COMMUNICATIVE COMPETENCE WITHIN THE PROYECTO DE CURSOS LIBRES DE IDIOMAS EXTRANJEROS AT UNIVERSIDAD DEL ATLANTICO: A CASE STUDY

WILMAR SALAZAR OBESO

Thesis submitted in fulfillment of the requirements to obtain the degree of

Master of Arts in English Teaching

Research Advisor

Norma Barletta, Ph.D.

FUNDACIÓN UNIVERSIDAD DEL NORTE

INSTITUTO DE ESTUDIOS EN EDUCACIÓN

MAESTRIA EN LA ENSEÑANZA DEL INGLES

Barranquilla, Colombia

2012

_____
_____
_____
_____
_____

Program director

_____

Jury

_____

Jury

Barranquilla, August 3 , 2012.

Dedicated to

The following research is dedicated to God, my wife, my family, and my colleagues.

Acknowledgements

I would first like to express my sincere thanks to God for having given me the opportunity for studying my master degree. Also, I would thank to my thesis advisor Ph. Norma Barletta for her inspiring mentoring during the time she walked with me in the complex road of research. I would also thank my wife for her patience and support. And thanks to my family for the support from the distance.

TABLE

List of figures and table

Appendixes

Appendix 1.   Transcription of students' interview

Appendix 2.   Transcription of teacher's interview

Appendix 3.   Transcription of the three observations

Appendix 4.   Checklist applied to the textbook Access 3

Appendix 5.   Module six (Access 3)

INTRODUCTION

According to the official documents issued by the Ministry Education within the framework of the National Plan of Bilingualism, English programs in Colombia should aim at the development of Communicative Competence. The notion of Communicative Competence and its proposed models have become fruitful research issues for Language Teaching (LT). Different models have been proposed to understand and operationalize such a notion for teaching purposes. However, as asserted by Brown (2007), "recent trends have put less emphasis on structural and cognitive characteristics of the communicative competence and more on the myriad social, cultural, and pragmatic implications of what it means to communicate in a second language" (p.218).

From a sociolinguistic perspective, Saville-Troike's (2002) criticism on such a notion opens up the possibility for a contextual definition of Communicative Competence derived not from the native speaker's norms of use of the language, which has traditionally been the common goal of communicative approaches, but from the social context where the language is used. This new perspective suggests the exploration of the notion of the Communicative Competence in specific social contexts: the classroom mediated by the teacher and the materials, which in many cases is a textbook.

From this point of view, the EFL classroom can be considered as a speech community with well-defined roles, participants (students-teacher) and interactions (Savignon, 1997). It is this condition which turns it into a specific social framework for the development of a particular Communicative Competence.

Any study centered on the specificity of the development of Communicative Competence framed by its social context: the classroom, mediated by the teacher and the material will surely bring fruitful insights to the understanding and

9

operationalization of such theoretical construct and its application in the field of Language Teaching.

The research reported here aims at describing how the materials and the methodology implemented by a third level teacher at the Cursos Libres de Idiomas Extranjeros (CLLE) at Universidad Del Atlántico contribute to the development of the students' Communicative Competence.

Therefore, this is an intrinsic study. An in-depth understanding of what goes on in a particular classroom, in terms of the development of communicative competence during the development of one complete unit, is analyzed.

Below, the context of the study and the research problem are discussed; then the research questions and objectives are presented as object of inquiry.

The context of the study

Universidad del Atlántico is the main public university of the Departamento del Atlántico, housing several faculties. As mission, it aims at educating an integral, humanistic and competent professional that responds to the necessities of the current situation of Colombia and Barranquilla.

The Faculty of Human Sciences offers a number of courses denominated: Cursos Libres de Idiomas Extranjeros (CLLE). English, French, German, and Italian languages are available to a complex learning community composed by university students, high school students, professional workers, children over ten years, teenagers, and adults.

Each course has a different intensity. The duration of the English course is three years, divided in six levels of proficiency: one for each term. These proficiency levels are based on the traditional levels of proficiency: beginner (levels one and two),

intermediate (levels three and four), and advanced (levels five and six). The other languages have a four-semester program each.

Regarding the schedule, the English course offers two options: the daily program from Monday to Friday, in which students take 2 hours per day and 150 hours per level (a total amount of 900 hours of English instruction); the Saturday program, in which students take 5 hours of instruction and 110 hours per level (660 hour for all the course). The schedule for the other two languages covers less time. The number of students per classroom in each class varies from 15 to 30.

The research problem

The Cursos Libres de Idiomas Extranjeros (CLEE) attempt to develop the students' communicative skills in the languages taught. There is, however, no defined methodology that guides teaching practices in the documents that support the project. Some language principles for teaching are suggested to teachers orally during an induction meeting at the beginning of the semester. Students are supposed to develop their communicative language skills, but at the same time teachers, which is something which may sound contradictory, are asked during the induction meeting to emphasize linguistic aspects of the language. There is no explicit language or language teaching framework, and the main support for the teaching practices is supplied by the textbook adopted for the development of the courses, which interacts with the teachers´ own understandings, experience and initiative.

Judging from these initial facts, the courses may lack coherent and systematic development of the Communicative competence. There is no clear evidence that students indeed develop communicative competence, and if so, how they develop it. A study is then required to describe this crucial development.

Regarding the textbook used in this context, the *Access Series* was adopted for the four initial levels and *Upstream Series* for the two final levels. Both series have same authors and publishing house and were chosen as part of the initial steps in the process of quality improvement in the English course towards its national accreditation and international certification. This is an important aspect that has to be kept in mind since the material has recently been adopted and there is not any data that shows its effectiveness for the development of students' Communicative Competence.

On the other hand, in spite of the fact that students can communicate with some confidence and effectiveness with their language skills in English at the end of the course, which is manifested by teachers at upper levels, there is not any empirical evidence that demonstrates how this is achieved. Additionally, it is not clear to what extent teachers use the textbook adopted, what parts they study, omit, modify or expand in their classes.

Any attempt to find evidences that show how students develop their Communicative Competence, in this specific social context of language use, will contribute to obtain not only empirical data that accounts for such development, but also for a future global evaluation of the project. It might provide insights into how useful the textbook is for the general purposes of the program, and what specific training programs should be provided for the teachers participating in the project.

Research question

The aforementioned state of affairs led to pose the following research question:

How do the materials and the methodology implemented by the teacher contribute to the development of the third level students' Communicative Competence in the Proyecto de Cursos Libres de Idiomas Extranjeros at Universidad Del Atlántico?

General objectives

To analyze how the materials and the methodology implemented by the teacher contribute to the development of the third level students' Communicative Competence in the Proyecto de Cursos Libres de Idiomas Extranjeros at Universidad Del Atlántico.

Specific objectives

- To evaluate the materials in terms of the goals of the English course in the context of the study
- To describe how teachers implement the methodology of the textbook in the classroom
- To identify and describe the components of the Communicative Competence students develop in the classroom.
- To analyze how the materials and the methodology implemented in the classroom contribute to develop third level students' Communicative Competence.

Potential users

The outcomes of the present study could be used in those contexts where the development of the communicative competence is a matter of teaching or learning. These are the most potential users:

- The results of this study could be used for conducting materials evaluation focused on the extent the communicative the activities are.
- The results of the present study could be used for English teachers concerned with the improvement of communicative practices.
- The results of this study could be used in foreign language programs to focus on better future teachers' formation

Chapter one discusses the framework that serves as theoretical support for the research. After that, the methodology implemented in the study is described in Chapter Two in terms of the research approach, data collection procedures and techniques. Chapter III

contains the results and their analysis. The results of the study can be used as background for a future evaluation of the English course and as a point of departure for teacher training actions. These implications and the conclusions are discussed in Chapter Four.

CHAPTER ONE

THEORETICAL FRAMEWORK

Chapter one will discuss the relevant theoretical foundations that served as support for the study. Firstly, the notion of communication, competence, and communicative competence as leading concepts in Language Teaching are discussed. Secondly, different models of Communicative Competence, including the current model for Colombia, adopted in the National Bilingual Program, are presented before proposing the model of Communicative Competence adopted to analyze such competence in third level students of English at CLEE. Finally, the chapter discusses the framework for materials evaluations used in the study to evaluate the materials currently used in the third level.

1.1. Communication

Communication is the essence of any natural language. It is more than a simple transfer of information (Bachman, 1991). It refers to the "continuous process of expression, interpretation, and negotiation of meaning" (Savignon, 1997, p. 14). On the other hand, in Brown's view (2007), there has been a shift from structural and cognitive view of communication to a higher concern of "social, cultural, and pragmatic implications of what is meant   to communicate in a second language" (p. 218). To this respect, it is clear that communication is conditioned by the context it occurs. One might assume then that communicating in the classroom implies the mobilization of meanings among speakers supported by a socio-cultural basis.

1.2. The notion of competence

According to Brown (2007), "competence refers to one's underlying knowledge of a system, event, or fact", (p. 35).

In the field of linguistics, competence was initially explained by Chomsky (1965) as the unconscious knowledge speakers have of their language system within the field of communication. However, according to Savignon (1997), competence is related to the identification of observable features of good communication. From this perspective, a competent speaker means that he/she uses language properly in communicative situations.

1.3. The notion of Communicative Competence

The notion of Communicative Competence is still under construction. From its genesis until now, various studies have been carried out to develop 'a significant unifying construct' relatable to Language Teaching (LT). Several models have been proposed in order to define its components or dimensions and the way they might be related to one another as a basis for language development in LT contexts.

Chomsky's (1965) distinction between competence and performance started a fruitful field of inquiry in LT. For Chomsky, linguistic competence accounts for the implicit knowledge of grammar an ideal speaker and listener has in a homogenous speech community (ideal speaker-listener), whereas linguistic performance refers to the current use of that grammar knowledge in specific situations. In other words, linguistic competence relates to language and linguistic performance refers to speech (Johnson, 2004).

However, Hymes (1972), who coined the term Communicative Competence, states that Chomsky's grammar competence has a limited scope since it only deals with whether a sentence can be grammatical or not. Then Hymes, according to Johnson (2004), tries to take the notion beyond the mental level (knowledge of fixed grammar

rules) as suggested in Chomsky's assumptions. Accordingly, Hymes centers on the appropriateness of an utterance in a situation.

Hymes' notion of Communicative Competence highlights the functional aspects of language (rules of use) where linguistic performance is a manifestation of such competence. These types of rules can allow speakers to use the appropriate communicative behavior to convey social significant (Paulston, 1992). In regard to this matter, Communicative Competence depends on both knowledge and ability for language use (Munby,1982).

Within Communicative Competence, Hymes distinguishes four types of knowledge and abilities for language use:

1. *Grammatical element*

2. *Psycholinguistic element*

3. *Socio-cultural element*

4. *De facto element*

These elements are Hymes' attempt to build a structural representation of his notion of Communicative Competence. However, this representation does not specify scopes and boundaries of each component nor the interaction among the elements, a crucial issue that is still under discussion in LT.

The notion of Communicative Competence proposed by Hymes became a useful framework for the analysis of human natural communication related to LT. Therefore various models to represent this notion ,in a 'unifying construct', have been suggested to frame the development of communication in LT contexts..

1.4. Models of Communicative Competence

Several models have been developed during more than thirty years in order to build a coherent construct that could greatly serve as a basis for language teaching. There are three particularly defined models of Communicative Competence.

1.4.1. Canale and Swain's model of Communicative Competence (1983)

According to Brown (2007), Canale and Swain's model includes four components of communicative competence: **Grammatical competence,** which refers to "knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology (Canale and Swain, 1980); **discourse competence,** which accounts for the ability to connect sentences to build a coherent discourse into a meaningful whole (Brown,2007). **Sociolinguistic competence,** which relates to Hymes' social rules of language use. That is, any utterance is built within a socio-cultural context which defines the nature of the latter. Finally, **strategic competence,** according to Canale and Swain (1980) relates to "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication" (p. 40-41). This strategy is employed by speakers to compensate for imperfect knowledge of rules (Savignon, 1997).

1.4.2. Bachman's model of communicative language ability

Taken Canale and Swain's model on Communicative Competence, Bachman (1991) proposed his model denominated as Language Competence, which shows the relationships among the components. It accounts for those "specific knowledge components that are utilized in combination via language" (p. 184).

The model is constituted by three main components: **language competence, strategic competence** and **psychophysiological mechanisms.** Language competence is

constituted by two competences: *organizational competence* and *pragmatic competence*. Organizational competence is divided into two main categories: *grammatical competence* (vocabulary, morphology, syntax, phonology and graphology) and *textual* (cohesion and rhetorical organization). On the other hand, pragmatic competence is also constituted by two categories: *illocutory competence* (ideational, manipulative, heuristic and imaginative functions) and *sociolinguistic competence* (sensitivity to differences in dialect or variety, sensitivity to differences in register, sensitivity to naturalness, and ability to interpret cultural references and figures of speech).

For Bachman**, *Strategic competence* is related to " a general ability, which enables an individual to make the most effective use of available abilities in carrying out a given task" (p.106).According to him, this competence is constituted by three components: assessment, planning and execution.

Psychophysiological mechanisms are considered by Bachman as " the neurological and physiological processes used in language use" (p.107).That is, the visual and auditory channel and the productive and receptive mode of language.

1.4.3. Savignon's model of communicative competence

Savignon' s (1997) model of communicative competence is constituted by four components: grammar competence, discourse competence, strategic competence, and sociolinguistic competence. Her description of these components coincide with Canale and Swain's (1983) description.

1.4.4. Communicative Competence model adopted in Colombia

The Communicative Competence model adopted as a translatable construct for LT in Colombia, is explained in two official documents issued by the Ministry of Education.

On one hand, the Lineamientos Curriculares para Idiomas Extranjeros (MEN,1999) take Bachman's (1991) modification of Canale and Swain's (1983) proposed model of Communicative Competence as theoretical reference and proposes it for Colombian language syllabi at schools, universities and language institutes. Besides, this document recognizes the importance of the integration of spoken and written language and considers Communicative Competence as the ultimate goal for any foreign language teaching.

On the other hand, Serie Guía #22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (MEN, 2006) is the other document where a description of the components of Communicative Competence appears. The document was developed within the framework of the National Bilingual Program (MEN, 2004) which is supported by the parameters of the Common European Frameworks of reference for learning, teaching, and assessment of languages.

In this document, the proposed model is constituted by three components: **linguistic competence, pragmatic competence and sociolinguistic competence**. **Linguistic competence** is related to the formal resources of language. **Pragmatic competence** accounts for the functional use of linguistic resources. This competence is divided into two competences: discourse competence**,** which is related to the ability to organize sentence in sequence to generate textual fragments, and functional competence**,** which is the knowledge of linguistic forms and their functions in real communicative situations. **Sociolinguistic competence** accounts for the knowledge of the social and cultural conditions implicit in language use.
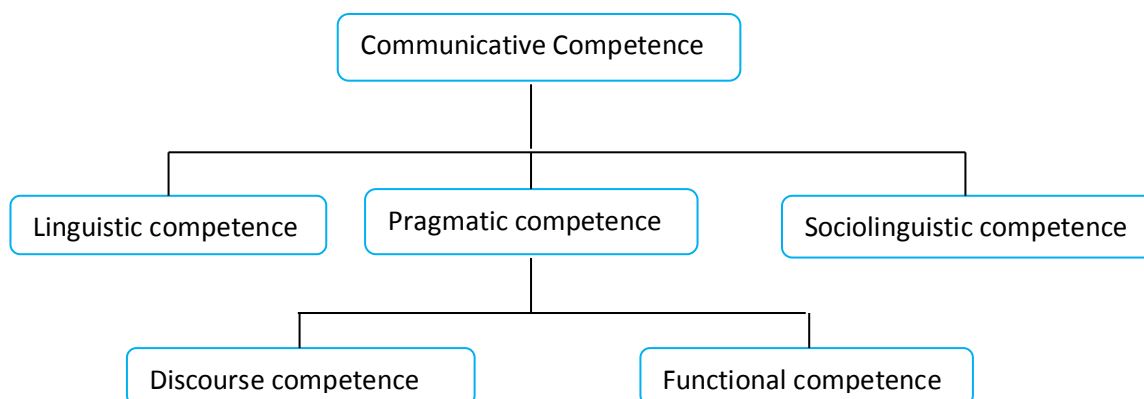
Figure1. (**Adapted from Serie Guía #22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. MEN, 2006**)

In this particular model, there is no reference to strategic competence, and it is not explicit why the model of Communicative Competence in Lineamientos Curriculares para Idiomas Extranjeros is different from the one described in Guía #22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. The conclusion one might draw is that there is no agreement among the experts that elaborated these official documents.

On the other hand, in terms of the interrelation of the Communicative Competence components, from Saville-Troike's (2002) perspective, Communicative Competence needs to be explored according to the social context where it is developed. Any current and future research on it may surely bring new insights or orientations clearly translatable to communicative approaches to LT.

1.4.5. Model adopted in the research

Since the main objective of the present study is the description of the development of Communicative Competence within the context of a classroom in which teacher and

materials mediate, the model of communicative competence used as framework for data analysis is composed of five components: linguistic competence, sociolinguistic competence, interactional competence, discursive competence, and strategic competence.

Linguistic competence refers to the knowledge and use of specific elements of language: phonology, grammar and lexis. **Sociolinguistic competence** accounts for Hymes' social rules of language use, which is the sociocultural appropriateness of language use. **Discourse competence** accounts for the way speakers build coherent discourse using specific linguistic devices for that matter. **Interactional competence** is related to Johnson's (2004) interactional competence which accounts for the face-to-face interaction that occurs in "interactive practices" and that is supported by the acquisition of certain resources: vocabulary and syntax, knowledge on how to take speaking turns. **Strategic competence** accounts for Bachman's strategic competence which refers to the " underlying cognitive skills" related to the knowledge of the world when language is used.

1. 5. Materials

Tomlinson (2003) considers that " materials include anything which can be used to facilitate the learning of a language " (p. 2). As it is seen, within the spectrum of materials their coverage is wide. And related to this, McGrath (2002) fully exemplifies this spectrum by considering that materials can range from **'realia',** such as real pencils, erasers, etc., to **representations,** such as photographs or drawings of a person, house or scene. But they also include **text materials** (textbooks, worksheets, etc.), **authentic material** (newspaper articles), **teacher-written materials** and **learner-generated materials.**

Taking the above into account, materials turn out to be 'visible' and 'tangible' elements of pedagogy (Nunan, 1991). Due to this, it is fruitful to evaluate their role within language teaching and learning.

1.5.1. Materials evaluation

According to Tomlinson (2003), materials evaluation "is a procedure that involves measuring the value (or potential value) of a set of learning materials" (p. 16) . Materials evaluation can be located, as suggested by Ellis (1998), within program or project evaluation.

On the other hand, materials evaluation, as recognized by Littlejohn (1998), is useful since it allows the examination of :

> " the implications of a set of materials may have for classroom work and thus come to grounded opinions about whether or not the methodology and content of the materials is appropriate for a particular language teaching context" (p. 191).

As it is seen, materials evaluation is very crucial since it pursues the effectiveness of materials in the language learning process as a key pedagogical tools.

Materials evaluation has been evolving within language teaching to a specialized area, which has brought insights on effective ways of approaching them. To this respect, different authors have suggested different types of methodology for materials evaluation.

McDonough and Shaw (1993) suggest a model for materials evaluation which consists of two *stages*: external and internal evaluations. External evaluation accounts for the analysis of the 'blurb', the introduction and table of content. In these elements, the following information can be found:

- The intended audience

- The proficiency level

- The context in which materials are to be used

- How the language has been presented and organized in teachable units/lessons

- The authors' declared views on language and methodology

- This type of evaluation tries to obtain relevant information about the authors' claims of the materials.

On the other hand, internal evaluation aims at determining the coherence and organization of the material claimed by the authors. It is suggested for the evaluation of the materials the analysis of two units for deeper findings. This type of evaluation can include among other aspects:

- The presentation of the skills in the materials

- The grading and sequencing of the material

- Opportunity for practicing reading skills on extended reading passages

- The nature of the tasks and activities

- Real dialogues versus authenticity of the dialogues

- The way the materials cater for the different learning styles

- The inclusion of self'-study material and its justification

However, as Ellis (1998) argues, the critical factor in material evaluation is the aspects considered to be evaluated and the way one aspect should weighted in connection to another.

Cunningsworth (1995) proposes a *checklist* as a methodology approach for materials evaluation. After criticizing the impressionistic view on materials for their evaluation, he considers an in-depth evaluation since " we need to examine how specific items are

dealt with, such as students' learning needs, syllabus requirement, etc." (p.4). He admits that the items of a checklist are affected by the context of the materials evaluation, the scope and the purpose. Thus each evaluator may develop his/her own checklist. It means that new items might be added by the material evaluator, according to the contextual and the purpose of the elements involving the use of the materials. Some of the aspects to include in a checklist are:

- Aims and approaches

- Design and organization

- Language and content

- Skills

- Topics

- Methodology

- Ancillaries

- Practical considerations

Any of the above aspects can have more specific aspects to evaluate in the materials according to what the evaluator considers relevant to be analyzed.

Also, Littlejohn (1998) proposes a checklist as framework for the evaluation of materials. According to him, through his checklist, materials, seen as a Trojan Horse, can be analyzed internally to see what lies within.

The framework covers three questions which represent three levels of analysis:

- What is there? (objective nature of the material)
- What is required of users? ("deductions about what exactly teachers and learners using the materials will have to do " (p. 198).
- What is implied?(conclusions related to the possible underlying principles of the materials)

Throughout his checklist as an analytical description, it is expected to take a good decision related to the usefulness and desirability of the materials.

On the other hand, Ellis (1998) distinguishes pre, while and post use evaluation. **Pre-use evaluation** accounts for "the need to choose materials that will be relevant and appropriate for a particular group of learners and possibly also by the need to identify specific aspects of the materials that require adaptation" (p. 220). **While-use evaluation** takes into account criteria used to make decisions on which parts of the book to adapt and how to do it. And **post-use evaluation** which covers the effectiveness of the materials in terms of the language learning results, specific teaching activities, and teachers' reflections on their role within the whole process.

