LA TRANSVERSALIDAD EN LOS PROGRAMAS DE ESTUDIO

Los cambios sociales, económicos, culturales, científicos, ambientales y tecnológicos del mundo contemporáneo, han exigido al currículo educativo no solo aportar conocimientos e información, sino también favorecer el desarrollo de valores, actitudes, habilidades y destrezas que apunten al mejoramiento de la calidad de vida de las personas y de las sociedades (Marco de Acción Regional de Educación para Todos en las Américas, Santo Domingo, 2000). Sin embargo, existe en nuestro Sistema Educativo una dificultad real de incorporar nuevas asignaturas o contenidos relacionados con los temas emergentes de relevancia para nuestra sociedad, pues se corre el riesgo de saturar y fragmentar los programas de estudio.

Una alternativa frente a estas limitaciones es la **transversalidad**, la cual se entiende como un *Enfoque Educativo que aprovecha las oportunidades que ofrece el currículo, incorporando en los procesos de diseño, desarrollo, evaluación y administración curricular, determinados aprendizajes para la vida, integradores y significativos, dirigidos al mejoramiento de la calidad de vida individual y social. Es de carácter holístico, axiológico, interdisciplinario y contextualizado* (Comisión Nacional Ampliada de Transversalidad, 2002).

De acuerdo con los lineamientos emanados del Consejo Superior de Educación (SE 339−2003), el único **eje transversal** del currículo costarricense es el **de valores**. De esta manera, el abordaje sistemático de los Valores en el currículo nacional, pretende potenciar el desarrollo socio−afectivo y ético de los y las estudiantes, a partir de la posición humanista expresada en la Política Educativa y en la Ley Fundamental de Educación.

A partir del Eje transversal de los valores y de las obligaciones asumidas por el estado desde la legislación existente, en Costa Rica se han definido los siguientes **Temas transversales**: Cultura Ambiental para el Desarrollo Sostenible, Educación Integral de la Sexualidad, Educación para la Salud y Vivencia de los Derechos Humanos para la Democracia y la Paz.

Para cada uno de los temas transversales se han definido una serie de **competencias** por desarrollar en los y las estudiantes a lo largo de su período de formación educativa. Las Competencias se entienden como: *Un conjunto integrado de conocimientos, procedimientos, actitudes y valores, que permite un desempeño satisfactorio y autónomo ante situaciones concretas de la vida personal y social* (Comisión Nacional Ampliada de Transversalidad, 2002). Las mismas deben orientar los procesos educativos y el desarrollo mismo de la transversalidad.

Desde la condición pedagógica de las competencias se han definido **competencias de la transversalidad** como: *Aquellas que atraviesan e impregnan horizontal y verticalmente, todas las asignaturas del currículo y requieren para su desarrollo del aporte integrado y coordinado de las diferentes disciplinas de estudio, así como de una acción pedagógica conjunta* (Beatriz Castellanos, 2002). De esta manera, están presentes tanto en las programaciones anuales como a lo largo de todo el sistema educativo.

A continuación se presenta un resumen del enfoque de cada tema transversal y las competencias respectivas:

Cultura Ambiental para el Desarrollo Sostenible

La educación ambiental se considera como el instrumento idóneo para la construcción de una cultura ambiental de las personas y las sociedades, en función de alcanzar un desarrollo humano sostenible, mediante un proceso que les permita comprender su interdependencia con el entorno, a partir del conocimiento crítico y reflexivo de la realidad inmediata, tanto biofísica como social, económica, política y cultural.

Tiene como objetivo que, a partir de ese conocimiento y mediante actividades de valoración y respeto, las y

los estudiantes se apropien de la realidad, de manera que, la comunidad educativa participe activamente en la detección y solución de problemas, en el ámbito local, pero con visión planetaria.

<u>Competencias por desarrollar</u>

- Aplica los conocimientos adquiridos mediante procesos críticos y reflexivos de la realidad, en la resolución de problemas (ambientales, económicos, sociales, políticos, éticos) de manera creativa y mediante actitudes, prácticas y valores que contribuyan al logro del desarrollo sostenible y una mejor calidad de vida.
- Participa comprometida, activa y responsablemente en proyectos tendientes a la conservación, recuperación y protección del ambiente; identificando sus principales problemas y necesidades, generando y desarrollando alternativas de solución, para contribuir al mejoramiento de su calidad de vida, la de los demás y al desarrollo sostenible.
- Practica relaciones armoniosas consigo mismo, con los demás, y los otros seres vivos por medio de actitudes y aptitudes responsables, reconociendo la necesidad de interdependencia con el ambiente.

Educación Integral de la Sexualidad

A partir de las Políticas de Educación Integral de la Expresión de la Sexualidad Humana (2001), una vivencia madura de la sexualidad humana requiere de una educación integral, por lo que deben atenderse los aspectos físicos, biológicos, psicológicos, socioculturales, éticos y espirituales. No puede reducirse a los aspectos biológicos reproductivos, ni realizarse en un contexto desprovisto de valores y principios éticos y morales sobre la vida, el amor, la familia y la convivencia.

La educación de la sexualidad humana inicia desde la primera infancia y se prolonga a lo largo de la vida. Es un derecho y un deber, en primera instancia, de las madres y los padres de familia. Le corresponde al Estado una acción subsidaria y potenciar la acción de las familias en el campo de la educación y la información, como lo expresa el Código de la Niñez y la Adolescencia.

El sistema educativo debe garantizar vivencias y estrategias pedagógicas que respondan a las potencialidades de la población estudiantil, en concordancia con su etapa de desarrollo y con los contextos socioculturales en los cuales se desenvuelven.

<u>Competencias por desarrollar</u>

- Se relaciona con hombres y mujeres de manera equitativa, solidaria y respetuosa de la diversidad.
- Toma decisiones referentes a su sexualidad desde un proyecto de vida basado en el conocimiento crítico de sí mismo, su realidad sociocultural y en sus valores éticos y morales.
- Enfrenta situaciones de acoso, abuso y violencia, mediante la identificación de recursos internos y externos oportunos.
- Expresa su identidad de forma auténtica, responsable e integral, favoreciendo el desarrollo personal en un contexto de interrelación y manifestación permanente de sentimientos, actitudes, pensamientos, opiniones y derechos.
- Promueve procesos reflexivos y constructivos en su familia, dignificando su condición de ser humano, para identificar y proponer soluciones de acuerdo al contexto sociocultural en el cual se desenvuelve.

Educación para la Salud

La educación para la salud es un derecho fundamental de todos los niños, niñas y adolescentes. El estado de salud, está relacionado con su rendimiento escolar y con su calidad de vida. De manera que, al trabajar en educación para la salud en los centros educativos, según las necesidades de la población estudiantil, en cada

etapa de su desarrollo, se están forjando ciudadanos con estilos de vida saludables, y por ende, personas que construyen y buscan tener calidad de vida, para sí mismas y para quienes les rodean.

La educación para la salud debe ser un proceso social, organizado, dinámico y sistemático que motive y oriente a las personas a desarrollar, reforzar, modificar o sustituir prácticas por aquellas que son más saludables en lo individual, lo familiar y lo colectivo y en su relación con el medio ambiente.

De manera que, la educación para la salud en el escenario escolar no se limita únicamente a transmitir información, sino que busca desarrollar conocimientos, habilidades y destrezas que contribuyan a la producción social de la salud, mediante procesos de enseñanza – aprendizajes dinámicos, donde se privilegia la comunicación de doble vía, así como la actitud crítica y participativa del estudiantado.

Competencias por desarrollar

- Vivencia un estilo de vida que le permite, en forma crítica y reflexiva, mantener y mejorar la salud integral y la calidad de vida propia y la de los demás.
- Toma decisiones que favorecen su salud integral y la de quienes lo rodean, a partir del conocimiento de sí mismo y de los demás, así como del entorno en que se desenvuelve.
- Elige mediante un proceso de valoración crítica, los medios personales más adecuados para enfrentar las situaciones y factores protectores y de riesgo para la salud integral propia y la de los demás.
- Hace uso en forma responsable, crítica y participativa de los servicios disponibles en el sector salud, educación y en su comunidad, adquiriendo compromisos en beneficio de la calidad de los mismos.

Vivencia de los Derechos Humanos para la Democracia y la Paz

Costa Rica es una democracia consolidada pero en permanente estado de revisión y retroalimentación, por lo cual la vigencia de los derechos humanos es inherente al compromiso de fortalecer una cultura de paz y de democracia.

En los escenarios educativos es oportuno gestionar mecanismos que promuevan una verdadera participación ciudadana en los ámbitos familiar, comunal, institucional y nacional. Para ello, la sociedad civil debe estar informada y educada en relación con el marco legal brindado por el país, de manera que, desarrolle una participación efectiva y no se reduzca a una participación periódica con carácter electoral.

Se debe propiciar un modelo de sistema democrático que permita hacer del ejercicio de la ciudadanía una actividad atractiva, interesante y cívica que conlleva responsabilidades y derechos.

Competencias por desarrollar

- Practica en la vivencia cotidiana los derechos y responsabilidades que merece como ser humano y ser humana, partiendo de una convivencia democrática, ética, tolerante y pacífica.
- Asume su realidad como persona, sujeto de derechos y responsabilidades.
- Elige las alternativas personales, familiares y de convivencia social que propician la tolerancia, la justicia y la equidad entre géneros de acuerdo a los contextos donde se desenvuelve.
- Participa en acciones inclusivas para la vivencia de la equidad en todos los contextos socioculturales.
- Ejercita los derechos y responsabilidades para la convivencia democrática vinculada a la cultura de paz.
- Es tolerante para aceptar y entender las diferencias culturales, religiosas y étnicas que, propician posibilidades y potencialidades de y en la convivencia democrática y cultura de paz.
- Valora las diferencias culturales de los distintos modos de vida.
- Practica acciones, actitudes y conductas dirigidas a la no violencia en el ámbito escolar, en la convivencia con el grupo de pares, familia y comunidad ejercitando la resolución de conflictos de

manera pacífica y la expresión del afecto, la ternura y el amor.
- Aplica estrategias para la solución pacífica de conflictos en diferentes contextos
- Respeta las diversidades individuales, culturales éticas, social y generacional.

Abordaje Metodológico de la Transversalidad desde los Programas de Estudio y en el Planeamiento Didáctico

La transversalidad es un proceso que debe evidenciarse en las labores programáticas del Sistema Educativo Nacional; desde los presentes Programas de estudio hasta el Planeamiento didáctico que el ó la docente realizan en el aula.

Con respecto a los Programas de Estudio, en algunos Procedimientos y Valores se podrán visualizar procesos que promueven, explícitamente, la incorporación de los temas transversales. Sin embargo, las opciones para realizar convergencias no se limitan a las mencionadas en los programas, ya que el ó la docente puede identificar otras posibilidades para el desarrollo de los procesos de transversalidad.

En este caso, se presenta como tarea para las y los docentes identificar −a partir de una lectura exhaustiva de los conocimientos previos del estudiantado, del contexto sociocultural, de los acontecimientos relevantes y actuales de la sociedad−, cuáles de los objetivos de los programas representan oportunidades para abordar la transversalidad y para el desarrollo de las competencias.

