengths. practical application of ideas</li> <li>- Goal: bringing their view of the present into line with future security</li> <li>- Favorite Question: How does it work?</li> </ul>	<p style="text-align: center;"><b>STYLE TWO: 'THE ANALYTIC LEARNER'</b></p> <ul style="list-style-type: none"> <li>- seeks facts</li> <li>- needs to know what the experts think</li> <li>- learns by thinking through ideas</li> <li>- values sequential thinking, needs details</li> <li>- perceives information abstractly and processes it reflectively</li> <li>- less interested in people than ideas</li> <li>- critiques information and collects data</li> <li>- thorough and industrious, re-examining facts if situations are perplexing</li> <li>- enjoys traditional classroom</li> <li>- functions by thinking things through and adapting to experts</li> <li>- Strengths: creating concepts and models</li> <li>- Goals : self-satisfaction, intellectual recognition</li> <li>- Favorite Question: What ?</li> </ul>

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner who introduces the concept of developing more than one type of intelligence. Traditionally, only the linguistic and logical mathematical intelligences were considered by teachers and educators. For more than eighty years an intelligent person was the one who had a high I.Q..

Thomas Asmstrong in the last plenary session of TESOL'97 in Orlando Florida encouraged teachers to be careful in their classroom settings when developing the different types of intelligences and to develop the other types, besides the two mentioned previously.

The following is a summary presented by Mary Ann Christison at the National Conference for Teachers of English, in San Jose, January 1997. In this summary they have incorporated the naturalistic intelligence.

We present Dr. Mary Ann Christison's summary of Multiple Intelligences.

\* Musical: the ability to produce and recognize simple songs; play with these melodies, varying speed and rhythm. How you can nurture: Incorporate music daily. Use a tape recorder for listening, singing along, and recording songs and rhythmic and melodic instruments.

9. Logical / mathematical: the ability to understand the basic properties of numbers, adding or taking away; appreciate principles of cause and effect, one-to-one correspondence; ability to predict, as in which objects will float, sink, and others. How you can nurture: Provide manipulatives to help children experiment with numbers; use simple machines to help children think about cause and effect.

10. Interpersonal: the ability to understand other people and work effectively with them and to notice who plays with them at

school, and why. How you can nurture: Give children lots of opportunities to talk about one another and their social interactions, and to problem-solve conflicts together, play games in which one has to figure out the knowledge or intentions of other players.

11. Intra-personal: The ability to understand things about oneself, how one is similar to, different from others; remind oneself to remember to do something; know how to soothe oneself when sad. How you can nurture: Let children express their own unique emotions, preferences, and strategies; help them understand their own wishes and fears and how best to deal with them.

12. Bodily/kinesthetic: The ability to use the body or parts of the body (hands, feet, and others.) to solve problems, as in playing a ballgame, dancing, or making things with the hands. How you can nurture: Provide opportunities for physical challenges throughout the day, not just outdoors.

13. Linguistic. The ability to use language to express meaning, understand others, tell a simple story; react appropriately to stories with different moods; learn new vocabulary or a second language that is used naturally. How you can nurture: Make sure your program is rich with language opportunities and that children's linguistic expression is listened to and appreciated.

14. Spatial: the ability to be able to form a mental image of large ( a home) and local (a block building) spatial layouts; find one's way around a new building. How you can nurture: Provide many opportunities for mapping of the classroom encourage children to vary the arrangements of materials in the space.

15. Naturalist: The ability to recognize species of plants or animals in one's environment, for example, to learn the

characteristics of different birds. How you can nurture: Play games in which children recognize fine distinctions among members of a plant or animal group; explore the outdoors regularly and bring the outdoors in; provide sample books, visual, and props related to the natural world.

Lately, they have named as you have noticed two other types of intelligence: the naturalistic, and the emotional intelligence. These two inclusions give a wide range of possibilities to classroom teachers to incorporate as many experiences as possible to help students develop wholly. At the same time, teachers must be aware of receiving new information applicable in their class to improve the teaching and learning process.

## **VI. E.F.L. CLASSROOM ASSESSMENT AND EVALUATION SUGGESTIONS**

As it has been stated previously, The National Educational Policy, "Towards the 21<sup>ST</sup> Century", encourages teachers to create an active and stimulating atmosphere for their students in the E.F.L. class and also when assessing.

One of the main characteristics of the policy is the belief that students should exercise their cognitive skills as well as their linguistic ones. The policy emphasizes learning processes and sets out the cognitive operations students should master before they can achieve certain learning goals. Students are also encouraged to work with each other and to learn from each other.

To cope with the E.F.L. approach used in teaching, the assessing techniques used should reflect the dynamic classroom procedures and should promote critical thinking among the students in any learning activity they perform such as: information-gap, opinion-gap, problem solving, games and critical cultural incidents which help the learners appreciate their own culture and the culture of the target language.

The first levels 7, 8 and 9 belong to the III Cycle of the General Basic Education and are the basic levels where students are learning the main features of the English language as well as some relevant socio-cultural features learned through the development of the four basic linguistic skills: listening, speaking, reading and writing.

Higher levels, 10 and 11, have the opportunity to learn more about the language and culture they are learning and their level of performance is also high. As a consequence the assessment tasks should correspond to their knowledge of the language and their development of the language skills.

## **GENERAL ASSESSMENT PRINCIPLES**

When teachers are planning a test, classroom assessment or students self-assessment, the tasks assigned should follow the following features :

- a. Tasks should provide a purpose for using the language.
- b. Tasks should provide a context for language use rather than just isolated items.
- c. Tasks should lead towards real language use, to give students the opportunities to do the sorts of things native speakers do with the language.
- d. Tasks should promote individual and group activities, to allow the students to learn by themselves as individuals as well as from their peers.
- e. Tasks should allow students to experience what they have practiced in the classroom: using activities such as information gap, problem solving, and others.
- f. Tasks should simulate learning situations to allow students to re-organize and re-plan their learning strategies.
- g. Tasks should provide opportunities for critical thinking, they should motivate the students creative thinking skills ,

so they can solve communication problems by using the language.

- h. Tasks should be suitable for the students age, level in school and language proficiency.

### **PRINCIPLES FOR ASSESSING LISTENING**

- a. The language used should be delivered at normal speed.
- b. The input should be delivered twice.
- c. The language used should be as authentic a possible.
- d. If using tapes, recordings should be of excellent quality.
- e. Recording equipment has to be in excellent conditions.
- f. The setting should be free of noise.

### **PRINCIPLES FOR ASSESSING SPEAKING**

- a. Give the students more than one task to judge the students speaking ability.
- b. Set only tasks and topics that the students should be able to cope with in their own language.
- c. Create a pleasant atmosphere so that students will not feel threatened.
- d. Teachers should avoid talking too much when interviewing students.
- e. Encourage the students to speak.
- f. Teachers should design different instruments such as rating scales and check-lists to recall students performance.

### **PRINCIPLES FOR ASSESSING READING**

- a. The tasks should be stated briefly and concisely.
- b. In the case of multiple-choice questions, alternatives should have a parallel structure.
- c. A variety of assessment techniques must be used.

- d. Skills students master in their native language must be tested first.
- e. Texts length should be appropriate for the students level.
- f. The chosen texts should be appropriate for the candidates interests.
- g. Texts should not be too culturally bound.
- h. Students should be tested on topics they have already read.

### **PRINCIPLES FOR ASSESSING WRITING**

- a. Writing tasks should be similar to the types of writing students will do in real-life:
  - they should specify an audience.
  - they should specify a purpose for writing.
  - they should specify a context.
- b. Tasks should test a wide range of functions ( describing, comparing, contrasting, expressing opinions, giving reasons, asking for opinions, asking for information, etc).
- c. Tasks should test different registers ( formal / informal)
- d. Instructions must indicate:
  - the amount of time allowed for writing.
  - the number of words expected.
  - the way the writing will be marked.
- e. Instructions must be clear and concise.

### **OBJECTIVES OF THE ENGLISH PROGRAM IN THE THIRD CYCLE OF BASIC EDUCATION IN COSTA RICA**

- 1. To provide a motivating learning environment where the students can feel self-confident to work by themselves.