This author proposes a methodology for materials evaluation which is *task **evaluation***. It is composed by dimensions and steps. As initial moment, he considers important to examine a series of dimensions of the evaluation, related broadly to macro-evaluation (program/project evaluation), but applicable also to micro-evaluation (task evaluation):

1. Approach
2. Purpose
3. Focus
4. Scope
5. The evaluators
6. The timing
7. Types of information

After considering this, he proposes five steps to carry out the task analysis. Step 1 accounts for the description of the task (input, procedures, language activity, outcomes). Step 2 is related to the planning of the evaluation which has to be systematic and principled. Step 3 addresses the collection of information on 'how the task was performed', 'what learning took place as a result of performing the task', and ' teacher's and learner's opinion about the task'. Step 4 consists of the analysis of the information

collected. Finally, step 5 provides conclusions (analysis results) and recommendations(future teaching proposals).

1.5.2. Materials evaluation model for the present study

For the present research study, the materials evaluation went beyond an impressionistic evaluation. Following the distinction by Littlejohn (1998) and Ellis (1998), an external description of the materials was carried out. Also, it was necessary to develop an internal evaluation and pre-use evaluation, taking into account some of the ideas proposed by Littlejohn. Besides, following Ellis, a post-use analysis was developed, too. A checklist was designed to collect information about the use of the textbook during the development of the tasks proposed.

1.6. Tasks

Tasks are currently used in language teaching as an orientation for instruction and materials design. Breen (1984), cited by Richards, Platt, and Platt (1992), takes tasks as everything done in the classroom. This definition is too general for approaching task.

Richards and colleagues (1992) consider that "a task is an activity which is designed to achieve a particular learning goal." (p. 373). As it is seen, for these authors, tasks and activities are the same. In their view, tasks are constituted by certain dimensions, such as:

- Goals
- Procedures
- Order
- Pacing
- Product
- Learning strategy

- Assessment

- Participation

- Resources

- Language

On the other hand, Crooks and Gass (1993) assume tasks as pedagogical tools. They can be used as elements within the syllabus design, materials development, and classroom instruction.

Probably, an appropriate definition for task is given by Prabhu (1987). For him, a task is "an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allow teachers to control and regulate that process", (p. 24). In this definition, five parties are identified: 1). The learner, 2). The information, 3). The outcomes, 4). The thinking process, 5). The teachers.

In the present research study, Prabhu's definition of task will be used due to its simplicity and elements involved in the nature of the task itself.

On the other hand, Richards (2006) recognizes three different practices or activities: mechanical, meaningful, and communicative practices. The first practice refers to a 'controlled practice' activity. This is performed without understanding the language being used. The second practice accounts for making meaningful choices when practice is carried out. And the last practice targets those activities where language use within a real communicative context is the main emphasis. The value of the mechanical-meaningful-communicative progression is still an issue (Snider, 2005).

A different categorization of practices is provided by Van Lier (1996). He considers that there are four types of practices: **controlled and narrowly focused practice, not controlled but focused practice, controlled but not (narrowly) focused practice**, and

not focused and not controlled practice. The first practice accounts for 'mechanical and audio-lingual drills, fill-in exercises, transforming or translating sentences'. The syllabus, the teacher or the materials decide what, how, and when to do practice. The second practice refers to self-regulated practices such as inner speech, private rehearsal, planning and language play. The learner controls what, how, and when to practice. The third practice suggests activities like guided dialogues, role taking, simulations, some information-gap tasks, etc. the teacher chooses the activities, but broad and varied range of verbal actions is expected. And the last practice which is similar to conversation.

1.7. Teaching mediation

In general terms, teachers perform an important cultural act: teaching. Etymologically, it refers to "show, point out". But what is shown or pointed out? This is a question that has a dialogical answer linked to the historical moment. Even in Language Teaching, the answer has the same nature. However, what it can be seen in this act of showing is that teachers mediate so that students learn. And Vygotsky firstly recognized this transcendental cultural action in the development of human cognition.

According to Johnson (2009), "cognitive development is an interactive process, mediated by culture, context, language, and social interaction."(p.1). This development is interactive because it occurs among individuals. The mediation is situated not only in physical contexts, but also in social contexts as well. And language turns out to be a cultural and psychological tool through which individuals understand and transform the surrounding. On the other hand, interaction is the activity that socially attaches individuals. For instance, a communicative activity in a language teaching class.

Related to Language Teaching, the sociocultural approach might imply that the development of the second language has to be carried out through 'concrete

communicative activities', either proposed by the teacher or the material. Consequently, these kinds of activities highly lead to social interaction within the classroom.

Therefore, through interaction students can share experiences, create meaning from such experiences, and as a consequence, knowledge and understanding, not only of the second language, but also of the second culture, too. Such interaction can   help to develop students' Communicative Competence.

Now, it is here where mediation is relevant for the learning process of the second language. Second language teachers are asked to employ a series of strategies that lead students to learning the target language. Some of them are:

- Eliciting

- Asking questions (open and close questions)

- Translation

- L1 use

- Mimicking

- Using learner's cultural reference

1.7.1. Zone of proximal development and Scaffolding

According to Jonhson (2004), Vygoksky differentiates two levels of development on how higher mental functions are developed.   The first level is the actual level of development and the second level is the potential level of development. This distance between the two is what he referred as Zone of Proximal Development. Within the first level, the individual performs activities by himself. On the other hand, in the other level, the individual performs activities with the assistance of other one.

Related to language teaching, Vygotsky's ZPD notion is useful. For one thing, it allows teachers to design activities that are within each student's cognitive potential and lead them to the expected language development.

On the other hand, Jonhson (2004) considers that "the scaffolding mechanism is used to promote the novice's internalization of knowledge that has been co-constructed in a social activity" (p.131). In other words, this social activity (interaction in the classroom) provides the necessary assistance from the teacher or advanced learner towards less knowledgeable learners.

To this respect, Gibbson (2002) considers that scaffolding is future-oriented. This is because the learner learns how to do something with the teacher's assistance so that he/she can do it by himself/herself.

Thus, ZPD and Scaffolding are crucial mediation mechanisms used by teachers to enhance learning.

1.8. Communicative Language Teaching (CLT)

Language teaching can be seen as a dynamic phenomenon. It has been influenced by the development of theory and practice from applied linguistics, psychology, anthropology, sociology, among others. One of those prominent influences is the incursion of Communicative Language Teaching (CLT), also denominated as Communicative Approach, which in Savignon's view (2002), "derives from a multidisciplinary perspective that includes, at least, linguistic, psychology, philosophy" (p. 4).

As suggested by Richards and Rodgers (1982), CLT is an approach. A clarification of this is provided by Richards (2006), who describe what it involves:

"Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom" (p. 2).

Consequently, CLT provides the theory for the nature of language and of language learning and teaching (Brown, 2007). It is in the analysis of these crucial aspects that an approach can be considered as such. On the other hand, approaches serve as frameworks that allow encounters of beliefs and practices (Senior, 2006).As a consequence, though CLT is widely known, its realization is not.

Related to this, Norland and Pruett-Said (2006) consider that CLT does not have a defined global strategy, applicable to all contexts. There is no consensus on the parts of experts about its realization. However, these two authors just mention some broad guidelines for its implementation in the classroom:

- Determine the communicative goals of the students.

- Create situations and activities in which students produce authentic, meaningful, and contextualized communication.

- Focus on accuracy only in as much as errors that would impede communication are corrected.

The implementation of CLT in the classroom attempts to guarantee the preponderance of communication. Students interact among them in order to convey feelings, information, etc., guided by activities designed for that matter.

On the other hand, McDonough and Shaw (1993) suggest some implications of the Communicative Approach for teaching purposes and materials:

1. Communicative implies semantic, a concern with the meaning potential of language.

2. There is a complex relationship between language form and language function.

3. Form and function operates as part of a wider network of factors.

4. Appropriacy of language use has to be considered alongside accuracy. This has implication for attitudes for errors.

5. The concept of communication takes us beyond the level of sentence.

6. Communicative can refer both to the properties of language and to behavior.

As it is seen these implications can lead to have some clear ideas of what can be done in the classroom towards the development of Communicative Competence.

Whether or not CLT has been effective in providing a framework for the teaching of the language communicatively, it is an issue to be evaluated why there is no consensus on is application worldwide. To this respect, Snider (2005) brings criticism on the presence of the term 'communicative approach' in textbooks:

> " in many textbooks, however, the term "communicative" is often used to refer mostly to those activities which allow learners to practice oral communication. This limited definition does not take into account that, in the broadest sense, all of the so-called skills-speaking, listening, reading, and writing-can be communicative, insofar as they convey meaning and have a purpose beyond that of merely practicing speaking the foreign language" (p. 164).

1.9. Interaction in the classroom

A very important element within the language classroom is the notion of **interaction**. According to Malamah-Thomas (1987), interaction is the reciprocal action between teacher and class. But also, the class replica, to the initial teacher's communicative action, affects his/her next action. Thus, "there is a constant pattern of mutual influence and adjustment" (p. 7).

This author identifies two types of interaction: **verbal interaction** and **pedagogical interaction.** Verbal interaction accounts for a "continuous, shifting process in which the context and its constituent factors change from second to second" (p. 37). In here, the roles of the speakers are interchangeable. But each speech act has its intention: the addresser's reaction. On the other hand, pedagogical interaction is related to the "interaction for teaching and learning" (p.39). The intention is pursue a learning effect. The difference between the two is that during the pedagogical interaction the teacher monitors and feedbacks students' action through teaching acts.

Table 1. Verbal interaction versus pedagogical interaction.

Interaction	Acts	Purpose	Effect
Verbal	Speech act	Communication	Addresser's reaction
Pedagogical	Teaching act	Monitor and feedback	Learning effect

(Table adapted from Malamah-Thomas 1987)

CHAPTER TWO

METHODOLOGY

Chapter two describes the design, methods, and procedures used in the study. A rationale for choosing the ethnographic approach is presented. The setting, the participants, and the collecting procedures are also described.

In the field of research methodology, there is a problematic area: the lack of unanimity in the research terms used to refer to specific components of the research design. This intricacy of terms, which brings ambiguity, tends to complicate the selection of the research plan to find the answer to the initial research questions. This ambiguity deepens within the plan itself. This is the reason why in almost each book on research methodology terms are firstly introduced in order to facilitate the analysis.

2.1. Research paradigms

Within the research literature, two paradigms are frequently used in the field of research: quantitative and qualitative paradigms. The selection of any research approach, method and design derives to some extent from the nature of the research question (Drew, Hardman, & Hosp, 2008). But also as Lee (2006) argues that "as well the typical data that are used and how they are analyzed".

2.1.1. Quantitative and Qualitative research

Quantitative research is commonly characterized by its postpositivist claims (causes probably determine effects), inquiry strategies as experiments and surveys, and data collection on predetermined instruments that produce statistical data (Creswell, 2003)

According to Lichtman (2006), qualitative research " provides an in-depth description and understanding of the human experience" (p. 8). It means that qualitative researchers advocate for meaning derived precisely from the interpretation of the reality.

Its principal strategies of inquiry are narratives, phenomenologies, ethnographies, grounded theory studies, or case studies (Creswell, 2003).

In Language Teaching, Richards (2003) identifies three crucial reasons for choosing qualitative research:

1. Qualitative research allows us to explore the complexities of the complicated social world.

2. Qualitative research is a self-centered enterprise, particularly related to the work in the field of language teaching.

3. Qualitative research is a potential transformative tool for the researcher.

Corbetta (2003) summarizes the differences between quantitative research and qualitative research. Four elements are taken as reference for this distinction: the statement of the problem, data collection, analysis, and results (Corbetta, 2003). The following table summarizes the main differences.

Table 2. Differences between quantitative research and qualitative research.

Elements	Quantitative research	Qualitative research
Statement of the problem	Structured, systematic and deductive	Open, interactive and inductive
Data collection	Structured, close; it precedes the research	Non-structure, open and built on the development of the research
Analysis	Variables, explains variation, use of mathematic	Individuals, understand individuals, no use of mathematic techniques and

	techniques and statistics	statistics
Results	Tables, logical casualties; generalization	Part of interviews and texts; classification and typologies, specificiness

As it is seen, based on Corbetta's analysis, the quantitative research and the qualitative research constitute different methodologies not only in the epistemological but also in their philosophical statements.

For the present study, qualitative approach is the most suitable. Communicative competence, the focus of this study, is a construct which is not measurable. In order to approach it, it needs to be observed, analyzed and described.

Also because this research does not intend to establish direct cause effect relation in order to make generalizations, but rather to examine how in a particular case the teaching and the materials influence the development of communicative competence in a specific group of students. Consequently, for the present study, ethnography and case study will be combined in an **ethnographic case study.**

In order to carry out the case study, techniques proper of ethnography will be employed, such as observation, interview, field notes and document analysis.

2.2. Ethnography

Ethnography is an approach in qualitative research. Derived from anthropology, ethnography, according to Johnson and Christensen (2008), " is traditionally or classically defined as the discovery and comprehensive description of the culture of a group of people" (p. 400).

According to Lee (2006), there are two perspective within ethnographic studies. **Emic perspective**, which is "an insider's view of a particular culture or community"(p.78), and **etic perspective** "in which researchers interpret what they see largely from their own perspective", (p.78).

According to Richards (2003), typical procedures for collecting data such as ethnographic observation, interviews, recordings (video/audio), and documents are used in applying such approach.

A very important aspect within ethnographic studies is **triangulation**. Lee (2006) considers that triangulation allows the researchers to use multiple methods and/or multiple data sources in order to verify their interpretation of a community.

One of the main purposes of this approach, in Robson's view (2002), is the generation of descriptive data. This type of data is taken as base for the interpretation of the group under research (Burns, 2000).

Within the field of TESOL, ethnography is considered an important methodology to understand the professional world of teachers and students and ESP practitioners (Richards, 2003). However, Lee (2006) argues that ethnographic classroom research has advantages and disadvantages. One of the principal advantages of this approach is its multidimensional view of the teachers and students. On the other hand, one disadvantage is that it is limited due to the "record keeping, extensive participation in the classroom, and tedious analysis of the multifaceted data", (p. 83).

The present research approach is carried out under the line of ethnographic approach. First of all, it allows the description of the culture of the students created in the classroom.

Secondly, the interpretation of this culture is derived from the descriptive data collected.

Finally, this data collection will be done through observations, interviews, cassette recordings, and fieldnote

Within qualitative research, observation turns out to be a suitable procedure to collect, describe and interpret information (Robson, 2002). According to Drew et al. (2008), "observation provides a direct method for qualitative researcher to record human behavior and events as they occur by watching (p.195).

In Robson`s view (2002), one of the main advantage of observation is its directness. "Researcher does not interact with members of the target group by asking questions, but just watches what they do and listens to what they say" (p.310). However, a disadvantage of this technique, according to this author, is the possible influence of the observer.

In ethnographic studies, observations are key components. They allow researchers to observe every aspects of the context (Lee, 2006). Richards (2003), states that observation is composed by four features: setting, systems, people (roles), and behavior (timing, routines and events).

For Burns (2000), there are two types of observation: participant observation and nonparticipant observation. In the participant observation, according to Robson (2002), the observer interacts with the group – becomes one of its members. However, as Richards (2003) admits, "it demands engagement, and this engagement has to be carefully negotiated. The experience is direct. This technique is very common in ethnographic studies.

On the other hand, nonparticipant observation is characterized by being nonintrusive. This is achieved because the observer is apart from the group. This observation is useful because the individuals are allowed to perform without being affected or disturbed by the observer.

Drew et al. (2008), following Janesick (2004), consider that researchers who use this type of observation attempt to explore behavior in natural settings such as classroom interactions, description of social behavior in a variety of settings, studies centered on educational evaluation and others.

The following table summarizes the advantages and disadvantages between participant and nonparticipant observation.

Table 3. Advantages and disadvantages between participant and nonparticipant observation.

	Advantages		Advantages
Participant observation	gives access to 'natural' settings	**Nonparticipant observation**	can observe 'natural behavior'
	builds empathy		allows to study social processes
	gives a realistic picture of human social behavior		good to observe small group or individual interaction
	allows a sociologist to study a social process		gives access to natural settings.
	Disadvantages		**Disadvantages**
	can be difficult to quantify results		cost can be prohibitive
	takes long time to do this type of study – one year at a minimum		researchers can influence results
	researcher's presence is automatically a source of bias		can be difficult to quantify and theorize results, eg data can become descriptive.
	highly invasive – impacts upon people's lives and environment		

(Table created based on the information from The Scottish Qualifications Authority 2006)

In Home's view (1986), classroom observation is a very typical classroom research. It is featured by tape-recording or videotaping, transcriptions, and fieldnote. Also, through this observation, richness of data is obtained and it can be done individually. However, the organization of observations in a systematic and manageable way turns out to be a challenge (Genesee and Upshur, 1998).

On the other hand, classroom observation is a crucial aspect that enhance, according to Wallace (1998), " teachers' professional development and the improvement of teaching and learning in the classroom" (p. 115). To this respect, Wajnryb (1992) considers that observation can foster a teacher's professional growth because of the rage of experiences and process it brings.

Since nonparticipant observation allows to observe the target population act in their natural context, it is used in the present study as one of the main techniques to collect the necessary data for the analysis and interpretation.   Because communicative competence is attempted to be described while being developed, it was necessary to observe a unit, which covers seven lessons. It is expected to   obtain a wide range of interactions among students and students and the teacher.

Initially, an unsystematic observation was carried out in order to watch the context in which the phenomenon occurs. The idea behind this is to use the observed behavior as guide to get acquainted with the place, the conditions, identify possible informants, get the participants more familiar with the researcher's presence. Therefore, this allows a base for the coming systematic observations of the classes. Observations were recorded in audio cassette and the recordings were transcribed.

Three observations were done. They corresponded to 15 hours of language instruction. Unit six of Access 3 was totally observed. Through it, a complete cycle of language instruction could be analyzed.

2.3. Case study

According to Johnson and Christensen (2008), "case study research can be defined as a research that provides a detailed account and analysis of one or more cases" (p. 406). The case can be about individuals or groups which are the unit of analysis (Patton, 2002).

Stake (1995), cited by Johnson and Christensen (2008), distinguishes three kinds of case study:

- Intrinsic case study (understanding a specific case)
- Instrumental case study (the case is the mean to an end)
- Collective case study (studying multiple cases)

Within qualitative in TESOL, it is part of the seven principal traditions (Richards, 2003). It can be carried out through interviews, written documents, observations, narrative accounts, verbal reports and recording (Lee, 2006; Richard, 2003). To this respect, case study is linked to ethnography since both traditions share, to some extent, techniques for data collection.

On the other hand, case study can be used, among other things, as suggested by Seliger and Shahomy (2001), to "trace the language development of a particular group of learner" (p.72). This is crucial since the present study aims at an in-depth understanding what goes on in a particular classroom in terms of the development of communicative competence during the development of one complete unit.

2.4. The participants

The selected target population for the present research study is a group of 18 students of third semester of the Proyecto de Cursos Libres at Universidad del Atlántico.

In previews semesters, these students had acquired skills and knowledge related to the English language, which enable them to show some proficiency, though it not equal among them.

The ages range from 16 to 21 years old. One of the principal motivations is to gain a proficiency level in the English language for specific requirements such as:

- Proficiency examinations (university students)

- Better high school results in English subject (high school students)

- Travelling abroad (professionals)

- Job qualifications (workers)

2.5. Interviews

Interviews are common qualitative methods used to collect data, (Drew et al.2008). It plays an important role when triangulation is performed. As Creswell argues (2003), interviews allow researchers to "elicit views and opinions from the participants", (p.188).

Interviews mainly consist of asking questions from the researcher and receiving answers from the people being interviewed (Robson, 2002).According to this author, there are three types of interviews: structured, semi-structured and unstructured interviews. In structured interviews, the questions are previously determined. On the other hand, semi–structured interviews have also predetermined questions, but the order of the questions can be modified. They allow to introduce other questions or

clarifications. On the contrary, in unstructured interviews, the interviewer`s area of interest and concern is general. This allows the conversation to develop within it.

Structured interviews were selected in the present research study since they allowed to obtain information on a predetermined area, for instance, teacher's mediation. As supplementing elements for the observation, two structured interviews were administered.

The students to be interviewed were selected based on the following criteria with the help of the teacher. One of the students had a good command of the English language, the second student had less command of the language, and the third student had difficulties when using English.

The interviews were planned to be carried out before and after classes. The idea was to get their impressions, expectations and opinions before and after the classes. The interviews were recorded and transcribed and used for the analysis of the information.

2.6. Documents

According to Robson (2003), documents are also used as technique for data collection. The advantage of written document, according to this author, is that during the analysis, the document is not affected or altered. That is, it is nonreactive. Therefore, analyzing document is unobtrusive technique.

The content of documents produced by students were analyzed in relation to the components of the communicative competence.

Another analyzed document was the language program in which the philosophy (language, learning, etc.) and the syllabus are described.

2.7. Materials evaluation procedure

For the present research study, the materials evaluation went beyond an impressionistic evaluation. Following the distinction by Littlejohn (1998) and Ellis (1998), an external description of the materials was carried out. Also, it was necessary to develop an internal evaluation and pre-use evaluation, taking into account some ideas proposed by Littlejohn. Besides, following Ellis, a post-use analysis was developed, too. A checklist was designed to collect information about the use of the textbook during the development of the tasks proposed.

The checklist   focuses on three main aspects. For the construction of the aspects, Littlejohn's (1998) second level of analysis was taken into account. The first aspect is related to *what the material asks teacher/students to do* (material methodology).This part is intended to see those actions suggested by the task and done by teacher/students in terms of   *input of vocabulary and grammar: in context, contextless, and discourse input, socio-cultural background for language use; focus on coherence; input for interaction practice; opportunities for the development of strategic competence and opportunities for output*: oral/written word, oral/written phrase, oral/written sentence and oral/written discourse. The notion of input and output was taken from Littlejohn's materials evaluation model.

The second aspect centers on *what the teacher really does with the task and students* (teacher's implemented methodology). This part attempts to collect those actions, probably based on the task or based on his/her language principles, suggested by the teacher for students to do in relation to *input of vocabulary and grammar in context, socio-cultural background for language use, focus on coherence, input for interaction practice, opportunities for the development of strategic competence and opportunities*

for output (whether oral word, oral phrase, oral sentence and oral discourse; written word, written phrase, written sentence and written discourse) .