Con respecto al planeamiento didáctico, la transversalidad debe visualizarse en las columnas de Actividades de mediación y de Valores y Actitudes, posterior a la identificación realizada desde los Programas de Estudio. El proceso de transversalidad en el aula debe considerar las características de la población estudiantil y las particularidades del entorno mediato e inmediato para el logro de aprendizajes más significativos.

Además del planeamiento didáctico, la transversalidad debe visualizarse y concretizarse en el plan Institucional, potenciando la participación activa, crítica y reflexiva de las madres, los padres y encargados, líderes comunales, instancias de acción comunal, docentes, personal administrativo y de toda la comunidad educativa.

En este sentido, el centro educativo debe tomar las decisiones respectivas para que exista una coherencia entre la práctica cotidiana institucional y los temas y principios de la transversalidad. Esto plantea, en definitiva, un reto importante para cada institución educativa hacia el desarrollo de postulados humanistas, críticos y ecológicos.

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Comisión Programas 2003

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I INTRODUCTION

"The English Syllabus", was written within the principles stated both in our Constitution, The Education Law and in the Educational Policy "Towards the 21st Century" in order to help the students face life and work situations which require an average command of English, with the desire that this preparation will allow them to participate actively into the challenges of the global economy for the benefit of the country.

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

The large number of individuals who speak English either as their first or as a second or foreign language justifies the fact that Englis is considered a universal language. Likewise, within the scientific, technological and humanistic spheres, English is a fundamental linguistic tool. Written. Consequently, teaching English in our school system responds to basic needs:

1. To offer students a second language which can anable them to communicate within a broader social–economic context in and outside Costa Rica.

2. To give students a tool to directly access scientific, technological and humanistic information and , in this way expand their knowledge of the world.

From the perspective of those two basic needs the educational aims of teaching English are listed as follows:

– develop the ability to communicate for practical purposes;

– frame a sound basis of the language skills, and attitudes required for further study, work and leisure;

– offer insights into the culture and civilization of English speaking countries.;

– develop an awareness of the nature of language and language learning;

– incite enjoyment and intellectual stimulation;

– encourage positive attitudes towards to foreign languages and cultures;

– promote cognitive skills like application analysis, memorization, inferring;

– develop students' understanding of themselves and their own culture.

Along with the required study of the mother tongue, the study of second languages contributes to enrich the school curriculum because of the following reasons:

– it provides a combination of linguistic skills both physical and intellectual with personal and social development;

– it offers better opportunities to develop oral and written communication skills;

– it inculcates valuable study skills such predicting, selecting, comparing, and interpreting information and memorizing, and focussing on general and detailed meaning in listening and speaking;

– it helps develop the learners' awareness of cross–curricular

at the time that builds on the four communication skills.

In addition to the above reasons, the study of a foreign language, by definition, adds a distinctive dimension of its own since:

- it exposes learners to new experiences and enables them to make connections in a way which, otherwise, would not be possible.
- The sounds and intonation patterns of the second language present a challenge to learner's capacity to discriminate and imitate.
- It enhaces the learner´s self confidence of their abilities provoking a sense of self–achievement and discovery which grow along with a gradual proficiency.
- It improves the learners understanding of not only target cultures but also their own.

In sum, learning English as a foreign language will contribute to an integral formation of the learners which will anable them to be able to insert into the coming century in a lively and healthy way.

III. IMPLICATIONS OF THE EDUCATIONAL POLICY IN THE LEARNING AND TEACHING OF ENGLISH IN OUR EDUCATIONAL SYSTEM.

The Educational Policy "Towards the 21st Century" gives the learners the opportunity to express their care for their country, its democratic environment, cultural diversity and deep respect for law, nature and peace. At the same time, the policy encourages Costa Rican people to become positive leaders and critical thinkers through activities promoting a democratic environment, resulting in the reinforcement of values such as self–indentity and authentic growth as independent and interdependent learners.

Some of the basic principles of the Policy can be summarized as follows:

- The citizens should be able to develop as persons through seeking for opportunities of self–fulfillment and happiness while contributing to the development of their country.
- Education should promote the broadening of understanding through challenging teaching classroom situations and opportunities that can arise self–growth and learn how to learn.
- Education should contribute to narrow down social – economic gaps by providing the individuals with the proper opportunities to intergrate into everyday problem–solving situtations, all this aiming to promote a self–suficient society.
- 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.
- The information or the content the learners handle should be up–to–date and should be relevant to global development in the 21st century.
- 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 psychomotive.

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.

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

<u>**Formal Component**</u>

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. Lexics, 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, etc.

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, etc.

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, etc.) 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 subskills 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 has 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, etc. (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, etc.

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, etc.

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, etc.).

6. They want to know what is happening or has happened (they read newspapers, magazines, etc.).

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, etc.

– Reading and listening e.g. reading the lyrics while listening to a song recorded information to solve a written problem, matching opinions and texts, etc.

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.

THE COMMUNICATIVE APPROACH

LEARNER	TEACHER
– Central, active, creative and participative.	– Facilitator, guide.
– Responsible for his/her own and others learning, planning, resources and assessment.	– Participates in process – with learners.
	– Not the center of the process.
– Confident, motivated.	
	– Takes more time for individual needs.

– Develops full potential and builds on interests. – Individual/collective roles.	– Gains skills and takes responsibility from planners, writers, linguists. – Shows expert role.
AIMS	**MATERIALS**
– Communication – Gain transferable skills. – Cooperation – Concentrate on meaning and process. – Focus on fluency.	– Authentic, real–world significance. – Related to learners' needs, interests and culture. – Flexible. – Motivating and interesting.
	LEARNING ENVIRONMENT
– Successful (even conventional terms). – Permanent learning.	– Real–world context. – Beyond classroom, into community. – Relevant, stimulating, interesting.
LEARNING STYLE	**ASSESSMENT**
– Integrated skills – Real–life skills in communicative contexts. – Active. – Active–based. – Variety of style, pace, etc. – Flexible.	– Communicative competence. – Process–oriented. – Continuous. – Profiling skills. – Learning process. – Self and peer assessment.

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, sociolinguistic, discourse, etc.) 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 metacognitive, affective, and social strategies.

Metacognitive 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.

DIRECT STRATEGIES	INDIRECT STRATEGIES
I. Memory strategies	**I. Metacognitive strategies**
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
II. Cognitive strategies	**II. Affective strategies**
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
III. Compensation strategies	**III. Social strategies**
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.

STYLE FOUR: 'THE DYNAMIC LEARNER'	**STYLE ONE: THE INNOVATIVE LEARNER'**
– integrates experience and application	– integrates experience with 'self'
– seeks hidden possibilities and excitement	– seeks meaning, clarity and integrity
– needs to know what can be done with things	– needs to be personally involved
– learns by trial and error	– absorbs reality
– perceives information concretely and processes it actively	– perceives information concretely and processes it reflectively
– adaptable to and relishes change	– interested in people and culture
– excels in situations calling for flexibility	– divergent thinkers who believe in their own experience and excel in viewing concrete situations from many perspectives
– tends to take risks	– model themselves on those they respect
– often reaches accurate conclusions in the absence of logical evidence	– learn by listening and sharing ideas
– functions by acting and testing experience	– function through social interaction
– Strengths: acting and carrying out plans	– Strengths : innovation and imagination (ideas, people)
– Goals: making things happen, bringing action to concepts	– Goals : self–involvement in important issues, bringing unity to diversity
– Favorite Questions: If? What can this become?	• Favorite Questions: Why? Why Not?

STYLE THREE: 'THE COMMON SENSE LEARNER?	STYLE TWO: 'THE ANALYTIC LEARNER'
– seeks usability, utility, results	– seeks facts
– needs to know how things work	– needs to know what the experts think
– learns by testing theories that seem sensible	– learns by thinking through ideas
– skill–oriented	– values sequential thinking, needs details
– perceives information abstractly and processes it actively	– perceives information abstractly and processes it reflectively
– needs hands–on experiences	– less interested in people than ideas
– enjoys problem solving –restricts judgement to concrete things	– critiques information and collects data
–resets being given answers and limited tolerance of 'fuzzy 'ideas.	– thorough and industrious, re–examining facts if situations are perplexing
– needs to know how things she is asked to do will help in real life.	– enjoys traditional classroom
– functions through inferences drawn from sensory experience	– functions by thinking things through and adapting to experts
– Strengths. practical application of ideas	– Strengths: creating concepts and models
– Goal: bringing their view of the present into line with future security	– Goals : self–satisfaction, intellectual recognition
– Favorite Question: How does it work?	– Favorite Question: What ?

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 Intelligencies.

- 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.
- 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, etc.How you can nurture: Provide manipulatives to help children experiment with numbers; use simple machines to help children think about cause and effect.
- Interpersonal: the aiblity 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 conflilcts together, play games in which one has to figure out the knowledge or intentions of other players.
- Intrapersonal: 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 understan their own wishes and fears and how best to deal with them.
- Bodily/kinesthetic: The ability to use the body or parts of the body (hands, feet, etc.) 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.
- 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 opportunieties and that children's linguistic expression is listened to and appreacited.
- 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 arragementes of materials in the space.
- 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 st 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 sociocultural 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 student's 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, etc.

- 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 student's 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.

VIII. 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.

INTRODUCTORY UNIT FOR 7 TH GRADE

This first English lesson for the students a is the great opportunity to show them the importance of learning the language with a high level of proficiency to interact in different learning, social and work situations.

A good idea is to come to class with information about the origin of English, some maps of countries where it is spoken as a native language, some newspaper adds from local newspapers requesting knowledge of the language as one of the requisites for getting and stable job.

You can use electronic equipmen to project a short video, or play a song, a short dialogue, turn on the radio on RADIO 2, 99. 5, F.M. all of these will help you motivate the students.

Ask the students to tell you what they know in English and write it down on the board, but also keep that record because it tells you how much the students know.

It is recommended to apply a diagnostic test. Remember that half of the students have taken English in Elementary Education and what you really want to do is to take advantage of what they know. If there is a group of students with some knowledge of the language, plan strategies to cope with the situation; for example, they can be your helpers or monitors.

By the end of the first week, you will be able to know the students and the knowledge of English they have. Use a lot of visual and aural material to keep them interested in what you are teaching. Keep in mind that what you are doing in class must be used in real situations. More than ever your effort, creativity and enthysiam is essential to complete your task successfully.

Do not forget to ask the students what they would like to learn during the school year, relate this to their expectations about learning the language. It is time then, to make a commitment for the students, the classroom, the community and the country. Perhaps it is time to define responsibilities among each one of the students. Some may want to learn about some subjects, some may need some expressions; some others will like to learn to sing some popular music. Ask them who would like to bring materials to support each one of their special requests. Include these into your planning during the year and let them know in which part of the

trimester you will be teaching and relating their material to the topics from the syllabus.

Your target is that the students perform in the language, demonstrating knowledge of the language skills or the outcomes listed at the end of the study program.