2. To motivate the students to carry out critical and extensive reading in English on different topics.
3. To enable the learners to communicate in the English language in a variety of interaction types which will allow them to improve their own and their group's cultural knowledge.
4. To promote situations which stimulate the use of English as a foreign language and let the learners share information about themselves, their family and the country with responsive native speakers.
5. To give the students opportunities to recognize psycholinguistic and cultural features of the English language, and be able to use them when communicating functions and discussing general topics.
6. To promote in the students the use of basic language forms as means to communicate effectively with others.
7. To develop in the students a clear pronunciation and the use of prosodic features of the English language which will allow them to be understood by a responsive native speaker in controlled and free situations.
8. To encourage the students develop skills in order to be confident when reacting to familiar expressions in English.
9. To encourage the development of listening comprehension abilities in such a way that the students can identify specific details and understand information from an oral text.
10. To increase the learners' ability to understand the main ideas from written texts on familiar topics and recognize details in context.
11. To promote the development of written communication in English on known topics, by creating short and clear texts which express ideas and feelings.
12. To help the learner develop appropriate techniques to use and apply information gathered from a bilingual dictionary.
13. To encourage the learners' appreciation of gender, cultural social and religious values of the target language and those of their own country.
14. To promote in the learners an appreciation and sensitiveness of their own culture and the culture of the new language.
15. To promote self-awareness in the learners towards their country's economical and sustained development through a range of information which helps them be prepared to participate in their country's development.
16. To develop consciousness in the students towards the need of inserting the country into the global economy.
17. To encourage the learners develop an assertive attitude towards the use of technology in their every day life for self and their society improvement.

**Dear Teachers:**

The syllabus is a very flexible guide to plan your classroom activities. We have provided you with a new curricular structure in columns to help you choose and organize your teaching practice. However, this is not a recipe to be followed. You are able to choose from other topics from the same syllabus, other objectives and procedures according to the topic you are teaching.

The topics are broad and you should be able to study the sub-topics that you want. Example: Natural Resources, Wetlands, National Parks, Human Sex Education, Democracy, Human Rights and some other emergent cross curricular themes.

The same happens with the language, functions, values, procedures and evaluation. They are there as the basics to start teaching. It means that you can add as many language patterns, functions, values, procedures and evaluation activities as you want and according to each group progress.

**MINISTRY OF PUBLIC EDUCATION  
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TECHNOLOGICAL AREA**

**Syllabus**

III Cycle

Level: 8<sup>th</sup> Grade

Cognitive target No 1: **Describe People's Appearance**

Modality: Technological Education

Course: English for conversation II

Time: 23 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding details from descriptions / comparisons.</li> <li>• Identifying main points from short texts.</li> <li>• Extracting salient points to summarize information.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>* Expressing opinions and relationships.</li> <li>* Talking about descriptions using simple language.</li> <li>* Taking part in dialogues and conversations.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Understanding details in a text.</li> <li>• Skimming to get main points.</li> <li>• Interpreting texts by going inside it.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for other people's appearance</li> <li>• Tolerance for others' opinions.</li> <li>• Honesty to describe someone.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of tasks by listening to descriptions / comparisons.</li> <li>• Exchange of information using language appropriately.</li> <li>• Descriptions using characteristics and personal traits.</li> <li>• Arrangement of words using correct spelling and syntax.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of both oral and written texts.</li> <li>• Production of dialogues and conversations.</li> <li>• Description of people's physical appearance and personality traits.</li> <li>• Production of short written descriptions.</li> <li>• Identification of features in different types of documents.</li> </ul>

OBJECTIVES AND CONTENT	VALUES/ ATTITUDES AND CULTURE	PROCEDURES	EVALUATION
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Writing short sentences using comparatives and superlatives.</li> </ul> <p><b>LANGUAGE CONTENT</b></p> <ul style="list-style-type: none"> <li>- He's Short, I am tall and pretty.</li> <li>- She is fairly fat, Sam is medium size.</li> <li>- I have green eyes, black hair.</li> <li>- I weight 100 pounds, inches.</li> <li>- My friend is easy going...</li> <li>- Body parts: eyes, hair, and ears...</li> <li>- What's s/he like? She's ugly...</li> <li>- He looks like...</li> <li>- He is as intelligent as her, They are more athletic than us, the most brilliant is Bryan.</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Describing physical appearance.</li> <li>• Comparing people traits.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensibility for people's disabilities.</li> <li>• Expression of feelings for a better knowledge of oneself.</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>-Different phrases used to Describe people in Spanish and English.</li> <li>-Ways to compare people traits and personality.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of pieces of writing about the topics.</li> <li>• Practice of values and cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Productions of survey about people's opinions.</li> <li>• Recognition of values and cultural aspects in class.</li> </ul>

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**Syllabus**

III Cycle

Level: 8<sup>th</sup> Grade

Cognitive target No 2: **Ask for and Give Help in an Emergency.**

Modality: Technological Education

Course: English for conversation II

Time: 23 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding details in simple sentences.</li> <li>• Identifying steps and procedures.</li> <li>• Interpreting procedures from stated information.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions and relationships.</li> <li>• Taking part in dialogues and conversations on the phone.</li> <li>• Maintaining the discourse in a basic income level.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Interpreting written information from texts.</li> <li>• Understanding steps and procedures from passages.</li> </ul>	<ul style="list-style-type: none"> <li>• Friendliness when helping others.</li> <li>• Respect for rules, procedures and laws.</li> <li>• Sympathy towards others' problems and emergencies.</li> <li>• Responsibility when doing actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of tasks by listening instructions and commands.</li> <li>• Production of dialogues and conversation about the topic.</li> <li>• Development of procedures to solve a problem.</li> <li>• Discussion of possibilities to face an emergency.</li> <li>• Analysis of information to evaluate probabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of oral and written texts about the topic.</li> <li>• Completion of tasks by following directions and procedures.</li> <li>• Interpretation of information to carry out tasks.</li> <li>• Production of short conversations about the topic.</li> <li>• Production of written tasks about the topic.</li> </ul>

OBJECTIVES AND CONTENT	VALUES/ ATTITUDES AND CULTURE	PROCEDURES	EVALUATION
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Writing sentences with coherence and sequence.</li> <li>• Composing paragraphs using language appropriately.</li> </ul> <p><b>CONTENT AND LANGUAGE</b></p> <ul style="list-style-type: none"> <li>- I have Asthma, He's got a cold, My leg aches.</li> <li>-I got a broken arm.</li> <li>- It's a good idea to take cough syrup, apply some alcohol, and others.</li> <li>-You take a pill, laxatives, and others.</li> <li>-Emergency procedures: CPR...</li> <li>-Let's go to the Hospital, Clinic,</li> <li>-Parts of the body: liver, kidney.</li> <li>-What's the matter?</li> <li>-I have a. / I got a ...</li> <li>-Procedures: first, then, finally...</li> <li>-Should / shouldn't/ must.</li> <li>-It's important to / not to...</li> <li>-Commands: sit down, rest...</li> <li>- The doctor said to / not to...</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Calling 911 for an emergency</li> <li>• Asking and giving help in a problem.</li> <li>• Advising people what to do in an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensibility towards other people's pains.</li> <li>• Sensibility for living beings.</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>-Different ways to ask for help in English and in Spanish.</li> <li>-Names for diseases and procedures in an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of words and vocabulary to make writing tasks.</li> <li>• Practice of values and cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of values and cultural aspects in class.</li> </ul>

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**Syllabus**

III Cycle

Level: 8<sup>th</sup> Grade

Cognitive target No 3: **Accept and Decline Invitations.**

Modality: Technological Education

Course: English for conversation II

Time: 23 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding details from texts.</li> <li>• Asking for and giving information.</li> <li>• Understanding familiar phrases in contexts.</li> <li>• Interpreting information to make decisions.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>* Using basic language to make proposals.</li> <li>* Responding to stated information.</li> <li>* Taking part in dialogues and telephone conversations.</li> <li>* Reacting to petitions and invitations.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Understanding specific information from passages.</li> <li>• Responding to written petitions or invitations.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Writing requests and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Politeness when interacting with others.</li> <li>• Respect for other people's preferences and decisions.</li> <li>• Friendliness when sharing with others.</li> <li>• Punctuality to attend activities.</li> <li>• Responsibility towards appointments, dates, and others..</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of listening tasks from known information.</li> <li>• Interpretation of information to make decisions.</li> <li>• Production of dialogues and small interactions on the phone.</li> <li>• Expression of information implicitly from inference.</li> <li>• Recognition of indicators in discourse for developing an idea</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of oral and written information to make decisions.</li> <li>• Completion of dialogues and texts from stated information.</li> <li>• Expression of points to a petition both orally and in a written way.</li> <li>• Understanding of familiar words and phrases to state a point of view.</li> </ul>