The third part emphasizes the resulting process or development of the Communicative Competence components possibly achieved by the conjunction of the material methodology and teacher's implemented methodology such as: *linguistic competence, socio-linguistic competence, discursive competence, interactional competence and strategic competence.*

Here is the summary of the above description.

1. **What the task asks teachers/students to do framed by the components of the Communicative Competence as:**

    - *Input of vocabulary and grammar: a. in context, b. contextless, and c. discourse input*

    - *Socio-cultural background for language use*

    - *Focus on coherence*

    - *Input for interaction practice*

    - *Opportunities for the development of strategic competence*

    - *Opportunities for output* (oral/written word, oral/written phrase, oral/written sentence and oral/written discourse)

2. **What the teacher asks students to do framed by the components of the Communicative Competence as:**

    - *Input of vocabulary and grammar: a. in context, b. contextless, and c. discourse input*

    - *Socio-cultural background for language use*

- *Focus on coherence*

- *Input for interaction practice*

- *Opportunities for the development of strategic competence*

- *Opportunities for output (*oral word, oral phrase, oral sentence and oral discourse; written word, written phrase, written sentence and written discourse) .

3. What Communicative Competence components are really developed:

- *Linguistic competence*

- *Socio-linguistic competence*

- *Discursive competence*

- *Interactional competence*

- *Strategic competence*

The following table was designed to enter and systematize the data from the observations and the materials analysis.

Table 4. Checklist of Communicative Competence components for evaluating materials methodology and teacher's implemented methodology.

TEXTBOOK EVALUATION CHECKLIST

A checklist for analyzing the textbook: Access 3   and its implementation by the teacher : An in-use material for   third-level students at Cursos Libres de Idiomas (Universidad del Atlántico)

Convention : Oral word (o.w.); oral phrase (o.p.); oral sentence (o.s.) oral discourse (o.d); written word (w.w.); written phrase(w.o.); written sentence(w.s.);written discourse (w.d.).

	MATERIAL METHODOLOGY	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE MATERIAL						TEACHER'S IMPLEMENTED METHODOLOGY	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE TEACHER						COMMUNICATIVE COMPETENCE COMPONENT REALLY ACHIEVED				
TASKS NUMBER	WHAT THE MATERIAL PROPOSES (TASKS) TO THE TEACHER AND STUDENTS TO DO	Input of vocabulary and grammar : a. in cotext b. contextless c. discourse input	Socio-cultural background for coherence	Focus on	Input for interaction practices	Opportunities for the development of Strategic	Opportunities for output	WHAT THE TEACHER REALLY DOES WITH THE TASKS AND STUDENTS	Input of vocabulary and grammar in context	Socio-cultural background for	Focus on coherence	Input for interaction practices	Opportunities for the development of Strategic	Opportunities for output	Linguistic competence	Socio-linguistic competence	Discourse competence	Interactional competence	Strategic competence

CHAPTER THREE

RESULTS

3. 1. External view of the textbook Access 3

In order to show the results of the analysis of the data, firstly an external and internal description of the materials will be provided. Then, the possible components of the Communicative Competence developed by the materials will be described. On the other hand, the teacher's strategies and the possible components of the Communicative Competence developed will be analyzed as well. Finally, and the most important part of the analysis, it will be determined to what extent these possible components of the Communicative Competence developed by the teacher will coincide with the ones proposed by the materials.

The material used for teaching and learning the English language at the Proyecto of Cursos Libres de Lenguas Extranjeras at third level is *Access 3*, created by Virginia Evans and Jenny Dooley, published by Express Publishing in 2008.

The material claims to be aligned to the principles of the Council of Europe Common European Framework of reference level B1.

Pack page (blurb)

Access 3 is an English course designed exclusively for students studying English at Pre-Intermediate Level. The course follows the principles of the Council of Europe Common Framework of Reference level B1.

The textbook claims to follow a task-based approach, in which tasks are supposed to be communicative. The material, according to the authors, integrates the language skills:

listening, speaking, reading and writing. It recycles systematically key language items. Besides, as the authors suggest, the material attempts to promote an active, holistic and humanistic learning.

The material is divided into ten modules. Each module is developed through eight lessons. The first lesson is the introduction of the module but it also contains the main vocabulary. The last lesson is a self-check so that students can evaluate themselves on their language progress.

Each module is constituted by the following elements:

- A module presentation page, which familiarizes students with language and patterns covered in the module. It also introduces used text types, pictures and activities.

- A vocabulary part, which is claimed to be presented in a functional and meaningful context. The common presentation technique is carried out through picture-word association and completing set phrases to assist learners in the use of everyday English in the correct way. Also, the new vocabulary is presented through mimicking, synonyms opposites, paraphrasing, definition, context, visual prompts, and flashcards. .

- A reading part, which covers a wide range of text types such as e-mails, text messages, letters, articles and poems. The skills expected to be developed are reading for gist, reading for specific information.

- A Grammar part, which is claimed to be presented in context. Then it is "highlighted and classified by means of clear, concise clearly boxes". There is also a grammar reference section at the back of the students' book.

- A listening part, whose listening activities are based on tasks which employ the vocabulary and grammar practiced in realistic contexts.

- A speaking part, which covers controlled speaking activities through less structured speaking activities in functional dialogues sets.

- A pronunciation part, whose objective is to help students to recognize the English sounds, distinguish them and reproduce them correctly,

- Songs which are connected to the theme of the module and tasks. According to the material, "listening to lively high quality songs is a humanistic activity that lowers students' affective filter and allows them to absorb language more easily.

- Learning to learn section, which provides the students with explanations and reminders in order to improve holistic learning skills and enable students to become autonomous learners of the English language.

- An everyday English section, which asks students to match expressions to their meanings to familiarize students with common English expressions (socio-linguistic tips).

- Think! In this part, critical thinking questions are made to promote critical thinking skills.

- A writing part, which is guided by the principle that " students develop their writing skills through the use of all for language skills. A model text is used to consolidate given vocabulary through guided activities. A plan is provided to guide students. Writing activities are based on realistic types and styles of writing: letters, descriptions, notes, postcards and articles. Students' writing skills go from short sentences, paragraphs to full texts in order for students to build up writing skills.

- A culture corner section, which is an informative page about culture related to aspects of English-speaking countries. This section is thematically linked to the module. It has related tasks and creative projects (students can compare both cultures)

- A curricular section which links the theme of the module to a subject in the school curriculum.

- The tasks are claimed to be creative and lovely.

Besides, the material provides a teacher's book (interleaved) which suggests teaching techniques, class CDs, student's CD, a grammar book, a teacher's resources pack, and an interactive whiteboard software.

Use of L2 within the classroom is advised to be used with moderation in presenting vocabulary. It indicates that the choice of technique depends on the type of word or expression.

The language portfolio is employed to collect a wide variety of documents and materials.

The material claims that "there is not an 'ideal' method of learning". Listening, reading and doing can be valid learning styles. It suggests that a course book should contain a variety of exercises and materials which enhance all type of learning styles. According to this, the material targets three different learners: 1). Visual learners, 2). Auditory learners, and 3). Tactile/kinesthetic learners.

On the other hand, the material promotes three kind of evaluation: initial evaluation, formative evaluation and cumulative evaluation.

3.2. Internal description of the textbook Access 3

In order to analyze the materials in relations to the tasks proposed for language teaching and learning, the first part of the checklist (*what the material asks the teacher and students to do),* based on the components of the Communicative Competence, was used.

Module six, taken as the object of analysis, is titled as *"Safety comes first".* It proposes 43 tasks, in seven lessons, for teacher and students. Every task is analyzed according to the following criteria:

1. *Input of vocabulary and grammar in context*
2. *Socio-cultural background for language use*
3. *Focus on coherence*
4. *Input for interaction practice*
5. *Opportunities for the development of strategic competence*
6. *Opportunities for output (oral/written word, oral/written phrase, oral/written sentence and oral/written discourse).*

Every lesson is constituted by the following tasks:

Table 5. Lessons and tasks of module 6.

Lessons	Number of tasks
Lesson one	1
Lesson two	10
Lesson three	9
Lesson four	6
Lesson five	6
Lesson six	7
Lesson seven	4

Lesson one: " safety comes first", page 59.

Lesson one is constituted by one task.

Task 1

Task 1 met criteria number 1 and 6. The input of the vocabulary and grammar was in a limited context since it was introduced through illustrations. The students could obtain the meaning from them. The expected output was oral phrase. The task didn't met criteria 2, 3, 4, and 5.

Lesson two: " Danger down under", page 60

Lesson two is composed by 10 tasks.

Task 1

Task 1 met criteria number 1 and 6. The input of the vocabulary and grammar was presented in form of extended discourse: a text, which provided the context. The expected output was oral word. Task 1 didn't meet criteria 2,3, and 4. Regarding criterion 5, students could develop strategic competence when trying to find answers. However, no mention was made in the text.

Task 2

Task 2 met criteria number 1 and 6. The input of the vocabulary and grammar was in context since it was introduced through a text (extended discourse).The expected output was oral word. Task 2 didn't meet criteria 2,3, and 4. Related to criterion 5, students could develop strategic competence when trying to find answers. However, no mention was made in the text.

Task 3

Task 3 met criteria number 1 and 6. The input of the vocabulary and grammar was in context since the list of words (every word has the reference of the line where it was

taken from) is conformed by vocabulary items from the same text: "Danger down under". The expected output was oral discourse. 2,3, and 4. Regarding criterion 5, Students could develop strategic competence when deducing meaning of words. It was not emphasized or suggested, though.

Task 4

Task number 4 didn't meet any criteria. Part b required students to find examples in the text. However, nothing was said about working out their meaning.

Task 5

Task 5 met criterion number 6. The expected output could be either written or oral sentences. Task 5 didn't meet criteria 1,2,3,4, and 5.

Task 6

Task 6 met criterion 6. The expected output was oral or written sentences. The output was without any context, though.

Task 7

Task 7 didn't meet any criterion.

Task 8

Task 8met criteria 6. The expected output was written word in the context of a written sentence.

Task 9

Task 9met criterion 6. The expected output was oral discourse. Students could develop strategic competence, but this was not made explicit.

Task 10

Task 10 met criterion 6. The expected output was written discourse. Students have received no guidance regarding how to do the task. They just knew, apparently, how to use modals in sentences. It was a big leap.

Lesson three: "Streetwise", page 62

Lesson three is constituted by nine tasks.

Task 1

Task 1 met criteria 4 and 6.Input for interaction practice was fostered when the students had to interact with classmates in order to answer the questions. The expected output was oral discourse. The task didn't meet criteria 1, 2,3, and 5.

Task 2

Task 2 met criterion 6. The expected output was oral discourse. The task didn't meet criteria 1, 2,3, and 4. Related to criterion 5, students could develop strategic competence, but this was not made explicit.

Task 3

Task 3 met criterion 6. The expected output was oral discourse. Unfortunately, making the summary here did not have a real purpose. The sociocultural background for the language use was not clear. It was the classroom. The task didn't meet criteria 1,2,3,4, and 5.

Task 4

Task 4 met criterion   number   6. The expected output was   oral sentence (isolated sentences). The task didn't meet criteria 1, 2,3,4, and 5.

Task 5

Task 5 met criterion   number   6. The expected output was   written sentence. They didn't meet criteria 1, 2,3,4, and 5.

Task 6

Task 6 met criterion number 6. The expected output was written sentence. The task didn't meet criteria 1, 2,3,4, and 5.

Task 7

Task 7 met criteria   number   4 and 6. The input for interaction practice was through a mechanical interaction. The expected output was oral sentence. The task didn't meet criteria 1,2,3, and 5.

Task 8

Task 8 met criterion number 1 (oral input). Students had to listen and choose the right answer. The task didn't meet criteria 2, 3, 4, 5, and 6.

Task 9

Task 9 met criterion   number6. The expected output was written discourse. The task didn't meet criteria 1,2,3, 4, and 5.

Lesson four: " Take it easy", page 64.

Lesson four has six tasks.

Task 1

The task met criteria   number   4 and 6. The input for interaction practice was suggested by a question. The expected output was oral discourse. The task didn't meet Criteria 1, 2,3 and 5.Student could develop the strategic competence in preparing the answer, but this was not made explicit.

Task 2

Task 2 met criteria 1 and 6.The input was a short piece of discourse, though it didn't have the complete form of an email. The expected output was oral discourse. The task didn't meet criteria 2,3,4, and 5. Probably, student could develop the strategic competence, but it was not explicit.

Task 3

Task 3 met criteria 1, 2 and 6. The input was in the form of discourse: an email. The sociocultural background was given because an email was presented. The output was a choice of a number. The task didn't meet criteria 3,4, and 5.

Task 4

Task 4 met criteria number 1, 2, and 6.the input was in form of discourse: a set of sentences. The socio-cultural background for language use was practiced through the notion of closing and opening remark. The expected output was   oral word. The task didn't meet criteria 3, 4, and 5.

Task 5

Task 5 met criteria number 3 and 6. There was a focus on coherence since students had to write combination of sentences. However, no indication was provided regarding how

to connect them. It seemed that students had to join them mechanically. The expected output was written sentence. The task didn't meet criteria 1,2,4, and 5.

Task 6

Task 6 met criteria 2,3, and 6. The sociocultural background was provided since students had to write an email to a classmate. On the other hand, because the textbook provided the order in which the information would be presented, this could help construct a coherent text. However, because it was provided as rather fixed format, students may not realize why they were writing in the requested order. It is the teacher that had to make this point clear. The output was written discourse. The task didn't meet criteria 1,4,and 5.

Lesson five: " RCMP", page 65.

Lesson five has six tasks.

Task 1

Task 1 met criteria number 1 and 6. The input was in form of discourse, but the attention was drawn to vocabulary. The expected output was oral discourse. The task didn't meet criteria 2,3,4, and 5. Though the teacher could develop strategic competence to understand a passage of the text, the text did not provide any hint for that, or did not seem to intend to develop this competence.

Task 2

Task 2 met criteria 1 and 6. The input was in form of discourse, but attention was drawn to vocabulary. Students had to search in the text for the vocabulary. The expected output was either oral or written discourse. The task didn't meet criteria 2, 3, 4, and 5.

Task 3

Task 3 met criteria   number   1 and 6. The input of the vocabulary and grammar was in context since there was a text provided for answering the questions and explaining the words. The expected output was written sentence and oral discourse. The task didn't meet criteria 2,3,4, and 5.

Task 4

Task 4 met criteria 6. The expected output was either written or oral discourse. It was not specified. If writing was meant, it was interesting that students received no guidance regarding any context clues for writing the description: who was the reader of their text, how to organize their description, what was the purpose of describing the guard. If the task was meant to be done orally, the context was just the classroom. And there was a question: Does this job match your personality: was that meant for oral output? Why should one answer that question? The task didn't meet criteria 1,2,3,4, and 5.

Task 5

Task 5 met criteria 1 and 6. The input of the vocabulary and grammar was contentless since students didn't have any context to use the lexico-grammar structure. The expected output was oral or written sentences. This was not specified. The task didn't meet criteria 2,3,4, and 5.

Task 6

Task 6 met criteria 4 and 6. The input for interaction practice was provided in task 1 and perhaps task 5. The expected output was oral discourse. The task didn't meet criteria 1, 2, 3, and 5. Probably there was opportunity for criterion 5, but it was not specified.

Lesson six: " Oh, dear!", page 66.

Lesson six has seven tasks.

Task 1

Task 1 met criteria 1, 4, and 6. The input of the vocabulary and grammar was in context since the vocabulary was supported by illustration. However, the context was limited since it was the classroom. But, the illustrations and vocabulary were related to the same semantic field. Input for interaction practice was suggested since students had to express how the accident happened. But, the suggested interaction was mechanical since there was a dialogue format provided. The expected output was oral discourse. The task didn't meet criteria 2, 3, and 5.

Task 2

Task 2 met criteria 1 and 6. The input (expressions) was out of context. The expected output was oral word. The task didn't meet criteria 2, 3, 4, and 5.

Task 3

The task met criteria 1 and 6. The input was in the form of oral discourse. The expected output was oral sentence. Probably, there was a chance for students to develop strategic competence to understand the dialogue, but it was not specified. The task didn't meet criteria 2, 3, 4, and 5.

Task 4

Task 4 met criterion 1, 2 and 6. The input of the vocabulary and grammar was in context since there were two conversations provided for comparing the meaning of the given expressions. The sociocultural background was the conversations. However, there

was any evidence whether the speakers were friends or not. The expected output was oral sentence. The task didn't meet criteria 3, 4, and 5.

Task 5

Task 5 met criterion 6. The expected output was either written or oral sentence. The task didn't meet criteria 1, 2, 3, 4, and 5.

Task 6

Task 6 met criteria 2, 4, 5, and 6. The sociocultural background was provided in the illustrations and expressions from tasks 1 and 2 accordingly. But it was not emphasized. Students should think they were friends and they somehow met and one was giving advice or support to the other. The task could help students to develop strategic competence since they had to prepare the dialogue in English, and while preparing it, they had to mutually apply communication strategies. Also, while doing this, they could have a lot of interaction practice. The task didn't meet criteria 1 and 3.

Task 7

Task 7 met criterion 6. The expected output was oral word. The task didn't meet criteria 1,2, 3, 4, and 5.

Lesson seven: " ICT ", page 67.

Lesson seven has four tasks.

Task 1

Task 1 met criteria 1, 2 and 6. The input was in the form of extended discourse. The sociocultural background was provided by the text. However, what was not clear was where one would find such a text: On internet? In a classroom? A pamphlet?

Otherwise, it had a purpose, an audience and a communicative goal. Students could develop strategic competence when reading it, for example looking at the subtitles, the bold, etc, in order to get the purpose. The text, however, did not tell them to use any strategy. The task didn't meet criteria 3, 4, and 5.

Task 2

Task 2 met criteria 1, 4, and 6. The input was contextless. The task provided a descontextualized list. Input for interaction practice was suggested since students had to give an advice. However, the text provided a limited socio-cultural context for students to provide advice regarding how to surf safely. Students could develop strategic competence while interacting, but since they all knew the same information; a communication break was not likely to happen. The expected output was oral discourse. The task didn't meet criteria 2, 3, and 5.

Task 3

Task 3 met criterion 6. The expected output was written word. The task didn't meet criteria 1,2, 3, 4, and 5.

Task 4

Task 4 met criterion 6. The expected output was oral discourse. The task didn't meet criteria 1, 2, 3, 4, and 5.

3.3. Communicative Competences developed by the textbook Access 3 (module six)

After analyzing module six of the textbook Access 3, for the third level students at Cursos Libres de Lenguas Extranjeras at Universidad del Atlántico, through the designed checklist, the conclusion about the targeted communicative competences is

that the material didn't develop all the competences considered as theoretical construct, for the Communicative Competence in this research study:

- *Linguistic competence*

- *Socio-linguistic competence*

- *Discursive competence*

- *Interactional competence*

- *Strategic competence*

3.3.1. Linguistic competence

The   principal competence of the Communicative Competence emphasized by the material is the linguistic competence. The majority of the analyzed tasks targeted this type of competence. This is summarized in the following table.

Table 6. Tasks that targeted linguistic competence.

Lessons	Tasks
Lesson one	1
Lesson two	1,2, and 3
Lesson three	8
Lesson four	2, 3, and 4
Lesson five	1,2,3, and 5
Lesson six	2, 3, and 4
Lesson seven	1 and 2

However, the elements related to the linguistic competence, vocabulary and grammar, were presented in some tasks in context, but in others, without a context. Regarding

the presentation of vocabulary and grammar in context, the following tasks include these elements:

Table 7.Tasks that present vocabulary and grammar in context.

Lesson	Tasks: vocabulary and grammar in context
Two	1, 2, and 3
Four	2
Five	2 and 3
Six	1 and 4

According to those elements that were used in the previous tasks as context, this is the occurrence of them:

Illustrations: 1

Lists of words: 1

Texts: 4

Questions: 1

On the other hand, there were tasks in which the vocabulary and grammar were presented without any context. This can be seen in tasks as:

Table 8. Tasks that present vocabulary and grammar without context.

Lesson	Tasks: vocabulary and grammar without context
One	1
Five	5

Seven	2

Related to the tasks that didn't present any vocabulary or grammar input, but just discourse input, here they are:

Table 9. Tasks that present discourse input.

Lesson	Tasks: vocabulary and grammar in context
Three	8
Four	3 and 4
Five	1
Six	3
Seven	1

3.3.2. Socio-linguistic competence

Out of the 43 tasks, there were six tasks (task 3, 4 and 6, lesson four; tasks 4 and 6, lesson six; and task 1, lesson 7) related to the socio-linguistic competence. Therefore, the material didn't provide the necessary background for the development of this crucial competence.

3.3.3. Discourse competence

Only two tasks focused on coherence (Task 5 and 6, lesson 4). Students wrote without any explicit knowledge related to how to connect sentences or paragraphs.

3.3.4. Interactional competence

Related to interactional competence, 7 out of 43 tasks of module six were provided input for interaction practice. This is summarized in the following table.

Table 10. Tasks that provide input for interaction practice.

Lesson	Task
Three	1 and 7
Four	1
Five	6
Six	1 and 6
Seven	2

The input for the development of this competence was composed by words, sentences, conversations, readings, and questions. Students had to take this input and interact either in pairs or in groups. One of the most common input for the practice of this competence were questions, specially open questions.

3.3.5. Strategic competence

Even though some tasks suggested the possibility-implicitly- of development of students' strategic competence, just one task (task 6, lesson 6) that centered on the opportunity to develop the strategic competence. However, the material didn't provided any formal instruction on how students could cope with communicative problems.

3.4. Analysis of teacher's implemented methodology

In order to analyze the implemented methodology by the teacher during the teaching of module six, the second part of the checklist (*what the teacher really does with the task and students),* based on the components of the Communicative Competence, was used.

The way the teacher used the tasks was analyzed according to the following criteria:

1. *Input of vocabulary and grammar in context*
2. *Socio-cultural background for language use*
3. *Focus on coherence*
4. *Input for interaction practice*
5. *Opportunities for the development of strategic competence*

6. *Opportunities for output (oral/written word, oral/written phrase, oral/written sentence and oral/written discourse .*

Lesson one

Task 1

The teacher focused on criteria number 1 and 6 in task 1. The input of the vocabulary was presented in context since he elicited the meaning of "breaking the law" from students by providing a synonym and situations as a context. This was not suggested by the task, though.