ENGLISH – III CYCLE – 7th GRADE

TARGET CONTENT N° 1: <u>EXCHANGE GREETINGS, LEAVE TAKINGS AND INTRODUCTIONS</u> *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Identifying sounds in context. • Understanding simple familiar phrases and short statements. **SPEAKING** • Responding with single words or short phrases to what is seen or heard. • Understanding familiar language in *simple sentences* spoken at near normal speed. • Asking and responding to questions in clearly defined situations.	**– Greetings introductions and leave takings** – Hi / Hello – I'd like to introduce you to – How do you do? – Pleased to meet you. – Nice meeting you. – This is – My name is .../I'm.. – Good morning /afternoon /evening /night – See you /bye, etc. **Functions:** • Writing items: simple signs, instructions a set of phrases for	• Listen carefully to the material presented by the instructor teacher, or guide to identify specific sounds, words or expressions. • Application of background knowledge to understand a given message through completion of statements, paragraphs and others. • Completion of dialogues with specific information.	• Politeness when interacting socially • Friendliness in social interaction • Self–respect and respect for others. • Self–esteem when performing in the new language **CULTURE** • Ways of greeting, introducing and saying good bye by boys and girls in English speaking countries. Gestures. Social distance. Formal and informal language.	• Discrimination of sounds, words or expressions. • Completion of dialogues, paragraphs and short notes. • Production of simple dialogues and short conversations. • Identification of cultural aspects.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
• Substituting items of vocabulary to vary questions or statements. • Responding to written or visual stimulus. **READING** • Recognizing the script of a text. • Beginning to predict meaning through the use of context. **WRITING** • Copying with familiar words correctly. • Writing items:simple signs, instructions and a set of phrases.	• Greeting, introducing and saying good bye in formal and informal situations. • Asking for and giving information.	• Oral interaction using proper pronunciation. • Production of short written dialogues. • Simulation/dramatization of short dialogues.	• Dealing with sexuality	

ENGLISH – III CYCLE – 7th GRADE

TARGET CONTENT N° 2: IDENTIFICATION OF ONESELF TO OTHERS *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES / ATTITUDES	EVALUATION OF LEARNING OUTCOMES

			AND CULTURE	
LISTENING • Understanding a range of familiar statements and questions. • Understanding clear speech.		• Completion of a text by the correct identification of sounds, words and expressions.	• Self–respect and respect for others •	• Filling in charts with information from short texts and dialogues
SPEAKING • Using appropriate forms for personal address. • Asking and responding to questions in clearly defined situations. • Taking part in simple structured conversations of at least three or four exchanges. • Using the spelling of familiar words in order to spell others that are unfamiliar.	**– Personal information.** – My name is... / I'm ... – What's her/his/your phone number? – I live in.../ My address is.. . – My phone number is _____. – It's _____. – How do you spell his/her name? etc. **Functions:** Asking for and giving personal information. Creating and filling out forms.	• Use of expressions to complete an oral or written text. • Oral interaction using proper pronunciation. • Reading of short texts to identify specific information. • Practice of values through classroom routines and social behavior.	• Politeness when interacting with others • Responsibility for oneself • Friendliness when interacting with others. **CULTURE** • When and how we give personal information. Difference in names/last names.	• Completion of dialogues, paragraphs and short notes. • Identification of specific details in listening and reading. • Identification of cultural aspects contained in the topic being studied. • Completion of tasks such as introducing oneself orally.
OBJECTIVES	**LANGUAGE EXAMPLES**	**PROCEDURES**	**VALUES /ATTITUDES** **AND CULTURE**	**EVALUATION OF LEARNING OUTCOMES**
READING • Understanding simple vocabulary and expressions			• Beginning friendship. • First love (when, what to do, what not to do)	

presented in context.	

<table>
<tr><td colspan="2">WRITING</td></tr>
<tr><td>

- Writing short phrases with understanding spelling.
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ENGLISH – III CYCLE – 7th GRADE

TARGET CONTENT N° 3: DIRECTIONS OR INSTRUCTIONS *

OBJECTIVES	LANGUAGE EXAMPLES.	PROCEDURES	VALUES/ ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING. • Understanding simple familiar phrases and short statements. • Understanding simple classroom commands and questions. • Reacting towards instructions for setting tasks. **SPEAKING.** • Understanding familiar language in simple sentences spoken at near normal speed. • Responding with single words or short phrases	Every day instructions. Take the pencil. Go down to number____ Do it/ Don't do it. May I _____ ? Do it, please. Will you please / could you _____ ? Would you mind opening _____ ? **Functions:** • Understanding everyday instructions. • Giving and responding to instructions. • Saying numbers.	• Listen carefully to the material presented by the instructor, teacher, guide to identify specific sounds, words or expressions. • Application of background knowledge to understand a given message. • Identification of sounds, words, expressions to complete a text. • Oral interaction using proper pronunciation. • Use of information	• Politeness interacting with others • Self–respect and respect for others. • Use of turn–taking strategies. **CULTURE.** • How people give instructions in English and in Spanish (difference). • Differences in the classroom settings in Costa Rica and in some English speaking countries.	• Completion of dialogues, paragraphs and short notes. • Production of simple dialogues and short conversations. • Understanding sentences and short paragraphs. • Comprehension of words and expressions by completing tasks. • Identifications of cultural aspects. • Recognition of values and attitudes through written and oral tasks.

OBJECTIVES	LANGUAGE EXAMPLES.	PROCEDURES	VALUES /ATTITUDESAND CULTURE	EVALUATION OF LEARNING OUTCOMES
to what is seen or heard.		in context.		
• Using the target language to meet most of the routine needs for information and explanation. **READING.** • Understanding simple words presented in a familiar context. • Understanding short phrases presented in a familiar context. • Understanding the gist. **WRITING**. • Writing items: simple signs, instructions and set of phrases. • Writing short phrases from memory with understanding spelling.				

ENGLISH – III CYCLE – 7th GRADE				
TARGET CONTENT N° 4 : HOW A DICTIONARY IS ORGANIZED*				
OBJECTIVES		**PROCEDURES**	**VALUES/ATTITUDES**	

	LANGUAGE EXAMPLES.		AND CULTURE	EVALUATION OF LEARNING OUTCOMES
READING • Identification of the spelling of familiar words in order to spell others that are unfamiliar. • Knowing the dictionary. • Using dictionaries or glossaries to find out the meanings of new words. **WRITING** • Substituting items of vocabulary to vary questions or statements.	**Functions:** • Getting to know a dictionary. • Looking up words. • Spelling.	• Identification and use of information in context. • Use of dictionaries or glossaries to find out the meanings of new words.	• Neatness and organization when using the dictionary	• Identification of words and expressions with meanings through a series of exercises in a short period of time.

ENGLISH – III CYCLE – 7Th GRADE
TARGET CONTENT N° 5 : CLASSROOM OBJECTS*

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Understanding a range of familiar statements and questions. **SPEAKING**	**Classroom objects** "What" questions This is / These are Personal items,etc. That is/Those are Yes/No questions **Functions:**	• Identification and use of information in context. • Oral description and location of objects.	• Self–respect and respect for others. • Being on time. **CULTURE** • Differences in classroom settings in Costa Rica and in	• Production of the appropriate answer to an oral text. • Production of simple

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OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
• Naming and describing people, places and objects. • Taking part in brief prepared tasks of at least two or three exchanges. **READING** • Understanding short phrases presented in a familiar context. • Responding to written or visual stimuli. **WRITING** • Making short substitutions (two or three words) in a short, familiar written task.	• Identifying and classifying classroom objects. • Asking for and giving information. • Telling the time.	• Listening carefully to the material presented by the instructor teacher, guide, etc. • Use of background knowledge to transmit/complete a given message. • Production /completion of tasks by writing the appropriate word.	some English speaking countries.	dialogues and short conversations. • Completion of oral / written sentences and short paragraphs. • Matching words and expressions with their corresponding meaning. • Identification of cultural aspects by responding to different stimulus.

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TARGET CONTENT N° 6: LOCATION OF PEOPLE AND OBJECTS * *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Understanding clear speech in a free from environmental interference. **SPEAKING** • Responding with single	**Locating things** Where / Who questions/ ___'s sitting next to _____?. Left–right At the bottom in–on–behind–in front of–next to Over there between –across from into out of – Etc.	• Identification of sounds, words, expressions to complete a text. • Application of expressions to complete an oral or written	• Self–respect and respect for others. • Autonomy towards the tasks assigned. • Respect for human rights. **CULTURE**	• Completion of short written/oral dialogues. • Oral interaction using proper pronunciation

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
words or short phrases to what is seen or heard. • Asking and responding to questions in clearly defined situations. **READING** • Responding to written or visual stimuli. **WRITING** • Labeling and selecting appropriate words to complete short phrases or sentences.	on the (left–right) **FUNCTIONS:** • Locating people and objects. • Asking for and giving information	text. • Completion of dialogues with specific details. • Production of short written dialogues. • Oral interaction using proper pronunciation when using the language learned.	• Differences in classroom settings in Costa Rica and in some English speaking countries. • Names of organizations that locate people. (FBI, OIJ)	when using the language studied. • Identification of cultural aspects studied in the topic

ENGLISH – III CYCLE – 7Th GRADE

TARGET CONTENT N° 7: DESCRIPTION OF SOMETHING * *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Understanding familiar language in *simple sentences* spoken at near normal speed. **SPEAKING** • Responding with single words or short phrases to what is seen or heard. • Asking and responding to	**Description of objects** Size, shape, color, material: medium, oval, gray, metal Is it ? What color is it/are they? What are they? What is it/are they made of? Is it ?/Are they?	• Listen carefully to the material presented by the instructor, teacher, guide, to identify details. • Application of background knowledge to understand a given message. • Application of expressions to complete an oral or written text.	• Self–respect and respect for others • Autonomy towards the tasks assigned • Good working habits (individual and in groups) • Sensitivity	• Identification of specific details. • Filling in charts with information from short texts and dialogues. • Completion

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
questions in clearly defined situations. • Taking part in simple structured conversation of at least three or four exchanges. **READING** • Understanding the gist of short sentences.	etc. "Or" questions **Functions:** Describing and classifying objects. Asking for and giving information.	• Completion of dialogues with specific details. •	for other people and other people's tasks **CULTURE** • How things are described in both cultures.	of dialogues, paragraphs and short notes. • Production of simple dialogues and short conversations. • Production of sentences and short paragraphs.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
WRITING • Writing items: simple signs, instructions and set phrases. • Using the spelling of familiar words in order to spell others that are unfamiliar.		• Production of written short dialogues, simple signs, instructions and a set of phrases. • Description and location of objects.		• Comparison of detailed descriptions among cultures and according to specific cases.

ENGLISH – III CYCLE – 7Th GRADE				
TARGET CONTENT N° 8: USE A DICTIONARY TO SPELL WORDS * *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES

READING • Using dictionaries or glossaries correctly to find out the meanings of new words. **WRITING** • Making appropriate use of dictionaries and glossaries.	**Functions:** • Looking up different meanings using a short period of time. • Stating similarities and differences.	• Identification of specific details, by looking up the words, of a text in a dictionary. • Filling in charts with information from short texts and dialogues.	• Neatness and organization when using the dictionary • Self–esteem when performing individual and group tasks	• Identification of words and expressions with their meanings. • Providing the right meaning of a word according to the context.