OBJECTIVES AND CONTENT	VALUES/ ATTITUDES AND CULTURE	PROCEDURES	EVALUATION
<p><b>LANGUAGE CONTENT</b></p> <ul style="list-style-type: none"> <li>* Let's go to a restaurant, cafe, and the movies, to the Theatre.</li> <li>* How about a play, a concert..</li> <li>* at eight p.m. at noon,..</li> <li>* On Monday, on the weekend, Friday night.</li> <li>* It's a birthday party, baby shower, Prom party.</li> <li>* Invitation Cards: a party, ceremonies, and others.</li> <li>* Would you like/ do you want to go to the movies?</li> <li>* I 'd love to, Sure. What time?</li> <li>* No, I can't, I have to study I'm sorry, but I have to baby-sit.</li> <li>* Maybe another time, ..</li> <li>* Can I make a Reservation..?</li> <li>* Is Susan there?</li> <li>* How about going, shopping.</li> <li>* Telephoning: Is Susan there?</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Inviting someone out.</li> <li>• Accepting or declining an invitation</li> <li>• Making a reservation on the phone.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity to interact socially, without discrimination.</li> <li>• Equity to treat women and men the same way.</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>-Different oral and written ways to invite people out.</li> <li>-Different activities people do / go for fun in Costa Rica and other countries.</li> <li>-Ways to accept or decline invitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of words and vocabulary to make writing tasks.</li> <li>• Production of short pieces of writing for petitions using proper language.</li> <li>• Practice of values and cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of short pieces of writing about the topic.</li> <li>• Recognition of values and cultural aspects in class.</li> </ul>

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Level: 8<sup>th</sup> Grade

Cognitive target No 4: **Ask for and Offer Goods and Services**

Modality: Technological Education

Course: English for conversation II

Time: 23 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding conceptual meaning from descriptions.</li> <li>• Identifying main points from messages.</li> <li>• Responding to descriptions to state a point.</li> <li>• Identifying different opinions and choices.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Talking to offer possibilities and making choices.</li> <li>• Expressing points of view from information.</li> <li>• Taking parts in dialogues and conversations.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Extracting salient points from the whole text.</li> <li>• Distinguishing main ideas from supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect when asking for a service.</li> <li>• Tolerance for other people’s opinions.</li> <li>• Friendliness when interacting with others.</li> <li>• Sharing with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to taped material to state opinions.</li> <li>• Listen to taped tasks to fill in charts, grids, and others.</li> <li>• Application of knowledge to get information.</li> <li>• Participation in dialogues and role–plays.</li> <li>• Completion of written tasks from stated information.</li> <li>• Elicitation of information from partners to know about something.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of different points, details, main ideas by filling in charts, grids, and others.</li> <li>• Description of goods and services using proper language.</li> <li>• Production of short written and oral descriptions.</li> <li>• Exchange of information to make decisions and give opinions.</li> <li>• Extraction of salient points, specific information from texts and passages.</li> </ul>

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Writing sentences and paragraphs to describe request and complain.</li> </ul> <p><b>LANGUAGE CONTENT</b></p> <ul style="list-style-type: none"> <li>* Goods and services</li> <li>* Places to shop: Mall, Supermarket.</li> <li>* I need Plumbing service, Mailing, and others.</li> <li>* There is a car Rental, and others.</li> <li>* I need a doctor, a lawyer, etc</li> <li>* Can, Could, May I help you?</li> <li>* I don't like how this works, I like an overhaul.</li> <li>* Where can I get some medicine?</li> <li>* How much is...? It is worth...</li> <li>* This service is too expensive, bad, and reasonable.</li> </ul> <p><b>FUNCTIONS.</b></p> <ul style="list-style-type: none"> <li>• Asking for and offering services.</li> <li>• Complaining about goods or services.</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment towards community improvement.</li> <li>• Concern towards rights, debts, and customer laws.</li> </ul> <p><b>CULTURE</b></p> <p>-Different goods and services in Costa Rica and other countries.</p> <p>Ways to get and offer goods and hire services.</p>	<ul style="list-style-type: none"> <li>• Production of pieces of writing about the topics.</li> <li>• Practice of values and cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of values and cultural aspects in class.</li> </ul>

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Level: 8<sup>th</sup> Grade

Cognitive target No 5: **Describe travel plans and tourism.**

Modality: Technological Education

Course: English for conversation I

Time: 23 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding specific details from a description.</li> <li>• Identifying salient points from oral texts.</li> <li>• Extracting relevant points of view from information.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Understanding simple questions clearly.</li> <li>• Coping with stated information to make descriptions / decisions.</li> <li>• Responding to information requested.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Understanding specific points from passages.</li> <li>• Recognising information to fill in charts, grids, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for other cultures and customs.</li> <li>• Tolerance for different people’s opinions.</li> <li>• Friendliness when interacting with foreigners.</li> <li>• Politeness to give and request information.</li> <li>• Love for our own attractions and tourist areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of listening tasks.</li> <li>• Production of role –plays and dialogues.</li> <li>• Application of knowledge to make descriptions.</li> <li>• Oral interaction with partners.</li> <li>• Completion of charts and grids from stated information.</li> <li>• Use of vocabulary in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Transference of information from aural sources.</li> <li>• Completion of dialogues and conversations using learned language.</li> <li>• Oral reaction to give an opinion or make a choice.</li> <li>• Completion of written reports where known information is requested.</li> <li>• Exchange of information to make description both orally and in a written way.</li> </ul>

OBJECTIVES AND CONTENT	VALUES/ ATTITUDES AND CULTURE	PROCEDURES	EVALUATION
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Writing short sentences describing preferences.</li> <li>• Using known language to fill in forms and papers.</li> </ul> <p><b>LANGUAGE CONTENT</b></p> <p>-It's a beautiful beach, the Hotel has an incredible view, the Natural Reserve, and National Park is located in Guanacaste.</p> <p>-It offers free transportation, Jacuzzi, hot water, TV. Cable.</p> <p>-There are single, double room.</p> <p>-Some attractions are white sand, clear water and others.</p> <p>-Some activities to do are Canopy, Rappelling, rafting.</p> <p>-I want to Check in/ out.</p> <p>- Can I make a reservation?</p> <p>-Some facilities are swimming pool, room service, and others.</p> <p>-I Suggest / recommend this hotel because it's cheap.</p> <p>-You Should visit / can't miss the museum, plaza de la Cultura...</p> <p><b>FUNCTIONS.</b></p> <ul style="list-style-type: none"> <li>* Making a reservation.</li> <li>* Describing tour packages and tourist places.</li> <li>* Asking for information about a place to go.</li> <li>* Making choices about going on a trip.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for the environment when travelling.</li> <li>• Equity to treat men and women the same way.</li> <li>• Respect for national laws, norms and prohibitions in restricted and preserved areas.</li> </ul> <p><b>CULTURE</b></p> <p>-Different tourist attractions in Costa Rica and other parts of the world.</p> <p>-Ways to describe landmarks, attractions and tourist attractions.</p> <p>-Different activities people do on vacation.</p>	<ul style="list-style-type: none"> <li>• Use of known vocabulary to fill in documents</li> <li>• Practice of values and cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of values and cultural aspects in class.</li> </ul>

