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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 sólo 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 a los lineamientos emanados por el Consejo Superior de Educación (SE 339-2003), el único **Eje transversal** del Currículo Costarricense es el **Eje 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 oficialmente 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.

Competencias por desarrollar

- 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 subsidiaria 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.

Competencias por desarrollar

- 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 –

aprendizaje 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 conlleve 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 pueden 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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UNIDADES DE ESTUDIO POR NIVEL
EDUCACIÓN DIVERSIFICADA ACADÉMICA-TÉCNICA

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10º Level	11º Level	10 º Level	11 º Level	12º Level
Units	Units	Units	Units	Units
Achievements of our national athletes Costa Rican Art, music and crafts Words with same/different meaning Costa Rican typical food Holidays and celebrations in Costa Rica with some celebrations in English Speaking countries Causes and effects of natural resources misuse Linking words in context Tourist attractions offered by Costa Rican Communities Common illnesses and new diseases and epidemics Our Democratic Tradition	Types of food, eating habits and behaviors at the table Tourists aspects worldwide Linking words in contexts Job demand in Costa Rica Careers Science and technology Morals and values Prefixes, suffixes and root words Gender :Men's and Women's roles Senior citizens, minority groups and ...	Achievements of our national athletes Costa Rican Art, music and crafts Words with same/different meaning Costa Rican typical food Holidays and celebrations in Costa Rica with some celebrations in English Speaking countries Causes and effects of natural resources misuse Linking words in context Tourist attractions offered by Costa Rican Communities	Common illnesses and new diseases and epidemics Our Democratic Tradition Careers, jobs and lifestyles Types of food, eating habits and behaviors at the table Tourists aspects worldwide Linking words in contexts Job demand in Costa Rica Careers	Science and technology Morals and values Prefixes, suffixes and root words Gender :Men's and Women's roles Senior citizens, minority groups and ... Words with the same pronunciation but different meanings Mass media and communications

EDUCACIÓN DIVERSIFICADA ACADÉMICA		EDUCACIÓN DIVERSIFICADA TÉCNICA		
10º Level	11º Level	10 º Level	11 º Level	12º Level
Units	Units	Units	Units	Units
Careers, jobs and lifestyles	Words with the same pronunciation but different meanings Mass media and communications			

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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 English 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 enable 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 enhances 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 enable 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-identity and authentic growth as independent and interdependent learners.

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

1. 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.
2. Education should promote the broadening of understanding through challenging teaching classroom situations and opportunities that can arise self-growth and learn how to learn.
3. Education should contribute to narrow down social – economic gaps by providing the individuals with the proper opportunities to intergrate into everyday problem-solving situations, all this aiming to promote a self-sufficient society.
4. Achieving sustainability in production and the economic in general represents a challenge for education. The country needs more qualified people in order to increase productivity and improve the spirit of competitiveness. Furthermore, there is a need to integrate the country more effectively into the global economy
5. The information or the content the learners handle should be up-to-date and should be relevant to global development in the 21st century.
6. Education should aim to solidly reinforce values and attitudes. This is a moral imperative.

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

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

Formal Component

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

according to the different functions of the language and the topics to be studied. 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.
9. use real-life tasks for students, write authentic texts notes and letters.
10. 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
<ul style="list-style-type: none"> - Central, active, creative and participative. - Responsible for his/her own and others learning, planning, resources and assessment. - Confident, motivated. - Develops full potential and builds on interests. - Individual/collective roles. 	<ul style="list-style-type: none"> - Facilitator, guide. - Participates in process - with learners. - Not the center of the process. - Takes more time for individual needs. - Gains skills and takes responsibility from planners, writers, linguists. - Shows expert role.
AIMS	MATERIALS
<ul style="list-style-type: none"> - Communication - Gain transferable skills. - Cooperation - Concentrate on meaning and process. - Focus on fluency. 	<ul style="list-style-type: none"> - Authentic, real-world significance. - Related to learners' needs, interests and culture. - Flexible. - Motivating and interesting.
	LEARNING ENVIRONMENT
<ul style="list-style-type: none"> - Successful (even conventional terms). - Permanent learning. 	<ul style="list-style-type: none"> - Real-world context. - Beyond classroom, into community. - Relevant, stimulating, interesting.
LEARNING STYLE	ASSESSMENT
<ul style="list-style-type: none"> - Integrated skills - Real-life skills in communicative contexts. - Active. - Active-based. - Variety of style, pace, etc. - Flexible. 	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> A. Creating mental linkages B. Applying images and sounds C. Reviewing well D. Employing 	<ul style="list-style-type: none"> A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning
II. Cognitive strategies	II. Affective strategies
<ul style="list-style-type: none"> A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structure for input and output 	<ul style="list-style-type: none"> A. Lowering your anxiety B. Encouraging yourself C. Taking your emotional temperature
III. Compensation strategies	III. Social strategies
<ul style="list-style-type: none"> A. Guessing intelligently B. Overcoming limitations in speaking and writing 	<ul style="list-style-type: none"> 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'
<ul style="list-style-type: none"> - integrates experience and application - seeks hidden possibilities and excitement - needs to know what can be done with things - learns by trial and error - perceives information concretely and processes it actively - adaptable to and relishes change - excels in situations calling for flexibility - tends to take risks - often reaches accurate conclusions in the absence of logical evidence - functions by acting and testing experience - Strengths: acting and carrying out plans - Goals: making things happen, bringing action to concepts - Favorite Questions: If? What can this become? 	<ul style="list-style-type: none"> - integrates experience with 'self' - seeks meaning, clarity and integrity - needs to be personally involved - absorbs reality - perceives information concretely and processes it reflectively - interested in people and culture - divergent thinkers who believe in their own experience and excel in viewing concrete situations from many perspectives - model themselves on those they respect - learn by listening and sharing ideas - function through social interaction - Strengths : innovation and imagination (ideas, people) - Goals : self-involvement in important issues, bringing unity to diversity - Favorite Questions: Why ? Why Not ?

STYLE THREE: 'THE COMMON SENSE LEARNER?'

- seeks usability, utility, results
- needs to know how things work
- learns by testing theories that seem sensible
- skill-oriented
- perceives information abstractly and processes it actively
- needs hands-on experiences
- enjoys problem solving -restricts judgement to concrete things
- resets being given answers and limited tolerance of 'fuzzy' ideas.
- needs to know how things she is asked to do will help in real life.
- functions through inferences drawn from sensory experience
- Strengths. practical application of ideas
- Goal: bringing their view of the present into line with future security
- Favorite Question: How does it work?

STYLE TWO: 'THE ANALYTIC LEARNER'

- seeks facts
- needs to know what the experts think
- learns by thinking through ideas
- values sequential thinking, needs details
- perceives information abstractly and processes it reflectively
- less interested in people than ideas
- critiques information and collects data
- thorough and industrious, re-examining facts if situations are perplexing
- enjoys traditional classroom
- functions by thinking things through and adapting to experts
- Strengths: creating concepts and models
- Goals : self-satisfaction, intellectual recognition
- 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 Intelligences.

1. 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.
2. 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.
3. Interpersonal: the ability to understand other people and work effectively with them and to notice who plays with them at school, and why. How you can nurture: Give children lots of opportunities to talk about one another and their social interactions, and to problem-solve conflicts together, play games in which one has to figure out the knowledge or intentions of other players.
4. 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 understand their own wishes and fears and how best to deal with them.
5. 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.
6. Linguistic. The ability to use language to express meaning, understand others, tell a simple story; react appropriately to stories with different moods; learn new vocabulary or a second language that is used naturally. How you can nurture: Make sure your program is rich with language opportunities and that children's linguistic expression is listened to and appreciated.
7. Spatial: the ability to be able to form a mental image of large (a home) and local (a block building) spatial layouts; find one's way around a new building. How you can nurture: Provide many opportunities for mapping of

the classroom encourage children to vary the arrangements of materials in the space.

8. 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 students self-assessment, the tasks assigned should follow the following features :

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

PRINCIPLES FOR ASSESSING LISTENING

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

PRINCIPLES FOR ASSESSING SPEAKING

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

PRINCIPLES FOR ASSESSING READING

- a. The tasks should be stated briefly and concisely.
- b. In the case of multiple-choice questions, alternatives should have a parallel structure.
- c. A variety of assessment techniques must be used.
- d. Skills students master in their native language must be tested first.
- e. Texts length should be appropriate for the students level.
- f. The chosen texts should be appropriate for the candidates interests.

- g. Texts should not be too culturally bound.
- h. Students should be tested on topics they have already read.

PRINCIPLES FOR ASSESSING WRITING

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

OBJECTIVES OF ENGLISH IN “LA EDUCACION DIVERSIFICADA”

1. To promote the use of the English language in an environment where the learners feel self-confident to communicate effectively.
2. To promote learners' interest and abilities to apply the English language independently.
3. To propitiate the learners' interests in reading short books, simplified versions, magazines or any other

authentic material conducive to a permanent learning and a critical attitude.