ENGLISH – III CYCLE – 7Th GRADE
TARGET CONTENT N° 9 **: GOODS AND SERVICES * ***

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Reacting towards instructions for setting tasks. • Reacting properly to petitions from others. **SPEAKING** • Using short phrases to express personal responses i.e.: likes, dislikes. • Taking part in simple structured	**Goods and services: where and how to get them** Excuse me, Where's ____? Where can I buy/get _____? Can I help you? Here you are. Thank you! What can I do for you? It's one block North from ____. How can I get there ?	• Listen carefully to the material presented by the instructor, teacher, or guide to complete a task. • Oral interaction using proper pronunciation. • Application of background knowledge to understand a given message. • Identification of sounds, words, expressions to complete a task. • Use of expressions to complete an oral or written text. • Production of	• Politeness when dealing with others Responsibility • Friendliness working alone or in groups • Honesty in every action • Awareness of consumerism • Good working habits • Neatness and organization • Self–esteem when	• Production of simple dialogues and short conversations. • Show understanding of sentences and short paragraphs by giving the appropriate response. • Matching words and expressions with meanings. • Identification of cultural aspects. • Recognition

conversation of at least three or four exchanges. **READING** • Understanding explicitly stated information. • Understanding public notices and signs.		written short dialogues. • Identification and use	performing individual and group tasks. **CULTURE** • Ways and places to get goods and services in both Costa Rica and in English speaking countries	of values and attitudes. • Demonstration of knowledge of language, values and cultural aspects when interacting with others in English.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
WRITING • Using the spelling of familiar words in order to spell others that are unfamiliar • Writing short phrases with understanding spelling.	**Functions:** • Offering, accepting and refusing goods and services. • Locating places. • Asking for and giving information.	of information in context. • Name, describe and locate things.		

ENGLISH – III CYCLE – 7Th GRADE				
TARGET CONTENT N° 10 : INSTRUCTIONS * * *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Understanding simple classroom	**Instructions** Take a piece of paper. Fold it in half...	• Listen carefully to the material presented by	• Politeness when interacting with others	• Discrimination of sounds, words or expressions.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
commands and questions. • Understanding a range of familiar statements and questions. • Reacting towards instructions for setting tasks. **SPEAKING** • Responding with single words or short phrases to what is seen or heard. • Using appropriate forms for personal address. • Using the target language to ask for information and explanation.	Plug it /unplug it. Put water into the pitcher. Insert filter in the basket. Add coffee, etc. **Functions:** • Giving and following instructions. • Understanding and using sequences.	the instructor teacher, guide, etc. • Use of background knowledge to complete a given message. • Identification of sounds, words, expressions to complete a text. • Application of expressions to complete an oral or written text. • Completion of dialogues with specific details. • Production of written short dialogues. • Oral interaction using correct pronunciation.	• Responsibility to complete tasks • Friendliness when interacting with others • Self–respect and respect for others • Autonomy working alone or in groups • Good working habits • Neatness and organization • Self–esteem performing • to others • Generosity • Sensitivity towards others • Honesty in every action taken	• Identification of specific details. • Filling in charts with information from short texts and dialogues. • Completion of dialogues, paragraphs and short notes. • Production of simple dialogues and short conversations. • Understanding sentences and short paragraphs. • Matching words and expressions with meanings. • Identification of cultural aspects.
OBJECTIVES	**LANGUAGE EXAMPLES**	**PROCEDURES**	**VALUES /ATTITUDES AND CULTURE**	**EVALUATION OF LEARNING OUTCOMES**
• Taking part in simple structured conversation of at least three or four exchanges. **READING**		• Identification of cultural aspects studied in each topic. • Practice of values through classroom routines and	**CULTURE** • Ways of giving instructions in English	• Recognition of values and attitudes.

• Understanding explicitly stated information. • Understanding public notices, signs and procedures.		• social behavior. • Identification and use of information in context.	
• Understanding the gist of short sentences. **WRITING** • Writing items: simple signs, instructions and set phrases. • Writing short phrases using correct spelling.		• Description and location of things.	• Recognition of values and attitudes. • Show knowledge of language, values and cultural aspects when interacting in English

7Th The students can

- greet and say good bye.
- introduce him/herself to others.
- introduce other people.
- Identify oneself to others.
- understand formal and informal situations to interact
- ask for directions and instructions.
- use numbers.
- tell time.
- listen carefully in order to respond appropriately.
- explain how a dictionary is organized.
- identify classroom objects.
- write short descriptions of the objects studied.
- locate people and objects.
- follow a map to get to a place.
- ask for a description of something.
- describe people and objects.
- spell words.

- accept and refuse goods and services.
- give and respond to instructions.
- ask for and give information.
- write short descriptions.
- write a set of instructions.
- produce a series of oral interactions
- keep a basic conversation

INTRODUCTORY UNIT FOR 8th LEVEL

This is the first day of school after the school break. The students have already taken English and they have had enough time to recover for this new school term. Some of them have had some experiences with the real application of English because they have interacted with native speakers of English. Remember! English is no longer a book issue; it has become a real language, especially in those parts of the country where tourism has increased.

It is time to apply a diagnostic test to determine how much students know and what little matters they have forgotten over the vacation time. Include four parts: one for each language skill.

Take the list of linguistic competencies or outcomes from the previous year and plan a series of lessons to review content, functions and language skills.

Present the topics object of study for this level and ask them, if within each topic they are interested in learning about specific subtopics or other related activities. Ask the students for help in case they would like to learn a song; tell them to bring the music and if possible the lyrics for you to study those in advance. Relate these activities to the values and culture of the units. Take advantage of your students´ interests to learn other topics.

Pay attention to the list of linguistic competencies or outcomes, keeping in mind that this is the ultimate target you are aiming at during the year.

ENGLISH – III CYCLE – 8Th GRADE

TARGET CONTENT N° 1: <u>IDENTIFICATION OF Family members and partner's relatives</u>.*

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Guessing the general meaning of a short passage. • Understanding short	**Family relationships.** This – that – these – those – are – –He/she works at_____?	• Listen to a description, comparison, conversation, passage or other explanations to complete	• Love for other people • Tolerance towards gender and people´s feelings.	• Identification of different elements by filling in charts, listing, grouping or checking.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
passages (instructions, messages dialogues, etc.) made up of familiar language. • Extracting specific details from short passages. **SPEAKING** • Eliciting basic information from both friends and strangers. **READING** • Deducing the meaning and use of unfamiliar lexical items.	–How many do you have? –I have brothers, sisters, aunts, uncles... –My mother's sister is my . –Her brother is my _____. –Is he/she your _____? –How old ? –Who _____? –How many _____? **Functions**: Identifying people. Asking for and talking about people and their families	a task. • Participation in brainstorming of new topics. • Exchange of information with partners. • Development of reading comprehension activities about familiar topics. • Written descriptions or comparisons. • Participation in role–plays. •	• Responsabilities among family members. **CULTURE** • Nuclear and extended family in Costa Rica and in English speaking cultures. • Importance of long–term family ties in our country. • Differences and similarities in gender roles among both cultures.	• Asking and answering questions in a given context. • Completion of cloze exercises. • Production of short dialogues or passages. • Production of questionnaires to interview people. • Demonstration of values related to family.
OBJECTIVES	**LANGUAGE EXAMPLES**	**PROCEDURES**	**VALUES /ATTITUDES AND CULTURE**	**EVALUATION OF LEARNING OUTCOMES**
• Understanding a range of written materials **WRITING** • Writing several sentences to convey familiar factual information.		• Application of values and cultural features in different learning situations. • Elicit information from partners.		• Showing understanding of cultural differences among family relations in both cultures.

	• Expressing personal information, such as likes, dislikes and feelings.			

ENGLISH – III CYCLE – 8Th GRADE

TARGET CONTENT N° 2: DESCRIPTION OF PEOPLE'S PHYSICAL appearance *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Identifying main points and personal responses. • Understanding longer passages made up of familiar language. • Interpreting extracts of spoken language made up of familiar material. **SPEAKING** • Listing and brainstorming different items. • Talking in simple language about familiar and concrete situations of own world. • Taking part in short conversations	**Description of people.** What does he /she look like? He's got big brown eyes. What's he/she like? He's young / old. She's got green eyes. She/he looks like _____. Wavy (hair) straight, blond, height, average height /weight /slim, tall, chubby, etc. Body parts, etc. **Functions:** Describing physical appearance. Asking for and reporting what people look like. Classifying physical characteristics.	• Elicitation of information from partners. • Production of pictures according to a passage you hear or read • Adaptation and substitution of words or phrases in familiar contexts. • Description of pictures, places, people or objects. • Adaptation of the language of short texts to rewrite new ones. • Participation in role–playing or simulations. •	• Love for other people • Tolerance for other people • Respect of others' physical features personality traits, and opinions • Self–esteem in everything done. • Self care for own health and physical appearance **CULTURE** • Expressions used in both languages to describe people. • What to say / What should not be said. •	• Completion of a short passage. • Oral and written description of pictures. • Production of short written descriptions or comparisons. • Fast recognition of terms by reading different types of texts. • Oral reaction to a situation. • Showing appreciation for diversity, gender and affiliation in classroom activities.
		PROCEDURES		

OBJECTIVES	LANGUAGE EXAMPLES		VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
READING				
• Understanding short texts and dialogues made up of familiar language. • Skimming.		• Application of values and cultural features in different learning situations.	Costa Rican attitudes towards physical appearance compared with those attitudes of English speaking culture.	
WRITING				
• Composing or adapting a simple dialogue. • Writing sentences to convey simple familiar factual information.				

ENGLISH – III CYCLE – 8Th GRADE

TARGET CONTENT N° 3 ComparISON OF people's physical features and personality traits

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING				
• Understanding information when not explicitly stated. • Scanning to locate specifically required information. • Understanding a range of written material. • Identifying main points and personal responses.	• **Comparisons of physical features and personality treats.** • –My mom is tall but my dad is short. • –_____ is the tallest/youngest in _____.	• Participation in brainstorming of new topics. • Imitation of teacher's language. • Reflection on familiar topics with the guide of your teacher.	• Love for others • Tolerance towards others • Respect of others' physical features, personality traits, opinions and differences.	• Completion of a short passage. • Written production of questionnaires to interview people. • Reaction to a situation in spoken language • Manifestation of good attitudes
SPEAKING				
• Responding to language spoken at near normal speed in everyday				

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
circumstances. • Asking for and responding to questions in less predictable situations	• ------_____ is as smart/intelligent as . • –She's taller than him. • –He/she has longer hair than _____. • –Where is _____? _____'s close to the thinnest boy? • _____'s near / away from / farther from. • –Who's the oldest? Etc.	• Comparison of people, places, actions or objects. • Arrangement of words and sentences in logical order or chronological sequences. • Participation in role–plays or simulations. • Application of values and culture	• Self–esteem when dealing with every day issues • Punctuality in every action • Politeness interacting with others • Responsibility in every action taken. **CULTURE** • Costa Rican attitudes towards physical appearance compared with those attitudes of English speaking cultures.	towards values and culture taught. • Transference and organization of information by using grids or charts. • Production of short dialogues or passages.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
READING • Understanding information when not explicitly stated. • Scanning to locate	**Functions**: • Comparing people. • Asking and talking about people's characters.		• Neatness and efficiency in both cultures. • Ways of comparing people's own values: what to do, what to say.	

specifically required information.
- Understanding a range of written material.
- Identifying main points and personal responses.