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Level: 8<sup>th</sup> Grade

Cognitive target No 6: **Safety at Work**

Modality: Technological Education  
Course: English for conversation II  
23 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding information when not explicitly stated.</li> <li>• Identifying main points and personal responses</li> <li>• Understanding simple commands and questions.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Responding with basic instructions to safety problems.</li> <li>• Using appropriate forms to ask for information and explanation.</li> <li>• Taking part in simple structured conversations of a least three or four exchanges.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Understanding explicitly state information stated.</li> <li>• Understanding public notices and signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for rules and norms.</li> <li>• Awareness of using different items to protect against risks.</li> <li>• Efficiency and responsibility in every action taken,</li> <li>• Responsibility with the environment when interacting with it.</li> <li>• Politeness when interacting with commands, orders, rules, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a description, comparison, situation, or other passage to complete a task.</li> <li>• Completion of charts, grids, and others. by listening to a situation.</li> <li>• Exchange of information.</li> <li>• Description of situations where safety rules must be applied.</li> <li>• Participation of role-playing or simulations.</li> <li>• Comprehension of short notices, signs, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of different elements by filling charts, grids, and others.</li> <li>• Production of short dialogues or passages.</li> <li>• Rearrangement of words in logical sentences in a given context.</li> <li>• Transference and organization of information by using grids or charts.</li> </ul>

OBJECTIVES AND CONTENT	VALUES/ ATTITUDES AND CULTURE	PROCEDURES	EVALUATION
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Understanding items: simple signs, instructions and set phrases.</li> <li>• Writing short phrases using correct spelling.</li> </ul> <p>*</p> <p><b>LANGUAGE CONTENT</b></p> <p>-Please don't touch this          -It's a good idea to/ not to do it.          -You should wear a helmet, gloves, an apron, some goggles, and others.          -In case of fire, use the extinguisher.          -Break the glass, lift the lever, push the red button, and pull this handle.          -Do not open, risk of electric shock.          -Wear uniform all times.          -Check monitor every two hours.</p> <p><b>FUNCTIONS.</b></p> <ul style="list-style-type: none"> <li>• Asking for and giving information.</li> <li>• Giving advice/ prevention</li> <li>• Explaining procedures, instructions and others.</li> <li>• Informing people about risks and prevention.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility when working alone or with groups.</li> </ul> <p><b>CULTURE</b></p> <p>-Instructions, procedures, norms and rules about safety in English and Spanish.</p> <p>-Notices, signs used in Costa Rica and other English speaking countries.</p>	<ul style="list-style-type: none"> <li>• Production of short notices, sentences and others. about safety rules, and procedures.</li> </ul> <p>*</p>	<ul style="list-style-type: none"> <li>• Production of short descriptions, notices, set of instructions, and others.</li> </ul>

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Level: 8<sup>th</sup> Grade

Cognitive target No 7: **Booking by Phone**

Modality: Technological Education  
Course: English for conversation II  
22 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding short passages and messages on the phone.</li> <li>• Identifying requirements, specifications and general information.</li> <li>• Summarizing information from relevant points</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Initiating and developing conversations on the phone.</li> <li>• Asking for and giving information.</li> <li>• Expressing decisions, special wishes, and others.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Identifying main points and specific information.</li> <li>• Scanning and skimming information.</li> </ul>	<ul style="list-style-type: none"> <li>• Love for others</li> <li>• Self- esteem when performing for a job.</li> <li>• Politeness interacting with others.</li> <li>• Creativity towards the topic learned.</li> <li>• Responsibility in every action taken.</li> <li>• Awareness of cultural differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of forms, grids, charts by listening to phone talks.</li> <li>• Participation in role-plays about booking anywhere.</li> <li>• Exchange of information with partners</li> <li>• Expression of specification, wishes, choices, and others.</li> <li>• Arrangement of words and sentences in logical order.</li> </ul>	<ul style="list-style-type: none"> <li>* Completion of forms, charts, and others.</li> <li>* Production of dialogues, short conversations, and others.</li> <li>* Transference and organization of information by using grids or charts.</li> <li>* Demonstration of good attitudes towards values and culture taught.</li> <li>* Comprehension of texts to locate specific information.</li> </ul>

* <b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Taking notes from conversation by phone.</li> <li>• Filling in forms with unfamiliar names, specifications, and others.</li> </ul> <p>*</p> <p><b>LANGUAGE CONTENT</b></p> <ul style="list-style-type: none"> <li>- May I help you? What can I do for you?</li> <li>- I'd like to book two seats for the theatre.</li> <li>- I want to book a table for two.</li> <li>- How much is _____?</li> <li>- I need a single/ double room.</li> <li>- What's your name? What's your credit card number?</li> <li>- How long are you planning to stay?</li> <li>- Where is it located? It's in....</li> </ul> <p><b>FUNCTIONS.</b></p> <ul style="list-style-type: none"> <li>• Asking for and giving information.</li> <li>• Asking for clarification.</li> <li>• Making basic exchanges.</li> <li>• Filling in forms and charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for people's disabilities.</li> </ul> <p><b>CULTURE</b></p> <p>-Different ways people book in Costa Rica and other English speaking countries.</p>	<ul style="list-style-type: none"> <li>• Production of short statements paragraphs and notices.</li> <li>• Completion of forms with basic information.</li> </ul> <p>*</p>	<ul style="list-style-type: none"> <li>• Completion of short passages or dialogues.</li> </ul>

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III Cycle

Level: 9<sup>TH</sup> Grade

Cognitive Target No 1: **Identify and describe occupations.**

Modality: Technological Education

Course: English for conversation III

Time: 22 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Identifying details and main points in passages.</li> <li>• Responding to simple and basic questions.</li> <li>• Understanding simple descriptions from texts.</li> <li>• Reacting to oral interaction to convey meaning.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Asking for and answering questions about familiar topics.</li> <li>• Naming and describing activities in context.</li> <li>• Using appropriate language to interact orally.</li> <li>• Taking part in conversations and dialogues.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Understanding specific details from passages.</li> <li>• Extracting salient points to make descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect for people’s occupations.</li> <li>• Show tolerance for people’s activities.</li> <li>• Show politeness when interacting with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of listening tasks about the topic.</li> <li>• Use of known language to interact with oral and written texts.</li> <li>• Description of using features and stated information.</li> <li>• Exchange of information from written and oral inputs.</li> <li>• Extraction of main points to identify characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Response to basic messages from both and oral inputs.</li> <li>• Production of dialogues, conversations and interviews.</li> <li>• Identification of specific characteristics from different texts.</li> <li>• Interpretation of information from different written sources.</li> </ul>

OBJECTIVES AND CONTENT	VALUES/ ATTITUDES AND CULTURE	PROCEDURES	EVALUATION
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Writing short statements about personal information.</li> <li>• Completing forms using personal information.</li> </ul> <p><b>LANGUAGE CONTENT</b></p> <ul style="list-style-type: none"> <li>* Job skills: English, typing, and others.</li> <li>* She's an electrician, a secretary, an accountant, a mechanic and others.</li> <li>* Some requirements of this job are 10 years of experience, a diploma, own transportation, and others.</li> <li>* Send your Curriculum, resume,</li> <li>* What do you do? I am a/an...</li> <li>* What's your favorite job?</li> <li>* What are the requirements for being a chauffeur, etc?</li> <li>* S/he is charge of typing letters.</li> <li>* When is this job wanted?</li> <li>* Who is the manager?</li> <li>* Where do you work?</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>* Describing occupations.</li> <li>* Asking and giving information about job background.</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect for higher positions requests, norms and policies.</li> <li>• Keep social relationships without gender distinction at work.</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>-Different occupations in Costa Rica and other countries.</li> <li>-Different requirements requested in different occupations.</li> <li>-Job demands and needs around the world.</li> </ul>	<ul style="list-style-type: none"> <li>* Arrangement of words and sentences using correct language.</li> <li>* Completing of forms using personal information.</li> <li>• Practice of values and cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of pieces of writing about the topic.</li> <li>• Recognition of values and cultural aspects in class.</li> </ul>