Observation one, turns 1-8.

TURN 1	T	Breaking the law. When you are breaking the law, are you doing a legal or illegal thing?
TURN 2	Ss	Illegal
TURN 3	T	An illegal action. So when you are breaking the law, you're breaking the rules. You are making an illegal action.
TURN 4	T	Picking pockets, when you rob a bank, thieves: " don't move! Give me your money. So when you rob a bank, you are breaking the law. Any other?
TURN 5	Diana	Drive too fast.
TURN 6	T	One point for Diana. When you drive so fast, or when you drink and drive fast, it means that you are breaking the law.
TURN 7	Claudia	Teacher, when they drive and drink.
TURN 8	T	Of course, when you are drunk and drive, you are breaking the law, right? When you go to a party, and drink and drive your car, you are breaking the law. Yes? Any other? Well, people, look at page 59. "Safety comes first. Breaking the law". Here we have some illegal actions. Let's listen!

The output, proposed by the teacher, for the task was oral sentence. As suggested by the material (teacher's page 59), the teacher asked students to create sentences to describe every action in present continuous. Criteria 2,3,4, and 5 were not targeted by him.

Observation one, turns 45-51

TURN 45	T	So we are going to use present continuous to describe the actions over here. Number one, vandalism, a boy is spraying paint on a wall. Ok, over here, you are going to match the actions with the activities. Use present continuous, please. Ok, number one, a boy is spraying paint on a wall. Number two. Ok, present continuous
TURN 46	S	Breaking
TURN 47	T	Breaking
TURN 48	Jenny	A house now.
TURN 49	T	Breaking into a house. Ok, one point for Jenny, please. A man is breaking into a house. Number three, please.
TURN 50	Gina	A man is stealing a car
TURN 51	T	Ok, a man is stealing a car or a man is trying to steal a car. One point for Gina, please. Number four. Ok.

Lesson two

Task 1

The teacher focused on criteria number 1, 5, and 6 in task 1. The input of the vocabulary was presented in context. The teacher provided the context (a synonym and a situation) so that students could guess the name of the country.

Observation one, turns 74 and 78

TURN 74	T	Well, people, "Danger down under the sea". There is a popular country that it is not by its name, down under in Spanish? There is a country; there is a country that has this nickname. Down under near Netherlands.
TURN 75	S	Austria
TURN 76	T	Aus..Aus… Austra…
TURN 77	S	Australia
TURN 78	T	It's called down under. Australia is called down under. It's a nickname because it's down the earth down under. Look danger down under. Well, in this situation, down under means…(not audible)… but we are going to talk about a region in Australia. They are going to speak a region where we can find a shark. Look at the shark. Safe or dangerous?

As support for the strategic competence, teacher used L1 to compensate for word meaning:

Example one

Observation one, turns 80-81

TURN 80		T	Dangerous. Ok. So, this is a region where you can find dangerous animals like sharks. Complete. How do you say medusa?
TURN 81	Claudia		Jellyfish

Example two

Observation one, turn 90-91

TURN 90	T	A stone fish has poisonous spines. It has nasty venom poisonous. Yes, venom in Spanish?
TURN 91	S	Veneno

The expected output, suggested by the teacher, was oral word. The students just produced oral words based on the input. According to the answer key, the student had to say something like: "1. Sharks bite you, eat/attack you." But students just said the number of the picture. The teacher didn't target criteria 2, 3, and 4

Observation one, turns 96-97

TURN 96	T	Well, cone shell. What picture is it?
TURN 97	S	Four

Task 2

The teacher focused on criteria number 1 and 6 in task 2. The input of the vocabulary was presented in context. The teacher asked the questions as the book suggested without any modification. The expected output was oral word, too. The answer key suggested: "1. The stonefish, Irukandji jellyfish, cone shell". However, no single student gave the complete answer. It was done in three independed participations from three students.

Observation one, turns 113-114.

TURN 113	T	So, which of the creature is small and poisonous?
TURN 114	Claudia	Jellyfish
TURN 115	T	Uh-uh
TURN 116	Ana	Cone shell
TURN 117	T	The cone shell and the...
TURN 118	Ernan	Stonefish

Task 3

The teacher centered on criteria number 1 and 6 in task 2. The input of the vocabulary was presented in context. The teacher asked students to provide synonyms for the given word. The expected output was oral discourse, as suggested by the answer key: "1.d". The students read the expressions. On the other hand, he omitted the question the task just asked: " which two this in the text impressed you the most (p.61). This was an opportunity for oral discourse. The teacher didn't target criteria 2, 3, 4, and 5.

Observation one, turns 135-140

TURN 135	T	A synonym of attraction?
TURN 136	S	A place of interest.
TURN 137	T	A synonym of resident?
TURN 138	Ss	Those who live in a place.

TURN 139	T	Those who live in a place. A synonym of venom?
TURN 140	Jefferson	Poison.

Task 4

The teacher focused on criteria   number   1 and 6 in task 4. The input of the vocabulary and grammar   was presented without context by the teacher. The teacher started the presentation of the target grammar by using different sentences from the task. These sentences were in conditional type two (a previous structure learned by students   in module five). He used the modals from the task. Then, he asked for the meaning of each sentence. After this, the teacher wrote the new structure on the board. He omitted the part of finding examples in the text. The expected output was oral word.

Observation one, turns 157-164

TURN 157	T	You must study if you want to pass the exam. In this situation, must what does it express? Is it an advice? Is it an obligation? A possibility?
TURN 158	Ss	Obligation
TURN 159	T	You must study. You have to study if you want to pass the exam. So obligation. If you get bad, you should see a doctor. In this case, should indicates…
TURN 160	Claudia	Advice
TURN 161	T	Advice. You can win the competition if you try hard. In this situation, can is about?
TURN 162	Ss	Ability.
TURN 163	T	Possibility. It's possible, right? So, must, should and can, they are modals. Modal verbs. Remember, guys, with modal verbs you use…
TURN 164	T	Ok, modals need simple verbs. For example, you study means must study. Ok. So, don't say: " you should travels" for the English. Ok, modal verbs in this situation we have….

Tasks 5,6,7,8,9, and 10 were omitted by the teacher. Some of them were supposed to be developed for the next class, but at the end the teacher started the following lesson, lesson three.

Lesson 3

Task 1

The teacher focused on criteria number 1, 4 and 6 in task 1. He presented the input of the vocabulary in context. The teacher provided the meaning for "streetwise".

Observation two, turns 1-3

TURN 1	T	Do you know what streetwise is or any idea, any definition, any synonym of street wise? Wise is a person who has knowledge about any particular situation. Look for example, if you are going to go out, do you have to take any measure? Do you have to be on alert?
TURN 2	Ss	Yes
TURN 3	T	Yes. So that is streetwise. Well, street wise is to be on alert when you are in the street. Yeah. So street wise; safety in the street. So every time we have to go to the street, you have to be careful. Ok, you have to pay attention to what you do on the street, right? Ready? Listen, please and read for general idea.

The input for interaction practice was fostered by the teacher by asking for the general idea of the text. The teacher divided the text into parts. Then the students listened to each part and answered questions. Some questions were taken from the task, some others were created by the teacher. The expected output was oral words and oral phrases. The material suggested oral discourse, though. The answer key proposed: 1. You shouldn't use it when you think it might be stolen.".Criteria 2,3, and 5 were not targeted by the teacher.

Observation two, turns 4-7

TURN 4	T	Well, general idea. What is the general idea of the text? What is the objective? What is the intention?
TURN 5	Claudia	Be careful on the street.
TURN 6	T	Be careful
TURN 7	Claudia	On the street.

Observation two, turns 25-26

Recording		*Mobil phone safety* *Mobile are great for staying in touch, but they could also attract thieves.*

		• *Be aware of your surroundings. Don't use your mobile if you think it might be stolen.* • *You should keep your mobile hidden when out and about.*
TURN 25	T	Well, so cell phones are important. What's for? What is the objective of the cell phone according to this? What do you use a cell phone?
TURN 26	S	To keep in touch.

Task 2

Teacher omitted task two. No justification is given.

Task 3

The teacher centered on criteria number 4, 5 and 6 in task 3. The input for interaction practice was fostered by the teacher in a different way. He asked students to either give tips in general when they are out and about or prepare a conversation about what a person should do when he/she goes to the street. The students chose the first activity. Related to the strategic competence, the teacher gave tips on fluency. He explained the use of some fillers when speaking. The output proposed by the teacher was oral extended discourse.

Observation turn, turns 60 -61

TURN 60	T	Well, guys any question? No problem. Please, you're going to do this. You have two options. First, for five points, you are going to try to give in 10 or 15 seconds. You're going to give tips in general when you are out and about, about the cell phone, about the valuable things, about gadgets. I don't know. In ten seconds you're going to give a general idea. For example, you are going to speak for 10 of 15 seconds. For example, when you go out to the street keep in mind some tips to be sure in the street. For example, keep your valuable things out of sight. When you use public transportation, try to be near a group of people or sit next to the bus driver. I don't know. Do something similar. This is an exercise for your fluency. So try to get a general idea for 5 points. So a general idea. You're going to give your opinion about safety in the street. Yes? Y68 ou're going to give tips. Think about it.
TURN 61	T	Sorry, the other option. A short conversation: what should I do when I go to the street? Ok, be careful with your valuable objects. So, individual or in pairs. Ok, two options.

Observation two, turns 62-65

TURN 62	T	Ready? It's not necessary to write. It's to speak for ten or fifteen seconds. Ok, write the tip. No problem, ok, let's listen to Ernan, please.
TURN	Ernan	When you use any gadget…

63		
TURN 64	T	But try not to read, ok? Remember this is for fluency. One, two, action.
TURN 65	Ernan	Don't use any gadget, don't use chain and jewelry when you go to a new place, when you walk on the street, look back.

Task 4

The teacher focused on criteria numbers 6 in task 4. The expected output was written sentence. He didn't target criteria 1, 2,3,4, and 5.

Observation two, turns 92 and 93.

TURN 92	T	All right, well,, people, please, on your notebook, please. Write one sentence; information about you. I don't know, I live in Barranquilla. I like hamburgers. One sentence, please. Only one, right? In present, in past. Finish. Only one… I like soccer… I …I don't marry.
TURN 93	S	I am single.

Observation two, turns 116-112.

TURN 116	T	He says or he said?
TURN 117	S	Said
TURN 118	T	She said, uh-uh. That he
TURN 119	Ss	Lives
TURN 120	S	Lived
TURN 121	T	Uh-uh, lives or lived in Barranquilla.
TURN 122	Ss	Lived

Task 5

The teacher centered on criteria number 6 in task 5. The expected output, proposed by him, was written sentence. But the material suggested oral sentence, answer key : "Lisa said that he drove carelessly." The teacher didn't target criteria number 1, 2,3,4, and 5

Observation two, turns 171-177.

TURN 171	T	I need some help. .. Said reported speech past. Ok, he said he needed some help. Right? Present continuous –past continuous in the reported speech. Tim is sleeping, he said. He said that Tim was sleeping. Past continuous, right? Present perfect: I had met him once. –past perfect: he had said that she had met him once. I'll do it, he said. We report with would. He said that he would do it. Oh, remember time expressions. When you're using direct speech now, reported speech you say then. Two days-that day; tomorrow-the next day. For commands. Do you know what a command is? Uh-uh?
TURN 172	Ss	Orden
TURN 173	T	It's an order. Ok, for example.
TURN 174	Karen	Stand up.
TURN 175	S	Go
TURN 176	Karen	Repeat.
TURN 177	T	You say go , bye-ye. That is a command. "go". So, what did Karen asked? Or what did Karen said to the teacher.

Observation one, turns 210-214.

TURN 210	T	Thank you. One point for Edward. Diana, "the test lasted thirty minutes".
TURN 211	T	Lisa says?
TURN 212	Ss	Lisa said.
TURN 213	T	Ok, Lisa said that the test had lasted thirty minutes, yes.
TURN 214	S	Yes.

Task 6

The teacher centered on criteria number 6 in task 6. The expected output targeted by the teacher, and suggested by the answer key, was written sentence. : "2. He asked if/whether she had called her parents." The teacher didn't target criteria number 1, 2,3,4,and 5.

Observation two, turns 276

TURN 276	T	So have you called your parents? He asked mary…

NOTE 42	Note	Jefferson goes to the board and writes the reporting sentence: he asked if she had called her parents.

Task 7

Teacher omitted this task. No justification is provided.

Task 8

The teacher focused on criterion number 6 in task 8. The expected output, proposed by the teacher was oral discourse. The teacher asked students to listen and choose what topic the speaker was talking about. He played the CD and stopped it. Then, he asked questions in order for the student to determine the topic. The teacher didn't target criteria number 1,2,3,4,and 5.

Observation two, turns 294-296.

TURN 294	T	General idea. Well, we have three topics: Mobile telephone safety, MP3 player, and Public transport. What do you think?
TURN 295	Ss	Public transport
TURN 296	T	Public transport, well, let's listen again, please.

Task 9

Teacher omitted this task. No justification was given.

Lesson four

Task 1

The teacher centered on criteria number 1 and 6 in task 1. The input for vocabulary was done by the teacher, eliciting the meaning of the word teenager. Then, as the material proposed, he asked students to provide examples of teenage problems. After this, he

explained the meaning of some expressions from the phrases by asking students for synonyms. The expected output was oral discourse. The teacher didn't target criteria 2,3,4,and 5.

Observation two, turns 336-350.

TURN 336	T	Ok, remember what is a teenager?
TURN 337	Ss	A young person
TURN 338	T	Young people. The teacher is a teenager.
TURN 339	Ss	Laughs
TURN 340	T	So, young people that is between one or fourteen
TURN 341	Ss	Thirteen
TURN 342	T	Thirteen and
TURN 343	Ss	Eighteen
TURN 344	T	Eighteen and so that is a teenager. A young person that is between 13 or 14 years. Or I guess nineteen. Not?
TURN 345	Ss	No
TURN 346	T	18. Ok, 18. So teenage problem. Ok, problems that teenagers have. So what problem do you think a teenager have about personality?
TURN 347	S	About personality?
TURN 348	T	About personality, yes. What kind of problems about personality does a teenager have?
TURN 349	Ernan	Depression.
TURN 350	T	Depression. Sometimes they are depressed.

Task 2

Criteria number 1 and 6 were identified in task 2. The input of the vocabulary was developed by the teacher by reading the e-mail and asked students to determine the problem the teenager had. This was a form of oral discourse He clarified the meaning of words chosen by him. Then, he asked students to give an advice to the teenager's problem. The expected output suggested by the teacher was oral discourse. He didn't target criteria 2, 3, 4, and 5.

Observation two, turns 369-376.

TURN 369	T	Well, an email from penny. Penny's mail. What problem is she facing ?she says: secondary school is really tough for me. So secondary school is tough for me. Is it really easy or difficult?
TURN 370	Ss	Difficult.
TURN 371	T	Really difficult. Ok. Secondary school is really difficult for me. Really tough. I don't know anyone. Ok, I don't know anyone and I picked on by year a pupils. I get picked is a synonym of being…
TURN 372	S	Bullied.
TURN 373	T	Being bullied. Being, uh-uh.
TURN 374	Ss	Being bullied.
TURN 375	T	Or being…
TURN 376	Ss	Teased

Task 3

The teacher emphasized criteria number 1 and 6 in task 3. The input for vocabulary was done by the teacher by asking students to provide the synonyms of words. He did it using extended discourse. The teacher asked students to read the e-mail and answer the questions. The expected output was oral word. He didn't target criteria number 2, 3, 4, and 5.

Observation two turns 408-415.

TURN 408	T	Trouble-problem. Guys, ready? Well, what paragraph is expressing Stella's sympathy?
TURN 409	S	One
TURN 410	T	Number one. I'm really sorry to hear that you are having trouble, that you are having problems. Now, which paragraph is expressing Stella's hope that her advice help?
TURN 411	Ss	Three
TURN 412	T	Number three. I really hope. I really… a synonym of hope? Ex… ex…
TURN 413	Ss	Expect
TURN 414	T	Expect. Ok, I really hope my advice helps and everything gets better. Ok. Which one gives Stella's advice and expected results?
TURN 415	Ss	Two

Tasks 4, 5, and 6 were omitted by the teacher without any justification.

Lesson five

Task 1

The teacher emphasized criteria number 1 and 6 in task 1. The input for vocabulary was provided by the teacher by eliciting the meaning of RCMP and asking some questions about it. He did it through extended discourse. He asked students to describe the picture based on the given words of the task. Then, he asked students to listen to the text. He suggested students not to read while listening. He asked for the general idea. Then, he asked for specific details. The expected out was oral discourse. However, students produced oral sentence.

Observation three, turns 1-10

TURN 1	T	People, RCMP. Do you know what RCMP is? What RCMP mean?
TURN 2	Ss	It's a letter: royal.
TURN 3	T	Do you know the R. C. M. P. ?Where are they from? Are they from Colombia?
TURN 4	S	They're from Canada.
TURN 5	T	So, this is the police in Canada. Look, people. What is the picture?
TURN 6	Ss	A person
TURN 7	T	What do you think? A police or a policeman?
TURN 8	S	A police
TURN 9	T	Do you know western?
TURN 10	Ss	Yes

Task 2

The teacher did this task along with task 1.

Task 3

Teacher focused on criteria number 5 and 6 in task 3. When reading , students could have the opportunity to develop strategic competence. The output proposed by the teacher was oral discourse. The students had read and answered the questions. However, the material suggested written sentence and oral discourse. Then, they had to explain what each paragraph was about.

Observation three, turns 12-16

TURN 12	T	Well, general idea. What's the general idea?
TURN 13	S	It´s about the mounted police.
TURN 14	T	What´s is special about this police?
TURN 15	S	It's a symbol of Canada.
TURN 16	T	What´s the symbol?

Task 4

Tasks 4 was omitted by the teacher without any justification.

Task 5

The teacher emphasized criteria number 6. The expected output was written sentence. Students had to complete the sentences with words.

Observation three, turn 52.

TURN 52	T	Well, word power. Here we have some expressions related to carry. So **have with you,** which means carry money. " I always carry money in my pocket". Ok, now **continue**. When you say carry on speaking. For example, carry on reading. **Lift and take:** carry. For example: carry a bag.

		I always carry my bag with me.Well, for vehicles, ships and planes. Planes carry passengers. Planes have passengers inside. Yeah. No problem?

Task 6

Task 6 was omitted by the teacher. No justification was provided by him.

Lesson six

Task 1

The teacher centered on criteria number 1 and 6 task 1. The input for vocabulary was based on illustrations. The teacher asked students to talk about past injuries. They used the expressions from the task to support speaking. The expected output was oral discourse however, students produced oral word.

Observation three, turns 53-61.

TURN 53	T	Well, people, tell me, please, what kind of accident or in which kind of accident did you hurt or injure your body? For example, you are playing soccer and suddenly a boy breaks your leg. Sometimes woman are walking like this and they…
TURN 54	Ss	Twist their ankle.
TURN 55	T	Sprain an ankle. Sprain or twist an ankle. Sometimes you are cooking or chopping onions, and suddenly you…
TURN 56	Ss	Cut your hands or fingers.
TURN 57	T	Cut your finger. Sometimes for example when you are in a car and you´re going to get out and you.
TURN 58	Ss	Bang your head.
TURN 61	T	Bang your head. And later you get a bump. After you bang your head, you get a bump.

Task 2

The teacher centered on criteria 1, 2, and 6 in task 2. The input for vocabulary was in a context created by the teacher. He provided a context for the use of the sentences related to expressing sympathy. Then, he played the recording, stopped it and repeated the

sentences, imitating the intonations of the speakers. He also asked for the meaning of some words. The expected output was oral discourse. Though, the task suggested written sentence.

Observation three, turns 68-76.

TURN 68	T	Cheer up! It might not be that bad! In this situation, cheer up means?
TURN 69	S	Animation
TURN 70	T	No, well, animation is Cartoon Network. So cheer up is…
TURN 71	S	Don't worry.
TURN 72	T	Don't worry. Don't be…
TURN 73	S	Sad
TURN 74	T	Don't be sad. Ok. Be happy. Spanish?
TURN 75	S	No estés triste.
TURN 76	T	Animate! Cheer up! It's killing me! In this situation killing is not really killing. It's killing me, yes? No problem? Well, people, listen for general idea. Here we have two situations in which people have an accident. Ok, listen, please, try to determine them.

Task 3

The teacher focused on criteria number 1 and 6 in task 3. The input for vocabulary was the conversation. The teacher read the two conversations and asked students to say synonyms to the expressions he emphasized. Then he focused on the expressions that indicate sympathy. And also the teacher asked them to prepare a similar conversation. The expected output was oral discourse.

Observation three, turns 101-109.

TURN 101	T	Well, guys, a synonym of " is everything ok, Ben?"
TURN 102	S	Are you right, Ben?
TURN 103	T	Are you right, Ben? A synonym of "calm down"?
TURN 104	S	Don't panic

TURN 105	T	"I'm in terrible pain"
TURN 106	S	It's killing me.
TURN 107	T	It's killing me. " I'll be in touch"
TURN 108	S	I'll let you know.
TURN 109	T	I'll let you know. Now, practice this. Here you have a conversation. Over here it says

Task 4 and 5

The teacher omitted these tasks. There was no any justification.

Task 6

The teacher centered on criteria number 4 and 6 in task 6. The teacher provided a situation as input for interaction practice. The teacher asked students to work in pairs in order to practice a short conversation from a model in task one. The conversation was about teenage problems. One student said a problem and the other explained how it happened. Then, he asked students to listen and repeat. The expected output was oral discourse.

Observation three, turns 117-122.

TURN 117	T	Ok, listen! Speak up! Hernan and Omar.
TURN 118	Hernan	Have you ever hurt your back?
TURN 119	Omar	Yes, I have
TURN 120	Hernan	How did it happen?
TURN 121	Omar	It happened when I lift a heavy box.
TURN 122	T	One point for Hernan and Omar. Now, Diana and Claudia.

Task 7

The teacher focused on criteria number 6 in task 7. The expected output was oral word. However, the task proposed written word. The teacher had students listen and choose the sounds that corresponded to the given words.

Observation three, turns 139-141.