4. To motivate the students' use of the English Language permanently as means of promoting their own cultural and social as well as their communities' welfare.
5. To encourage learners to exchange information (real, emotional and attitudinal) about themselves, their families, their country and the world.
6. To stimulate the learners' capacity to recognize and produce sociolinguistic and cultural features of the English language when using basic communication expressions about daily and general topics.
7. To promote the learners' use of basic grammatical features that will enable them to communicate with others even though the grammatical functions are not correctly or consequently used.
8. To provide learners with a linguistic model which will help them achieve a command of pronunciation and prosodic features.
9. To propitiate in the learner the development of a fluent communication capacity so that the message can be understood by a responsive native speaker.
10. To promote the application of the information gathered through the understanding of messages presented in diverse situations.
11. To stimulate the reading comprehension ability in different authentic texts on daily topics to let the learners find the central idea, details, contextual and textual reference, and help them develop a series of reading abilities and styles.
12. To propitiate the learners' production of written texts about daily and general topics.
13. To promote the learners' capacity to investigate about diverse and specific topics.

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, 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 Sexual Education, Democracy, Human Rights and some other emergent cross curricular topics.

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.

NOTE:

Topics to be developed in technical schools.

10°technical schools

11°technical schools ♦

12°technical schools •

INTRODUCTORY UNIT FOR 10TH GRADES

This is the beginning year of a new cycle within the Educational System. The students are here because they have chosen English as one of the subject matters they want to learn better.

It is then, time to devote the lessons to develop the four basic skills more than ever. The students are conscious about the importance of English in their present and future time. The syllabus has provided you with the alternatives to suit the students demands on their language learning. Feel satisfied with your work as you see the students progressing in the language.

Start this introductory unit by asking them about their needs, expectancies and other related situations. Discuss with them their interest about learning English and the possibilities to use different sources that can be brought by everyone in the class.

As in previous levels, a diagnostic test is necessary to be applied to determine the knowledge of the language the students have in order to provide them with the appropriate feedback.

It is recommended to reinforce the importance of English in our every day life and especially, the job projection that require proficiency in English. Ask them to bring newspaper adds to the class. List the different professions that demand this requisite. Ask the students to make phone calls to those places to find out the conditions and salaries offered. Then, discuss about the importance of knowing English as language to communicate efficiently.

Keep in mind the linguistic competencies or outcomes the students must master by then. Show them where they are and what is expected from them at the end of the level. Motivate them to keep their interest in the language.

ENGLISH – EDUCACION DIVERSIFICADA - 10 th GRADE				
TARGET CONTENT N°1 : ACHIEVEMENTS OF OUR NATIONAL ATHLETES *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Drawing inferences. • Identifying the purpose of short messages <p>SPEAKING</p> <ul style="list-style-type: none"> • Responding to messages and dialogues in short sentences in a range of contexts. • Speaking with intelligible pronunciation and intonation. <p>READING</p> <ul style="list-style-type: none"> • Understanding short and factual texts. • Understanding ideas and information in the text through making inferences. • Understanding conceptual meaning. 		<ul style="list-style-type: none"> • Elicitation/Description of situations on familiar topics. • Transmission of information about familiar topics. • Listen to / read texts about familiar topics to get the gist, skim, scan or make inferences • Adoption of different styles of writing in documents, notes, ads, etc. • Production of pieces of writing on familiar topics. • Discussion in class of achievements of National Athletes. 	<ul style="list-style-type: none"> • Effort to complete the tasks • Self-realization when competing. • Respect for others' activities, interests abilities and equal opportunities for both genders. • Discipline to perform the actions. • Efficiency when working individually or in groups. <p>CULTURE</p> <ul style="list-style-type: none"> • Ways of practicing sports in our country and in English speaking countries. 	<ul style="list-style-type: none"> • Selection of words, phrases to base an inference. • Description of events and achievements. • Getting the gist from spoken or written messages. • Skimming, scanning, making inferences, etc. • Summary of spoken /written texts. • Presentation of written essays coherent and accurate.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>WRITING</p> <ul style="list-style-type: none"> • Making use of new vocabulary and structures encountered in their reading to respond orally and in writing. • Writing coherently and accurately on a range of factual and imaginative topics. 	<p>National athletes: lives and achievements.</p> <ul style="list-style-type: none"> ❖ Information questions: who, when, where, how fast/long, which, etc. ❖ What sports does _____ play? Are you good at _____? ❖ What's his/her best _____? ❖ Sports: swimming, diving, archery, canoeing, etc. ❖ National athletes: achievements, biography, etc. <p>Functions: Reporting and describing events. Narrating information. Asking for and giving information about national athletes, their lives and achievements.</p>	<ul style="list-style-type: none"> • Identification of values and critical thinking of different aspects related to music, art and crafts. 		

ENGLISH – EDUCACION DIVERSIFICADA – 10 th GRADE				
TARGET CONTENT N°2: COSTA RICAN ART, MUSIC AND CRAFTS *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Noting key items or interpreting the gist in messages, dialogues and basic information. Coping with language spoken at normal speed with some interference. <p>SPEAKING</p> <ul style="list-style-type: none"> Making themselves understood with little or no difficulty. Formulating propositions and answering propositions. <p>READING</p> <ul style="list-style-type: none"> Selecting written material that is appropriate to their competence to read independently. 	<p>Art crafts and music in Costa Rica:</p> <p>Wh_ questions: which, when, what, how many, how, why, etc. Who is a famous painter/writer? Where does the ___ play? Yes/no questions Do you like/prefer ___? Is he/she a ___? Types of music: classical, popular. Places: Gallery, theater, etc.</p>	<ul style="list-style-type: none"> Description of situations on familiar topics heard. Elicitation/transmission of information about familiar topics. Listen to / read texts about familiar topics to get the gist, skim, scan or make inferences. Summary of messages about familiar topics. Development of criticism on different topics studied. Discussion of possibilities, consequences, attitudes, personal points of view, etc. about familiar topics. 	<ul style="list-style-type: none"> Respect for others' activities, interests and abilities. Appreciation of artistic manifestations and good working habits. Commitment in every action taken. <p>CULTURE</p> <ul style="list-style-type: none"> Value painters and musicians known in our country and worldwide 	<ul style="list-style-type: none"> Oral production from information heard. Production of interviews among learners on topics such as: sports, music, jobs and others. Production / interpretation of adds, notes, passages. Summaries of expressions of ideas, opinions or reasons. Role-play situations. Production of , redrafts and adaptation of different styles of writing.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> Understanding the communicative value (function) of sentences and utterances. <p>WRITING</p> <ul style="list-style-type: none"> Linking sentences and paragraphs, structuring ideas. Expressing a range of responses and attitudes to events, issues or opinions, giving reasons 	<p>Functions: Requesting and giving information. Expressing ideas. Comparing events. Discussing with someone about something.</p>	<ul style="list-style-type: none"> Production and redrafting of pieces of writing on familiar 		

ENGLISH – EDUCACION DIVERSIFICADA - 10 th GRADE				
TARGET CONTENT N°3: WORDS WITH SAME/DIFFERENT MEANING (SYNONYMS/ANTONYMS) *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>Listening/ reading</p> <ul style="list-style-type: none"> • Understanding conceptual meaning. • Understanding relations between the parts of a text through lexical cohesion devices. • Understanding relations within the sentence. • Understanding texts through the use of synonyms/antonyms. <p>Speaking</p> <ul style="list-style-type: none"> • Formulating propositions and doubts and answering them. • Achieving higher communicative skills through the use of synonyms/antonyms. <p>Writing</p> <ul style="list-style-type: none"> • Making use of new vocabulary and structures encountered in their reading to respond orally or in writing.. • . • Expressing opinions by using synonyms and antonyms. 	<p>Synonyms and antonyms:</p> <ul style="list-style-type: none"> • list = roll • well = bad • fight = battle • excellent = poor / inadequate • sad = unhappy • hot = cold <p>Functions: Deducing meaning from words in context.</p> <ul style="list-style-type: none"> • Looking up words in a dictionary 	<ul style="list-style-type: none"> • Identification of antonyms and synonyms in conversation and writings about celebrations, jobs, etc. • Brainstorm of words that could finish a set of sentences. • Use of synonyms in conversations and in writing. 	<ul style="list-style-type: none"> • Effort to complete a task • Efficiency when performing tasks • Sharing with others 	<ul style="list-style-type: none"> • Identification /application of synonyms and antonyms in oral and written messages.

ENGLISH – EDUCACION DIVERSIFICADA - 10 th GRADE				
TARGET CONTENT N°4: COSTA RICAN TYPICAL FOOD *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Understanding relations within the sentence (structure, syntax, morphological, modification of structure and negation) characteristic of spoken language. Identifying text types. Identifying the purpose of short messages. <p>SPEAKING</p> <ul style="list-style-type: none"> Speaking with intelligible pronunciation and intonation. Discussing alternative possibilities and their consequences. <p>READING.</p> <ul style="list-style-type: none"> Identifying details in familiar material. Understanding relations 	<p>Typical food:</p> <ul style="list-style-type: none"> What are the most popular dishes in your community? What do you eat for breakfast, lunch, etc. ____? Which, when, how, what kind of ____? Do/does ____ like ____? What's typical from ____? etc. <p>Functions: Convincing people to do something.</p>	<ul style="list-style-type: none"> Description of situations on familiar topics. Elicitation /transmission of information about familiar topics. Listen to / read texts about familiar topics to get the gist, skim, scan or make inferences. Summary of messages about familiar topics. Development of criticism on different 	<ul style="list-style-type: none"> Respect for others' activities, interests and abilities. Tolerance towards others Compare food eaten in Costa Rica and in English speaking countries. Preserving our traditions. <p>CULTURE</p> <ul style="list-style-type: none"> Establish differences 	<ul style="list-style-type: none"> Presentation of interviews among learners on topics such as food. Completion of charts/texts; by ticking and choosing alternatives from a passage. Identification and comparison of our cultural features with those of other English speaking countries.