WRITING

- Composing or adapting a simple dialogue.
- Writing several sentences to convey simple familiar factual information with guidance

ENGLISH – III CYCLE – 8Th GRADE				
TARGET CONTENT N° 4 : meaningS of words according to a given context. *				
OBJECTIVES	**LANGUAGE EXAMPLES**	**PROCEDURES**	**VALUES /ATTITUDES AND CULTURE**	**EVALUATION OF LEARNING OUTCOMES**
READING • Seeking for information and opinions in simple terms.	Meaning of words **Functions:** Looking up words. Inferring meaning from context. Distinguishing	• Adaptation and substitution of words or phrases in familiar contexts. • Development	• Self–organization when using the dictionary • Responsibility to take care of the materials used	• Identification of different elements by filling in charts, listing, grouping or checking. • Showing comprehension of text while/after

• Deducing between different the meanings. meaning and use of unfamiliar lexical items. • Using reference materials.		of dictionary skills to find meanings and functions of words. • Adaptation of the language of short texts to rewrite new ones.		listening or reading. • Completion of sentences according to familiar topics. • Location of the meaning and/or function of words in your dictionary.

ENGLISH – III CYCLE – 8Th GRADE

TARGET CONTENT N° 5 : relevant characteristics of the means of transportation "

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Understanding short passages (instructions. messages dialogues, schedules, flyers, etc.) made up of familiar language. • Identifying and noting main points and personal responses. • Understanding longer passages made up of familiar language. • Extracting specific details from short passages.	• **Means of transportation.** (Schedules – prices – convenience). • –When is the next train to ? • –What time is the next ? At 7:30 /1:00 p.m., etc. • It leaves _____ at . • –What's faster/ better/ more comfortable? • –Which is the earliest /most comfortable/ cheapest, etc.? • –How much does the ticket cost? • –Are we boarding now? etc.	• Completion of a listening task by listening to a description, comparison, passage or other explanations. • Elicitation of information from partners. • Participation in brainstorming of new topics. • Exchange of information. • Description of pictures, places, people, objects. • Participation in role plays or simulations.	• Order when using the public transportation system. • Respect for traffic safety rules. • Appreciation for public services and users. • Care for public goods and users. **CULTURE** • Similarities / Differences of the means of transportation: schedules, punctuality, etc. in both cultures.	• Completion of short passages. • Production of written questionnaires to interview people. • Production of oral situations. • Short written descriptions or comparisons. • Manifestation of good attitudes towards values and culture taught. • Transference and organization of information by using

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
				grids or charts.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
SPEAKING • Eliciting basic information from both friends and strangers. • Asking for and responding to questions in less predictable situations. **READING** • Deducing the meaning and use of unfamiliar lexical items. • Extracting relevant specific information from texts, simple brochures, guidelines letters and other forms of continuous writing. • Skimming. • Scanning to locate specifically required information.	**Functions:** Asking for and giving information about means of transportations and schedules. Talking about routines. Telling the time.			

			AND CULTURE	

WRITING

- Writing short texts.
- Adapting language from source materials to parallel situations.
- Using reference materials.

ENGLISH – III CYCLE – 8Th GRADE

TARGET CONTENT N° 6 : personal travel plans *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING - Guessing the general meaning of a short passage. - Interpreting extracts of spoken language made up of familiar material. - Responding to language spoken at near normal speed in everyday circumstances. - Listing to different items. **SPEAKING**	**Travel plans.** Where are you planning to go _____ (tomorrow, next vacation etc.)? When do you plan to leave? Who's going with you? I'd . I will . I Prefer . How often do you travel/ visit/ go to _____? How long does it take to go to ? Are you ? etc. **Functions:** Making travel plans.	- Exchange of information with partners. - Production of pictures according to a passage you hear or read. - Oral research of information. - Adaptation and substitution of words or phrases in familiar contexts. - Description of pictures, places, people or objects.	- Respect of others' physical features personality treats, and opinions - Order when interacting with others - Efficiency in own participation - Respect for public services - Responsibility when working alone or in groups **CULTURE** - Traveling habits: comparing both cultures.	- Production of short dialogues or passages. - Interpretation of guides or maps to complete a task. - Re–arrangement of words into logical sentences in a given context - Showing good attitudes towards values and culture taught. - Transference and organization

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
• Talking in simple language about familiar and concrete situations of own world. • Using the knowledge of language to adapt and substitute single words and phrases.	Asking for and giving information about plans.	• Comparison of people, places, actions or objects.	• Most frequent ways of traveling.	of information by using grids or charts.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
• Taking part in short conversations. • Referring to recent experiences future plans and everyday activities. **READING** • Extracting relevant specific information from such texts as simple brochures, guidelines, letters and other forms of continuous writing. • Understanding a variety of texts that		• Written descriptions or comparisons. • Adaptation of the language of short texts to rewrite new ones. • Arrangement of words and sentences in logical order or chronological sequences. • Participation in role–plays or simulations. • Application of values and cultural features in		• Production of short essays.

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OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
• include familiar language in unfamiliar context. • Using reference materials.		different learning situations.		

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
WRITING • Composing or adapting a simple dialogue. • Expressing personal responses, such as likes, dislikes and feelings • Substituting individual words and sets of phrases. • Writing short texts. • Adapting language from source materials to parallel situations. • Expressing personal responses, such as likes, dislikes and feelings. • Choosing the appropriate form of writing for a particular				

| | task. | | | |

ENGLISH – III CYCLE – 8Th GRADE

TARGET CONTENT N° 7: AcceptANCE and refusAL OF goods and services. **

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTUR	EVALUATION OF LEARNING OUTCOMES
LISTENING • Using short phrases to express personal responses i.e.: likes, dislikes. • Reacting towards instructions, procedures etc, for setting tasks. **SPEAKING** • Taking part in brief prepared tasks of at least two or three exchanges. • Taking part in simple structured conversation of at least three or four exchanges.	**Goods and services: where and how to get them** –Excuse me, Where's ____? –Where can I buy/get _____? –Can I help you? –Here you are. Thank you! –What can I do for you? –It's one block North from ____. –How can I get there ? **Functions**: • Asking for, locating and offering goods and services. • Ordering from a catalogue.	• Elicitation of information. • Production of pictures from a passage heard or read. • Oral research of information. • Participation in short discussions. • Description of pictures, places, people or objects. • Comparison of people, places or objects. • Development of procedures to seek and give directions. • Development of reading skilld comprehension activities	• Tolerance towards others' goods. • Order when dealing with goods, services and users. • Efficiency in every action taken. • Respect for public services and users. • Quality demanding. • Politeness and good manners when interacting with others. **CULTURE** • Services and goods you can find in countries like The United States: (Stationery stores, health, fast food, etc.) • Importance of getting	• Participation in a series of information exchanges, in different contexts. • Completion of cloze exercises. • Production of short dialogues or passages. • Re–arrangement of words into logical sentences in a given context. • Manifestation of good attitudes and manners towards public services and users. • Transference and organization of information by using grids and charts.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
			acquainted with modern ways for selecting and ordering goods and services.	
READING • Understanding explicitly stated information. • Understanding public notices, signs, adds, etc. **WRITING** • Using the spelling of familiar words in order to spell others that are unfamiliar. • Writing short phrases with understanding spelling.		• Adaptation of the language of short texts to rewrite new ones. • Role–plays or simulations. • Application of values and culture in different learning situations. • Comprehension of texts while/after listening or reading. • Reaction to a situation in spoken language.	• Advantages and disadvantages of consumerism.	

ENGLISH – III CYCLE – 8Th GRADE

TARGET CONTENT N° 8: likes , dislikes AND PREFERENCES **

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Reacting to language	**Likes, dislikes and preferences.**	• Completion of diverse listening	• Love for others	• Production of written questionnairs

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OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
spoken at near normal speed in everyday circumstances • Eliciting basic information from both strangers and friends. • Asking or responding to questions in less predictable situations. • Comparing information in simple terms. **SPEAKING** • Taking part in short conversations.	–I want /like /prefer to –I don't like . Action words: play, run, jump, swim, talk, dance, etc. We always play soccer on the weekend, but we seldom _____. (often, every day, always, never, every other day, etc.) play on weekends, etc. **Functions:** • Expressing likes, dislikes and preferences. • Surveying	tasks trough listening to a description, passage or other explanation. • Participation in brainstorming of new topics. • Exchange of information with partners. • Reflection on familiar topics. • Description of pictures, places, people or objects. • Comparison of people, places, actions or objects.	• Tolerance towards others • Self–esteem when participating in individual or in group tasks • Self–organization • Respect for personal likes, diversity, gender. • Politeness when participating in individual or in group tasks • Creativity **CULTURE** • Compare leisure activities people enjoy in both cultures: weather, time of the year, clothes, etc.	to interview people. • Exchange of information in a given context. • Comprehension of texts while/after listening or reading. • Completion of a short passage. • Production of short dialogues or passages. • Demonstration of knowledge of the language values and cultural aspects when interacting with others.
READING • Deducing the meaning of unfamiliar lexical items. • Understanding short texts and dialogues made up of		• Expression of opinions, suggestions or production of information on familiar topics in the written form.	• Importance of expressing one's opinion.	• Production of a short essay.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
familiar language. • Extracting relevant specific information from such texts as simple brochures, guidelines letters and other forms of continuous writing. • Understanding a variety of texts that include familiar language in unfamiliar context.		• Arrangement of words and sentences in logical order or chronological sequences. • Participation in role–plays or simulations. • Participation in short discussions. • Application of values and cultural features in different situations		

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
WRITING • Writing several sentences to convey simple familiar factual information with guidance. • Substituting individual words and sets of phrases. • Writing short texts. • Adapting language from source materials to parallel				

situations. • Expressing personal responses, such as likes, dislikes and feelings. • Choosing the appropriate form of writing for a particular task.	

TARGET CONTENT N° 9: GRAMMATICAL FUNCTIONs OF WORDS**

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
READING/WRITING • Using reference materials.	**Functions of words.** • Adjectives, adverbs, nouns, verbs, articles, intensifiers, conjunctions, linking words, etc. **Functions:** • Identifying and classifying parts of speech. • Looking at word order, functions and formation.		• Order when using the dictionary • Self–organization • Responsibility to complete the tasks on time	• Identification of different elements by filling in charts, listing, grouping or checking.

ENGLISH – III CYCLE – 8Th GRADE

TARGET CONTENT N° 10: give and follow DIRECTIONS **

OBJECTIVES AND LANGUAGE CONTEXT	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Identifying and noting main points and personal responses. • Responding to language spoken at near normal speed in everyday circumstances • Eliciting basic information from both strangers and friends. **SPEAKING** • Asking and responding to questions in less predictable situations. • Comparing information in simple terms.	**Directions.** Excuse me, where's the (post office, drugstore, barber shop/beauty shop, etc.)? It's in front of /next to /behind /between /two blocks from _____, etc. Walk straight ahead, get to the next corner. Turn left/right. Could you please tell me where _____ is? etc. **Functions:** • Asking for, following and giving directions. • Understanding addresses. • Reading maps.	• Exchange of information with partners. • Production of pictures according to a passage heard or read. • Participation in short discussions. • Production of expressions to seek and give directions. • Expression of opinions, suggestions or information exchange on familiar topics in the written form. • Production of written descriptions or comparisons. • Participation in role−playing or simulations.	• Politeness interacting with others • Responsibility for own actions taken **CULTURE** • Ways of giving directions (addresses) in Costa Rica and in English speaking countries: streets, numbers, points of reference, etc. • The importance of learning to read a map.	• Completion of charts, maps and others. • Exchange of information in a given context. • Comprehension of text while/after listening or reading. • Production of short dialogues or passages. • Production of short written descriptions or comparisons. • Manifestation of good attitudes and manners towards values and culture taught.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
• Using the knowledge of language to adapt and substitute single words and phrases. • Understanding short texts and dialogues made up of familiar		• Application of values and cultural features in different learning situations.		• Transference and organization of information by the use of grids or charts.

language.