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Level: 9<sup>TH</sup> Grade

Cognitive Target No 2: **Describe Sports and Pastimes.**

Modality: Technological Education

Course: English for conversation III

Time: 27 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding specific points from texts.</li> <li>• Identifying characteristics from passages.</li> <li>• Extracting information to give points of view.</li> <li>• Responding to oral and visual stimuli to carry out tasks.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Understanding details from descriptions.</li> <li>• Summarizing information to respond to oral input.</li> <li>• Asking for and answering questions using proper language.</li> <li>• Talking about preferences and dislikes.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Recognizing features and specific points from texts.</li> <li>• Deducing information from passages to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect for different preferences.</li> <li>• Show friendliness to practice a sport.</li> <li>• Show tolerance for people's disabilities.</li> <li>• Show love for sports and healthy activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of listening tasks to fill in charts, grids, and others.</li> <li>• Application of known language to describe preferences and dislikes.</li> <li>• Production of dialogues and interviews.</li> <li>• Description of characteristics and functions.</li> <li>• Extraction of information to fill in charts and complete gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of both oral and written texts.</li> <li>• Description of actions, equipment and preferences.</li> <li>• Production of oral conversations about familiar topics.</li> <li>• Analysis of information extracted from texts, passages and articles.</li> </ul>

OBJECTIVES AND CONTENT	VALUES/ ATTITUDES AND CULTURE	PROCEDURES	EVALUATION
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Writing short descriptive sentences.</li> <li>• Arranging information using proper language and correct spelling.</li> </ul> <p><b>LANGUAGE CONTENT</b></p> <ul style="list-style-type: none"> <li>* Soccer, basketball, and others.</li> <li>* Hobbies: Listening to. Reading.</li> <li>* Equipment: goggles, cap, and others.</li> <li>* Fields and courts: tennis, and others.</li> <li>* TV programs: soap operas, and others.</li> <li>* Movies: Horror, romance, and others.</li> <li>* My favorite....is.../ I like to...</li> <li>* What's your favorite...?</li> <li>* I like...too / I don't ...either.</li> <li>* Do you like to...?</li> <li>* What do you need to play...? Where is ....practiced ?</li> <li>* What does...consist of?</li> <li>* How many players does...have?</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Expressing likes and dislikes.</li> <li>• Describing preferences and dislikes.</li> <li>• Describing equipment and features of sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect for different gender, disable people, and others. when interacting.</li> <li>• Show concern for the environment when practicing an activity.</li> <li>• Participate in activities respecting rules, norms and safety warns.</li> </ul> <p><b>CULTURE</b></p> <p>-Different sports in Costa Rica and other countries.</p> <p>-Pastimes and hobbies in Costa Rica and other countries.</p> <p>-Different implements used to practice sports around the world.</p>	<ul style="list-style-type: none"> <li>• Manifestation of ideas, opinions and points of view to express an idea.</li> <li>• Practice of values and cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of pieces of writing about the topic.</li> <li>• Recognition of values and cultural aspects in class.</li> </ul>

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Level: 9<sup>TH</sup> Grade

Cognitive Target No 3: **Describe uses and function of electrical devices and machines.**

Modality: Technological Education

Course: English for conversation III

Time: 27 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Identifying parts and components.</li> <li>• Responding to oral instructions and steps.</li> <li>• Understanding commands to carry out tasks.</li> <li>• Copying with stated information to do actions.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Asking for and giving instructions to do actions.</li> <li>• Responding to commands and following sequences.</li> <li>• Taking part in dialogues and conversations.</li> <li>• Talking about sequence and procedures.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Identifying parts and relations from texts.</li> <li>• Understanding main points and sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation for machines, application and safety.</li> <li>• Commitment in every action taken.</li> <li>• Performing action with efficiency and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of listening tasks.</li> <li>• Accomplishment of actions by following instructions.</li> <li>• Production oral texts using proper language and coherence.</li> <li>• Presentation of oral tasks using known vocabulary.</li> <li>• Extraction of main points and specific details form passages.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of sentences, steps and procedures.</li> <li>• Production of oral and written texts.</li> <li>• Identification of relationships within a text.</li> <li>• Assessment of content.</li> </ul>

OBJECTIVES AND CONTENT	VALUES/ ATTITUDES AND CULTURE	PROCEDURES	EVALUATION
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Writing simple commands and instructions.</li> <li>• Composing short procedures and steps.</li> </ul> <p><b>LANGUAGE CONTENT</b></p> <ul style="list-style-type: none"> <li>* Electrical devices: adding machine, fax, computer, and others.</li> <li>* Machines: Lathe, Oscilloscope.</li> <li>* First push this button, then lift the lever, later,...</li> <li>* The red bolt is pressed.</li> <li>* Set volume, then select channel. Turn it on/off.</li> <li>*It is used for / to _____</li> <li>*How does it work? It's electrical.</li> <li>*Transition words: finally, on the other hand, and others.</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Describing uses of machines.</li> <li>• Explaining how machines and electrical devices work.</li> <li>• Naming parts and functions of inventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Show concern for the environment to deal with waste and garbage.</li> <li>• Show respect for safety rules, norms and warning signs.</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>-Different machines and devices used at school/work in Costa Rica and other countries.</li> <li>-Ways to express sequence in English and Spanish.</li> <li>-Uses of machines and electrical devices around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangement of words and verbs using sequence and procedure.</li> <li>• Practice of values and cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Transference of information from outside.</li> <li>• Recognition of values and cultural aspects in class.</li> </ul>

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Level: 9<sup>TH</sup> Grade

Cognitive Target No 4: **Means of transportation and schedules.**

Modality: Technological Education  
Course: English for conversation III  
Time: 25 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding details from reports / descriptions.</li> <li>• Identifying times and places from stated information.</li> <li>• Extracting salient points from texts.</li> <li>• Interpreting details to make decisions/descriptions.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Understanding information from messages.</li> <li>• Responding to questions about the topic.</li> <li>• Eliciting information from partners.</li> <li>• Taking part in dialogues and conversations.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Understanding details and main points from passages and signs.</li> <li>• Extracting information from displays.</li> </ul>	<ul style="list-style-type: none"> <li>• Show responsibility using public transportation.</li> <li>• Punctuality with schedules and timetables.</li> <li>• Sharing with others.</li> <li>• Taking care of means of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of listening tasks.</li> <li>• Exchange of information to fill in charts/ reply orally.</li> <li>• Production of descriptive oral and written texts.</li> <li>• Elicitation of information from interpreting charts grids, and others.</li> <li>• Interpretation of data from displays and signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of oral written information.</li> <li>• Use of information to make decisions.</li> <li>• Oral interaction with partners.</li> <li>• Substituting information in charts and grids.</li> <li>• Completion of gaps and blanks from stated information from passages.</li> </ul>

OBJECTIVES AND CONTENT	VALUES/ ATTITUDES AND CULTURE	PROCEDURES	EVALUATION
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Naming and listing means of transportation.</li> <li>• Writing sentences and paragraphs about the topic.</li> <li>• Completing charts and brochures about information from the topic.</li> </ul> <p><b>LANGUAGE CONTENT</b></p> <ul style="list-style-type: none"> <li>*Means of transportation: car, bus, train, subway, airplane, and others.</li> <li>* Schedules: arrivals, departures.</li> <li>* Previous studied contents</li> <li>* What time does X leave/arrive?</li> <li>* The bus to...arrives / leaves at.</li> <li>* How can I get to...?</li> <li>* Is there a bus to...?</li> <li>* Previous studied language</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Asking for and giving information about transportation schedules.</li> <li>• Identifying means of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect for cultural, social and ethnical differences when interacting in a group.</li> <li>• Use of services with responsibility, criticism and participates to favor an integral development in his community.</li> <li>• Show sensibility towards elements from cultural, social and natural settings.</li> </ul> <p><b>CULTURE</b></p> <p>-Different means of transportation in Costa Rica and other countries.</p> <p>-Scheduling and Timetables in Spanish and English.</p>	<ul style="list-style-type: none"> <li>• Completion of charts, brochures and signs about the topic.</li> <li>• Practice of values and cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of written tasks using proper language and spelling.</li> <li>• Recognition of values and cultural aspects in class.</li> </ul>