OBJECTIVES	LANGUAGE	PROCEDURES	VALUES/ATTITUDE	EVALUATION OF
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	EXAMPLES		S AND CULTURE	LEARNING OUTCOMES
<p>between the parts of a text through lexical cohesion devices.</p> <p>WRITING</p> <ul style="list-style-type: none"> Producing pieces of writing of various lengths on real and imaginary subjects. Expressing a range of responses and attitudes to events, issues or opinions, giving reasons. 	<p>Offering, accepting or denying politely</p>	<p>topics studied.</p> <ul style="list-style-type: none"> Discussion of possibilities, consequences, attitudes, personal points of view, etc. about familiar topics. Production and redrafting of pieces of writing on familiar topics. Identification of values and critical thinking about different aspects related to music, art and crafts. Use of linking words in coherent and accurate conversation / writing when expressing about food 	<p>and similarities of food in Costa Rica.</p> <ul style="list-style-type: none"> Differences within international cuisine. 	<ul style="list-style-type: none"> Role-playing situations. Production of written pieces of writing. Analyzing, expressing ideas, opinions or reasons about food

TARGET CONTENT N°5: HOLIDAYS AND CELEBRATIONS IN COSTA RICA WITH SOME CELEBRATIONS IN ENGLISH SPEAKING COUNTRIES *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Understanding ideas and information in the text through making inferences, Identifying the purpose of short messages. <p>SPEAKING</p> <ul style="list-style-type: none"> Criticizing. Summarizing the gist of new items, messages and narratives. <p>READING</p> <ul style="list-style-type: none"> Identifying details in familiar material. Understanding relations between the parts of a text through lexical cohesion devices 	<p>Current events and holiday celebrations: What's your favorite celebration? When is it celebrated? How is it celebrated? My family is used to going /eating, celebrating, etc. on____? I prefer _____, etc. Functions: Reporting on current events and holidays celebrations. Requesting and giving information on current events and celebrations. Suggesting someone.</p>	<ul style="list-style-type: none"> Elicitation/transmission of information about familiar topics. Description of situations on familiar topics. Listen/read texts about familiar topics to get the gist, skim, scan or make inferences. Summary of messages about familiar topics. Development of criticism on different topics studied. 	<ul style="list-style-type: none"> Authenticity towards own culture Sharing with others Importance of holiday celebrations Participation in every activity Good manners when interacting <p>CULTURE</p> <ul style="list-style-type: none"> Value the importance of our cultural background. 	<ul style="list-style-type: none"> Summary of the information heard. Completion of charts. Comprehension and appreciation of values. Role-play of situations. Ticking, completing charts/texts; choosing alternatives from a passage.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
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<p>WRITING Adapting clearly, formal and informal writing styles at a simple level.</p> <ul style="list-style-type: none"> • Expressing a range of responses and attitudes to events, issues or opinions, giving reasons 	<p>to do something</p>	<ul style="list-style-type: none"> • Discussion of possibilities, consequences, attitudes, personal points of view, etc. about familiar topics • Production and redrafting of pieces of writing on familiar topics. 	<ul style="list-style-type: none"> • Identification and comparison of celebrations, festivals and other activities in Costa Rica and in English speaking countries 	<ul style="list-style-type: none"> • Summary of information of spoken or written messages. • Written descriptions. (The composition must contain: Introduction, Development and Conclusion
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<p>ENGLISH – EDUCACION DIVERSIFICADA - 10th GRADE</p>
<p>TARGET CONTENT N° 6: CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE . *</p>

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Identifying text types. Eliciting language spoken at normal speed with some interference. <p>SPEAKING</p> <ul style="list-style-type: none"> Discussing alternative possibilities and their consequences. Criticizing. <p>READING</p> <ul style="list-style-type: none"> Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. Understanding the communicative value (function) of sentences and utterances. <p>WRITING</p> <ul style="list-style-type: none"> Redrafting writing tasks already given, with support guidance. Expressing and justifying ideas, opinions or personal points of view 	<p>Natural resources: We should _____. A solution could be _____. I think/believe that _____. I agree/don't agree _____. It's better to _____. What about _____, etc. _____ may be correct _____. I would _____. etc.</p> <p>Functions: Instructing others to do something. Stating cause and effect. Expressing opinions.</p>	<ul style="list-style-type: none"> Extraction of information from oral texts. Elicitation /transmission of information about familiar topics. Listen to / read texts about familiar topics to get the gist, skim, scan or make inferences. Summary of messages about familiar topics. Development of criticism on different topics studied. Discussion of possibilities, 	<ul style="list-style-type: none"> Appreciation of natural resources. Commitment to sustainability National and international campaigns to preserve natural resources. Importance of preserving our flora and fauna. <p>CULTURE</p> <ul style="list-style-type: none"> Ways used in Costa Rica and in other countries to preserve the environment. 	<ul style="list-style-type: none"> Getting the gist from spoken messages. Skimming, scanning, making inferences, etc. Summary of spoken /written texts. Analysis of ideas expressed , opinions or reasons about different topics. Production of pieces of writing with appropriate use of the language.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
and seeking the views of others.		<p>consequences, attitudes, personal points of view, etc. about familiar topics.</p> <ul style="list-style-type: none"> • Production and redrafting of pieces of writing on familiar topics. • Oral discussion of ideas, opinions or reasons about the use and misuse of natural resources. • Identification of values and critical thinking about different aspects related to natural resources 		Role-plays, simulations, strategic interactions dealing with the topic discuss.

TARGET CONTENT N°7: LINKING WORDS IN CONTEXT. *

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>Listening/ reading</p> <ul style="list-style-type: none"> • Understanding conceptual meaning. • Understanding relations between the parts of a text through lexical cohesion devices. • Understanding relations within sentences. <p>Speaking</p> <ul style="list-style-type: none"> • Formulating propositions and answering questions. <p>Writing</p> <ul style="list-style-type: none"> • Making use of new vocabulary and structures encountered in their reading to respond orally or in writing 	<p>Linking words: Conjunctions: and, but, or, nor, yet, unless, both, whether, as so, while, either...or, neither...nor, etc. When do we use ____? Is it better to say/use ____ than ____? What did _____ mean?</p> <p>Functions: Defining a language item. Asking for explanations of how something works.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Use of linking words in coherent and accurate conversation / writing when expressing about music, food, democratic traditions, etc. • Simulation game activities using manipulative cards in order to solve misunderstanding problems. • Listen to/ read texts to complete different tasks. 	<ul style="list-style-type: none"> • Effort to complete a task • Efficiency when performing the actions • Sharing with others • Mediation 	<ul style="list-style-type: none"> • Identification/application of linking words • Production of oral and written texts using linking words.

TARGET CONTENTN°8: TOURIST ATTRACTIONS OFFERED BY COSTA RICAN COMMUNITIES. **				
OBJECTIVES AND LANGUGE CONTENT	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDE S AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Identifying the purpose of messages. Noting key items or interpreting the gist in messages, dialogues and basic personal information. <p>SPEAKING</p> <ul style="list-style-type: none"> Responding to messages and dialogues in short simple sentences in a range of context. Speaking with intelligible pronunciation and intonation. <p>READING</p> <ul style="list-style-type: none"> Understanding conceptual meaning. Selecting written material that is appropriate to their competence to read independently. 	<p>Tourist attractions:</p> <ul style="list-style-type: none"> Do you like ____? Have you ever ____? Have you gone/liked/enjoyed ____? Why don't you ____? Would you _____ ? You should _____. There is/are _____. Let me show you _____. The place offers you _____. etc. 	<ul style="list-style-type: none"> Listen/read texts about familiar topics to get the gist, skim, scan or make inferences. Role play of situations related to tourists` attractions. Description of situations on familiar topics. Elicitation /transmission of information about familiar topics. Summary of messages about familiar topics. 	<ul style="list-style-type: none"> Appreciation of tourist attractions Sharing with others Good manners. Tolerance Gestures. <p>CULTURE</p> <ul style="list-style-type: none"> Mention similarities and differences about local/international tourism in Costa Rica. Cultural awareness towards topics related to tourism. Advantages and disadvantages of tourism in Costa Rica. 	<ul style="list-style-type: none"> Completion of charts/texts; by ticking and choosing alternatives from a passage. Comprehension and appreciation of values. Role-play of situations. Identification and comparison of our cultural features with those of other English speaking countries. Production of pieces of writing related with the topic.

OBJECTIVES	LANGUAGE EXAMPLES	IX. PROCEDURES	VALUES/ATTITUDES AND	EVALUATION OF LEARNING
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			CULTURE	OUTCOMES
<p>WRITING</p> <ul style="list-style-type: none"> • Writing coherently and accurately on a range of factual and imaginative topics. 	<p>Functions: Searching for basic information on attractions, places to visit, facilities, etc. Suggesting a course of action. Persuading, instructing or directing others to do something.</p>	<ul style="list-style-type: none"> • Development of criticism on different topics studied. • Search of basic information on attractions, places to visit, facilities, etc. • Discussion of possibilities, consequences, attitudes, personal points of view, etc. about familiar topics. • Production and redrafting of pieces of writing on familiar topics • Producing pieces of writing of various lengths on real and imaginary subjects. 	<ul style="list-style-type: none"> • Identification of specific cultural aspects relevant in each region of the country to attract tourism. • The relationship of tourism and sex. 	