TURN 139	T	The first sound is ʌ and the second sound is aʊ
	Recording	Bud
TURN 140	T	Bud. The first or the second sound?
TURN 141	Ss	First

Lesson seven

Task 1

The teacher centered on criteria number 1, 5 and 6. The teacher used the text as extended discourse. Also, students could have the opportunity to develop strategic competence when reading the text. The expected output was oral sentence. The teacher elicited the information of the text from students through his own questions. Then, he asked questions related to tips on safe surfing. Students read silently. Then, he checked the answers.

Observation three, turns 155-162

TURN 155	T	Now, safe surfing, guys. When you surf on the net, do you think that it is safe or dangerous sometimes?
TURN 156	Ss	Dangerous
TURN 157	T	It's dangerous. Why?
TURN 158	S	There are…
TURN 159	T	Because there are strange websites or?

TURN 160	Ss	Viruses.
TURN 161	T	Viruses. Ok, well, do you know what measurements can you take to have a safe surfing? What measures? What measures should you take to surf safely the net?
TURN 162	S	Don't download strange files from your e-mail.

Task 2

Teacher omitted task 2. He didn't provide any justification.

Task 3

The teacher emphasized criteria number 6 in task 3. The expected output was written word. The teacher asked students to complete the sentences with provided options. Then, he checked out the sentences. However, minimal context for vocabulary was provided.

Observation three, turns 177-186.

TURN 177	T	Ready, guys? Well, the water here is…
TURN 178	S	Clean
TURN 179	T	The water here is clean. Are the instructions…?
TURN 180	S	Clear
TURN 181	T	Clear, right. He's got a…?
TURN 182	S	Clean
TURN 183	T	Clean record. The sky is…?
TURN 184	Ss	Clear
TURN 185	T	Clear and blue. No clouds. It's clear. Cloudy or sunny?
TURN 186	S	Sunny

Task 4

Task 4 was omitted by the teacher. He didn't provide any justification for it.

3.4.1. Competences of Communicative Competence developed by the teacher's implemented methodology in module six

The teacher's implemented methodology during the teaching of module six of the textbook Access 3, for the third level students at Cursos Libres de Lenguas Extranjeras at Universidad del Atlántico, was analyzed through the designed checklist. The conclusion about the targeted competences is that the teacher didn't develop all the competences considered as theoretical construct, considered in this research study, for the Communicative Competence:

- Linguistic competence

- Socio-linguistic competence

- Discursive competence

- Interactional competence

- Strategic competence

3.4.2. Linguistic competence

The main competence of the Communicative Competence the teacher focused on was the linguistic competence. Most of the analyzed tasks (15 out of 43) targeted this type of competence. This can be summarized in the following table:

Table 11. Tasks that target linguistic competence.

Lessons	Tasks
Lesson one	1
Lesson two	1,2, 3, and 4
Lesson three	1
Lesson four	1, 2, and 3
Lesson five	1 and 4

Lesson six	1,2, and 3
Lesson seven	1

However, the teacher presented the elements related to the linguistic competence, vocabulary and grammar, in some tasks in context, but in others, without a context. Regarding the presentation of the vocabulary and grammar in context, the teacher did this in the following tasks:

Task 1, lesson one; task 1,2, 3, and 4, lesson two; task 3, lesson three; task 1 and2, lesson four; task 4, lesson five, task 2, lesson six.

In order to create context, the teacher employed certain strategies. The strategies he generally used were:

- **Eliciting** (task 1 in lesson 1; task 1 in lesson 2; task 1 in lesson 3; task 1 in lesson 4; and task 1 in lesson).

- **Asking questions** (task 1, lesson 1; task 1, lesson 2; task 1, lesson 3; task 2, lesson 4; task 1, lesson 5; and task 1, lesson 6).

- **Translation** (task 1 in lesson 1; and task 1 and 2 in lesson 2)

- **Asking / providing synonyms**(task 2 in lesson 3; task 1 and 3 in lesson 4; task 4 in lesson 6)

- **L1 use** (task 1 in lesson 1; task 1 in lesson 2)

- **Mimicking** (task 1 in lesson 1)

- **Learner's cultural reference** (task 1 in lesson 1

On the other hand, there were tasks in which the teacher presented the vocabulary and grammar without any context. This can be seen in tasks as: task 4, 5, and 6 in lesson 3

3.4.3. Socio-linguistic competence

Out of the 43 tasks, there was only one task (task 2, lesson 6) related to the socio-linguistic competence. The teacher provided a context for the use of the sentences related to expressing sympathy. Through this, he expected students to use these expression appropriately. However, it was not enough to foster the necessary background for the development of this crucial competence.

3.4.4. Discourse competence

The teacher didn't make any task that focused on coherence. Students write or speak without any knowledge related to how connecting sentences and paragraphs.

3.4.5. Interactional competence

The teacher only proposed 3 tasks (task 1, and in lesson 3 and task 6 in lesson 6) input for interaction practice. This is summarized in the following table.

Table 12. Tasks that target interactional competence.

Lesson	Task
Lesson 3	1,3, and
Lesson 6	6

The input for the development of this competence is composed by texts and situations. Students had to take this input and interact in pairs. One of the most common input for the practice of this competence is a situation the teacher proposed:

TURN 61	T	Sorry, the other option. A short conversation: what should I do when I go to the street? Ok, be careful with your valuable objects. So, individual or in pairs. Ok, two options.
NOTE 5		Students work on the activity for some minutes.
TURN 62	T	Ready? It's not necessary to write. It's to speak for ten or fifteen seconds. Ok, write the tip. No problem, ok, let's listen to Ernan, please.
TURN 63	Ernan	When you use any gadget…
TURN 64	T	But try not to read, ok? Remember this is for fluency. One, two, action.

TURN 65	Ernan	Don't use any gadget, don't use chain and jewelry when you go to a new place, when you walk on the street, look back.

He tried to fostered pedagogical interaction since the expected learning effect was awareness on fluency on the part of the students.

3.4.6. Strategic competence

The teacher proposed 3 tasks that centered on the opportunity to develop the strategic competence on students. This was perceived in task 3 in lesson 3. The teacher provided information on how to speak with fluency. Also, in task 3 in lesson 5. The teacher could lead students to cope with strategies when reading. Finally, in task 1 in lesson 6. The teacher also could have students cope with strategies when reading.

However, there was not any formal instruction on how to cope with communicative problems on the part of the teacher.

3.5. Communicative Competences developed by the material in connection with those developed by the teacher.

Based on the analysis of the Communicative Competences developed by the material and those developed by the teacher, it might be said that some competences coincided, and other competences were not targeted by them.

Among the competences that coincided are the **linguistic competence, socio-linguistic competence**, and **interactional competence**. However, it was in the linguistic competence that both the material and the teacher coincided most.

18 out of 43 tasks were suggested by the material to develop the **linguistic competence.** 15 tasks were suggested by the teacher for the development of this competence.

On the other hand, the **socio-linguistic competence** was targeted by the material through six tasks (task 3, 4 and 6 in lesson 4; task 4 and 6 in lesson 6, and task 1 in

lesson). The teacher used only one (task 2, lesson 6). As it is seen, the material proposed more tasks for the development of this competence that the teacher did.

Regarding the **interactional competence**, both the material and the teacher targeted it. The material proposed a series of tasks for its development. Seven tasks were suggested as output opportunity for the development of this competence. The input consisted mainly of words, sentences, conversations, readings, and questions. The teacher worked with 3 tasks. The principal input was a situation he proposed.

The material targeted the discourse competence through 2 tasks. In these tasks, students had to focus on how to write the sentences (task 5 in lesson 4) and how to write the text (task 6 in lesson 4). The teacher didn't provide any input associated with this competence.

On the other hand, the material provided opportunities for the development of this competence through 1 task. In here, students had to present a project and they had to use some strategies for it. The teacher did this through 3 tasks. In all of them, students had to prepare a situation, and they had opportunities to apply some strategies when working on it.

3.6. Nature of the expected output proposed by the material and the teacher

The expected output the material and the teacher proposed ranged from oral/written word, oral/written phrase, oral/written sentence and oral/written discourse. In some tasks, both the material and the teacher coincided in the same kind of output, but in some other tasks, they didn't coincide. The following table shows this.

Table 13. Nature of expected output (material-teacher).

Nature of the expected output (material – teacher)

Lesson	Task	Material	Teacher	Coincided
1	1	Oral phrase	Oral sentence	✔
2	1	Oral word	Oral word	✔
	2	Oral word	Oral word	✔
	3	Oral discourse	Oral phrase	✔
			Oral discourse	
	4	No output	Oral word	
	5	Written sentence	No output	
	6,7, and 8	No output	6, 7, 8, and 9 omitted	
	9	Oral discourse		
3	1	Oral discourse	Oral word	
			Oral phrase	
	2	Oral discourse	Omitted	
	3	Oral discourse	Oral discourse	✔
	4	Oral sentence	Written sentence	
	5	Written sentence	Written sentence	✔
	6	Written sentence	Written sentence	✔
	7	Oral sentence	Omitted	
	8	No output	Oral phrase	
	9	Written discourse	Omitted	
4	1	Oral discourse	Oral discourse	✔

	2	Oral discourse	Oral discourse	✓
	3	No output	Oral word	
	4	Oral word	4, 5, and 6	
	5	Written sentence	omitted	
	6	Written discourse		
5	1	Oral discourse	Oral discourse	✓
	2	Oral/written discourse	Oral discourse	✓
	3	Written sentence Oral discourse	Oral sentence	✓
	4	Oral/written discourse	Omitted	
	5	Oral/written sentence	Written sentence	✓
	6	Oral discourse	Omitted	
6	1	Oral discourse	Oral discourse	✓
	2	Written phrase	Oral discourse	
	3	Oral sentence	Oral discourse	✓
	4	Oral sentence	Omitted	
	5	Oral/written sentence	Omitted	
	6	Oral discourse	Oral discourse	✓
	7	Oral word	Oral word	✓
7	1	Oral sentence	Oral sentence	✓
	2	Oral discourse	Omitted	
	3	Written word	Written word	✓
	4	Oral discourse	Omitted	

19 tasks coincided in the same kind of expected output. 7 tasks didn't coincide in the kind of expected output. The others were just proposed by the material, but omitted by the teacher. Within the 19 coincided tasks,   9taskswere directed towards the practice of oral discourse. This suggested that not only the material, but also the teacher focused on the development of the oral language. Besides, the others tasks also covered the oral language, but no beyond the word, phrase and sentence level.

On the other hand, the treatment of the written discourse was limited on both sides. Neither the material nor the teacher were totally interested in the development of the written language. However, some tasks were directed to written word, phrase and sentence. In some others, the teacher modified the output. This is shown in the following table.

Table 14.Initial input vs. final output.

Lesson	Task	Initial output (material)	Final output (teacher)
Lesson 3	4	Oral sentence	Written sentence
Lesson 5	3	Written sentence	Oral sentence
Lesson 6	2	Written phrase	Oral discourse

Task 4 in lesson 3 suggested oral sentence as output, but the teacher changed it and had students write sentences. He wanted to personalize grammar by asking them to write their own examples. Task 3 in lesson 5 proposed written sentence as output, but the teacher had students say oral sentences in order to answer the questions related to RCMP reading. Finally, task 2 in lesson 6 suggested written phrase as output, but the teacher proposed oral discourse. In this task, he was interested in the meaning of some words.

3.7. Analysis of the interview

Two interviews were administered: one for the teacher, before he started the class, and the other for the three selected students. The teacher was interviewed so as to have information related to the knowledge he had about the Communicative Competence and the way it could be developed. Students were interviewed to determine whether the teacher's implemented methodology helped in the development of their Communicative Competence.

3.7.1. The conclusions on the teacher's interview are.

1. The teacher has his own notion of Communicative Competence. According to him, the development of grammar structures supports oral language.

2. The teacher considers that the development of Communicative Competence is achieved by providing a context of use for the grammar structures which will be used orally in real situations by the students.

3. The teacher recognizes the importance of context since this provides a background for future language use.

4. The teacher emphasizes the important role of grammar structures for communication in the foreign language.

5. The teacher focuses on the practice of oral language. Due to this, he proposes oral activities in the class so that students can practice the oral language.

6. The teacher does not distinguish between method and approach. For him, the method is the higher philosophical category that frames language teaching, and the approach is the way he teaches.

3.7.2. The conclusions on the students' interview are.

1. The students have unbalanced and limited knowledge on socio-linguistic aspects of the English language. In one question related to this aspect in the interview, they just provided the same example when asked how they usually expressed opinions:

   Interviewer: generally, what are the expressions your usually use when you give opinions in English?
   Claudia: I think
   Interviewer: what expressions do you usually use when you give opinions in English?
   Jefferson: I think my opinion…
   Interviewer: what are the most common expressions in English to give your opinion?
   Eduard: I think

2. Students recognize the importance of "fillers", but they have a limited knowledge on this. The teacher's explanation was an initial reference for them.

3. Related to the grammar instruction, students recognized the role of the teacher in this aspect. They consider that the teacher's explanation is fundamental since it provides the knowledge for the understanding of grammar.

4. The students also consider that the explanation about vocabulary, provided by the teacher, before reading, allows them to understand the text better. Questions related to the reading clarify word meaning.

CHAPTER FOUR

CONCLUSIONS

The development of the Communicative Competence has come to be the main goal of language teaching for the past 40 years. This goals not only implies 'communicative' in theory, but also in practice. The present study focused on the description of the development of the Communicative Competence in relation to the materials and the methodology implemented by the teacher. Such description was based on the occurrences within the context of the classroom, seen as a speech community.

The objectives of the study were directed to the evaluation of the materials in terms of the Communicative Competence components, the description of the teacher's implemented methodology of the materials in the classroom, the identification and description of the components of the Communicative Competence developed by the students and the analysis of the implications of the materials and the methodology implemented by the teacher in development of students' Communicative Competence.

Limitations of the study

It is necessary to observe that there are some limitations in the present study. First, a single teacher was observed. Though there was support on the part of the coordinator of Cursos Libres, teachers rejected the idea of being observed; just one accepted. Second, only one module was analyzed. Module six marked the middle part of the course and the textbook was supposed to be changed promptly. Out of six levels, just one classroom of third level was chosen. No attempt is made at making generalizations though what happens inside the target classroom may indicate at some aspects that need to be addressed in future research and at teacher qualification plans of the institution.

Besides, analyzing the other levels would require time and investment on the part of the researcher.

Materials evaluation

The textbook *Access 3* targeted the development of some components of the Communicative Competence. But it only focused on one principal component of this construct: linguistic competence. This limited scope of the Communicative Competence in the textbook could lead the teacher to work only on this component.

The development of the linguistic competence was partially achieved by the material. This is because in some tasks, a context was used to support the understanding on the part of the students; in others tasks, the presentation of the vocabulary and grammar was without a context. This occurred specifically in the presentation of grammar.

Some tasks proposed interactions in which students had to interact one another. They suggested different types of input: readings, conversations, questions, expressions, among others. These interactions were seldom what Van Lier (1996) calls non-focused and non-controlled or conversation like, which he considers to the best for promoting learning. Most of the interaction that occurred within the classroom was with the teacher, not with other students.

The material proposed a plan for developing writing; however, this approach did not support the development of discourse competence. Students just followed a model, but they did not have any opportunity to connect sentences and paragraphs properly beyond such model. Neither there was any awareness raising about the organization or other features of the written texts.

The material did not provide any explicit training in communication strategies so that students could face   possible difficulties when communicating. There was an evident lack of opportunity for the students to deal and cope with "breakdowns" in interactions. It was not evident during the classes observed. This component of Communicative Competence lacked formal and explicit instruction. It would be desirable that materials include tasks on this competence since it is one of the competences that can integrate the others (Bachman, 1991).

The analyzed tasks proposed by the material were not totally communicative, as claimed by the authors. Due to the limited scope of the construct of the Communicative Competence identified in the textbook Access 3, the majority of them did not provide a real context for communication. The distinction between mechanical, meaningful, and communicative activities, as proposed by Richards (2006), were not presented. They centered principally on mechanical activities. Few of them were meaningful. This distinction of tasks is crucial since a textbook is considered communicative if its tasks represents   the principles of a communicative methodology (Richards, 2006). Therefore, communicative tasks can promote a real interaction among students if the textbook has these kinds of tasks.

Teacher's implemented methodology

The teacher limited the development of communicative competence to just linguistic competence: vocabulary and grammar. However, due to his limited scope of the notion of the Communicative Competence, the other components of the competence were not taken into account by him, at all. For him, vocabulary and grammar could foster language proficiency. The interview applied to him showed that he believed that

development of grammar structures supported oral language. His beliefs clearly defined his own construct of the Communicative Competence and also his teaching method.

Once the grammar was presented by the teacher without any context, there was not any given opportunity for students to work on its use in communicative situations. Though he tried to personalized grammar, the exercises were mechanical and they did not support any meaningful learning on students. To this respect, his scaffolding was not effective at all. As he said in the interview, providing a context of use for the grammar structures would allow students to use them orally in real situations by the students. However, he didn't provide a real context for grammar use.

In spite of the fact that the teacher tried to present the vocabulary in context, there was not any further opportunity for students to internalize it in communicative situations. Since the tasks were not totally communicative, he did not go beyond this limited scope. The teacher generally centered on mechanical activities which did not allow students to work on negotiation of meaning.

The opportunities for interaction proposed by the teacher were limited, and unreal. He asked students to communicate without existing a real information gap, since students knew what information was missing or required. He emphasized pedagogical interaction, one of the category suggested by Malamah-Thomas (1987). This happened because he wanted to get a learning effect from the students. The interview showed that he tried to focused on the practice of oral language. Due to this, he proposed oral activities in the class so that students could practice the oral language. However, these activities were within Van Lier's (1996) categories of practices.

Students' developed competences

The spectrum and scope of the competences developed by the students was limited. Related to linguistic competence, there was not any clear evidence (knowledge and use of vocabulary and grammar) on the part of the students that they developed this type of competence. Neither the materials nor the teacher fully centered on the presentation of vocabulary and grammar in context. Also the patterns of interaction were not communicative.

Therefore, students did not use the target grammar to communicate in context, just mechanically.

On the other hand, the other competences weren't targeted at all neither by the materials nor by the teacher. To this respect, the opportunities students could have for the development of the Communicative Competence, proposed by the materials and the teacher, were not effective.

Related to the students' interview, it showed that they believed that the teacher's explanation on grammar and vocabulary was fundamental for their understanding. They didn't mention the role of the materials for this aspect. However, they considered that questions asked by the teacher derived from readings helped them to clarify word meaning.

The materials in conjunction with the teacher's implemented methodology

Both the material and the teacher's implemented methodology tried to target the same competence: linguistic competence. Due to the limited scope of the material on the construct of the Communicative Competence and the teacher's wrong notion of this competence, they could not go beyond tasks related to grammar and vocabulary.

On the other hand, there were moments in which the textbook proposed a task related to a specific competence and the teacher suggested a different one. This brought a precarious balance for the development of the Communicative Competence.

Implications

Based on the analysis and conclusions of the present study, some implications were derived. The following factors within each implication should work collectively to advance in the issue of the teaching of Communicative Competence.

Implications for the classroom

In relation to the classroom, actions within it should be not only pedagogical, but also communicative. One way to emphasize the former can be if tasks, proposed by the materials and reaffirmed by the teacher, or just suggested by the teachers, lead students to use L2 for communicative proposes, and not to use the target language mechanically to fulfill vocabulary and grammar exercises. Furthermore, the nature of the interaction has to be both teacher-student and student-student. When teacher-student is the only form of interaction, there is not enough opportunity for them to practice language autonomy, to experience scaffolding among them, etc. It is important that teachers understand the boundaries of pedagogy and communication. Sometimes they carry out actions for pedagogical purposes (vocabulary practice: food) and sometimes, for the sake of exchanging ideas, establishing a similar-to-life conversation (give an opinion on an healthy diet). If the former is emphasized, it is the moment when interaction tends to be generally mechanical. However, this is a challenge for teachers to design communicative activities, to have the right balance between mechanical, meaningful and communicative activities. Sometimes it is a challenge to have moments in the class when real communication happens. Part of the problem perhaps has to do with the

fact that teachers and the institutions just stick to the script the textbook proposes. These textbooks are designed miles away from our context.

Implication for teachers' formation

Teacher training programs should take the discussion and the operationalization of the concept of communicative competence more seriously. Future teachers should not only have theoretical discussions about this concept, but also have intense practice in identifying in other teachers´ practice and in their own one, which activities or tasks are really developing different competences.

Implication for teacher training courses

Training courses should train current language teachers on how to carry out communicative practices within the classroom that enhance the development of the Communicative Competence. In addition, they should train teachers on how to transform textbooks that are not communicative at all into communicative materials. This because not all the existing materials target the development of the Communicative Competence, but just the fluctuating treatment of some of the aspects of this construct.

Implications for language researches

Future language researches should center on the theory and practice of textbook transformation into communicative textbooks. Since the main goal of the Communicative Language Teaching is to teach the target language communicatively (Communicative Competence), textbooks need to be in accordance with the principles of this approach. To this respect, the existing of any mismatch between this approach, which enhances the development of the Communicative Competence, and textbooks

have to be solved necessary by teachers. And if they have no training or foundations on how to do it, the teaching of the L2 might not rich the status of communicative practice.

On the other hand, language researches should lead to the description, analysis, evaluation and validation of those communicative practices that occur within the classroom. Consequently, teachers can have a valid base to propose communicative activities that promote real interaction among students.

Implications for material design

Materials design should emphasize the design of communicative materials by doing this, teachers might have a better support for teaching L2 communicatively. Also, a very important aspect of materials design is the design of tasks. These have to provide equal opportunities for the development of the necessary competences within the Communicative Competence construct.

On the other hand, those tasks related to the presentation of vocabulary and grammar (linguistic competence) have to be in context. It should not be forgotten that linguistic competence is not the end, but one of the means for the development of the Communicative Competence. Teachers think that the only way to teach is to start with grammar and vocabulary, and that language is made of discrete items with connect with each other to make meaning. Other approaches, for example, task-based approach, content-based, or genre-based pedagogies are overcoming this view.

REFERENCES

Bachman, L. F. (1991). Fundamental Considerations in Language Testing. Oxford: Oxford University Press.

Brown, D. H. (2007) Principles of language learning and teaching (5[th]ed.) New York: Pearson Education.

Burns, R. (2000). Introduction to research methods. London: Sage Publications.