READING

- Deducing the meaning and use of unfamiliar lexical items. Understanding information when not explicitly stated.
- Skimming/Scanning to locate specifically required information.

WRITING

- Writing several sentences to convey simple familiar factual information with guidance.
- Writing short texts. Adapting language from source materials to parallel situations.
- Choosing the appropriate form of writing for a particular task.

			• Development of reading comprehension activities about familiar topics	

ENGLISH – III CYCLE – 8Th GRADE

TARGET CONTENT N° 11: OCCUPATIONS **

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING. • Understanding short passages (instructions, messages dialogues, etc.) made up of familiar language. • Understanding	**Occupations.** There are engineers /doctors _____ working for in our town. My _____ is a , but my _____ is a . Who wakes up early in the morning to milk the cows? The	• Elicitation of information from partners. • Participation in brainstorming of new topics. • Reflection on familiar topics.	• Love for others • Tolerance towards others • Self–esteem when performing individual and group tasks • Order	• Identification of different elements by filling in charts, listing, grouping or checking. • Comprehension of text while/after listening or

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
longer passages made up of familiar language. • Interpreting extracts of spoken language made up of familiar material. • Listing different items. **SPEAKING**. • Taking part in short conversations	milkman. Who takes care of people's health and performs surgery? The _____ How many teachers do we need? S/he has to . etc. **Functions:** Identifying occupations. Describing what people do. Finding out about jobs.	• Participation in short discussions. • Development of reading comprehension activities about familiar topics. • Descriptions or comparisons. • Arrangement of words and sentences in logical order or chronological sequences. • Participation in role–playing or simulations.	everywhere • Efficiency when performing actions • Politeness interacting with others • Creativity towards the topic learned • Responsibility in every action **CULTURE** • Opportunities to self–realization in our culture and in other English speaking countries.	reading. • Completion of cloze exercises. • Completion of a short passage. • Production of written questionnars to interview people. • Re–arrangement of words into logical sentences in a given context. • Reaction to a situation in spoken language.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
READING. • Deducing the meaning and use of unfamiliar lexical items. • Understanding a range of written materials. • Understanding a variety of texts that include familiar language. **WRITING**.		• Application of values and cultural features in different learning situations. • Production of short descriptions or comparisons.		• Manifestation of good attitudes towards values and culture taught. • Transference and organization of information using grids or charts. • Production of short descriptions or

			comparisons.
• Expressing personal responses, such as likes, dislikes and feelings. • Substituting individual words and sets of phrases. • Writing short texts. • Adapting language from source materials to parallel situations.			

8th

The students can

- listen to tapes and their instructor with understanding.
- identify family members and partner´s relatives.
- talk about family members and partner´s relatives.
- describe people´s physical appearance.
- write desciptions.
- compare people´s features and personality traits.
- understand the meaning of words through context.
- infer the meaning of words through context.
- complete written exercises.
- name characteristics of means of transportation.
- talk about routines.
- write a list of characteristics.
- describe personal travel plans.
- write schedules and time tables.
- stay own travel plans in oral and written forms.
- accept and refuse good and services.
- order from a catalogue.
- express likes, dislikes and preferences.
- write a short composition.
- identify grammatical functions of words.
- give and follow directions.
- write a set of instructions or directions.
- identify and describe occupations.
- produce a written description.
- ask for and give information

INTRODUCTORY UNIT FOR 9TH GRADE

Students now have a basic level of English and according to previously acquire linguistic competencies or outcomes; they are able to perform in the language with some limitations. They are able at least to recognize familiar topics in the English class that are study themes in other subject matters. This will allow them to know the content in their own language and be able to transfer strategies to deal with in English.

A diagnostic test is necessary to be applied. Include themes from the previous two levels to detect the student's weaknesses and strengths.

The topics chosen for this level are related to the wider environment of the students and they are very important since most of them belong to the cross– curricular topics and they are of national interest.

You must include different types of learning activities in your unit plan to guarantee each of your students the possibility to pulish their own learning preference, as a meas to stimulate their interest for English. Just mention that what they learn in their English class is applicable outside the classroom. It is worthwhile to learn English and the benefits of learning it as a foreign or second language is highly appreciated by many of the business established in the country.

Review the linguistic competencies or outcomes from 7th and 8th levels and those they must master at the end of the year.

ENGLISH – III CYCLE – 9Th GRADE
TARGET CONTENT N° 1: SPORTS AND LEISURE ACTIVITIES*

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Understanding short narratives drawn from a variety of topics. • Understanding extracts that include familiar material in unfamiliar contexts. • Identifying main points and specific details including opinions. • Transferring the information	**Sports and games.** –Do you like to...? –Can you play...? –Which sports do you...? What kind of ____ do you need? –Where is ____ played? Sports, leisure activities, equipment, etc. **Functions:** Identifying, classifying, describing and analysing sports.	• Participation in selecting topics and information. • Analysis of written, pictorial and oral information on different topics to perform actions, follow procedures, etc. • Development of procedures to solve problems.	• Respect for others' efforts, achievements interests and abilities. • Efficiency in every participation taken • Appreciation of equal participation for women and men in sports. • Value for friendship. • Value of women's and men's abilities to practice sports.	• Listing to possibilities, options... • Sequencing of, characteristics, procedures. • Oral explanation of opinions and reasons. • Application of written and oral language whenever it is necessary.

heard to visual or written form.	Asking for and giving information.			

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
SPEAKING • Role–playing someone else's position/situation. • Expressing ideas, interests, feelings, and concerns. • Using descriptive narrative language to make brief passages about others over a range of familiar topics encountered. **READING** • Identifying points and some details of short stories and factual texts. • Using context to deduce the meaning of unfamiliar language. **WRITING** • Writing paragraphs, using simple descriptive language, and referring to past, present and future actions and events.		• Demonstration of knowledge of the language learned to read texts and apply information in a variety of ways	**CULTURE** • Leisure activities / sports that young people, adults, women and men enjoy in Costa Rica and in English speaking countries	

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Summarizing information from relevant points. • Identifying points of view. • Transferring the information heard to visual or written form.	**Athletes and musicians.** Achievements/biographies. What does s/he play? ____ was born in ____. ____started school... Who is she? **Functions**. Identifying and describing people. Asking for and giving information. Expressing preferences.	• Analysis of written, pictorial and oral different topics to perform actions, follow procedures, etc. • Comparison of physical characteristics of objects, facts, states. • Discussion of possible solutions to different classroom topics. • Development of knowledge of the language to read texts and apply information in a variety of ways.	• Respect for others' efforts, achievements interests and abilities. • Neatness and good working habits. • Consideration towards others. • Tolerance to every one's participation. **CULTURE** • Athletes / musicians: activities /motivation etc., in Costa Rica and in English speaking countries.	• Production of a written text about the topic. • Oral summaries of information. • Identification of details, point of view from the reading piece. • Production of short written passages offering own point of view.

ENGLISH – III CYCLE – 9Th GRADE

TARGET CONTENT N° 2: LIFE AND ACHIEVEMENT OF FAMOUS ATHLETES AND MUSICIANS *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
SPEAKING				

- Initiating and developing conversations.
- Adapting language to deal with some unprepared situations.

READING

- Identifying points of view.
- Deducing the meaning of unfamiliar language in a variety of texts using context and grammatical understanding.

OBJECTIVES	LANGUAGE EXAMPLES	VALUES/ATTITUDES AND CULTURE	PROCEDURES	EVALUATION OF LEARNING OUTCOMES
WRITING • Writing paragraphs, using simple descriptive language, and referring to past, present and future actions and events. • Performing simple familiar tasks that require some elementary linking of sentences and structuring of			• Production of descriptive language in a written form.	• Identification of correct meanings to complete information according to a given context. • Oral and written explanation of opinions and reasons.

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ideas.				

ENGLISH – III CYCLE – 9Th GRADE

TARGET CONTENT N° 3 : OPERATIONS OF ELECTRICAL EQUIPMENT *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Initiating/responding in familiar exchanges introducing some variants. • Transferring the information heard to visual or written form. **SPEAKING** • Expressing decisions. • Improvising or paraphrasing. • Performing simple familiar tasks that require some elementary linking of sentences and structuring of ideas. •	**Electrical appliances.** Do you know how to ____? Would you tell me...? How can I...? Turn off, plug in/unplug, insert, etc. **Functions**: • Identifying and describing electrical appliances. • Making suggestions. • Giving instructions. • Asking for information.	• Analysis of written, pictorial and oral information on different topics to perform actions, follow procedures, etc. • Development of procedures to solve problems. • Discussion of possible solutions to different classroom topics. • Explanation of the steps to operate an electrical appliance.	• Efficiency when dealing with electrical appliances. • Consideration towards others' goods. • Tolerance towards those who are able / not able to deal with electrical appliances. • Electrical appliances used by both sexes. **CULTURE** • Inventions, places of origin, use of electrical appliances in Costa Rica and in English speaking countries.	• Follow oral procedures to show understanding. • Analysis of written, pictorial and oral information on different topics to perform actions, follow procedures, etc. • Development of procedures to solve problems. • Discussion of possible solutions to different classroom topics.

OBJECTIVES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
READING • Identifying important themes, including ideas, opinions and emotions as	• Production of sets of instructions to operate an electrical appliance or other electronic devices.		• Demonstration of knowledge of the language learned in order to read texts and apply information in a

expressed. • Identifying and noting main points and specific details in texts with familiar language in contexts. **WRITING** • Writing creative paragraphs of about three or four simple sentences.				variety of ways (written, pictorial, etc. • Presentation of written work with illustrations and sets of operational instructions.

ENGLISH – III CYCLE – 9Th GRADE

TARGET CONTENT N° 4 : ROOTS, SUFFIXES, AFFIXES AND PREFIXES *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
Reading • Using context to deduce the meaning of unfamiliar language. **Writing** • Using reference materials to extend their range of language and improve accuracy.	**Root words and grammatical structures that modify meaning: affixes, prefixes, suffixes.** **Functions:** Analyzing and forming words.	• Completion of sentences / paragraphs with the right form of a word using affixes suffixes and prefixes. • Identification of the meaning of a word in context through the use of affixes.	• Personal, home and community cleanliness • Neatness when using the dictionary	• Identification of correct meanings to complete information according to a given context.

ENGLISH – III CYCLE – 9Th GRADE

TARGET CONTENT N°5: TRANSPORTATION, QUALITY, AND USE *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Understanding short narratives drawn from a variety of topics. • Understanding extracts that include familiar material in unfamiliar contexts. • Identifying points of view. **SPEAKING** • Role−playing someone else's position/situation • Initiating and developing conversations. • Expressing decisions. • Improvising or paraphrasing.	**Means of transportation.** Is there a bus to...? How can I go to...? How are ____ transported? Buses are cheaper than... The most expensive is...? What time does the ____ to ____ leave? **Functions**: Identifying, classifying, describing and comparing means of transportation. Asking for and giving information about means of transportation.	• Participation in selection of topics and information. • Comparison of the physical characteristics of objects, facts, states. • Development of procedures to solve problems. • Discussion of possible solutions to different classroom topics. • Demonstration of knowledge of the language learned to read texts and apply information in a variety of ways (written, pictorial, etc.)	• Personal, home and community cleanliness. • Respect for public transportation. • Tolerance towards the services offered • Demonstration of courtesy when using public transportation. **CULTURE** • Means of transportation / importance etc. in Costa Rica and in English speaking countries.	• List of possibilities, options... • Prediction of content in a text. • Oral explanation of opinions and reasons. • Application of written and oral language whenever it is necessary to transfer information from oral to written and from written to spoken forms. • Use of language, functions, values and cultural aspects in the different topics and according to specific contexts to interact orally or in a written form.
READING				

• Drawing conclusions from extended texts. • Identifying points and some details of short stories and factual texts. • Identifying points of view. **WRITING** • Producing short pieces of writing to convey information and opinion.		• Follow a procedure to write a composition to convey information and opinion		• Written production conveying information and opinion.