TARGET CONTENT N°9: COMMON ILLNESSES AND NEW DISEASES AND EPIDEMICS. ♦ **

OBJECTIVES	LANGUAGE EXAMPLES	X. PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Drawing inferences. • Identifying the purpose of short messages. <p>SPEAKING</p> <ul style="list-style-type: none"> • Making themselves understood with little or no difficulty. • Formulating propositions and doubts and answering questions. <p>READING</p> <ul style="list-style-type: none"> • Selecting written material that is appropriate to their competence to read independently. • Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. <p>WRITING</p> <ul style="list-style-type: none"> • Structuring ideas. • Linking sentences and paragraphs. • Adapting clearly, formal and informal writing styles at a 	<p>Common illnesses, diseases, epidemics and prevention: What's the matter? How do you feel? Have you seen a doctor? Do you know about ___? You need to take/drink/stay in bed etc. What are the symptoms of ___? What are some sexual diseases? Etc.</p> <p>Functions: Requesting and offering information on symptoms of different common diseases, epidemics and illnesses. Expressing concerns about others' health</p>	<ul style="list-style-type: none"> • Listen to / read texts about familiar topics to get the gist, skim, scan or make inferences • Description of situations on familiar topics. • Elicitation/transmission of information about familiar topics. • Adaptation of different styles of writing in documents, notes, ads, etc. about familiar topics. • Summary of messages about familiar topics. 	<ul style="list-style-type: none"> • Tolerance towards the others. • Respect for own's body • Sharing with others • Solidarity with others • Appreciation for public health <p>CULTURE</p> <ul style="list-style-type: none"> • Compare diseases found in Costa Rica and those found in English speaking countries. • Talk about 	<ul style="list-style-type: none"> • Production/interpretation of ads, notes, passages. • Getting the gist from spoken or written messages. • Summary of spoken /written texts. • Expressions of ideas expressed, opinions or reasons about different topics.

OBJECTIVES AND LANGUAGE CONTENT	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
simple level.		<ul style="list-style-type: none"> • Development of view criticism. personal points of , etc. about familiar topics studied. • Discussion of possibilities, consequences, attitudes, 	risky situations that transmit sexual diseases	<ul style="list-style-type: none"> • Interviews on familiar topics. • Production and rewriting of pieces of writing on familiar topics.

TARGET CONTENT N°10 : OUR DEMOCRATIC TRADITION. ♦				
OBJECTIVES	LANGUAGE ESAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Understanding relations within the sentence (structure, syntax, morphological, modification of structure and negation) characteristic of spoken language. Identifying text types. <p>SPEAKING</p> <ul style="list-style-type: none"> Discussing alternative possibilities and their consequences. Criticizing. <p>READING</p> <ul style="list-style-type: none"> Identifying details in familiar material. Understanding relations between the parts of a text through lexical cohesion devices. <p>WRITING</p> <ul style="list-style-type: none"> Using reference sources to achieve greater accuracy precision and 	<p>Costa Rican Democracy :</p> <p>What do you understand by ____ (democracy, freedom, sovereignty, etc.)?</p> <p>What do you think about ____ (democracy, politics, the right to vote/ speak, etc.?)</p> <p>It's the government for the people, by the people and of the people.</p> <p>Parties, voters, ballot, ballot process, citizenship, ruler, laws, etc.</p> <p>Qualities of democracy/equality,</p> <p>Functions:</p> <p>Expressing opinions on democracy and other ideologies.</p> <p>Asking for and giving information.</p> <p>Approving or disapproving about practices, governments, policies, etc.</p>	<ul style="list-style-type: none"> Analysis of ideas, opinions or reasons about the democratic traditions. Description of situations on familiar topics. Elicitation/transmission of information about familiar topics. Listen to / read texts about familiar topics to get the gist, skim, scan or make inferences. Summary of messages about familiar topics. Development of criticism on different topics studied. Discussion of possibilities, consequences, attitudes 	<ul style="list-style-type: none"> Tolerance with other people's ideas Authenticity when dealing with different issues Loyalty to our country Sovereignty Influence of our democratic tradition on other countries of Central America. <p>CULTURE</p> <ul style="list-style-type: none"> Comparison between democracy and political theories in C.R. and in other countries. Importance of our democratic tradition. Organization of power within the democratic system. 	<ul style="list-style-type: none"> Skimming, scanning, making inferences, etc. Oral expression of ideas expressed, opinions or reasons about different topics. Role-play of situations. Production, redrafting and adapting different styles of writing.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>variety of expressions (the meaning is clear and there may be some mistakes). Redrafting writing tasks already given, with support guidance.</p>		<p>personal points of view, etc. about familiar topics.</p> <ul style="list-style-type: none"> • Production and redrafting of pieces of writing on familiar topics. 		<p>Comprehension and appreciation of values.</p>

TARGET CONTENT N°11 : CAREERS, JOBS AND LIFESTYLES ♦ **				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Eliciting language spoken at normal speed with some interference. Understanding ideas and information in the text through making inferences. <p>SPEAKING</p> <ul style="list-style-type: none"> Speaking with intelligible pronunciation and intonation. Making themselves understood with little or no difficulty. <p>READING</p> <ul style="list-style-type: none"> Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. Understanding the communicative value (function) of sentences and utterances. 	<p>Careers, jobs, lifestyles: Which professions are ____? What professions do you ____? What do you know/think of ____? Are there as many ____ as ____? Which are the benefits of ____? I'd like (to) ____ because ____. How much does a ____ earn/cost at ____? What does he/she do? Where can you major in ____? ____ is better than ____.</p>	<ul style="list-style-type: none"> Completion of texts by making associations to fill in charts while listening and reading. Role plays of situations related to careers, jobs. Identification of values and critical thinking about different aspects related to jobs. Description of situations on familiar topics. Elicitation /transmission of information about familiar topics. 	<ul style="list-style-type: none"> Effort to do the best Self-realization Respect for others' activities, interests and abilities. Appreciation for equal job opportunities for men and women. Mention the cultural aspects bound to each profession. Responsibility to complete a task Honesty 	<ul style="list-style-type: none"> Production of interviews on topics such as: sports, music, jobs and others. Production/interpretations of ads, notes, passages. Getting the gist from spoken or written messages. Analysis of ideas expressed, opinions or reasons about different topics. Role-play of situations.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
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			CULTURE	OUTCOMES
<p>WRITING</p> <ul style="list-style-type: none"> • Expressing and justifying ideas, opinions or personal points of view and seeking the views of others. • Expressing a range of responses and attitudes to events, issues or opinions, giving reasons. 	<p>_____ is longer. It takes _____ to graduate, etc.</p> <p>Functions:</p> <p>Describing procedures. Comparing facts and events related to possibilities, advantages, disadvantages, and facilities on careers, jobs, and lifestyles. Requesting and providing information</p>	<ul style="list-style-type: none"> • Listen/read texts about familiar topics to get the gist, skim, scan or make inferences. • Summary of messages about familiar topics. • Development of criticism on different topics studied. • Discussion of possibilities, consequences, attitudes, personal points of view, etc. about familiar topics. • Production and redrafting of pieces of writing on familiar topics. • Identification of values and critical thinking about different aspects related to music, art and crafts. 	<p>CULTURE Compare professions in Costa Rica and professions in English speaking countries</p>	<ul style="list-style-type: none"> • Completion of charts/texts; by ticking or choosing alternatives from a passage. • Production of a complete written text giving opinions and reasons.

10th The students can ...

- listen to tapes, native speakers or movies.
- discuss about achievements of our national athletes.
- produce written descriptive texts.
- narrate about different topics.
- talk about Costa Rican art, music and crafts.
- produce pieces of writing such as: brochures, flyers with information, posters and texts.
- identify synonyms and antonyms.
- use synonyms and antonyms in appropriate contexts.
- exchange information about Costa Rican typical food.
- produce written information promoting our typical food.
- follow procedures to make a product.
- write procedures.
- compare holidays and celebrations in Costa Rica with some celebrations in English speaking countries.
- write comparative texts about holidays, celebrations and culture.
- discuss about causes and effects of natural resources misuse.
- write texts using cause and effect.
- identify and use linking words in context.
- use linking words correctly.
- talk about tourist attractions in Costa Rica.
- write promotional material.
- discuss about common illnesses and diseases.
- produce pieces of writing to alert and prevent people from getting contaminated.
- discuss about our democratic tradition.
- write flyers and promotional material about the topic.
- comment about careers, jobs and lifestyles.
- write a resume, a letter inquiring information about a job, letters of complaint, presentation, etc.
- use complex language for different communication purposes.

INTRODUCTORY UNIT FOR 11th GRADES

This is the beginning of an important school year in the students' life. It is the time where they make up their minds about their own careers and other important decisions.

Start the session by promoting thought provoking by bringing to class all sources of materials (books, brochures, careers information, higher education catalogues, job ads and others). Ask them to fill in a questionnaire after they have checked the material. Present the list of topics they will learn about during the year and how these will help them to identify their interest of study.