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Level: 9<sup>TH</sup> Grade

Cognitive Target No 5: **Computers and Technology.**

Modality: Technological Education  
Course: English for conversation III  
Time: 27 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>* Understanding details from reports.</li> <li>* Identifying salient points from descriptions.</li> <li>* Interpreting information from texts.</li> <li>* Extracting relevant data from explanations and speeches.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Understanding complex utterances.</li> <li>• Asking for and answering questions about the topic.</li> <li>• Displaying oral information about processes.</li> <li>• Taking part in oral interaction using proper language and pronunciation.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Understanding main details from texts and passages.</li> <li>• Extracting information from texts to fill in charts,</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect for technology</li> <li>• Show responsibility when working with computers.</li> <li>• Sharing with others.</li> <li>• Show respect for legal procedures when using computers.</li> <li>• Taking care of technological equipment and safety rules.</li> <li>• Show responsibility when surfing in Internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of listening tasks.</li> <li>• Interpretation of oral and written texts</li> <li>• Production of dialogues and conversations.</li> <li>• Description advantages and disadvantages.</li> <li>• Skimming for relevant points from texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Completing of listening tasks from different inputs.</li> <li>• Interpretation of information from written and oral passages.</li> <li>• Application of learned language into dialogues and conversations.</li> <li>• Production of role-plays and dialogues.</li> <li>• Substitution of words and phrases in sentences and statements.</li> </ul>

grids, and others.			
<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Writing sentences about descriptions and opinions.</li> <li>• Composing short paragraphs using correct spelling and language.</li> </ul> <p><b>LANGUAGE CONTENT</b></p> <ul style="list-style-type: none"> <li>- Computer components: Screen, CPU, mouse, printer, and others.</li> <li>- Computer applications: education, Science, entertainment, Internet, and others.</li> <li>- Advantages and disadvantages of computers and technology.</li> <li>- What's this used for/to?</li> <li>- It is used for / to...</li> <li>- Some advantages/ disadvantageous are...</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Describing computer advantages and disadvantages.</li> <li>• Identifying parts of the computers</li> <li>• Analyzing uses of computers</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect for rules, norms and laws when using technology with responsibility.</li> <li>• Selection of alternatives to protect his / her health from risk factors, performing tasks following rights and debts normed.</li> <li>• Show sensibility for environmental problems that can arise from using technological.</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>-Different uses of computers in Costa Rica and other countries.</li> <li>-Application of technology to our lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of pieces of writings.</li> <li>• Practice of values and cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of values and cultural aspects in class.</li> </ul>

in everyday life.

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Level: 9<sup>TH</sup> Grade

Cognitive Target No 6: **Natural Resources: Causes, effects and prevention.**

Modality: Technological Education

Course: English for conversation III

Time: 27 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Understanding causes and effects.</li> <li>• Identifying processes and sequences.</li> <li>• Guessing results from procedures.</li> <li>• Extracting ideas from passages.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Understanding problems and solutions.</li> <li>• Substituting words and phrases in statements.</li> <li>• Taking part in round tables and group work.</li> <li>• Producing oral presentations about the topic.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Interpreting points, details and ideas from texts.</li> <li>• Exchanging information about problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect for Natural Resources.</li> <li>• Show responsibility when interacting with others.</li> <li>• Participate actively in projects related to causes and effects to bring up conservation, recuperation and protection measures of the natural environment.</li> <li>• Show respect for rules, norms and laws related to protect our cultural, social and natural settings.</li> <li>• Selection of natural and healthy measures to keep better body systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of listening tasks from descriptions.</li> <li>• Extraction of information from passages and texts.</li> <li>• Production of oral texts about the topic.</li> <li>• Interpretation of data to complete charts, grids, and others.</li> </ul> <p>* Skimming for relevant points from texts.</p>	<ul style="list-style-type: none"> <li>• Description of features in oral and in a written way.</li> <li>• Analysis of oral written information.</li> <li>• Production of oral and written texts.</li> <li>• Analysis of information extracted from texts, passages and articles.</li> </ul>

OBJECTIVES AND CONTENT	VALUES/ ATTITUDES AND CULTURE	PROCEDURES	EVALUATION
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Writing short statements and passages using correct spelling.</li> </ul> <p><b>LANGUAGE CONTENT</b></p> <ul style="list-style-type: none"> <li>- Natural Resources: Parks, refugees, biological reserves, and others.</li> <li>- Causes: deforestation, pollution and ozone layer.</li> <li>- This is due to The Greenhouse effect, acid rain, and others.</li> <li>- Some problems are floods, erosion, and others.</li> <li>- Prevention measures: reforestation, recycling, reusing, educating, and others.</li> <li>- Causative: due to, because of, by, and others.</li> <li>- Erosion is produced by deforestation.</li> <li>- Rivers have been polluted by pollutants.</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>• Describing causes and effects.</li> <li>• Identifying different natural resources.</li> </ul>	<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>-Different types of Natural Resources in Costa Rica and other countries.</li> <li>-Ways to preserve nature and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of pieces of writings.</li> <li>• Practice of values and cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of pieces of writing about the topic.</li> <li>• Recognition of values and cultural aspects in class.</li> </ul>

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Level: 9<sup>TH</sup> Grade

Cognitive Target No 7: **Making Reservations**

Modality: Technological Education

Course: English for conversation III

Time: 27 hours

<b>OBJECTIVES AND CONTENT</b>	<b>VALUES/ ATTITUDES AND CULTURE</b>	<b>PROCEDURES</b>	<b>EVALUATION</b>
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Guessing the general meaning of a short passage</li> <li>• Understanding specifications, addresses, names, and others.</li> <li>• Extracting specific details from conversations.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Elicitation basic information from customers.</li> <li>• Taking part in short conversations.</li> <li>• Asking for and giving information.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Understanding details form texts, passages, and others.</li> <li>• Extracting specific information from magazines, brochures, web sites, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Love for our accommodations.</li> <li>• Show respect for people specification and special wishes.</li> <li>• Show awareness for staying in respectful places without any immorality.</li> <li>• Demonstrate appreciation for the environment when staying in a hotel, cabin, and others.</li> <li>• Politeness when interacting with local or foreign people.</li> <li>• Tolerance for other people’s customs, beliefs, and others.</li> </ul>	<p>*</p> <ul style="list-style-type: none"> <li>• Completion of charts, grids, forms by listening to people ask for and give information.</li> <li>• Understanding of unfamiliar, names, numbers, and others. to accomplish a task.</li> <li>• Production of conversations, dialogues, and others. on the phone.</li> <li>• Application of values and cultural features in different learning situations.</li> <li>• Development of skills to seek information in texts and electronic sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of charts, grids, and electronic forms.</li> <li>• Participation in a series of information exchanges in different contexts.</li> <li>• Completion of cloze exercises.</li> <li>• Comprehension of texts while/after listening reading.</li> </ul>

OBJECTIVES AND CONTENT	VALUES/ ATTITUDES AND CULTURE	PROCEDURES	EVALUATION
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Taking notes while listening to people talking.</li> <li>• Filling out forms with names, numbers and other expressions.</li> </ul> <p><b>LANGUAGE CONTENT</b></p> <ul style="list-style-type: none"> <li>* Good morning</li> <li>* May I help / What can I do for you?</li> <li>* I would like to have a room with beachfront / view?</li> <li>* I would like a single/double room. For 2 nights</li> <li>* How long are you staying?</li> <li>* How many nights will you be staying?</li> <li>* A smoking or non-smoking room</li> <li>* The room 242 is on the second floor from the elevator to your left.</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>* Greetings/ leave takings</li> <li>* Introductions</li> <li>* Basic exchanges</li> <li>* Special wishes and complications</li> <li>* Following directions</li> <li>* Writing notes / letters</li> </ul>	<p><b>CULTURE</b></p> <p>-Social behavior and traditions of people from different parts of the world.</p> <p>-Comparisons of nationalities, clothes, styles, food, language preferences, and others.</p>	<ul style="list-style-type: none"> <li>• Adaptation of the language of short texts to rewrite new ones.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of short written notes, passages, and others.</li> </ul>

## GLOSSARY

This includes brief, simple definitions of terms which have been used in this syllabus and which may be unfamiliar

**ACTIVITY** Situation in which a lot of things are being done, usually in order to achieve a particular purpose.

**PRE-ACTIVITY** Those actions performed to introduce the topic to, prepare their cognitive knowledge the learners with the topic and motivate them for the fore coming activity.