ENGLISH – III CYCLE – 9Th GRADE

TARGET CONTENT N° 6: COMPUTERS AND TECHNOLOGY TODAY IN OUR LIVES **

OBJECTIVES	LANGUANGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Summarizing information from relevant points. • Identifying specific details including opinions. • Transferring the information heard to visual or written forms. **SPEAKING** • Role–playing someone else's position/situation • Expressing ideas, interests, feelings,	**Advantages and disadvantages of computers.** A computer helps me if I want to The hard disk The advantages to have a computer are I think I believe In my opinion **Functions**: Identifying. Comparing the past, present and future. Expressing opinions. Expressing advantages and disadvantages.	• Prediction of content. • Analysis of written, pictorial and oral information on different topics to perform actions, follow procedures, sequence of events • Comparison of physical characteristics of objects, facts, states. • Development of procedures to solve problems. • Discussion of possible solutions to different	• Efficiency when dealing with computers. • Neatness and good working habits. • Personal, home and community cleanliness. • Tolerance. • Uses of technology • Avoidance of using technology for phornography or for destructive and violent games. **CULTURE** • How	• Summary of the information heard. • Development of procedures to sequence events, characteristics, etc. • Oral explanation of opinions and reasons. • Application of written and oral language whenever it is necessary to transfer information from oral to written and from written to spoken forms. • Application of

concerns. **READING** • Drawing conclusions from extended texts. • Identifying and noting main points and some details of short stories and factual texts.		classroom topics. • Selection of the right words to complete, meanings, sentences and paragraphs.	cumputers and technology change human life in Costa Rica and in English speaking countries. • Dealing with the use of computers and technology.	language, functions, values and cultural aspects in the different topics and according to specific contexts.

OBJECTIVES	LANGUANGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
• Identifying important themes, including ideas, opinions and emotions as expressed. **WRITING**. • Writing paragraphs, using simple descriptive language, and referring to past, present and future actions and events.. • Applying basic elements of grammar in new contexts, with 80%		• Demonstration of knowledge of the language learned to read texts and apply information in a variety of ways (written, pictorial, etc.) • Production of pieces of writing.	Uses of computers (on line services, internet, etc.)	• Presentation of written works dealing with the topic.

accuracy.				

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TARGET CONTENT N° 7: NATURAL RESOURCES AND THE PROMOTIONS OF CONSERVATION **

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Summarizing information from relevant points. • Transferring the information heard to visual or written forms. • Identifying points of view. **SPEAKING** • Initiating /developing conversations. • Initiating/responding in familiar exchanges introducing some variants. • Drawing conclusions from extended texts.	**Natural resources, conservation, regulations sustainability, etc.** What / who / when / where / how often, etc. Do you think...? I must... They ought to... I think that... I believe that we should... We ought to It should be done **Functions**: Asking for and giving information. Expressing opinions. Giving suggestions.	• Extraction of relevant information • Participation in the selection of topics and information. • Analysis of written, pictorial and oral information on different topics to perform actions, follow procedures, etc. • Comparison of physical characteristics of objects, facts, states. • Development of procedures to solve problems.	• Respect for others' efforts, achievements interests and abilities. • Efficiency. • Neatness and good working habits. • Personal commitment to conservation of natural resources and care of the environment. • Love for our land and planet. • Tolerance. **CULTURE** • Policies to preserve the environment in Costa Rica and in English speaking countries	• Summary of the information heard. • Completion of charts, conceptual maps, etc. • Analysis of written, pictorial and oral information on different topics to perform actions, follow procedures, etc.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
READING • Identifying main points and some details of		• Discussion of possible solutions to different classroom		• Comparison of physical characteristics of objects, facts, states.

short stories and factual texts. • Identifying important themes, including ideas, opinions and emotions as expressed. **WRITING** • Producing short pieces of writing in which they seek and convey information and opinion.		and general topics. • Selection of the right words to complete, meanings, sentences and paragraphs. • Demonstration of knowledge of the language learned to read texts and apply information in a variety of ways (written, pictorial, etc.) • Production of written essays.		• Development of procedures to solve problems. • Discussion of possible solutions to different classroom topics. • Selection of the right words to complete, meanings, sentences and paragraphs. • Demonstration of knowledge of the language learned to read texts and apply information in a variety of ways (written, pictorial)
OBJECTIVES	**LANGUAGE EXAMPLES**	**PROCEDURES**	**VALUES /ATTITUDES** **AND CULTURE**	**EVALUATION OF LEARNING OUTCOMES**
WRITING • Producing short pieces of writing in which they seek and convey information and opinion.				Showing understanding of cultural differences when dealing with the environment in oral and written work.
ENGLISH – III CYCLE – 9Th GRADE				
TARGET CONTENT N° 8: SPECIFIC INFORMATION OF WORDS IN A GIVEN CONTEXT (REGISTERS...) *				

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
READING • Using reference materials to extend their range of language and improve accuracy.	**Expressions to state or request possibility.** Is this correct? What's the meaning of...? What's the difference between ____ and ____? meaning of words, etc. Functions: Understanding style and register.	• Selection of the right words to complete, meanings, sentences and paragraphs.	• Neatness and good working habits. • Tolerance when working individually and in groups.	• Completion of procedures and information.

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TARGET CONTENT N° 9 : CAUSES, EFFECTS, AND PREVENTION OF ENVIRONMENTAL POLLUTION *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
LISTENING • Understanding short narratives drawn from a variety of topics. • Understanding extracts which include familiar material in contexts. • Transferring the information heard to visual or	**Pollution**. Causes, effects and prevention. ____ was caused by ____ is produced by... ____ is polluting ___. I think that... In my opinion... ____ a different point of view.	• Listen with understanding to complete tasks. • Participation in selection of topics and information. • Analysis of written, pictorial and oral information on different topics to perform actions, follow procedures, etc.	• Efficiency when dealing with the environment • Neatness and good working habits • Commitment to conservation of natural resources and care of environment • Personal, home and community cleanliness	• Lists of possibilities, options to complete charts. • Prediction of the content of a text. • Development of sequence of events, characteristics, procedures. • Description of procedures related to tasks and assignments.

		Comparison of physical characteristics of objects, facts, states. • Development of procedures to solve problems.	• Love for our land and planet **CULTURE** • Policies to preserve the environment in Costa Rica and in English speaking countries	• Oral explanation of opinions and reasons. •
written form. **SPEAKING** • Adapting language to deal with some unprepared situations. • Drawing conclusions from extended texts.	**Functions:** Identifying and analyzing environmental issues. Expressing opinions. Asking for information. Giving advice.			

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES /ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
READING • Identifying main points and some details of short stories and factual texts. • Identifying important themes, including ideas, opinions and emotions as expressed. • Using context to deduce the meaning of unfamiliar language. **WRITING** • Writing paragraphs, using simple descriptive language, and referring to past, present and future actions and		• Discussion of possible solutions to different classroom topics including women and men participation in polluting the environment. • Selection of the right words to complete, meanings, sentences and paragraphs. • Demonstration of knowledge of the language learned to read texts and apply information in a variety of ways (written,	• Compare garbage management in Costa Rica (homes and public buildings) with that in English speaking countries	• Application of written and oral language whenever it is necessary to transfer information from oral to written and from written to spoken forms. • Identification of correct meanings to complete information according to a given context. • Use of language, functions, values and cultural aspects present in the

events. • Applying basic elements of grammar in new contexts, with 80% accuracy.	pictorial, etc. • Production of essays dealing with cause and effect.		different topics. • Presentation of written outcomes.

9TH

The students can

- listen to tapes and native speakers of the language.
- talk about sports and leisure activities.
- produce a written composition.
- talk about life and achievements of famous athletes and musicians.
- write a short descriptive paragraph.
- understand instructions to operate electrical appliances.
- write a set of instructions to operate a machine.
- extract information from a text (roots, suffixes and prefixes).
- complete information with roots, suffixes and prefixes).
- discuss about transportation , quality, rent and use.
- write a text.
- express opinions about the use of computers and technology in everyday life.
- produce a written description of the situation.
- discuss about natural resources and the promotion of conservation.
- write a letter to the editor , letter of complain , etc.
- identify registers in a given context.
- complete texts with information from a given context.
- talk about causes, effects and prevention of environmental pollution.
- produce written texts dealing with causes , effects and prevention of environmental pollution.
- express opinions, emotions and points of view.
- understand style and register.
- analyze environmental issues.
- use present, past and future when interacting and writing about different issues.
- make suggestions.
- express advantages and disadvantages

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 forecoming 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.

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.

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.

CURRICULUM The knowledge, skills, materials, learning activities, and terminal behavior required in the teaching of any subject. /see syllabus.

CONVEY Communicate (an idea, meaning, etc).

CULTURAL

COMPONENT 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.

CULTURE Ideas, customs, arts, etc, that are produced or shared by a particular society.

CROSS–CURRICULAR Curricular activities that are correlated.

CURRICULUM

/ SYLLABUS 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.

DIAGNOSTIC A test which enables the tester to diagnose the strengths and weaknesses of a candidate.

DIAGRAMMATIC (adj.) The representation of an object and its parts by a drawing which shows its general scheme or outline.

DECODE Convert into intelligible language.

DEDUCTIVE Use to describe a method of reasoning where conclusions are deduced logically from other things that are already known.

ELICIT To get learners to actively produce speech or writing. To obtain information about how someone uses a particular language item.

EPISTEMOLOGY The theory of knowledge, esp. the critical study of its validity, methods, and scope.

ENVIRONMENT Conditions, circumstances, etc. affecting people's lives.

EVALUATION 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.

EXTENSIVE READING 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.

FEEDBACK 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.

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, I 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.

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 judgement on the basis of other knowledge, ideas or judgements.

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.

INSTRUMENT 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.

INTEGRATION OF SKILLS 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.

INTENSIVE READING Is generally done at a slower speed, and requires a higher degree of understanding than extensive reading.

INTERACTION Communication between two people.

LEARNER A person who is learning a subject or skill.

LEARNING The process by which a person acquires a language.

LEARNING STRATEGY 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 inferencing.

LEARNING STYLE 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 remember things better if they associate them with pictures.

MATERIALS (authentic) Used in the classroom, but not specifically designed for teaching, c.g. newspaper articles.

MEDIATION The action of changing events, experiences or sets of circumstances.

METHODOLOGY The study of the whole process of language teaching with the aim of improving its efficiency.

MONITORING 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.

MOTIVATION To stimulate the interest of a person in an activity in learning, to stimulate students to comprehend and learn.

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.

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.

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.

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.

ROLE–PLAY Drama–like classroom activities in which students take the roles of different participants in a situation an act out what might typically happen in that situation.