Apply the diagnostic test for this level in order to identify the student's learning strengths and weaknesses. Remember it is their last year in secondary education, and the amount of final commitments they have to fulfill. Although they have to take a test, do not orient your efforts just to one skill. If you plan consciously, you do not have to stress yourself for providing extra attention to a final exam preparation.

As in previous levels, keep in mind the linguistic competencies or outcomes the student must master in order to be successful with the language.

10th The students can ...

- listen to tapes, native speakers or movies.
- discuss about achievements of our national athletes.
- produce written descriptive texts.
- narrate about different topics.
- talk about Costa Rican art, music and crafts.
- produce pieces of writing such as: brochures, flyers with information, posters and texts.
- identify synonyms and antonyms.
- use synonyms and antonyms in appropriate contexts.
- exchange information about Costa Rican typical food.
- produce written information promoting our typical food.
- follow procedures to make a product.
- write procedures.
- compare holidays and celebrations in Costa Rica with some celebrations in English speaking countries.
- write comparative texts about holidays, celebrations and culture.
- discuss about causes and effects of natural resources misuse.
- write texts using cause and effect.
- identify and use linking words in context.
- use linking words correctly.

- talk about tourist attractions in Costa Rica.
- write promotional material.
- discuss about common illnesses and diseases.
- produce pieces of writing to alert and prevent people from getting contaminated.
- discuss about our democratic tradition.
- write flyers and promotional material about the topic.
- comment about careers, jobs and lifestyles.
- write a resume, a letter inquiring information about a job, letters of complaint, presentation, etc.
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INTRODUCTORY UNIT FOR 11th GRADES

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Apply the diagnostic test for this level in order to identify the student's learning strengths and weaknesses. Remember it is their last year in secondary education, and the amount of final commitments they have to fulfill. Although they have to take a test, do not orient your efforts just to one skill. If you plan consciously, you do not have to stress yourself for providing extra attention to a final exam preparation.

As in previous levels, keep in mind the linguistic competencies or outcomes the student must master in order to be successful with the language.

ENGLISH - EDUCACION DIVERSIFICADA - 11th GRADE				
TARGET CONTENT N°1: TYPES OF FOOD, EATING HABITS AND BEHAVIORS AT THE TABLE. ♦ *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES

<p>LISTENING</p> <ul style="list-style-type: none"> • Appreciating / evaluating the content in terms of previously received information. • Assessing the implications of content. • Listening between the lines. <p>SPEAKING</p> <ul style="list-style-type: none"> • Interviewing people to collect the necessary information. • Justifying and defending a point of view. <p>READING</p> <ul style="list-style-type: none"> • Identifying the main point or important information in a piece of discourse. • Distinguishing the main idea from supporting details. <p>WRITING</p> <ul style="list-style-type: none"> • Developing context of what they have read, seen or heard. 	<p>Meals and Table Manners</p> <ul style="list-style-type: none"> ❖ What's your favorite food? ❖ What food do you like? ❖ What do you like to eat? We eat a light breakfast, a heavy lunch and a medium size dinner. Ice cream with peanuts. Fish and chips. ❖ We prefer.. ❖ Lunch is more formal. ❖ Our main meal is ... ❖ What food do/does like the best. ❖ In my family, we set the table this way. <p>Functions: Asking for and giving information about food. Suggesting someone to do something. Describing procedures. Evaluating the results of an action or event.</p>	<ul style="list-style-type: none"> • Evaluation and discussion of content related to food. • Identification of different aspects related to food • Interpretation of complex sentences and texts about food. • Identification and use of a variety of registers in written or spoken materials on food. • Discussion on the importance of being healthy. • Identification of relations between ideas within texts related to food to draw 	<ul style="list-style-type: none"> • Appreciation and respect for healthy eating habits. • Order and discipline. • Courtesy when dealing with others • Good manners <p>CULTURE</p> <ul style="list-style-type: none"> • Eating time and table manners in Costa Rica and in English speaking countries 	<ul style="list-style-type: none"> • Identification of items and non-factual materials. • Evaluation of content. • Assessment of different types of texts. • Production of oral discussions, descriptions and explanations of situations. • Revision and edition of pieces of writing. • Identification and comparison of our cultural features with those of other English speaking countries.
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<ul style="list-style-type: none"> Producing longer sequences in which spelling and grammar are generally accurate (the style is appropriate to the content) 		<p>conclusions.</p> <ul style="list-style-type: none"> Elicitation of information about eating habits. 		
		<ul style="list-style-type: none"> Production of long pieces of writing. 		<ul style="list-style-type: none"> Presentation of written pieces conveying information about the topic.

ENGLISH - EDUCACION DIVERSIFICADA - 11 th GRADE				
TARGET CONTENT N°2: TOURIST ASPECTS WORLDWIDE. ♦ *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Interpreting material that contains complex sentences. Understanding a variety of registers. <p>SPEAKING</p> <ul style="list-style-type: none"> Interviewing people to collect the information. Offering advise. Making suggestions. <p>READING</p> <ul style="list-style-type: none"> Recognizing indicators of discourse. Drawing conclusions from extended texts. <p>WRITING</p> <ul style="list-style-type: none"> Producing longer sequences in which spelling and grammar are generally accurate (the style is appropriate to the content) 	<p>Attractions/travel conditions.</p> <p>May I help you? You should take this trip because.. It's your chance to see it all in a month/... go through customs/violate regulations. This is a one-month package and includes air fares, transportation, hotels... What's the capital city of ? I wonder what that place may be? Can you tell me what is like there?</p>	<ul style="list-style-type: none"> Identification of news, brief items, and non factual materials about tourism. Use of advises and reports about tourism including current issues of sex tourism. Evaluation of content related to tourism, sexual exploitation, etc. Identification and validation of different aspects related to tourism. Interpretation of complex sentences and texts about tourism. 	<ul style="list-style-type: none"> Appreciation and respect for tourist spots and traveling. Self esteem and tolerance. Demonstration of friendliness to others. Courtesy. <p><u>CULTURE</u></p> <ul style="list-style-type: none"> Differences and similarities among tourist attractions conditions in Costa Rica and in English speaking countries. Understanding foreign situations 	<ul style="list-style-type: none"> Identification of registers. Evaluation of content. Identification of main points, ideas or important information. Summary of texts, ideas etc. Identification and use of cognates and derivatives. Identification of news/brief items and nonfactual materials.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> • Performing tasks involving a number 5 or 6 simple discrete statements describing how something is done or giving instructions. • Sequencing events. 	<p>Functions: Discussing possibilities, probabilities of doing something.</p> <p>Requesting and giving information about tourist attractions. Advising. Expressing and inquiring about preferences. Persuading someone to do something. Making suggestions. Describing places</p>	<ul style="list-style-type: none"> • Identification of the use of a variety of registers in written forms. • Production of oral interviews. • Identification of relations between ideas within texts related to tourism. • Elicitation of information about tourism.. 		<ul style="list-style-type: none"> • Participation in role plays, simulations and other classroom oral productions.

ENGLISH - EDUCACION DIVERSIFICADA - 11 TH GRADE				
TARGET CONTENT N°3: LINKING WORDS IN CONTEXT ♦ *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>Reading</p> <ul style="list-style-type: none"> Interpreting material that contains complex sentences. Understanding a variety of different types of texts. Recognizing indicators of discourse. <p>Writing</p> <ul style="list-style-type: none"> Making effective use of resources to vary the style and scope of their own writing. <p>Speaking</p> <ul style="list-style-type: none"> Reacting orally to messages and written materials. 	<p>Linking words:</p> <ul style="list-style-type: none"> Words which have the purpose of clarifying, adding information, giving examples, contrasting, establishing the cause. <p>Functions: Expressing coherence.</p>	<ul style="list-style-type: none"> Interpretation of complex sentences and texts that use linking words. Use of formal and informal style of writing. 	<ul style="list-style-type: none"> Order and discipline. Strength of will. Creativity when consulting the dictionary 	<ul style="list-style-type: none"> Interpretation of complex sentences. Filling out blanks with the right linking words. Use of a variety of registers in written or spoken materials.