**WHILE-ACTIVITY** The actions performed during the development of an activity in order to achieve the learning goal.

**POST-ACTIVITY** The actions related with the activity and performed after the "while activity" stage in order to let the students reinforce and apply the knowledge acquired.

**ACQUISITION** The process by which a person learns a language is sometimes called acquisition instead of learning, because some linguists believe that the development of a first language in child is a special process.

**ASSESSMENT** The measurement of the ability of a person or the quality or success of the teaching course, etc.

**ATTITUDES** Expressions of positive or negative feelings towards the learning of a new language.

**AUTHENTICITY** The degree to which language teaching materials have the qualities of natural speech or writing.

**AUTHENTIC MATERIALS** Texts which are taken from newspapers, magazines, etc, and tapes of natural speech taken from radio or television programs.

**AWARENESS** Acquaintance, appreciation, consciousness with knowledge.

**BELIEF** An acceptance of a thing, fact, statement, etc.

**BROWSER** It translates HTML documents and displays their content as web pages containing elements for text, graphics, video clips on ht e web.

**COMMUNICATION** Activity or process of giving information to other people or other living things, using signals such as speech, body movement or radio signals.

**COMMUNICATIVE COMPETENCE** The ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom. It includes knowledge of the grammar and vocabulary of the language. Knowledge of rules of speaking. (knowing how to begin and end conversations, what topics may be talked about in different types of speech events, knowing which address forms should be used with different persons.

	Knowing how to use and respond to different types of speech acts. Knowing how to use language appropriately.	<b>DIAGRAMMATIC</b>	(adj.) The representation of an object and its parts by a drawing which shows its general scheme or outline.
<b>COMPETENCIES</b>	Observable behaviors that are necessary fro the successful completion of real – world activities.	<b>DECODE</b>	Convert into intelligible language.
<b>CURRICULUM</b>	The knowledge, skills, materials, learning activities, and terminal behavior required in the teaching of any subject. /see syllabus.	<b>DEDUCTIVE</b>	Use to describe a method of reasoning where conclusions are deduced logically from other things that are already known.
<b>CONVEY</b>	Communicate (an idea, meaning, etc).	<b>ELECTRONIC MAIL</b>	A system where data is sent from one place to another via a telecommunication link.
<b>CULTURAL COMPONENT</b>	The part of the language which includes the total set of beliefs, attitudes, customs, behavior, social habits, etc, of the members of a particular society.	<b>ELICIT</b>	To get learners to actively produce speech or writing. To obtain information about how someone uses a particular language item.
<b>CULTURE</b>	Ideas, customs, arts, etc, that are produced or shared by a particular society.	<b>EPISTEMOLOGY</b>	The theory of knowledge, esp. the critical study of its validity, methods, and scope.
<b>CROSS-CURRICULAR</b>	Curricular activities / topics that are correlated or interrelated to a topic.	<b>ENVIRONMENT</b>	Conditions, circumstances, etc. affecting people's lives.
<b>CURRICULUM / SYLLABUS</b>	An educational program which states:  a-The educational purpose of the program (the ends). c- Some means for assessing whether or not the educational ends have been achieved.	<b>EVALUATION</b>	The whole process of determining the effectiveness of teaching-which may be by means of formal tests and examinations, or by informal or subjective feedback from students and teachers./ see assessment.
<b>DIAGNOSTIC</b>	A test which enables the tester to diagnose the strengths and weaknesses of a candidate.	<b>EXTENSIVE READING</b>	Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading.
		<b>FEEDBACK</b>	Monitoring and adapting one's actions on the basis of the perceived effect on the

environment. In language work, response to the reactions of listeners and readers.

**ESP** (English for Specific Purposes) The role of English in a language course or program of instruction in which the content and aims of the course are fixed by specific needs of a particular group of learners.

**FORMAL COMPONENT** The part of the language which includes the patterns or "forms" of the language.

**FORMATIVE EVALUATION** A learning activity through which the students learn from their own mistakes.

**FLUENCY** Language work in which the learner is acting naturally, in the same way as when using the mother tongue.

**FUNCTION** The communicative purpose of a piece of language.

**FUNCTIONAL COMPONENT** The part of the language which refers to it as an instrument of social interaction rather than a system that is viewed in isolation. Language is often described as having three main functions: descriptive, expressive and social.

**GENERAL ENGLISH** A program based on particular language teaching methods and teach skills (speaking, listening, reading, and writing).

**GLOBAL DEVELOPMENT** The insertion of individual and national working forces into the world development.

**GROUP WORK** Work in which the class is broken into small groups of from three to eight people. They may work simultaneously on the same task, or be given different tasks of varied types or levels.

**GUIDELINES** Principles or criterion guiding or directing action.

**IMPLEMENTATION** The process of carrying out a plan, a system, a law, etc, you carry them out in order to change or control the situation.

**INDUCTIVE** A way of reasoning in which you use individual ideas or facts to give you a general rule or conclusion.

**INFERENCE** The process of arriving at a hypothesis, idea or judgment on the basis of other knowledge, ideas or judgments.

**INFORMATION GAP** A situation where information is known by only of those present. In communicative language teaching it is said that in order to promote real communication between students, there must be information gap between them or between them and the teacher. Without that gap the classroom activities and exercises will be mechanical and artificial.

**INPUT** Oral, written or visual stimuli from the formal or informal learning setting.

<b>INSTRUMENT</b>	A person, system or organization that is a "tool or device" for achieving a particular aim used by people as a way of achieving that aim.	<b>LISTENING</b>	remember things better if they associate them with pictures.
<b>INTEGRATION OF SKILLS</b>	The teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing.	<b>LISTENING MATERIALS</b>	(authentic) Used in the classroom, but not specifically designed for teaching, e.g. newspaper articles, magazines, books, etc.
<b>INTENSIVE READING</b>	Is generally done at a slower speed, and requires a higher degree of understanding than extensive reading.	<b>MEDIATION</b>	The action of changing events, experiences or sets of circumstances.
<b>INTERACTION LEARNER</b>	Communication between two people. A person who is learning a subject or skill.	<b>METHODOLOGY</b>	The study of the whole process of language teaching with the aim of improving its efficiency.
<b>LEARNING</b>	The process by which a person acquires a language.	<b>MONITORING</b>	Both language learners and native speakers typically try to correct any errors in what they have just said. This is referred to as "monitoring". The learner can monitor vocabulary, grammar, phonology, or discourse. (The learner uses "learned" knowledge to improve utterances generated by means of "acquired" knowledge.
<b>LEARNING STRATEGY</b>	A way in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of language, for example by the use of generalization and inference.	<b>MOTIVATION</b>	To stimulate the interest of a person in an activity in learning, to stimulate students to comprehend and learn.
<b>LEARNING STYLE</b>	The particular way in which a learner tries to learn something. In second or foreign language learning, different learners may prefer different solutions to learning problems. For example, some may feel writing down words or sentences that may help them to remember them. Others may find they	<b>OBJECTIVES</b>	A goal of a course of instruction. There are two types: General, reasons or purposes of a course, and specific, more detailed descriptions of what the learners

are expected to be able to do at the end of period of instruction.

**ON LINE**

In computer systems, this refers to connections that are live and open, as being able to participate on the Internet System .

**OUT PUT**

Amount of language learned by the students.

**PAIR-WORK**

Work in which students operate simultaneously in pairs on a task, or on different tasks.

**PASSWORD**

An access control mechanism used to authenticate a user by means of a secret code recognized only by treated parts.

**PEER TEACHING**

Classroom teaching in which one student teaches another; particularly within an individualized approach to teaching. For example, when students have learned something, they may teach it to other students, or test other students on it.

**PERFORMANCE**

A person's actual use of language. A difference is made between a person's knowledge of the language( competence) and how a person uses this knowledge in producing and understanding sentences (performance).

**POLICITY**

A general set of ideas or plans that has been officially agreed on by people in authority and which is used as a basis for making decisions.

**PRINCIPLE**

A general rule that you try to obey in the way that you behave or in the way that you try to achieve something.

**PROBLEM-SOLVING**

A learning strategy which involves selecting from several alternatives in order to reach a desired goal.