SIMULATION A learning experience that "simulates" a real language application situation.

SkILL Knowledge and ability that enables you to do something well.

STUDENT/LEARNER 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.

SUBSKILLS 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.

SUMMATIVE

EVALUATION An action carried out to measure students' knowledge. It normally takes place at the end of a learning process.

SUSTAINABLE

DEVELOPMENT A growth scheme which promotes the rational use of resources in order to make the growing permanent.

SYLLABUS−

CURRICULUM A description of the contents of a course of instruction and the order in which they are to be taught.

TASKS 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.

TRANSCODE Convert from one form of coded representation to another.

TEACHER A guide, facilitator of learning, on whom the responsibility of quality of education lays.

TEXT A piece of spoken or written language.

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– Magazines, newspapers and books on specific topics published in English etc.

WEB RELATED RESOURCES FOR THE TEACHER

http://www.ntlf.com/

Site includes an overview of the National Teaching and Learning Forum, likns 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 regardingon 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 comouting 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 ar all levels in using archival documets in the classroom. The Digital Calssroom provides materials from NARA, metods for teaching with primary sources, and sample lesson plans.

http://www.splusnet.com/"evilcow/tutorial

This site offers simple insturctionin how to produce a web site for educational purposes. The site has templates, clip−art graphocs and a tutorial to allow anyone to produce quick and instructional web−site.

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

This huge site offers the educator acces to a variety of services and productos on a broad range of ecuaton−relates issues.

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

This site contains more than 6,000 links to educatonal materals 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:

Principio del formulario

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

ANNEX I

GUIDELINES TO DEVELOP THE SYLLABUS

- The English syllabus for language teaching and learning is the official document that organizes teaching aspects in the Secondary Education in Costa Rica.
- Teachers should read the syllabus before planning their lessons. The introductory pages help teachers to set their teaching practice in the communicative approach.
- The language use to carry out the planning for teaching must be **English.**
- Teachers must take into consideration the teaching phases: Introduction, Practice, Production and Consolidation.
- Classroom and evaluation activities must follow the objectives.
- The teaching practice should reflect the principles of the communicative approach and should provide

opportunities to develop the four basic skills and to provide (pre,while and post activities).
- The language use in the classroom to give instructions and other teaching tasks has to be English.
- Teachers should provide the students opportunities to learn the language to communicate orally and in written form.
- It is valid to use as much learning material as possible.
- Evaluation activities must reflect those types already practiced in class.
- Teachers should use all sources of materials and devices; realia, authentic print and audio material (books, newspapers, tourist information, manuals, brochures, specific software, computer games, internet software, other games, scenarios, discussion, round tables, critical thinking exercises, and other procedures that help improve the students competence and performance of the language they learn.
- Native speakers of English are good resources for teachers and students. They should be invited to visit the school and provide real practice on the language learned to discuss topics on different fields.
- Both teachers and students should devote time to do some research to keep updated sources.
- Language teaching and learning must be in context.
- The English class must be dynamic and a unique opportunity for the students to learn the language.

Para la elaboración de los programas de estudio de inglés general (GE) para la Educación Académica y para los cursos de inglés especializado, para la Educación Técnica, se ha tomado como base filosófica los postulados del enfoque comunicativo para la enseñanza de las lenguas extranjeras, los principios para escribir programas de estudio de John Munby (1978), en su libro *Communicative Syllabys Design* y las funciones del lenguaje, que hacen posible los actos de habla.

El enfoque comunicativo centra su atención en el alumno que aprende, cuyo interés en el aprendizaje permite organizar el currículo de acuerdo con las necesidades de aprendizaje específicas. Este ordenamiento, permite entonces, que la lengua que se aprende tenga un propósito en especial. Importante sigue siendo dentro del enfoque comunicativo, el estudio del componente formal; sin embargo, lo más importante es la función comunicativa o el propósito por el cual se lleva a cabo el acto comunicativo.

De igual manera, en la descripción del objeto de estudio de la asignatura, éste se divide en tres componentes: 1) Formal, que se debe estudiar como un medio para llegar a una comunicación eficiente. 2) Funcional, que se refiere al propósito comunicativo por el cual se usa la lengua. 3) Cultural, debe estar presente en l estudio de los otros dos componentes. La lengua es una manifestación cultural de un grupo lingüístico. El uso pertinente de los tres componentes garantiza el desarrollo de la competencia comunicativa requerida.

En este enfoque, se requiere que el estudiante aprenda diferentes formas para cumplir con una función. Para pedir un lapicero, el estudiante puede utilizar:

- Excuse me, do you have an extra pen I can use?
- Can I borrow your pen?
- Is there a pen I can use ?
- May I borrow your pen?

La función del lenguaje es: *Asking for and giving information* (Pedir y solicitar información).

ORGANIZACIÓN DEL DISEÑO CURRICULAR DE LOS PROGRAMAS DE ESTUDIO

Al organizar un curso o programa de lengua extranjera, dentro del enfoque comunicativo, se puede hacer utilizando diferentes marcos referenciales como son:

Por temas (gira alrededor de temas o unidades de la lengua y contenido que están íntimamente relacionadas.)

Por competencias (énfasis en el dominio de ciertas competencias (situaciones o actividades específicas.)

Por destrezas o habilidades (enfatiza el desarrollo de habilidades y micro habilidades.)

Por tareas (según las tareas o actividades que se realizan.)

Por funciones (de acuerdo con las funciones específicas o actos de habla)

Situacional (según las situaciones específicas, generalmente orales)

Integrado (características de todos los programas , pues deben concordar la organización de los elementos lingüísticos con los funcionales y el tipo de tarea por realizar) (Richards : 2001).

Los programas de inglés de III Ciclo y Educación Diversificada, están organizados por destrezas o habilidades, *skills, Listening, Speaking, Reading and Wrting.* El abordaje de la lengua se hace por medio del desarrollo de micro habilidades, o destrezas individuales que en conjunto completan una actividad como sería escuchar una clase magistral.

Algunos ejemplos que Richards nos proporciona, tomados de Munby son:

WRTING creating a topic sentence

LISTENING recognizing key information

SPEAKING recognizing turn–taking signals

READING reading for a gist

En cada uno de los casos anteriores, los micros habilidades son pasos básicos en el proceso de alcanzar el desarrollo de cada habilidad.

Cada una de las unidades del programa de estudios, está escrita alrededor de una meta o unidad de significación que es la que hace posible que se materialice el componente formal de la lengua; en otras palabras, es el contexto en el cual se promueve el desarrollo de todos los actos de habla de esa unidad.

Los grandes objetivos generales se plantean en términos de objetivos de ciclo, o perfiles de salida, que se llegan a alcanzar mediante la ejercitación de las habilidades y micro habilidades lingüísticas en cada nivel, que están redactadas en términos de objetivos, que tienen que ver con asuntos especiales y muy particulares de la lengua que se aprende y del producto deseado. Además incluye estrategias de aprendizaje válidas para el propósito de cada una de las unidades de significación.

La estructura curricular tiene cinco columnas:

Objectives escritos en términos de habilidades y micro habilidades por desarrollar y según la taxonomía de Munby (1978).

Richards(2000) define el skill syullabus o programa por habilidades, de la siguiente manera el que es organizado alrededor de las habilidades más sobresalientes que comprende el uso de la lengua por medio de las habilidades; se basa en la creencia de que el aprendizaje es una actividad compleja como es escuchar una ponencia, que requiere del dominio de una serie de habilidades o micro habilidades, que en conjunto hace o componen la actividad mayor. Mi traducción.

En esta línea, los objetivos se escriben de la siguiente manera:

Understanding the use of graphic presentation, namely, headings, boldprints, footnotes.

Skimming to obtain the gist of the text.

Scanning to locate specifically required information on a single point.

Tanscoding information presented in diagrammatic display, involving completing a diagram/table/graph.

Completing note−frames.

La siguiente columna es la de ***Language Examples***, en la que se presentan ejemplos de las formas lingüísticas que se utilizarán en la unidad y las funciones o propósitos comunicativos. Se incluye esta columna para dar uniformidad al formato diseñado para los programas, sin que sean los ejemplos de lengua, el objeto de aprendizaje, que genere horinzontalidad entre las columnas, como lo garantizaba un enfoque estructuralista.

La columna de ***Procedures***, que precisamente Richards y Rogers (1986), en su libro *Approaches in Language Teaching − A Description and Análisis*, definen *A Procedure* como Técnicas de clase, prácticas y comportamientos observados cuando se usa un método. Mi traducción.

El contenido de las columnas de ***Objetives***, más la de ***Values /Attitudes and Culture,*** se concretan al desarrollar los procedimientos o acciones mediatizadoras que conjugan el contexto general y los contenidos funcional, lingüístico y cultural que se materializan mediante el desarrollo de las habilidades y micro habilidades de la lengua como el insumo del proceso enseñanza y aprendizaje.

La columna de ***Values/Attitudes*** que también incluye ***Culture***, por tratarse de una lengua extranjera, se relaciona con la cultura del grupo social que la habla, como una manifestación inmediata de esa cultura. Es de vital importancia, para llegar al menos el comportamiento de los hablantes de un determinado grupo lingüístico, incluir el estudio de la cultura. Las comparaciones entre aspectos de ambas culturas, la de la lengua materna y la de la lengua meta, representan un momento de reflexión, de respeto, de admiración , con el objeto de apreciar lo nuestro y reforzar nuestros valores. El contenido de esta columna se escribe en término de frases preposicionales con el objetivo de llegar a un análisis a un análisis, a un ejecutar dentro de los procesos de aprendizaje, que completan la acción mediatizadora.

Finalmente, la cuarta columna se dedica a lo que se ha denominado en español Aprendizajes por evaluar, cuya equivalencia más cercana en lengua inglesa es ***Evaluation of Language Outcomes***, en ella se evalúa el producto de la acción mediatizadora, derivada del objetivo y de las estrategias desarrolladas durante el proceso. En esta línea los productos deseados, son todos aquellos que resaltan el logro de una sub habilidad. Si en el objetivo se promueve el desarrollo de la escucha para completar un cuadro/tabla/gráfico, en esta columna se espera que el estudiante complete ese cuadro/tabla/gráfica después de haber escuchado la cinta, persona o situación.

Al inicio de cada nivel educativo, se presenta una recomendación para llevar a cabo la unidad introductoria, de diagnóstico y de motivación para el inicio del curso lectivo. También se adjunta al final de cada nivel, una lista de competencias lingüísticas o perfil de salida, que el alumno adquirirá mediante el estudio de cada unidad o ***Target Content.***

En otras palabras, lo que el estudiante puede hacer con la lengua que aprende en cada una de las habilidades lingüísticas.

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ANNEXO 2

MINISTERIO DE EDUCACIÓN PÚBLICA

EDUCACIÓN ACADÉMICA

ASESORÍA NACIONAL DE INGLÉS

III CICLO Y EDUCACIÓN DIVERSIFICADA

FUNDAMENTACIÓN DE LA ELABORACIÓN DE LOS PROGRAMAS DE ESTUDIO DE LA ASIGNATURA INGLÉS

RELANZAMIENTO DE LA EDUCACIÓN COSTARRICENSE

RELANZAMIENTO DE LA EDUCACIÓN COSTARRICENSE

RELANZAMIENTO DE LA EDUCACIÓN COSTARRICENSE

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