Canale, M. & Swain, M. (1980). "Theoretical bases of Communicative Approaches to Second Language Teaching and Testing". Applied Linguistics 1:1-47.

Corbetta, P. (2003) Metodología y técnicas de investigación social. Madrid: McGraw-Hill.

Crooks, G. & Gass, S. editors. (1993). Tasks and language learning: integrating theory and practice. Clevedon: Multilingual Matters Ltd.

Creswell, J. W. (2003). Research design: Quantitative, qualitative, and mixed methods approach. California: Sage Publications

Cunningsworth, A. (1995). Choosing your coursebook. Oxford: Heinemann.

Chomsky. N. (1965).Aspectos de la teoría de la sintaxis. Barcelona: Gedisa editorial.

Drew, C., Hardman, M. & Hosp, J. (2008).Designing and Conducting Research in Education. California: Sage.

Ellis, R. (1998). The evaluation of communicative tasks. In Tomlinson, B. (ed.)Materials Development in Language Teaching (pp. 217-238).Cambridge: Cambridge University Press.

Genesee, F. & Upshur, J. (1998). Classroom-Based Evaluation in Second Language Education. Cambridge: Cambridge University Press.

Gibbson, P. (2002). Scaffolding language. Scaffolding learning. Portsmouth, NH: Heinemann.

Hymes, D. (1972) on Communicative Competence. In J. Pride and J. Holmes (eds), sociolinguistics. Harmondsworth, UK: Penguin Books.

Homes, J. (1986). Proyecto Nacional Ensino de Inglés Instrumental en Universidades Brasileras. Working papers No. 17: The teacher as researcher. Pontificia Universidad Católica de Sao Paulo:

Johnson, M. (2004).A philosophy of Second Language Acquisition. New York: Yale University Press.

Johnson, B. & Christensen, L. (2008). Educational research: quantitative, qualitative, and mixed approaches. 3 rd ed. Los Angeles: Sage Publications.

Jonhson, K. (2009). Second Language Teacher Education. A sociocultural perspective. New York: Routledge.

Nunan, D. (1991). Language teaching methodology: a textbook for teachers. UK: Prentice Hall International.

Littlejohn, A. (1998). The analysis of language teaching materials: inside the Trojan Horse. In Tomlinson, B. (ed.). Materials Development in Language Teaching (pp. 190-216) Cambridge: Cambridge University Press.

Lichtman,M. (2006). Qualitative research in education: a user's guide. Thousand Oaks: Sage Publications, Inc.

Malamath-Thomas.A. (1987).Classroom interaction. Oxford: Oxford University Press.

McDonough, J. & Shaw, Ch. (1993). Materials and methods in ELT. 2nd ed. Malden: Black Well Publishing.

McGrath, I. (2002). Materials evaluation and design for language teaching. Edinburgh: Edinburgh University Press.

Ministerio de Educación Nacional (2006). Serie: guía 22 Estándares Básicos de Competencias en Lenguas Extranjeras: inglés

Ministerio de Educación Nacional (2004). Proyecto Nacional de Bilinguismo.

Ministerio de Educación Nacional. Lineamientos Curriculares para Idiomas Extranjeros. 1999.

Munby, J. (1982). Communicative Syllabus Design. Cambridge: Cambridge University Press.

Norland, D, & Pruett-Said, T. (2006). A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages. United States of America: Libraries Unlimited.

Nunan, D. (1991). Language teaching methodology: a textbook for teachers. UK: Prentice Hall International.

Patton, M. (2002).Qualitative Research and Evaluation Methods. London: Sage Publications.

Paulston, Ch. B. (1992). Linguistic and communicative competence: topics in ESL. Clevedon: Multilingual Matters Ltd.

Prabhu, N. S. (1987). Second language pedagogy. Oxford: Oxford University Press.

Philipson, R. (1992). Linguistic Imperialism. Oxford: Oxford University Press.

Richards, K. (2003) Qualitative inquiry in TESOL. New York: Palgrave McMillan

Richards, J. (2006). Communicative language teaching today. Cambridge: Cambridge University Press.

Richards, J & Rodgers, T. (1986). Approaches and methods in language teaching. Cambridge, UK: Cambridge University Press.

Richards, J., Platt, J., & Platt, H. (1992). Dictionary of language teaching and applied linguistic. New edition. England: Longman.

Robson, C. (2002). Real world research (2nded.). Oxford. Blackwell Publishing.

Savignon, S. J. (1997). Communicative Competence. Theory and classroom practice. (2nded.) USA: McGraw-Hill.

Savignon, S. J. (2002). Interpreting Communicative Language Approach. USA. Yale University.

Saville-Troike, M.   (2002). Culture as the core: Perspective in Second Language Education. Information Age Publishing. (3-17).

Seliger, H. & Shohamy, E.(2001). Second language research methods. Oxford: Oxford University Press.

Senior, R. (2006). The experience of language teaching. Cambridge: Cambridge University Press.

Snider, D. (2005). Communicative and Non-Communicative Activities in First-Year German Textbooks. Die Unterrichtspraxis/ Teaching German, Vol. 38, No. 2.

The   Scottish   Qualifications   Authority   (2006)   retrieved fromhttp://www.sqa.org.uk/files_ccc/06miSociologyInt1.pdf.

Tomlinson, T. (1998).Materials development in Language Teaching. Cambridge: Cambridge University Press.

Tomlinson, B. (2003). Developing materials for language teaching. London: Continuum.

Van Lier, L. (1996). Interaction in the curriculum: awareness, autonomy, and authenticity. London: Longman.

Wajnryb, R. (1992). Classroom observation tasks. A resource book for language teachers and trainers. Cambridge: Cambridge University Press.

Wallace, M. (1998).Action research for language teachers. Cambridge: Cambridge University Press.

APPENDIXES

STUDENT'S INTERVIEW

CLAUDIA

Interviewer: *talking about safety in the street, is it easy for your to give opinions in English?*

Claudia: *yes, it is easy*

Interviewer: *generally, what are the expressions your usually use when you give opinions in English?*

Claudia: *I think*

Interviewer: *do you know about the fillers? Remember when the teacher said, you know, I mean er…, did you know that information previously that the teacher explained to you?*

Claudia: *yes, a class before the teacher told us about it.*

Interviewer: *do you usually use them when you speak?*

Claudia: *no, I don´t use them, I forget it when, I speak, I don´t know a word, I don´t speak.*

Interviewer: *did you know about reported speech before the teacher explained the topic?*

Claudia: *I don´t understand*

Interviewer: *remember that in one moment of the class the teacher explained reported speech like he said she asked. Did you know that topic before?*

Claudia: *yes,*

Interviewer: *yes, was it easy for you?*

Claudia: *yes,*

Interviewer: *do you consider what the teacher did, helped you to understand better what you already know in other semesters?*

Claudia: *some…*

Interviewer: *topic*

Claudia: *some topics. I forget it so when the teacher explained I remember and is more easy for me*

Interviewer: *ok. Did you know the vocabulary about this reading before the teacher started analyzing the text?*

Claudia: *yes, when the teacher analyzed I understand and when I read at home there are some words that I don´t know.*

Interviewer: *did you realize this at home before you come to the class?*

Claudia: *yes*

Interviewer: *so it means that when you don´t know a word you look the word in a dictionary?*

Claudia: *yes*

Interviewer: *did the explanation of the teacher about street safety help you to understand the text? Remember when the teacher at the beginning wrote this on the board and started explaining and asking.   Was it easy for you with this explanation to understand the rest of the text?*

Claudia: *yes*

Interviewer: *was the text easy or difficult for you to understand?*

Claudia: *it´s easy but some words I don´t know the meaning but when the teacher explained it easy for me to understand the text*

Interviewer: *did you prepare the exercise before coming to the class for example this and this or you just wait until the class started to do the exercise? I mean if you are at home, you prepare your reading this and this and then do the exercise, so when the teacher says to do the exercise it is already done or you only read this information and you wait until the teacher says, do the exercise*

Claudia: *sometimes I did it but in this case I didn´t prepare*

Interviewer: *finally according to you, what is the best way to learn English?*

Claudia: *well, I don´t know a word or a sentence and the teacher says some examples the way that he expresses it´s easy for me to understand.*

Interviewer: *thank you.*

JEFFERSON

Interviewer: *is it for you to give opinions in English?*

Jefferson: *yes*

Interviewer: *what expressions do you usually use when you give opinions in English?*

Jefferson: *I think my opinion…*

Interviewer: *ok, did you already know the topic of fillers when the teacher says you know, I mean er…? Did you know that topic remember that in one moment when you were analyzing this the teacher wrote on the board I mean, you know o sea er… uh. Were you conscious about that topic when the teacher explained or not?*

Jefferson: *no*

Interviewer: *so it means when you speak in English you don´t say you know I mean er... you don´t say those expressions.*

Jefferson: *I don´t know these expressions*

Interviewer: *ok, did you know reported speech before the teacher explained?*

Jefferson: *no I don´t know when the teacher explains I could understand*

Interviewer: *you didn´t have any idea about this topic before?*

Jefferson: *no before no*

Interviewer: *so it was the first time for you*

Jefferson: *yes*

Interviewer: *was it easy or not?*

Jefferson: *it´s not easy*

Interviewer: *why do you think it´s difficult? I mean why do you think that reported speech is difficult*

Jefferson: *the past particle*

Interviewer: *so because you need to remember you need to use past participle in some sentences*

Jefferson: *yes*

Interviewer: *ok. Do you consider that that the explanation of the teacher helped you to understand more this topic?*

Jefferson: *yes*

Interviewer: *did you know the difference between tell and say.*

Jefferson: *yes today I could understand*

Interviewer: *because I remember in one moment of the class you stopped the teacher and said teacher was the difference between say and tell?*

Jefferson: *yes*

Interviewer: *was it clear the explanation to you when the teacher explained. I mean the teacher said and then it was clear I oh now it´s clear for me the difference between tell and say?*

Jefferson: *yes*

Interviewer: *did you know the vocabulary of street wise*

Jefferson: *many words I don´t know.*

Interviewer: *did you have the opportunist to read this text when you were in you house?*

Jefferson: *yes, it´s not continuous but I try*

Interviewer: *did you remember when the teacher explained street wise and made comments do you consider that it was easy for you to understand the rest of the text just because the teacher explained?*

Jefferson: *yes it´s easy*

Interviewer: *did the explanation of the teacher about… was the text easy or difficult for you to understand?*

Jefferson: *no it´s easy the text this happens every day*

Interviewer: *so do you consider that the topic was easy for you to talk in English?*

Jefferson: *yes*

Interviewer: *ok. Did you prepare exercise before you come in to the class?*

Jefferson:*no*

Interviewer: *it means that you read this at home do this or you come to the class and read and do the exercise according to the teacher?*

Jefferson: *for me the exercise was difficult, but it´s a practice*

Interviewer: *ok thank you*

EDWARD

Interviewer: *Edward is easy for you to give   opinions in English?*

Eduard: *yes*

Interviewer: *what are the most common expressions in English to give your opinion?*

Eduard: *I think*

Interviewer:*did you alreadyknow about filler. Remember that in one moment of the class the teacher explains you know I mean oseaer… did you know that topic before?*

Eduard: *yes in semester one*

Interviewer: *do you use them when you speak?*

Eduard: *so so*

Interviewer: *ok did you know reporter speech before?*

Eduard: *no*

Interviewer: *do you think that the topic was easy or difficult for you to understand?*

 Eduard: *easy*

Interviewer: *why do you think it was easy?*

Eduard: *I´m good in grammar*

Interviewer: *so you didn´t have major problems understand. Did you know the difference between say and tell?*

Eduard: *I didn´t know but when the teacher explains I understand.*

Interviewer: *ok do you k now the vocabulary of street wise before the teacher starts the reading*

Interviewer: *remember that the teacher analyzed this exercise, did you understand the vocabulary of this reading*

Eduard: *yes when I don´t fond the word I use the dictionary*

Interviewer: *did the explanation of the teacher about these words helps you understand the rest of the text?*

Eduard: *yes*

Interviewer: *remember that the teacher explained this and started doing question. Was the text easy or difficult to understand?*

Eduard: *easy*

Interviewer: *why do you think it was easy?*

Eduard: *repeat, easy*

Interviewer: *you said that this text was easy, why did think it was easy?*

Eduard:

Interviewer: *you said that it was easy probably the vocabulary, the topic*

Eduard: *the vocabulary and topic were easy*

Interviewer: *was you know the topic*

Eduard: *yes*

Interviewer: *and did you prepare exercise when you come to the class?*

Eduard: *no I don´t have time*

Interviewer: *finally according to you what is the best way to learn English?*

Eduard: *practice*

Interviewer: *so practice at home when you practice do you do it with the book or whit other person?*

 Eduard: *with another person*

Interviewer: *ok thank you very much*

Appendix 2

Teacher's interview (second observation. Before the class started)

Interviewer: *¿Cómo piensas iniciar la clase de hoy?*

Teacher: *bueno, hay una actividad de warm – up que consiste en una actividad lúdica en la cual se pretende que los estudiantes pongan en práctica su producción oral acerca del condicional para situaciones en pasado.*

Interviewer:*¿cuál es el objetivo de esa actividad?*

Teacher: *el objetivo de la actividad es que los estudiantes desarrollen la parte oral la fluidez con un tema especifico para que lo lleven al plano real en un contexto determinado en este caso sería condicionales en pasado a cerca de situaciones imaginarios o no reales.*

Interviewer: *después de esa actividad previa que tú has planeado como introducción a la clase total, ¿Cuáles son las siguientes actividades que realizaras?*

Teacher: *bueno se continuara con la unidad seis con el tema que quedo en la clase pasada se van a realizar ejercicios sobre el tema, no recuerdo ahora cual es el tema.*

Interviewer: *pero tienen un trasfondo gramatical, vas a desarrollar alguna actividad comunicativa*

Teacher: *se supone de se dé en algún momento de ese proceso del tema llevara a cabo actividades orales.*

Interviewer: *frente a la clase anterior piensas hacer algunos cambios que notes que de pronto debería hacer frente a la actitud o reacción de los estudiantes en la clase previa?*

Teacher: *bueno en cuanto a la reacción hay que tener un manejo del tiempo puesto que a veces los estudiantes si se les deja mucho tiempo en determinada actividad de pronto pierden el tren de la clase y caen como en un relax. Entonces hay que tratar de evitar este.*

Interviewer:*según tu como hay que enseñar inglés?*

Teacher: *bueno, básicamente el método que uso yo es el enfoque comunicativo en el cual hay tratar en lo posible de situar estructuras gramaticales en determinados contexto para que los puedan producir puedan apropiarse primero puedan apropiarse de esas estructuras para que después se apropien y puedan ponerla en práctica en forma oral.*

Interviewer: *¿Cómo crees que aprenden los estudiantes mas efectivamente?*

Teacher: *bueno hay que todas las estructuras que a ellos se les enseña hay que dársela de tal manera que ellos vean la aplicación y la funcionalidad que tiene esta estructura dentro de su propio contexto y para que ellos vean para que sirve esa estructura.*

Appendix 3.

Transcription of the 3 observations.

UNIVERSIDAD DEL NORTE
IES INSTITUTO DE ESTUDIOS SUPERIORES
MAESTRIA EN LA ENSEÑENZA DEL INGLÉS

Level: III   **Schedule: 12:00 - 6:00**   **Time: 2:30 hours**
First observation: **Transcription and fieldnotes**
Conventions:
T refers to teacher
S refers to a student not recognized
Ss refers to students as a whole class
Note refers to observer's opinions
Recording: refers to audio from the book

Module six: "safety comes first" page 59

LESSON ONE: TASK 1			
NOTE 1			
Once the teacher finishes a review on unit 5f from module 5, he starts module 6: " Safety comes first" by emphasizing the vocabulary related to breaking the law. Every word has its visual and listening support. The main intention of this initial activity is that students listen, repeat and translate into their mother tongue. Besides, there are some phrases that can be used by students to describe each picture. However, initially, the teacher wants to elicit the meaning of the title "breaking the law" from students. He writes the title on the board and asks questions to them about it.			
TURN 1		T	Breaking the law. When you are breaking the law, are you doing a legal or illegal thing?
TURN 2		Ss	Illegal
TURN 3		T	An illegal action. So when you are breaking the law, you're breaking the rules. You are making an illegal action.
NOTE 2			
The books are close. Then he writes on the board Picking pockets and rob a bank. Then he pretends he is a thief and points at the students as if he had a gun.			
TURN 4		T	Picking pockets, when you rob a bank, thieves: " don't move! Give me your money. So when you rob a bank, you are breaking the law. Any other?
TURN 5	Diana		Drive too fast.
TURN 6		T	One point for Diana. When you drive so fast, or when you drink and drive fast, it means that you are breaking the law.
TURN 7	Claudia		Teacher, when they drive and drink.
TURN 8		T	Of course, when you are drunk and drive, you are breaking the law, right? When you go to a party, and drink and drive your car, you are breaking the law. Yes? Any other? Well, people, look at page 59. "Safety comes first. Breaking the law". Here we have some illegal actions. Let's listen!

		NOTE 3

The activity from this page (59) asks student to listen and repeat and to determine the meaning in Spanish. Then students repeat when they listen to the audio. Even though the audio of the vocabulary goes from vandalism to shoplifting, the teacher plays the CD and stops it so that students repeat.

	Recording	Module sixth. Safety comes first. Breaking the law. Page 59. One, vandalism
TURN 9	Ss	Vandalism
	Recording	Two, burglar
TURN 10	Ss	Burglar
	Recording	Three, car theft
TURN 11	Ss	Car theft
	Recording	Four, picking pocket
TURN 12	Ss	Picking pocket
	Recording	Five, robbery
TURN 13	Ss	Robbery
	Recording	Six, speeding
TURN 14	Ss	Speeding
	Recording	Seven, shoplifting
TURN 15	Ss	Shoplifting

NOTE 4

Then the teacher wants to explore the meaning of the words from the students by asking questions about each word. The students have the book open. He uses the mimicking as technique for explaining the words.

TURN 16	T	So, here we have vandalism. When is vandalism? What is it about?
TURN 17	Claudia	Breaking windows.
TURN 18	T	Ah! You break windows. When you vandalize, you…
TURN 19	Claudia	You break the law.
TURN 20	T	Yes! You (spray noise made by the teacher) destroy private property. Ok. Public property. When you are practicing vandalism, you are destroying public property. Yes? Ok. Burglary? What is that? Burglary. Look at the picture.
TURN 21	S	Thief "rateration"
TURN 22	T	Yes, for example, chompiras and botija. Chompiras watches and botija breaks into the…

NOTE 5

The teacher writes " break into" and translate it: meterse en una propiedad. Students don't raise their hands for a speaking turn. They speak at the same time. He uses learners' cultural reference for word meaning of the target language.

TURN 23	S	Apartamento
TURN 24	T	Break. Break into the apartment. Burglars break into houses and apartments. Car thief?
TURN 25	Edward	Robs a car.
TURN 26	T	It's when you are robbing a car. Picking pocket? When you…
TURN 27	Ss	Steal a wallet

NOTE 6

The teacher uses the learners' mother tongue for word meaning.

TURN 28	T	Steal a wallet from a person. Ok. How do you say " sacar"? Cuando sacas… Ok, cuando sacas una del bolsillo. How do you say sacar?
TURN 29	S	Take out
TURN 30	T	When you take out a wallet or from a person's …
TURN 31	Jefferson	Pocket
TURN 32	T	Pocket. From a person's pocket. Robbery? When you rob a bank. Shoplifting?
TURN 33	S	Steal clothes
TURN 34	T	It happens when you go to, for example, Portal del Prado and you steal clothes, and not only clothes, you can steal a watch, you can steal shoes. When you steal…

NOTE 7

Students use Spanish to provide word meaning.

TURN 35	S	Artículos
TURN 36	T	When you steal articles
TURN 37	S	Ah, articles
TURN 38	T	From a shop, from a shopping center. Yes, that is shoplifting.

NOTE 8

Once the teacher finishes the part of the activity related to word meaning, he goes to the second part of the activity in which students must use the given phrases to describe the pictures. The material specifies the tense in which the sentences have to be built: present continuous. The teacher leads students to write them in present continuous by making the questions in this tense. Though, the grammar points of this modules are modals and reported speech.

TURN 39	T	Well, people, please, here you have some actions that describe these activities illegal activities. For example, number one, what is the boy doing?
TURN 40	Claudia	Spray paint on a wall
TURN 41	T	Present continuous
TURN 42	S	Spraying
TURN 43	T	Spraying
TURN 44	S	Spraying paint on a wall

NOTE 9

The teacher writes the first sentence on the board: " a boy is spraying paint on a wall."

TURN 45	T	So we are going to use present continuous to describe the actions over here. Number one, vandalism, a boy is spraying paint on a wall. Ok, over here, you are going to match the actions with the activities. Use present continuous, please. Ok, number one, a boy is spraying paint on a wall. Number two. Ok, present continuous
TURN 46	S	Breaking
TURN 47	T	Breaking
TURN 48	Jenny	A house now.
TURN 49	T	Breaking into a house. Ok, one point for Jenny, please. A man is breaking into a house. Number three, please.

NOTE 10

The teacher writes the complete sentence on the board: A man is breaking into a house

TURN 50	Gina	A man is stealing a car
TURN 51	T	Ok, a man is stealing a car or a man is trying to steal a car. One point for Gina, please. Number four. Ok.
TURN 52	Ana Maria	A man is stealing a wallet.
TURN 53	T	Ok, a man is stealing another's man wallet. One point for Ana Maria. Please. Five. A robber, a man…
TYEN 54	Ss	Is robbering a bank.
TURN 55	T	Is robbering a bank. A man is robbering a bank. Number six.
TURN 56	Ss	A man is driving fast.
TURN 57	T	A man is driving fast. Number seven.
TURN 58	Ss	A woman is stealing clothes from a shop.
TURN 59	T	A woman is stealing clothes from a shop. Ok. No problem? Well, people. Can I erase? Ok, listen and repeat. A man is breaking into a house.

NOTE 11

Now the teacher emphasizes the pronunciation of the sentences. The teacher uses the choral repetition as technique.