**PROCEDURE**

Action or series of actions to be completed in order to carry out a process.

**PROCESS**

A series of actions which are carried out in order to achieve a particular result.

**PROSODIC FEATURES**

Sound characteristics which affect whole sequences of syllables.

**PROFICIENCY TEST**

A test which measures how much of a language someone has learned. American TOFLE is a test that measures the English language proficiency of foreign students who wish to study in the U.S.A.

**REGISTER**

The varied styles of language which are used for different purposes, varying according to such dimensions as setting, role of speakers, topic, mode (speaking or writing), and so on.

**RHETORICAL**

Concerned with effect or style rather than content or meaning.

**READING**

A receptive language skill used for comprehending the meaning of ( something written or printed) by looking at and interpreting meaning of written and printed characters, signs, by visual means.

<b>ROLE-PLAY</b>	Drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation.
<b>SIMULATION</b>	A learning experience that "simulates" a real language application situation.
<b>SKILL</b>	Knowledge and ability that enables you to do something well.
<b>SPEAKING</b>	A productive language skill used for communicating or expressing (something) in as if in words. To know how to talk in a language or dialect.
<b>STUDENT/LEARNER</b>	In a communicative approach, a learner is the person on whom the learning process is centered. Sources, materials, methodology are chosen to suit his/her learning needs.
<b>SUBSKILLS</b>	A division of the skills, such as discriminating sounds in connected speech, understanding relations within a sentence or identifying the purpose and scope of the lecture.
<b>SUMMATIVE EVALUATION</b>	An action carried out to measure students' knowledge. It normally takes place at the end of a learning process.
<b>SUSTAINABLE DEVELOPMENT</b>	A growth scheme which promotes the rational use of resources in order to make the growing permanent.
<b>SYLLABUS-</b>	

<b>CURRICULUM</b>	A description of the contents of a course of instruction and the order in which they are to be taught.
<b>TARGET CONTENT</b>	Chapters or divisions of areas or objectives of a syllabus.
<b>TASKS</b>	An activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks.
<b>TRANSCODE</b>	Convert from one form of coded representation to another.
<b>TEACHER</b>	A guide, facilitator of learning, on whom the responsibility of quality of education lays.
<b>TEXT VALUES</b>	A piece of spoken or written language. The moral principals or accepted standards of a person or a group.
<b>WEB PAGE</b>	Documents that are predominantly visual presentations of graphics and icons loosely arranged on "pages".
<b>WRITING</b>	A productive language skill where words, symbols and letters are recorded in paper, electronic devices, etc.
<b>WWW</b>	A part of the Internet made up of computers that store texts, graphics and sometimes audio and video files.

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- Universidad de Chicago. Diccionario Inglés-Español / Español-Inglés. University of Chicago.

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- Longman Handy Learner's Dictionary of American English. Longman.
- Longman Picture Workbook. 7<sup>th</sup> level. Longman.
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- Oxford Learner's Pocket Dictionary with Illustrations - Oxford Webster's II - New Riverside Dictionary. Houghton Mifflin.

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- Villegas, M.T. & Bonilla, R. Have Fun 2, Learning English in Costa Rica. San José: Farben Norma, 2001. Second edition

## **NEWSPAPERS AND MAGAZINES**

- The Tico Times. The Central American English Newspapers - Editorial semanal.

- Magazines, newspapers and books on specific topics published in English and others.

## WEB RELATED RESOURCES FOR THE TEACHER

<http://www.ntlf.com/>

Site includes an overview of the National Teaching and Learning Forum, links to information on the web, current publications on the web, and a library of published material, both print and web published.

<http://www.nea.org/>

This site has a searchable database for educational material, which is broken down by grade and subject. It also has information regarding on how to effectively run a classroom. This huge site has numerous web-based articles pertaining to education and technology.

<http://www.wam.umd.edu/~mlhall/>

“ The World Wide Web sites collected on this page reflect the considerable variety of uses for computing and related forms of electronic technology in teaching.” This site serves to help implement net based resources into the classroom, with links to online courses and online teaching demonstrations.

<http://www.nara.gov/>

The National Archives and Records Administration has information that helps teachers of students are all levels in using archival documents in the classroom. The Digital Classroom provides materials from NARA, methods for teaching with primary sources, and sample lesson plans.

<http://www.splusnet.com/~evilcow/tutorial>

This site offers simple instructional how to produce a web site for educational purposes. The site has templates, clip-art graphics and

a tutorial to allow anyone to produce quick and instructional web-site.

<http://ericir.sunsite.syr.edu/>

This huge site offers the educator access to a variety of services and products on a broad range of education-related issues.

<http://www.nwre.org/sky/>

This site contains more than 6,000 links to educational materials for students, teachers, counselors and librarians.

The **A-Z of useful resources for the TEFL/TESL sector** is on the **TEFL Europe** web site at

<http://www.tefleurope.com/links.html>; also the Academy of Windsor Institute in Barcelona's homepage:

<http://www.windsorinstitute.com/links.html>; and

<http://www.windsorschools.co.uk/links.html>,

<http://www.eviews.net/references.shtml>,

<http://www.windsorenglish.com/links.html>, and finally

<http://www.windsorlanguages.com/links.html>. There is a

reciprocal link back to this site under *ESL\_Home* on all these pages, courtesy of Craig McLaughlan, webmaster. (viewed January 2003)

## Internet TESL Journal

The Internet TESL Journal's extensive and regularly maintained site organizes and links many aspects of ESL such as:

- Professional Life: Associations, Conferences, Journals, Newsgroups, Teacher Training, Web-Based Discussions & Bulletin Boards
- Teaching English: Bilingual Education, CALL, English for Science & Technology, Literacy
- Articles, Lessons, Linguistics, Phonetics & Pronunciation, Reference Materials
- Raw Materials for Lessons: Culture, Reading Materials, Poetry & Song Lyrics, Travel, Vocabulary
- Teachers' Homepages
- Projects by ESL Students
- Schools (ESL/EFL)
- Education in General: Journals, Links to Teaching Resources, Using the Internet
- Jobs - Where to Find Them

Under For Students As Well As Teachers, there are: •Games - Quizzes - Puzzles •Grammar & English Usage •Listening •Penpals & Communicating With Others •Reading •Tests: TOEFL •Vocabulary - Idioms - Words •Writing •Commercially Available ESL Materials & Services:

*These pages were all active in March, 2001*

- The Internet TESL Journal's Activities for ESL Students: <http://www.aitech.ac.jp/~iteslj/s/>
- Selected ESL/EFL Links for Students, at <http://www.aitech.ac.jp/~iteslj/ESL.html>
- Self-study Quizzes for ESL Students: <http://www.aitech.ac.jp/~iteslj/quizzes/>
- Crossword Puzzles for ESL Students: <http://www.aitech.ac.jp/~iteslj/cw/>
- Interactive Javascript Quizzes for ESL Students: <http://www.aitech.ac.jp/~iteslj/quizzes/js/>
- Daily Page for ESL Students: <http://www.aitech.ac.jp/~itesls/daily/> (has such things as "Proverb of the Day", "Quiz of the Day")
- Easy Vocabulary Quizzes with Pictures at <http://www.aitech.ac.jp/~itesls/vq/> (Interactive JavaScript quizzes. Good for beginners.)
- Commonly used Proverbs at <http://www.aitech.ac.jp/~itesls/proverbs/> (Well-known short sayings presented in a quiz-like fashion.)
- Commonly-used American Slang at <http://www.aitech.ac.jp/~itesls/slang/> (Slang is informal, often entertaining, language.)
- Fun with Randomly-Generated Sentences: <http://www.aitech.ac.jp/~itesls/rs/> (These JavaScript pages will make sentences for you which you can study.)
- Everyday Vocabulary Anagrams at <http://www.aitech.ac.jp/~itesls/anagrams/> {These are words made by using letters of another word in a different order.)

The Internet TESL Journal, ESL links page at <http://www.aitech.ac.jp/~iteslj/ESL3.html> displays the following search engine and at last count 3,000 links. You can search it from here:

### **TESL/TEFL/TESOL/ESL/EFL/ESOL Links**