ENGLISH - EDUCACION DIVERSIFICADA - 11 TH GRADE				
TARGET CONTENT N°4: JOB DEMAND IN COSTA RICA. ♦ *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Drawing conclusions from and identifying the relationship between ideas within the text. • Identifying brief news items and non-factual material from radio or TV. <p>SPEAKING</p> <ul style="list-style-type: none"> • Reacting to extreme points of view. • Reporting information gathered from a text or a discussion. • Expressing opinions. <p>READING</p> <ul style="list-style-type: none"> • Understanding a variety of types of written material for personal interest and for information. 	<p>Jobs, salaries, opportunities for employment:</p> <ul style="list-style-type: none"> • I'm interested in... • Let me tell you about • I'd like to apply for • Let us review • Be cooperative. • You need to fill out ... etc. <p>Functions: Comparing options. Discussing possibilities of doing something. Summarizing information about jobs.</p>	<ul style="list-style-type: none"> • Identification and comparison of job demand in Costa Rica and in English speaking countries. • Evaluation of content related to jobs.(Jobs and human rights, sexual harassment, safety rules, etc) • Identification and validation of different aspects related to jobs. • Production of interviews and reports about job demand. • Interpretation of complex sentences and texts about jobs. 	<ul style="list-style-type: none"> • Appreciation and respect for work. • Commitment with self and common welfare development. • Appreciation for healthy interpersonal relations in the working place. • Respect for employees protecting laws and for human rights. <p>CULTURE</p> <ul style="list-style-type: none"> • Jobs and job opportunities within our country and in English 	<ul style="list-style-type: none"> • Assessment of implications of content. • Use of information in diagrams. • Summary of texts, ideas, etc. • Production of interviews and reports. • Production of adds, summaries and resumes.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> • Identifying the main point or important information in a piece of discourse. <p>WRITING</p> <ul style="list-style-type: none"> • Using cognates, derivatives and simple structures in short pieces of writing. • Developing contexts of what they have read, seen or heard. • Writing a resume and application forms. 		<ul style="list-style-type: none"> • Identification of the use of a variety of registers in written or spoken materials on jobs. • Draw conclusions and identify relations between ideas within texts related to jobs. • Elicitation and transmission of information about job demand. 	<ul style="list-style-type: none"> • speaking countries. • Job requisites in our country. <p>The new demand for full proficiency in English in Costa Rica.</p>	

ENGLISH - EDUCACION DIVERSIFICADA - 11 TH GRADE				
TARGET CONTENT N°5: CAREERS. ♦ *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Tracing the development of arguments. Identifying the relationships between ideas within the text. Drawing conclusions from the relationship within a text. <p>SPEAKING</p> <ul style="list-style-type: none"> Reporting information gathered from a text or a discussion. Eliciting and transmitting information attitudes and opinions in a wide range of situations. Expressing opinions. <p>READING</p> <ul style="list-style-type: none"> Coping readily with unfamiliar topics involving more 	<p>Careers / opportunity for advanced study/requirements:</p> <ul style="list-style-type: none"> ❖ What do you want to be...? Why? ❖ Would you like to...? ❖ Do you want to enter...? / pay the admissions fee... / fill out the... <p>Functions: Persuading someone to do something. Expressing and inquiring about preferences. Identifying different career opportunities. Reporting about possibilities.</p>	<ul style="list-style-type: none"> Summary of texts, ideas, etc. related to careers. Identification and use of formal and informal style of writing related to careers. Identification and comparison of careers in Costa Rica and in English speaking countries. Identification and validation of different aspects related to careers. 	<ul style="list-style-type: none"> Appreciation and respect for study habits. Order and discipline. <p>CULTURE</p> <ul style="list-style-type: none"> Opportunities for advanced study/requirements, in our country and in UK/USA. Competence among genders when choosing a profession. 	<ul style="list-style-type: none"> Presentation of summaries from information heard. Performance of interviews/reports of information. Identification/extraction of main points, ideas or important information. Identification and use of formal and informal style of writing.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>complex language and recognizing attitudes and emotions.</p> <ul style="list-style-type: none"> • Extracting salient points to summarize the text, ideas, cognates, derivatives, etc. <p>WRITING</p> <ul style="list-style-type: none"> • Making effective use of resources to vary the style and scope of their own writing. • Editing and redrafting their work. • Researching marketing opportunities. 		<ul style="list-style-type: none"> • Interpretation of complex sentences and texts about careers. • Identification and use of a variety of registers in written or spoken materials on careers. • Identification of relations between ideas within texts related to careers to draw conclusions. 		<ul style="list-style-type: none"> • Identification/use of cognates and derivatives. • Completion of tasks that demand the application of cultural aspects, functions and language. • Oral participation to demonstrate proficiency in the language learned. • Written texts expressing opinions.

ENGLISH - EDUCACION DIVERSIFICADA - 11 TH GRADE				
TARGET CONTENT N°6: SCIENCE AND TECHNOLOGY. • *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Assessing the implications of content. Tracing the development of an argument. <p>SPEAKING</p> <ul style="list-style-type: none"> Eliciting and conveying information attitudes and opinions in a wide range of situations. Justifying and defending a point of view. Expressing personal opinions. <p>READING</p> <ul style="list-style-type: none"> Understanding a wide range of factual and imaginative texts. Coping readily with unfamiliar topics involving more complex language and 	<p>Science and technology:</p> <ul style="list-style-type: none"> ❖ How does science and technology affect the discovery of.... ❖ What's the future of...? ❖ Which are some applications of.... ❖ What are some fields of interest? ❖ Traveling to the outer space... <p>Functions: Stating facts. Reporting about science and technology.</p>	<ul style="list-style-type: none"> Identification/use of cognates, derivatives etc. in topics such as science and technology. Evaluation of content related to science and technology. Identification of value and critical thinking about different aspects related to science and technology. 	<ul style="list-style-type: none"> Order and discipline Creativity when dealing with scientific issues Commitment with self and common welfare and development. <p>CULTURE</p> <ul style="list-style-type: none"> Science and technology in Costa Rica and in English speaking countries. Dealing with up dated scientific practices (cloning, artificial insemination, art babies), etc. 	<ul style="list-style-type: none"> Interpretation of complex sentences. Identification/use of a variety of registers in written or spoken materials. Evaluation of content.. Assessment of implications of content. Completion of written and oral tasks that demand the application of cultural aspects functions and language.

OBJECTIVES		PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<ul style="list-style-type: none"> recognizing attitudes and emotions. <p>WRITING</p> <ul style="list-style-type: none"> Using informal and formal styles of writing, (a diary and scripting dialogues, descriptive texts, etc). Using a growing knowledge of language such as cognates and derivatives in their written production. 	<p>Explaining /asking for explanation about advantages/disadvantages. Asking for and giving information about facts.</p>	<ul style="list-style-type: none"> Interpretation of complex sentences and texts about science and technology Identification of a variety of registers in written or spoken materials on science and technology. Draw conclusions and identify relations between ideas related to science and technology texts Elicitation and transmission of information about science and technology and sustainable development. 		<ul style="list-style-type: none"> Production of pieces of writing using cognates and derivatives.

ENGLISH - EDUCACION DIVERSIFICADA - 11 TH GRADE				
TARGET CONTENT N°7: MORALS AND VALUES. • *				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Appreciating / evaluating the content in terms of previously received information. Assessing the implications of content. <p>SPEAKING</p> <ul style="list-style-type: none"> Reacting to extreme points of view. Reporting information gathered from a text or a discussion. <p>READING</p> <ul style="list-style-type: none"> Drawing conclusions from extended texts. Understanding a wide range of factual and imaginative texts. 	<p>Morals and values:</p> <ul style="list-style-type: none"> What's a value? / moral? I agree with you about... I think that we could... You better.. Why don't you... Maybe if you You shouldn't... <p>Functions: Agreeing/disagreeing. Persuading someone to do something. Asking for and giving information about values. Expressing opinions.</p>	<ul style="list-style-type: none"> Identification of news, brief items, and non factual materials about morals and values. Evaluation of content related to morals and values Identification/extraction of salient points, ideas or important information about morals and values. Evaluation of content related to morals and values. Identification of the values and critical thinking on different aspects related to morals and values. 	<ul style="list-style-type: none"> Appreciation and respect for spiritual values. Respect for human sexuality <p>CULTURE</p> <ul style="list-style-type: none"> Values/transference of values in Costa Rica and those of other English speaking countries. 	<ul style="list-style-type: none"> Presentation of conclusions and identification of relations between ideas within texts. Identification of news brief items and non-factual materials. Redrafting and editing pieces of writing. Manifestation of attitudes of appreciation and respect for our cultural, social and religious, values.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>WRITING</p> <ul style="list-style-type: none"> • Making effective use of resources to vary the style and scope of their own writing. • Editing and redrafting their work. 		<p>Interpretation of complex sentences and texts about morals and values.</p> <p>Identification of the use of a variety of registers in written or spoken materials on morals and values.</p> <p>Derivation of conclusions and identification of relations between ideas within texts related to morals and values.</p> <p>Elicitation and transmission of information about morals and values. Production of pieces of writing</p>		<ul style="list-style-type: none"> • Identification/ comparison of and expressing critically about our cultural features with those of other English speaking countries. • Summary of texts, ideas, etc. • Production of written pieces.

ENGLISH - EDUCACION DIVERSIFICADA - 11 TH GRADE				
TARGET CONTENT N°8: PREFIXES, SUFFIXES AND ROOT WORDS. • **				
OBJECTIVES AND LANGUAGE CONTENT	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> • Interpreting material that contains complex sentences. • Understanding a variety of registers • Recognizing indicators of discourse. <p>WRITING</p> <ul style="list-style-type: none"> • Making effective use of resources to vary the style and scope of their own writing. • Using a growing knowledge of language such as cognates, derivatives and simple structures in short pieces of writing. <p>SPEAKING</p> <ul style="list-style-type: none"> • Responding to written or oral stimuli to complete tasks. 	<p>Word modifiers:</p> <ul style="list-style-type: none"> • What does it mean? • I don't mean to change the meaning of... • If you add..... at the beginning... • immediate-ly / il-logical. etc. <p>Functions: Looking up words in a dictionary. Deducing meaning from words in a context.</p>	<ul style="list-style-type: none"> • Interpretation of complex sentences and texts. • Production of oral and written texts enhanced through the use of affixes. 	<ul style="list-style-type: none"> • Order and discipline • Strength of will when using the dictionary 	<ul style="list-style-type: none"> • Interpretation of complex sentences. • Production of oral and written texts.