TURN 60	Ss	A man is breaking into a house.
TURN 61	T	A man is stealing a car.
TURN 62	Ss	A man is stealing a car.
TURN 63	T	A man is stealing a wallet.
TURN 64	Ss	A man is stealing a wallet.
TURN 65	T	A man is robbing a bank.
TURN 66	Ss	A man is robbing a bank.
TURN 67	T	A man is driving too fast.
TURN 68	Ss	A man is driving too fast.

TURN 69	T	A woman is shoplifting clothes from a shop.
TURN 70	Ss	A woman is shoplifting clothes from a shop.
TURN 71	T	Clothes
TURN 72	Ss	Clothes

LESSON TWO: TASK 1

NOTE 12

After this pronunciation practice, the teacher starts **unit 6a** which is a reading, titled "danger from under". The text is accompanied by four pictures. The unit consists of ten activities. Activities one, two, and three are related to vocabulary and reading comprehension. Activities from four to nine are connected to grammar theory and practice: modals (must, have to, should, can, may, may, might, and could) modals (past). Could and able to. Activity ten it is related to a website as support for a leaflet. Again, the teacher elicits the meaning of the title from the students. Besides, he previews the reading by making reference to the reading and exploring the images, focusing on the danger on these animals.

TURN 74	T	Well, people, danger down under the sea. There is a popular country that it is not by its name, down under in Spanish? There is a country; there is a country that has this nickname. Down under near Netherlands.
TURN 75	S	Austria
TURN 76	T	Aus.. Aus… Austra…
TURN 77	S	Australia
TURN 78	T	It's called down under. Australia is called down under. It's a nickname because it's down the earth down under. Look danger down under. Well, in this situation, down under means…(not audible)… but we are going to talk about a region in Australia. They are going to speak a region where we can find a shark. Look at the shark. Safe or dangerous?
TURN 79	S	Dangerous
TURN 80	T	Dangerous. Ok. So, this is a region where you can find dangerous animals like sharks. Complete. How do you say medusa?
TURN 81	Claudia	Jellyfish
TURN 82	T	Jellyfish and
TURN 83	S	Cone shells
TURN 84	T	And there are dangerous animals. Danger under the sea, but here we are talking about a region in Australia where we can find this. Listen, please.

NOTE 13

The teacher plays the audio and then stops it in order to ask questions related to what students have previously heard.

	Recording	*Page sixty. Danger down under. Danger on the great barrier reef. Australia's biggest attraction is the Great Barrier reef… one of the wonders of the natural world. The reef covers about 300.000 squares kilometers and it is home to many amazing animals and plants. Although, you're allowed to swim and dive on the barrier reef, you have to be careful as some of its residents are not very friendly. The **stonefish** looks like a stone, just like the reef that it lives on. It also likes to sit on the sandy seabed. It has spine though, that it uses to defend itself. They are very sharp and contain a nasty venom, which can be very painful and sometimes lethal. To avoid the stonefish's nasty sting, you mustn't touch the reef while swimming and you should make sure you always wear shoes or sandals when walking in shallow, sandy water.*
TURN 85	T	Well, stonefish. What is a stonefish?
TURN 86	Edward	Like a stone.
TURN 87	T	It is like a stone. It has…

TURN 88	S	Spines.
TURN 89	T	What picture?

NOTE 14
There is not answer to this question on the part of the students.

TURN 90	T	A stone fish has poisonous spines. It has nasty venom poisonous. Yes, venom in Spanish?
TURN 91	S	Veneno
TURN 92	T	Well, it has spines. It is poisonous. It has venom. You know shallow? Shallow is the opposite of , yes no problem
	Recording	*Irukandji **jellyfish**. These tiny jellyfish are the size of you thumbnail and impossible to see in the water. Don't be tricked, though, by their size! They are one of the most poisonous animals on the planet and a sting from one of them causes terrible symptoms that, unless treated properly, might kill you.*
TURN 93	T	What picture is a jellyfish?
TURN 94	Jefferson	Three
TURN 95	T	Number three. What is a jellyfish like? What is it like? It's like this. No, it is tiny. It is very small. It is impossible to see in the water because a jellyfish is very small. It is poisonous. It is one of the most poisonous animals in the planet and sting from one of it can be terrible. It might kill you.
	Recording	***Cone shell**. If you collect shells, you'll really appreciate these colourful cone shells, but be careful! They are really snail-like creatures that can give you a toxic and painful sting. If one of these innocent-looking creature stings you, you must get to the nearest hospital as soon as possible.*
TURN 96	T	Well, cone shell. What picture is it?
TURN 97	S	Four
TURN 98	T	Four. What are they like? What do shells like?
TURN 99	Ss	Colorful.
TURN 100	T	They are colorful and they are similar to an animal. What animal? They are similar to ?
TURN 101	S	Snail.
TURN 102	T	Similar to a snail. It's a snail-liked creature. The sting is very painful. Well, no problem?
	Recording	***Sharks**. Many different sharks live on the Great Barrier reef, but few are dangerous to humans. Shark attacks occur rarely. Still, some attacks are fatal, so you should always swim, dive or surf with other people, and you mustn't swim at dusk or at dawn, which is shark feeding time.*
TURN 103	T	Well, shark number
TURN 104	Claudia	One
TURN 105	T	Number one, people, think that sharks are dangerous. It is very strange that they attack humans beings. Shark are not dangerous for humans beings. Ok, if you dive, do it with other people. Don't swim at dust or at dawn. What time is it when it is dawn?
TURN 106	Victor	Five
TURN 107	T	Five am. So don't swim by 4 am or 5 am, dust or dawn. The opposite: 6 pm.

NOTE 15
The teacher writes the word dawn on the board and translates it partly into Spanish: madru…

TURN 108	S	Madrugada
TURN 109	T	Dust
TURN 110	S	Atardecer
TURN 111	T	Don't swim at dust o at dawn because it is shark feeding time. Any questions? If you don't have any questions, exercise two. Answer the questions and complete 61, exercise three.

TASK 2

NOTE 16
Activity two from the book on page 60, asks students to read the text and answer questions. Its main objective is to read for specific information. Students must complete with the name of the animal, to form

a complete sentence. The teacher asks the questions as the book suggests

TURN 113	T	So, which of the creature is small and poisonous?
TURN 114	Claudia	Jellyfish
TURN 115	T	Uh-uh
TURN 116	Ana	Cone shell
TURN 117	T	The cone shell and the…
TURN 118	Ernan	Stonefish
TURN119	T	One point for Claudia, one point for Ana and point for Hernan. Which of the creature eats in the morning and evening?
TURN 120	Ss	Sharks
TURN 122	T	Sharks. One point for everyone. Which of the creatures can you often find on the seabed?
TURN 123	Ss	Stonefish
TURN 124	T	Stonefish. Which the creature is a beautiful color?
TURN125	Ss	Cone shell.
TURN126	T	Cone shell. One point for everyone. Which of the creature is like a snail?
TURN127	Ss	Cone shells.
TURN128	T	Cone shells. Which of the creature uses its spine to defend itself?
TURN 129	Edward	The jelly fish
TURN 130	Ss	Stone fish
TURN 131	T	Stone… spine…spine…?
TURN 132	Ss	Stone fish.
TUEN 133	T	One point for everyone.

TASK 3

NOTE 17

The teacher finishes point 2 and immediately goes to point 3. Activity three, asks students to match the words to their meanings and explain the underlined words. The teacher asks students for synonyms of the given words. He uses L1 in one occasion for word meaning.

TURN 135	T	A synonym of attraction?
TURN 136	S	A place of interest.
TURN 137	T	A synonym of resident?
TURN 138	Ss	Those who live in a place.
TURN 139	T	Those who live in a place. A synonym of venom?
TURN 140	Jefferson	Poison.

TURN 141	T	Poison. A synonym of lethal?
TURN 142	Ana	Deadly.
TURN 143	T	Deadly. A synonym of shallow?
TURN 144	S	Not deep.
TURN 145	T	Not deep. Tricked?
TURN 146	Ss	Deceived.
TURN 147	T	Deceived. Tricked in Spanish: dañado. Occur?
TURN 148	S	Happen
TURN 149	T	Dusk?
TURN 150	S	Sunset
TURN 151	T	Sunset. Remember that we have sunrise and the opposite is sunset.

NOTE 18

The teacher writes the two words on the board.

TUR 152	T	What time is it when it is sunrise?
TURN 153	Ernan	Six
TURN 154	T	Six am. Sunset?
TURN 155	S	Six pm
TURN 156	T	Six pm. Yes, no problem. Ok, guys, look at this here. We have…

TASK 4

NOTE 19

The teacher goes to point 4 which is the grammar point: modals (must-have to-should-can-may-might-could). The point asks the students to read the examples and determine which sentence express: obligation, no obligation, prohibition, recommendation and possibility. However, the teacher starts the presentation of the target grammar with a different sentence from the book. He writes on the board: "you must study if you want to pass the exam" (conditional type two), a previous structure learned by students in module five , but a little complex this time since the teacher introduces a modal on the part of the condition.

Grammar see p. 123
● Modals (must — have to — should — can — may — might — could)

4 a) Read the examples. Which sentences express: obligation, no obligation, prohibition, recommendation, possibility?

You must wear gloves. (It's the rule. It's necessary.)
You have to be quiet. (It's the rule. It's necessary.)
You mustn't touch them. (You aren't allowed to.)
You don't have to go to hospital. (It isn't necessary.)
You should be careful on the reef. (It's my advice.)
Jellyfish can sting you very badly. (It's possible.)
It may/might/could be dangerous to swim alone. (It's possible.)

b) Find examples in the text on p. 60.

TURN 157	T	You must study if you want to pass the exam. In this situation, must what does it express? Is it an advice? Is it an obligation? A possibility?
TURN 158	Ss	Obligation
TURN 159	T	You must study. You have to study if you want to pass the exam. So obligation. If you get bad, you should see a doctor. In this case, should indicates…

NOTE 20

The teacher writes "If you get bad, you should see a doctor" on the board.

TURN 160	Claudia	Advice
TURN 161	T	Advice. You can win the competition if you try hard. In this situation, can is about?

NOTE 21

The teacher writes "You can win the competition if you try hard" on the board.

TURN 162	Ss	Ability.
TURN 163	T	Possibility. It's possible, right? So, must, should and can, they are modals. Modal verbs. Remember, guys, with modal verbs you use…

NOTE 22

No answer from students. Then he writes "you should travel" and then crosses out the s.

TURN 164	T	Ok, modals need simple verbs. For example, you study means must study. Ok. So, don't say: " you should travels" for the English. Ok, modal verbs in this situation we have….

NOTE 23

After this, the teacher writes the new structure on the board.

*Subject + **modal** + verb*

    Must
    Have to
    Should
    Can
    May
    Might

TURN 165	T	Must, Have to, Mustn't, Don't have to, Should, Can, May, Might, and Could. Must is a rule. It's an obligation. It's necessary. Have to; advice: should, possibility: may, might, could. Any question? No questions?
TURN 166	Javier	What's the difference between can and might?
TURN 167	T	Can is possible and might is possibility. For example, if you train hard, it's possible that you win. He might see his love. It's a remote possibility. If you go to Australia, and if you are in the reef, you have a remote possibility that you can be stung by a jelly fish. When the situation is remote to happen, you use may or might. May and might are very informal. Can is more informal. Yes?
TURN 168	S	No
TURN 169	T	In Spanish. May and might mean podría y can, puede. Ok. Something like that. Then may and might, the possibility is remote. People, please, if you don't have any question, do exercise five and exercise six.

NOTE 24

The class was over and the teacher was supposed to continue the next class.

UNIVERSIDAD DEL NORTE
IES INSTITUTO DE ESTUDIOS SUPERIORES
MAESTRIA EN LA ENSEÑANZA DEL INGLÉS

Level: III   **Schedule: 12:00 - 6:00**   **Time: 6 hours**
Second observation:
Conventions:
T refers to teacher
S refers to student
Ss refers to students
Note refers to observer's opinions
Recording refers to audio from the book

Module six: "streetwise" page 62

LESSON THREE: TASK 1		
NOTE 1		
In this moment, the teacher starts **unit 6b** related to how to be safe when someone is out and about. It has nine activities. The three initial activities are supported by the reading "safety in the street" activities 4, 5, 6, and 7 are connected to grammar: reported speech. Activity 8 is a listening task and activity nine is a project based on a website. The teacher writes street wise on the board.		
TURN 1	T	Do you know what streetwise is or any idea, any definition, any synonym of streetwise? Wise is a person who has knowledge about any particular situation. Look for example, if you are going to go out, do you have to take any measure? Do you have to be on alert?
TURN 2	Ss	Yes
TURN 3	T	Yes. So that is streetwise. Well, street wise is to be on alert when you are in the street. Yeah. So street wise; safety in the street. So every time we have to go to the street, you have to be careful. Ok, you have to pay attention to what you do on the street, right? Ready? Listen,

			please and read for general idea.

NOTE 2
The teacher plays the dc while the student read it. After that, he asks for the general idea of the text.

Recording	*Unit six b. street wise. Exercise one. Page 62. Safety in the street. Make sure you're safe and sound when you're out and about!* *The chances of you becoming a victim of crime when out of you house are low. However, you should still take your personal safety seriously.* *Mobile phone* " Mobile are great for staying in touch, but they are also attractive to thieves. " *Mobile are great for staying in touch, but they could also attract thieves.* • *Be aware of your surroundings. Don't use your mobile if you think it might be stolen.* • *You should keep your mobile hidden when out and about.* *When using public transport* " If you have to be out at high, plan in advice how you will get home *It is important to stay safe when you're travelling.* • *At a bus or railway station, it's better to way in a bus area.* • *On an empty bus, you should sit near the driver.* • *If you have to be out at night, plan in advice how you will get home. Don't leave it to chance. Try to travel with friends, or ask your parents to come and give you a lift home.* *In public places* " Mp3 players are the latest in mobile technology, but think twice about using them in public. *Thieves are attracted to any high-tech gadgets you have on you.* • *Mp3 players are the latest in mobile technology, but think twice about using them in public. Headphone could tempt thieves.* • *Wearing headphones can also prevent you from hearing oncoming traffic or someone approaching from behind.* • *Keep bags closed and money and valuables out of sight.*

TURN 4	T	Well, general idea. What is the general idea of the text? What is the objective? What is the intention?
TURN 5	Claudia	Be careful on the street.
TURN 6	T	Be careful
TURN 7	Claudia	On the street.
TURN 8	S	They are some tips.
TURN 9	T	They are some tips. One point for the girls. They are some tips about…
TURN 10	S	Be safe on the street.
TURN 11	T	To be safe on the street. For example, what tips? What should we do when you are…
TURN	S	When you are on the street. Be careful not to use your cell phone.

12		
TURN 13	T	Well, when you are in the street, be careful not to use the cell phone. Uh-uh, this is one tip. Any other?
TURN 14	Ernan	In the house, put the wallet in the pocket.
TURN 15	T	Front pocket.
TURN 16	Ernan	Front pocket.
TURN 17	T	Ok, keep your wallet in the front pocket not in the rear one. One point for Ernan. Any other? Ok, let's listen again.
Recording		*Unit six b. street wise. Exercise one. Page 62. Safety in the street. Make sure you're safe and sound when you're out and about.*
TURN 18	T	Well, make sure you are safe and sound when you are out and about. Ok, make sure that you are safe when you are out and about. When you are out and about, is when you are where…? in your house?
TURN 19OTE	Ss	No!
TURN 20	T	Or in the street?
TURN 21	Ss	The street.
TURN 22	T	The street. Ok, make your be careful. Any problem?
TURN 23	Ss	No

NOTE 3

The teacher divides the text into parts. Then the students listen to each part and answer questions. Some of them are taken from activity one (in pairs, answer the questions. Listen and read to find out if your answers were correct.)

Recording		*The chance of you becoming a victim of crime when out of you house are low. However, you should still take your personal safety seriously.*
TURN 24	T	So there are low chances. Ok, low possibilities that you are a victim in the street according to this. But, anyway, be careful specially if you are in Barranquilla.

Recording		*Mobil phone safety*
		Mobile are great for staying in touch, but they could also attract thieves.
		  • *Be aware of your surroundings. Don't use your mobile if you think it might be stolen.*
		  • *You should keep your mobile hidden when out and about.*

TURN 25	T	Well, so cell phones are important. What's for? What is the objective of the cell phone according to this? What do you use a cell phone?
TURN 26	S	To keep in touch.
TURN 27	T	To keep in touch. To comm-un-ic-ate . to communicate, cell phones are important to communicate or keep in touch; to be in touch to communicate, all right, but when you are in the street, what should you do with your cell phone when you are in the street? I mean, according to this.
TURN 28	S	Repeat the question.
TURN 29	Claudia	Don't use it.
TURN 30	T	Don't use your cell phone when you are in the street. One point for Claudia. No problem so far? Why is the reason we shouldn't use cell phone in the street? Why ?
TURN 31	S	Because it is stole.
TURN 32	T	Ok, it can be stolen because they are attractive for…
TURN	S	Thieves

33		
TURN 34	T	Thieves
Recording		*When using public transport* *It is important to stay safe when you're travelling.* • *At a bus or railway station, it's better to way in a bus area.* • *On an empty bus, you should sit near the driver.* • *If you have to be out at night, plan in advice how you will get home. Don't leave it to chance. Try to travel with friends, or ask your parents to come and give you a lift home.*
TURN 35	T	Well, how can you be safe when you are in a train station? For example, Transmetro so what is better to be alone or to be in a place that is full of people?
TURN 36	Ss	Full of people
TURN 37	T	Be alone
TURN 38	Ss	No… full of people.
TURN 39	T	Ok, all right, it's safer. What about if the bus is empty? What should you do?
TURN 40	Karen	I have to sit near a driver.
TURN 41	S	A bus driver
TURN 42	T	A bus driver. Near the bus driver. One point for Karen. It's good to sit near the bus driver according to this. Well, so don't give it to chance. It means that you have to plan what you are going to do. Don't give it to chance. Ok? There is a friend. Give me a lift. Do you know what give a lift mean? Take me in your car to my house. Right, well, plan how to get to your house. No problem so far?
Recording		*In public places* *Thieves are attracted to any high-tech gadgets you have on you.* • *Mp3 players are the latest in mobile technology, but think twice about using them in public. Headphone could tempt thieves.* • *Wearing headphones can also prevent you from hearing oncoming traffic or someone approaching from behind.*
TURN 43	T	Well, what are the problems with gadgets when you are in the street? What is the problem?
TURN 44	Claudia	It is attractive.
TURN 45	T	They are attractive for…
TURN 46	Claudia	Thieves
TURN 47	T	Yes, they are attractive. Uh-uh. So what should we do?
TURN 48	Ss	Don't use it.
TURN 49	T	Don't show them. Ok, don't show them, the gadgets, ok? Right any other? One point for Claudia, please. Ok, any other possibility?
TURN 50	Ss	Don't use
TURN 51	T	Don't use what? Don't use your gadgets, ok. What is the problem if you put on your headphones? What's the problem according to the reading?
TURN 52	Claudia	You can't hear the thieves and the traffic and the other people.
TURN 53	T	Uh-uh
TURN	S	Don't listen

54		
TURN 55	T	The expression is there. You can't hear the…
TURN 56	S	Someone approaching.
TURN 57	T	Oncoming traffic. If you have your headphones, it is more difficult for you to hear the oncoming traffic. Yes? Well, what about money? And valuable things? What should you do about this?
TURN 58	Victor	Keep them in your bag out of sight.
TURN 59	T	Keep them out of sight. Keep it out of sight. Ok? Don't let other person see your money. So keep it in your wallet. Don't let other person see your chain, your bracelet and no problem with this.
		TASK 2
TURN 60	T	Well, guys any question? No problem. Please, you're going to do this. You have two options. First, for five points, you are going to try to give in 10 or 15 seconds. You're going to give tips in general when you are out and about, about the cell phone, about the valuable things, about gadgets. I don't know. In ten seconds you're going to give a general idea. For example, you are going to speak for 10 of 15 seconds. For example, when you go out to the street keep in mind some tips to be sure in the street. For example, keep your valuable things out of sight. When you use public transportation, try to be near a group of people or sit next to the bus driver. I don't know. Do something similar. This is an exercise for your fluency. So try to get a general idea for 5 points. So a general idea. You're going to give your opinion about safety in the street. Yes? You're going to give tips. Think about it.

NOTE 4

Students prepare the activity together. This activity is related to point 3. (check these words in the word list. Use them to summarize the text. Then, explain the words in bold) However, the teacher changes the emphasis to fluency and establishes a limit of time for it.

TURN 61	T	Sorry, the other option. A short conversation: what should I do when I go to the street? Ok, be careful with your valuable objects. So, individual or in pairs. Ok, two options.

NOTE 5
Students work on the activity for some minutes.

TURN	T	Ready? It's not necessary to write. It's to speak for ten or fifteen seconds. Ok, write

TURN 62		the tip. No problem, ok, let's listen to Ernan, please.
TURN 63	Ernan	When you use any gadget…
TURN 64	T	But try not to read, ok? Remember this is for fluency. One, two, action.
TURN 65	Ernan	Don't use any gadget, don't use chain and jewelry when you go to a new place, when you walk on the street, look back.
TURN 66	T	Look behind you. Ok, five points for the boy. You shouldn't use necklace and jewelry.
TURN 67	Ernan	No. Gold or silver necklace.
TURN 68	T	Gold or silver necklaces. Five points for Ernan. Any other? No more?
TURN 69	Secretary	Me?
TURN 70	T	Secretary
TURN 71	Secretary	When you go for the street, be careful with the gadgets. You don't get out the bag your technology specific cell phone.
TURN 72	T	Don't use your cell phone when you are in the street. Ok, five points for the secretary, please. Any other? Claudia
TURN 73	Claudia	When you are out and about, you should keep your mobile and valuable things out of sight because they are attractive for thieves and when you use public transport you must wait for a publicity.
TURN 74	T	Girl, ok. So, keep you valuable things out of
TURN 75	Claudia	Sight.
TURN 76	T	Out of sight, ok. Hidden here in your pocket. Ok, hidden. Keep it out of sight. Is it out of sight? Yes or no?
TURN 77	Ss	No
TURN 78	T	Ok, out of sight. Keep it out of sight. Ok. No more people? Remember when you are speaking try not to stop. That is a technique to be in fluency. So if you are speaking about safety, so if you are walking down the street, oh, my God, keep talking, continue speaking to get fluency, oh, my God. I don't remember what are going to say, my mother is going to hit me, Jesus Christ, continue speaking. Look for expressions when you don't know what to say:
NOTE 6		
The teacher writes some expressions relate to fillers.		
TURN 79	T	I mean…
TURN 80	S	I know.
TURN 81 T		Uh… er… ok, I mean, you know all right, well, right, er… well, I'm to talk about, uh… I mean, you know, ah, I'm going to talk about public transport. Well, ah, I don't remember in this moment when you take, ah, public transportation carefully because. Ok, there are fillers
NOTE 7		
The teacher writes some fillers on the board.		
TURN 82	T	Right , I mean, You know, Ah…, Er…, Ok. No problem? You can use this in your house. You can use it in any topic. And you speak for ten seconds, then for fifteen seconds, then for forty seconds, and so on. If you are speaking in English, practice, practice, read, read, listen to music, watch DVDs, practice, practice, practice. Let's continue. This is something like that. Ok, that is the idea.
TURN 83	S	Pero se le quita el osea?
TURN	S	When you…

84		
TURN 85	S	No entiendo.
TURN 86	T	When you are speaking, and you don't know what to say,
TURN 87	S	Son como muletillas.
TURN 88	T	I mean
TURN 89	S	Muletillas en ingles.
TURN 90	T	Fillers, ok, fillers, " mulletilllas".