ENGLISH - EDUCACION DIVERSIFICADA - 11 TH GRADE				
TARGET CONTENT N°9: GENDER: MEN'S AND WOMEN'S ROLES • **				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Assessing the implications of content. Tracing the development of an argument. Linking concepts. <p>SPEAKING</p> <ul style="list-style-type: none"> Eliciting and conveying information attitudes and opinions in a wide range of situations. Justifying and defending a point of view. <p>READING</p> <ul style="list-style-type: none"> Understanding a wide range of factual and imaginative texts. Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions. 	<p>Gender. Men's and women's roles in society: What's your opinion about...? Are men/women... ? I don't think... I wouldn't ... I'm sorry about.../ etc.</p> <p>Functions: Asking and giving information about gender. Requesting/inviting others to do something. Expressing concern. Making, accepting and refusing suggestions.</p>	<p>Derivation of conclusions and identify relations between ideas within texts related to gender.</p> <p>Assessment of implications of content related to gender.</p> <p>Identification/extraction of salient points, ideas or important information about gender.</p> <p>Evaluation of content related to gender.</p> <p>Identification, evaluation and production of critical thinking about different aspects related to gender. Interpretation of complex sentences and texts about gender.</p>	<ul style="list-style-type: none"> Appreciation and respect for interpersonal relationship and behavioral guidelines. Sense of sexuality. Respect for diversity. Respect for human rights. <p>CULTURE</p> <ul style="list-style-type: none"> Women's and men's roles in our society and in English speaking countries. 	<ul style="list-style-type: none"> Interpretation of complex sentences Identifying /using a variety of registers in written or spoken materials. Assessment of implications of content. Oral and written discussion on the topic. Completion of tasks that demand the application of cultural aspects, functions and language.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>WRITING</p> <ul style="list-style-type: none"> • Using informal and formal styles of writing, such as <ul style="list-style-type: none"> ○ when keeping diary, scripting dialogues, describing... • Using a growing knowledge of language such as cognates, derivatives and simple structures in short pieces of writing. 		<p>Identification of the use of a variety of registers in written or spoken materials on gender.</p> <p>Derivation of conclusions and identification of relations between ideas within texts related to gender.</p> <p>Elicitation and transmission of information about gender.</p> <p>Criticism on texts for their open and hidden messages on gender roles.</p>		<ul style="list-style-type: none"> • Production of written pieces.

ENGLISH - EDUCACION DIVERSIFICADA - 11 TH GRADE				
TARGET CONTENTN° 10: SENIOR CITIZENS, MINORITY GROU PS AND... • **				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDE S AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> • Tracing the development of an argument. • Identifying the relationships between ideas within the text. • Drawing conclusions. <p>SPEAKING</p> <ul style="list-style-type: none"> • Interviewing people to collect the necessary information. • Offering advice. • Suggesting solutions. <p>READING</p> <ul style="list-style-type: none"> • Distinguishing the main idea from supporting details. • Transcoding information to diagrammatic display. • 	<p>Senior citizens / opportunities / family life:</p> <ul style="list-style-type: none"> • Who are senior citizens? • How can you help /take care...? • Could we... ? • Let's... • Why don't we...? • I'd like to.. • I don't think... • I wouldn't... • I'm sorry about.../ etc. <p>Functions: Asking for and giving information about senior citizens. Requesting/inviting others to do something. Expressing concern.</p>	<ul style="list-style-type: none"> • Transference of information related to senior citizens to diagrammatic display. • Evaluation of content related to minority groups and the lack of the exercise of human rights for them. • Identification, evaluation and production of critical thinking of different aspects related to minority groups, their sexual behavior, etc. • Interpretation of complex sentences and texts about minority groups. • Identification of 	<ul style="list-style-type: none"> • Appreciation and respect for elderly people. • Tolerance towards others • Respect for human rights. • Quality of life. • Awareness of aging . <p>CULTURE</p> <ul style="list-style-type: none"> • Senior citizens activities/treatme nt in Costa Rica and other English speaking countries. 	<ul style="list-style-type: none"> • Identification /use of a variety of registers in written or spoken materials. • Derivation of conclusions and identifying relations between ideas within texts. • Identification/extracti on of main points, ideas or important information. • Transference of information to diagrammatic display. • Summary of texts, ideas etc. • Production of speeches and oral situations. .

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>WRITING</p> <ul style="list-style-type: none"> • Developing context of what they have read, seen or heard. • Producing longer sequences in which spelling and grammar are generally accurate (the style is appropriate to the content) 	<ul style="list-style-type: none"> • Making, accepting and refusing suggestions. 	<p>ideas or important information in texts.</p> <ul style="list-style-type: none"> • Editing and redrafting written pieces. • The use of a variety of registers in written or spoken materials on the topic. • Derivation of conclusions and identification of relations between ideas within texts. • Elicitation and transmission of information. 		<ul style="list-style-type: none"> • Production of essays • Completion of tasks that demand the application of cultural aspects, functions and language.

ENGLISH - EDUCACION DIVERSIFICADA - 11 TH GRADE				
TARGET CONTENT N°11: WORDS WITH THE SAME PRONUNCIATION BUT DIFFERENT MEANINGS. • ** @				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>READING</p> <ul style="list-style-type: none"> • Interpreting complex sentences. • Understanding a variety of registers. • Recognizing indicators of discourse. <p>WRITING</p> <ul style="list-style-type: none"> • Making effective use of resources to vary the style and scope of their own writing. • Using a growing knowledge of language such as cognates, derivatives and simple structures in short pieces of writing. <p>SPEAKING</p> <ul style="list-style-type: none"> • Reacting orally towards different commands. 	<p>Homonyms: Key-key / slip-slip. What's the meaning of...? Here it means...</p> <p>Functions: Discriminating meaning from context</p>	<ul style="list-style-type: none"> • Interpretation of complex sentences and texts. • Assessment of content. • Assessment of implications of content related to media. 	<ul style="list-style-type: none"> • Order and discipline. • Strength of will. 	<ul style="list-style-type: none"> • Interpretation of complex sentences. • Assessment of content.

ENGLISH - EDUCACION DIVERSIFICADA - 11 TH GRADE				
TARGET CONTENT N° 12: MASS MEDIA AND COMMUNICATIONS . • **				
OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>LISTENING</p> <ul style="list-style-type: none"> Assessing the implications of content. Tracing the development of an argument. <p>SPEAKING</p> <ul style="list-style-type: none"> Offering advice. Reacting to extreme points of view. Reporting information gathered from a text or a discussion. Stating an opinion. <p>READING</p> <ul style="list-style-type: none"> Identifying the main point or important information in a piece of discourse. Distinguishing the main idea from supporting details. Reading between the lines. 	<p>Media-Communications:</p> <ul style="list-style-type: none"> TV is important because... The communication facilities... Why is..... important? I think that.... I don't consider.... In my opinion... etc. <p>Functions: Asking for and giving information about media and communications. Describing situations/facts.</p>	<p>Production of interviews/offering of advice/reports of information about media. Transference of information related to media. Evaluation of content related to media and the negative impact of advertisement in children and teen ages. Identification of values and critical thought about different aspects related to media. Interpretation of complex sentences and</p>	<ul style="list-style-type: none"> Critical attitude towards media and communication. Respect for freedom of expression. Respect for human rights. Creativity <p>CULTURE</p> <ul style="list-style-type: none"> Communications and media/implications in Costa Rica and in other English speaking countries. 	<ul style="list-style-type: none"> Assessment of implications of content. Production of interviews/reports information. Identification/extraction of main points, ideas or important information. Transference of information to diagrammatic display. Summarizing texts, ideas etc. Production of written pieces. Production of oral situations stating opinions.

OBJECTIVES	LANGUAGE EXAMPLES	PROCEDURES	VALUES/ATTITUDES AND CULTURE	EVALUATION OF LEARNING OUTCOMES
<p>WRITING</p> <ul style="list-style-type: none"> • Making effective use of resources to vary the style and scope of their own writing. • Producing a piece of coherent writing. 	<p>Identifying facts/situations. Agreeing/disagreeing.</p>	<p>texts about media. Identification of various written or spoken registers used by media.</p> <ul style="list-style-type: none"> • Derivation of conclusions and identify relations between ideas within texts related to media. • Elicitation and transmission of information about media. 		

11th**The students can ...**

- listen to different varieties of spoken language.
- talk about types of food, eating habits and behaviors at the table.
- produce pieces of writing describing the situation at the table, etc.
- describe procedures for setting a table.
- identify formal and informal situations at the table.
- discuss about tourist aspects worldwide.
- describe travel plans
- place reservations.
- fill out forms
- write descriptive texts.
- use linking words in context.
- justify job demands in Costa Rica.
- produce a written text
- compare careers.
- write comparative texts.
- summarize information.
- argue about their position towards science and technology.
- produce pieces of writing describing a situation.
- discuss about morals and values.
- agree and disagree.
- persuade someone to do something.
- use prefixes, suffixes and root words in context.
- deduce meaning from context.
- justify men's and women's roles in our society.
- discuss about senior citizens and minority groups.
- invite someone to do something.
- use words with the same pronunciation (homonyms).
- discuss about mass media and communications.
- write a set of texts, describing, criticizing, justifying points of view, demanding for explanations among others.
- use language comprehensibly and appropriately to communicate effectively.
- write a letter inquiring information about diverse topics of interest.
- ask for and give information.
- discuss about different topics studied.
- analyze information.
- produce well prepared and spontaneous speeches.

- infer meaning from context.
- express and defend opinions and personal points of view.
- evaluate content.
- write a resume, cover letter, letter of presentation, letter asking for a job.

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GLOSSARY

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

ACTIVITY	Situation in which a lot of things are being done, usually in order to achieve a particular purpose.
PRE-ACTIVITY	Those actions performed to introduce the topic to, prepare their cognitive knowledge the learners with the topic and motivate them for the fore coming activity.
WHILE-ACTIVITY	The actions performed during the development of an activity in order to achieve the learning goal.
POST-ACTIVITY	The actions related with the activity and performed after the "while activity" stage in order to let the students reinforce and apply the knowledge acquired.
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.	DIAGNOSTIC	A test which enables the tester to diagnose the strengths and weaknesses of a candidate.
CONVEY	Communicate (an idea, meaning, etc).	DIAGRAMMATIC (adj.)	The representation of an object and its parts by a drawing which shows its general scheme or outline.
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.	DECODE	Convert into intelligible language.
CULTURE	Ideas, customs, arts, etc, that are produced or shared by a particular society.	DEDUCTIVE	Use to describe a method of reasoning where conclusions are deduced logically from other things that are already known.
CROSS-CURRICULAR	Curricular activities that are correlated.	ELICIT	To get learners to actively produce speech or writing. To obtain information about how someone uses a particular language item.
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.	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

FEEDBACK	good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. 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.	GLOBAL DEVELOPMENT	The insertion of individual and national working forces into the world development.
FORMAL COMPONENT	The part of the language which includes the patterns or "forms" of the language.	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.
FORMATIVE EVALUATION	A learning activity through which the students learn from their own mistakes.	GUIDELINES	Principles or criterion guiding or directing action.
FLUENCY	Language work in which the learner is acting naturally, in the same way as when using the mother tongue.	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.
FUNCTION	The communicative purpose of a piece of language.	INDUCTIVE	A way of reasoning in which you use individual ideas or facts to give you a general rule or conclusion.
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.	INFERENCE	The process of arriving at a hypothesis, idea or judgment on the basis of other knowledge, ideas or judgments.
		INFORMATION GAP	A situation where information is known by only of those present. In communicative language teaching it is said that in order to promote real communication between students, there must be information gap between them or between them and the teacher. Without that gap the classroom

INPUT	activities and exercises will be mechanical and artificial. Oral, written or visual stimuli from the formal or informal learning setting.	LEARNING STYLE	language, for example by the use of generalization and inference. 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.
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.	MATERIALS (authentic)	Used in the classroom, but not specifically designed for teaching, c.g. newspaper articles.
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.	MEDIATION	The action of changing events, experiences or sets of circumstances.
INTENSIVE READING	Is generally done at a slower speed, and requires a higher degree of understanding than extensive reading.	METHODOLOGY	The study of the whole process of language teaching with the aim of improving its efficiency.
INTERACTION	Communication between two people.	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
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		

MOTIVATION	utterances generated by means of "acquired" knowledge. To stimulate the interest of a person in an activity in learning, to stimulate students to comprehend and learn.	PROCEDURE	Action or series of actions to be completed in order to carry out a process.
OUT PUT	Amount of language learned by the students.	PROCESS	A series of actions which are carried out in order to achieve a particular result.
PAIR-WORK	Work in which students operate simultaneously in pairs on a task, or on different tasks.	PROSODIC FEATURES	Sound characteristics which affect whole sequences of syllables.
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.	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.
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.	RHETORICAL	Concerned with effect or style rather than content or meaning.
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.	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.
PROBLEM-SOLVING	A learning strategy which involves selecting from several alternatives in order to reach a desired goal.	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

SUBSKILLS	<p>learning process is centered. Sources, materials, methodology are chosen to suit his/her learning needs.</p> <p>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.</p>	TRANSCODE	<p>command may be referred to as tasks.</p> <p>Convert from one form of coded representation to another.</p>
SUMMATIVE EVALUATION	<p>An action carried out to measure students' knowledge. It normally takes place at the end of a learning process.</p>	TEACHER	<p>A guide, facilitator of learning, on whom the responsibility of quality of education lays.</p>
SUSTAINABLE DEVELOPMENT	<p>A growth scheme which promotes the rational use of resources in order to make the growing permanent.</p>	TEXT	<p>A piece of spoken or written language.</p>
SYLLABUS-CURRICULUM	<p>A description of the contents of a course of instruction and the order in which they are to be taught.</p>		
TASKS	<p>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</p>		

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- Applenton-Cuyas. Applenton-Cuyas - Nuevo Diccionario Revisado. Editorial Prentice Hall Hispanoamérica, S.A.
 - Cortina M.Graw Hill. Spanish-English / Inglés-Español. Edición Especial. Editorial McGraw Hill.
 - Larousse - Diccionario Práctico Inglés-Español / Español-Inglés. Ediciones Larousse.

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

Diccionarios en Inglés para años superiores por escoger:

- Collins Cobuild-Essential English Dictionary - Collins - Collins Pocket - English Usage-New. Collins.
- Longman Handy Learner's Dictionary of American English. Longman.
- Longman Picture Workbook. 7th level. Longman.
- Oxford - Learner's Dictionary of English Idioms. McCaig and Manser.
- Oxford Learner's Pocket Dictionary with Illustrations - Oxford Webster's II - New Riverside Dictionary. Houghton Mifflin.

BASIC RECOMMENDED LEARNING MATERIALS

- Bonilla, R.M.; Sibaja, A. & Villegas, M.T. Have Fun 1, -Learning English in Costa Rica. San José: Farben Norma, 2003. Second edition.
- Bonilla, R.M.; Quirós, O.; Ureña, E. & Villegas, M.T. Have Fun 3, -Learning English in Costa Rica. San José: Farben Norma, 2001. Second edition
- Villegas, M.T. & Bonilla, R. Have Fun 2, Learning English in Costa Rica. San José: Farben Norma, 2001. Second edition

NEWSPAPERS AND MAGAZINES

- The Tico Times. The Central American English Newspapers - Editorial semanal.
- Magazines, newspapers and books on specific topics published in English etc.

WEB RELATED RESOURCES FOR THE TEACHER

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

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

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

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

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

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

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

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

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

This site offers simple instruction in how to produce a web site for educational purposes. The site has templates, clip-art graphics and a tutorial to allow anyone to produce quick and instructional web-site.

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

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

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

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

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

<http://www.tefleurope.com/links.html>; also the Academy

of Windsor Institute in Barcelona's homepage:

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

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

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

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

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

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

Internet TESL Journal

The Internet TESL Journal's extensive and regularly maintained site organizes and links many aspects of ESL such as: •Professional Life: Associations, Conferences, Journals, Newsgroups, Teacher Training, Web-Based Discussions & Bulletin Boards •Teaching English: Bilingual Education, CALL, English for Science & Technology, Literacy •Articles, Lessons, Linguistics, Phonetics & Pronunciation, Reference Materials •Raw Materials for Lessons: Culture, Reading Materials, Poetry & Song Lyrics, Travel, Vocabulary •Teachers' Homepages •Projects by ESL Students •Schools (ESL/EFL) •Education in General: Journals, Links to Teaching Resources, Using the Internet •Jobs - Where to Find Them

Under For Students As Well As Teachers, there are:

- Games - Quizzes - Puzzles
- Grammar & English Usage
- Listening
- Penpals & Communicating With Others
- Reading
- Tests: TOEFL
- Vocabulary - Idioms - Words
- Writing
- Commercially Available ESL Materials & Services:

These pages were all active in March, 2001

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

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

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

ANNEX I

GUIDELINES TO DEVELOP THE SYLLABUS

1. The English syllabus for language teaching and learning is the official document that organizes teaching aspects in the Secondary Education in Costa Rica.
2. Teachers should read the syllabus before planning their lessons. The introductory pages help teachers to set their teaching practice in the communicative approach.
3. The language use to carry out the planning for teaching must be **English**.
4. Teachers must take into consideration the teaching phases: Introduction, Practice, Production and Consolidation.
5. Classroom and evaluation activities must follow the objectives.
6. The teaching practice should reflect the principles of the communicative approach and should provide opportunities to develop the four basic skills.
7. The language use in the classroom to give instructions and other teaching tasks has to be English.
8. Teachers should provide the students opportunities to learn the language to communicate orally and in written form.
9. It is valid to use as much learning material as possible.
10. Evaluation activities must reflect those types already practiced in class.
11. Teachers should use all sources of materials and devices; realia, authentic print and audio material, software, games, scenarios, discussion, round tables, critical thinking exercises, and other procedures that help improve the students competence and performance of the language they learn.
12. 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.
13. Both teachers and students should devote time to do some research to keep updated sources.
14. Language teaching and learning must be in context.
15. The English class must be dynamic and a unique opportunity for the students to learn the language.

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**

Leonor Eugenia Cabrera Monge
Asesora Nacional de Inglés

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 el 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:

- A) Excuse me, do you have an extra pen I can use?
- B) Can I borrow your pen?

- C) Is there a pen I can use ?
D) 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 Writing*. 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:

WRITING	“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, las micro 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 syllabus 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 horizontalidad 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 **Objectives**, 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,

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