NOTE 8

After this, the teacher concentrates on grammar, which is related to reported speech (page 63). He asks students to write some sentences about them.

TURN 92	T	All right, well,, people, please, on your notebook, please. Write one sentence; information about you. I don't know, I live in Barranquilla. I like hamburgers. One sentence, please. Only one, right? In present, in past. Finish. Only one… I like soccer… I …I don't marry.
TURN 93	S	I am single.
TURN 94	T	I am single
TURN 95	S	I don't know.
TURN 96	T	Uh-uh

NOTE 8
Students start writing the sentences asked by the teacher.

TURN 97 T		Only one.

NOTE 9
There is not interaction among the students. A few talk in Spanish.

TURN 98	T	Ready? This is only for today. Ok only for today. It's the teacher's classroom. Ok… this is a…
TURN 99	S	teacher
TURN 100	T	This is my… my… this is a… this is a …counter, a counter and this is a…
TURN 101	S	Dice
TURN 102	T	Dice and these are…
TURN 103	S	Dice
TURN 104	T	Dice. In this situation. This is a dice that is an action and this is a noun.uh, poetry a dice dies, ok. Let me die.
TURN 105	S	Let me die.
TURN 106	T	If you are sick, if you are suffering…
TURN 107	S	You die.
TURN	T	Dejame morir. Let me have a die. Example…

108		
TURN 109	S	Give me a dice, please.
TURN 110	T	Por ejemplo, dejar morir. Let me die. Give me the dice. Well, one sentence, please. On sentence. Any kind of information.
TURN 111	Ernan	I live in Barranquilla.
NOTE 10 The teacher writes the sentence said by Ernan on the board.		
TURN 112	T	I live in Barranquilla. Ernan, I live in Barranquilla. Well, what did Erna say? Repeat Ernan what you said.
TURN 113	Ernan	I live in Barranquilla.
TURN 114	T	What did Ernan say?
TURN 115	S	He said he live in Barranquilla.
NOTE 11 The teacher writes this sentence on the board.		
TURN 116	T	He says or he said?
TURN 117	S	Said
TURN 118	T	She said, uh-uh. That he
TURN 119	Ss	Lives
TURN 120	S	Lived
TURN 121	T	Uh-uh, lives or lived in Barranquilla.
TURN 122	Ss	lived
TURN 123	T	Lived. He lived in Barranquilla. Ok, another one. One point for Ernan, please. Another?
TURN 124	Karen	I go to the cinema.
NOTE 12 The teacher writes this sentence on the board.		
TURN 125	T	I go to the cinema.
NOTE 13 The teacher writes the question: what did Karen say? on the board.		
TURN 126	T	What did Karen say?
TURN 127	Ss	She said that she went to the cinema.
NOTE 14 The teacher writes: she said that she went to the cinema. Ok, no more.		
TURN 128	Claudia	I'm going to visit my sister next week.
NOTE 15 The teacher writes: I'm going to visit my sister next week.		
TURN 129	T	I'm going to visit my sister next week. So what did Claudia say?
TURN 130	S	She says…
TURN	T	She says or she said?

131		
TURN 132	Johnathan	She said.
TURN 133	T	She said
TURN 134	Ss	That
TURN 135	T	That she..
TURN 136	S	Went
TURN 137	T	She
TURN 138	S	Was
TURN 139	T	Was continue
TURN 140	S	Going to
TURN 141	S	Visited
TURN 142	S	Visit
TURN 143	T	Visit that she was going to visit her…
TURN 144	S	Sister next week
TURN 145	T	Ok, well, guys, in this situation you are speaking about what? In this situation, one person speaks, ok. One person says something and in this situation another person answers.
TURN 146	Ss	Says
TURN 147	T	Uh-uh. Ok, look, Claudia repeat what you said. Repeat .
TURN 148	Claudia	I'm going to visit my sister next week.
TURN 149	T	Ok, ok. Secretary, what did she say?
TURN 150	Sec	She said that she was going to visit her sister.
TURN 151	T	So, she said something
NOTE 16		
The teacher points at Claudia when he says that.		
TURN 152	T	And the secretary repeats this.
TURN 153	S	Repeat this.
TURN 154	T	Uh-uh, ok.
TURN 155	S	Informational
TURN 156	T	Uh-uh, she's repeating. She 's reading for…
TURN 157	S	To report
TURN 158	T	For reporting what she said.
NOTE 17		

Note
Again, the teacher points at Claudia when he says that.

TURN 159	T	She is reporting to the teacher what Claudia said. So in this situation we're speaking about reporting…
TURN 160	Ss	Speech
TURN 161	T	Speech. Reported speech. Right?

NOTE 18
The teacher writes reported speech on the board.

TURN 162	T	So another person reports what a previous person said. Ok, right? Uh, Ernan, please, repeat what you said.
TURN 162	Ernan	I live in Barranquilla.
TURN 163	T	What did he say?
TURN 164	Gloria	He said that he lived in Barranquilla.
TURN 165	T	Ok, in this situation Ernan said something and Gloria reported the information to the teacher. You see? No problem? Now here we are: reported speech. Ok, look! This is reported speech and this is reported or directed speech?
TURN 166	Ss	Directed.
TURN 167	T	Directed speech. Right? So, remember that you are asking here in past. Ok, so, when you are here in past, you report with…
TURN 168	Ss	Past.

TASK FOUR
TURN 170	T	Look at the table here directed speech present simple

NOTE 20
No the teacher is taking the table from the book on page 63 which has information related to tenses in reported speech.

Grammar see pp. 123-124
● Reported speech

4 Read the table. Then, report Lisa's sentences (1-7).

We use reported speech to say what another person said.

Direct Speech	Reported Speech
Present Simple	**Past Simple**
"I need some help," he said.	He said that he needed some help.
Present Continuous	**Past Continuous**
"Tim is sleeping," he said.	He said that Tim was sleeping.
Past Simple	**Past Perfect**
"I saw the burglar," he said.	He said that he had seen the burglar.
Present Perfect	**Past Perfect**
"I have met him once," he said.	He said that he had met him once.
Future	**Would**
"I'll do it," he said.	He said that he would do it.
Present Modals	**Past Modals**
"I can help you," he said.	He said that he could help me.

Time expressions: now → then, **today →** that day, **tomorrow →** the next/following day, **yesterday →** the day before, **"I'll do it tomorrow," he said.** He said that he would do it the next day.

TURN 171	T	I need some help. .. Said reported speech past. Ok, he said he needed some help. Right? Present continuous –past continuous in the reported speech. Tim is sleeping, he said. He said that Tim was sleeping. Past continuous, right? Present perfect: I had met him once. –past perfect: he had said that she had met him once. I'll do it, he said. We report with would. He said that he would do it. Oh, remember time expressions. When you're using direct speech now, reported speech you say then. Two days-that day; tomorrow-the next day. For commands. Do you know what a command is? Uh-uh?
TASK FIVE		
TURN 172	Ss	Orden
TURN 173	T	It's an order. Ok, for example.
TURN 174	Karen	Stand up.
TURN 175	S	Go
TURN 176	Karen	Repeat.
TURN 177	T	You say go , bye-ye. That is a command. "go". So, what did Karen asked? Or what did Karen said to the teacher.
NOTE 21		
The teacher writes on the board what did Karen said to the teacher?		
TURN 178	S	She
TURN 179	T	She
TURN 180	S	Tell
TURN 181	T	Told
TURN	S	Told

182		
TURN 183	T	Told to the teacher
TURN 184	S	Go
TURN 185	T	To go, ok. She told the teacher to go.

NOTE 2
The teacher writes the sentence She told the teacher to go on the board.

TURN 186	T	She told the teacher to go. Ok, another one. Another command.
TURN 187	S	Sit down.
TURN 188	T	All right. What did she say?
TURN 189	Edward	She told the teacher sit down.
TURN 190	T	To sit down, ok?

NOTE 23
The teacher writes the sentence She told the teacher to sit down on the board.

TURN 191	T	Ok, don't speak. What did the teacher say? What did the teacher ask to the student?
TURN 192	S	The teacher
TURN 193	T	The teacher
TURN 194	S	To the student
TURN 195	T	Told the student. The teacher told the student.
TURN 196	Ss	Don't speak.
TURN 197	T	Not to speak.

NOTE 24

The teacher writes The teacher told the student not to speak.

TURN 198	T	The teacher told the student not to speak. Ok, don't speak. Ok, what did the teacher tell us? Ok, the teacher told the students not to speak. Not to speak. Look here reported speech.

NOTE 25
Los que sigue es inaudible.

TURN 199	T	To require: the teacher always tells Fernando to close the book. Yes?
TURN 200	Jeferson	What's the difference between tell and say?
TURN 201	T	Oh, well, when you say tell, you mention the person. Ok? Most of the time, when you say and you mention the information and at the end you mention the person: she told the teacher, the teacher told the students . ok, when you say tell, you mention the person. When you mention say , you mention the information. Yes? For commands, tell is more common. Ok. Ready guys?
TURN 202	S	no
TURN 203	T	Can I erase?
TURN 204	Ss	Yes
TURN	T	Point four

206		

NOTE 26
In point four, students are asked to rewrite the sentence in the form of reported speech. The first sentenced is used as a model:
" I don't understand the instructions" Lisa said that she didn't understand the instructions". Volunteers go to the board to write the sentences. The teacher writes the sentence from the book. Edward is the first.

TURN 207	T	Over there, Edward, please. Write the answer: " he drives carefully"

NOTE 27
Note
On the board Edward writes: she said that he drove carfully.

TURN 208	T	Ok, Edward. Lisa said that he drove…
TURN 209	Edward	Ah…
TURN 210	T	Thank you. One point for Edward. Diana, "the test lasted thirty minutes".

NOTE 28
On the board Diana writes: " Lisa says that the test had lasted thirty minutes".

TURN 211	T	Lisa says?
TURN 212	Ss	Lisa said.
TURN 213	T	Ok, Lisa said that the test had lasted thirty minutes, yes.
TURN 214	S	Yes.
TURN 215	T	So you can't enter this room. Lisa said…
TURN 216	Ss	You couldn't enter this room.
TURN 217	T	Well, you couldn't enter that room. So Lisa said that
TURN 218	S	I couldn't enter the room.
TURN 219	T	Well, you can't say this room or that room, according to the situation. If you are speaking about this, you can't enter this room. But if you come, Lisa said that you couldn't enter that room. So here you can't enter this room, if you go to the teacher, Lisa said that…
TURN 220	Ss	I couldn't enter that room.
TURN 221	T	Ok, it depends on the situation, Claudia.

NOTE 29
Claudia goes to the board to write the answer.

TURN 222	Claudia	Teacher, como es la segunda?
TURN 223	T	I met Mr. Harris yesterday.

NOTE 30
Claudia writes the sentence on the board and the reported speech, too: lisa said that I had met Mr. Harris the day before.

TURN 224	T	One point for Claudia. In this situation, again, depending on the situation, if you are talking to lisa today, lisa said that I met mr. harris yesterday. But you talk to lisa yesterday, so the day…
TURN 225	Ss	before
TURN 226	T	Before depending of the situation, yes? Number six, I haven't cooked yet.

NOTE 31		
Note		
The teacher approaches some students and look at their books (page 63, point 4). Then he reads milena's sentence.		

TURN 227	T	Lisa said that I hadn't cooked yet. Yes. Ok, milena.

NOTE 32		
Note		
Milena goes to the board and write her sentence: Lisa said that I hadn't cooked yet.		

TURN 228	T	Listen, one point for Milena. Next. " John will be back at six".

NOTE 33		
Note		
Luis goes to the board to write his sentence. Then he writes: lisa said that john would be back at six.		

TURN 229	T	Uh-uh. Lisa said that john would be back at six. Well, no problem? Now, commands, imperatives.

TASKSIX

NOTE 34	
Note	
Teachers continues with point 5, page 63, which is related to report commands. The activity has a grammar box with two sentences. One is positive: "take you mobile with you" and the other is negative: "don't travel a lot". Both are with its corresponding reported speech. The teacher asks for the answers for the other sentences.	

TURN 231	T	Be careful. Listen to me: he told me to be careful. Number two, please. Edward: don't be late, she said to bob.

NOTE 35		
Edward writes on the board his sentence: she said to bob not to be late.		

TURN 232	T	Ok. She said to bob not to be late. Comma is not necessary. She told him not to be late or she told
TURN 233	Ss	To not to be late.
TURN 234	Ana Maria	Profe, cuál es la forma to don't be late?
TURN 235	T	Wait. First, she told or she told…?
TURN 236	Ss	Bob
TURN 237	T	Bob, ok. Uh-uh. Ana maria.

NOTE 36		
Ana maria has a question. She always asks in spanish.		

TURN 238	Ana Maria	Yo preguntaba si también se puede decir to don't be late?

TURN 239	T	No. When you are reporting don't is not necessary. If you say don't be late that is direct or indirect speech?
TURN 240	Ana Maria	direct
TURN 241	T	Direct speech. Ok, don't be late what did you say? Le dijo que llegara tarde. Yes?
TURN 242	S	Teacher, uh, she told bob to not be late.
TURN 243	T	Not to be late, not to be late. Ok, don't walk alone at night. She said to kim.
NOTE 37	Note	Karen shows the sentence to the teacher then the teacher reads it aloud.
TURN 244		She told kim not to walk alone at night. Ok, one point for Karen, please. Diana, "keep your bag close", he said to sue.
NOTE 38	Note	Diana writes the reported speech of the sentence said by the teacher.
TURN 245	T	He told sue to keep her bag close.

NOTE 39
As a volunteer, Claudia writes the last sentence on the board. The original sentence is: " ask your parents to give you a lift home", he said to us. Then Claudia writes: he told us to ask our parents to give him a lift home.

TURN 246	T	A lift. That is l-i-f-t, ok. Thank you one point for Claudia, please. All right. Ok well, any question so far? Now questions.

TASK SEVEN

NOTE 40
At this moment, the teacher starts explaining how to report questions. He does not use the examples of the text.

Instead, he creates his own sentences. He writes two questions on the board: 1. Where do you live? 2. Do you live in Barranquilla?

TURN 248	T	Well, where do you live? Is it a direct question?
TURN 249	Ss	Direct question
TURN 250	T	Direct question. Well, where do you live? So what did the teacher asks here?
TURN 251	Ss	Teacher asked where
TURN 252	T	The teacher asked her where …
TURN	S	Does

253		
TURN 254	T	Where
TURN 255	S	Did she
TURN 256	Ss	Where she lived?
TURN 257	T	Where she lived. In this situation, this is an indirect question, ok. Look. This is not a question. This is the only part that is information. This is a reported question. She asked the teacher where she lived. In this situation you don't us the order of a question. So, in this question, you are reporting, not asking a question, reporting a question. Look. Where's john? He asked… he asked where john…
TURN 258	s	Was
TURN 259	T	Was, ok. You change the order. This is the order of an information sentence because you're not asking a question, you are reporting, yes? You see now? Do you live in Barranquilla? What did the teacher asked?
TURN 260	Ss	The teacher asked her where she
TURN 261	T	The teacher
TURN 262	S	Asked
TURN 263	T	Asked, the teacher asked…
TURN 264	S	Her
TURN 265	T	Asked her not
NOTE 41		
The teacher emphasizes the linking word formed by –ed and her by connecting both on the board.		
TURN 266	Claudia	If
TURN 267	T	If she
TURN 268	S	If she live in Barranquilla. So, the teacher asked her if she lived in Barranquilla or the teacher asked her … a synonym of if?
TURN 269	S	Whether
TURN 270	T	Whether, right. The teacher asked her if she lived in Barranquilla or the teacher asked her whether she lived in Barranquilla. If and whether are synonyms, the same. So, you can say if or whether. It's the same. Yes, well, remember in this situation you are reporting a yes-no question or an information question ?
TURN 271	Ss	Information question
TURN 272	T	In this situation you are reporting an information question and in this situation you are reporting a …
TURN 273	Ss	Yes-no question
TURN 274	T	A yes-no question. Ok, look, are you alone? He asked if I was alone or He asked whether I was alone. Any question? Well, exercise six. Ready? I'm going to erase here. Students do exercise six. No problem? No questions?
TURN 275	Karen	Who has the mid-term exam. Somebody else Karen thanks
TURN 276	T	So have you called your parents? He asked mary…
NOTE 42		
Jefferson goes to the board and writes the reporting sentence: he asked if she had called her parents.		
TURN	T	One point for Jefferson, please. Thank you, Jefferson. : he asked may if she had called

277		her parents. Called no call. When did he call? He asked jenny… when did he called. It's past and you are going to report in past perfect. Past simple past perfect. Ok.
TURN 278	S	Uh, ok.
TURN 279	T	When did he call? He asked jenny… she asked jenny…
NOTE 43 Students talk about the structure that is in past perfect.		
TURN 280	T	Remember that you can find information at the back of your book, on page 124. Next Saturday I'm going to bring information about reported speech, and you have information in your book. Karen, remember when you report past? Listen, Karen, how old are you? You're reporting a yes-no question or an information question?
TURN 281	Karen	Information question
TURN 282	T	Information question. So he asked me…
TURN 283	Karen	How old I was.
NOTE 44	Note	Karen goes to the board and writes the sentence: he asked me how old I was.
TURN 284	T	How old I was. One point for Karen.
TURN 285	S	Profe, entre un verbo no se puede colocar that?
TURN 286	T	No, that is not necessary because el preguntó cuántos años tenía he asked me how old I was. That is not necessary there. Edward, are you leaving? She asked bob…
TURN 287	Edward	She asked bob if he was leaving.
TURN 288	T	Ok, one point for Edward. Students, she asked bob if he was leaving or she asked bob…
TURN 289	Ss	Whether he was leaving. Yes? No problem?
TURN 290	Ss	No problem.
TURN 291	T	People, this is for practice. Maybe in this moment you have Spanish, English ok, and they are fighting together in your brain. They are fighting to fit. So, it's a process. So practice, practice, practice. When you practice, you're gonna see this is very easy. It's similar to Spanish. Ok, well, if you don't have any question, listen exercise eight.
NOTE 45 Exercise eight asks students to choose which object the person is talking about. There are three topics: 1. Mobile telephone safety, 2. MP3 player, and 3. Public transport.		
TURN 292	T	Listen and choose which subject the person is talking about. Ok, no problem. Questions? Next Saturday I'm going to bring information about reported speech.
TASK EIGHT		
NOTE 46 The teacher plays the recording related to exercise eight.		

Listening

8 Listen and choose which subject the
person is talking about.

A mobile telephone safety
B MP3 players
C public transport

Recording		*Exercise 8, page 63. Of course, they are great! Most teenager have one now and they use them almost everywhere. However, I think they should be careful. People tell us to be careful with our mobile phones, but they're even more dangerous than mobile phones. It's simple. If you've got your headphones on and you're listen to your*

		favorite songs while you're walking home alone at night, you simple can't pay attention to everything around you. You won't be able to hear a mugger or a pickpocket sneak up on you. It's ok to listen to it if you're sitting on a bus or if you're in a taxi.
TURN 294	T	General idea. Well, we have three topics: Mobile telephone safety, MP3 player, and Public transport. What do you think?
TURN 295	Ss	Public transport
TURN 296	T	Public transport, well, let's listen again, please.
Recording		*Exercise 8, page 63. Of course, they are great! Most teenager have one now and they use them almost everywhere. However, I think they should be careful. People tell us to be careful with our mobile phones, but they're even more dangerous than mobile phones. It's simple. If you've got your headphones on and you're listen to your favorite songs while you're walking home alone at night, you simple can't pay attention to everything around you. You won't be able to hear a mugger or a pickpocket sneak up on you. It's ok to listen to it if you're sitting on a bus or if you're in a taxi.*
TURN 297	T	Well, of course they're great …
TURN 298	Ss	Great
TURN 299	T	Great. Ok, so they say of course, they are great. You are speaking about?
TURN 300	Ss	MP3 players.
TURN 301	T	MP3 players. Yes. Mobile phones safety is plural or singular?
TURN 302	Ss	singular
TURN 303	T	Public transportation is singular or plural?
TURN 304	Ss	plural
TURN 305	T	singular
Recording		*Most teenager have one now.*
TURN 306	T	They is plural. So, most teenager have one now.
TURN 307	Ss	now
TURN 308	T	Now
Recording		*And they use them almost everywhere.*
TURN 309	T	And they use them almost everywhere. Right?
Recording		*However, I think they should be careful.*
TURN 310	T	However
TURN 311	Ss	I think they should be careful
TURN 312	T	I think they should be…
TURN 313	Ss	Careful!
Recording		*People tell us to be careful with our mobile phones, but they're even more dangerous than mobile phones. It's simple.*
TURN 314	T	So, it's simple. If you've

TURN 315	Ss	Use
TURN 316	Ss	Put
TURN 317	T	If you put
TURN 318	Ss	Headphones
TURN 319	T	Headphone or headphones
TURN 320	Ss	Headphones
TURN 321	T	If you put your headphones on, it's difficult.
TURN 322	Ss	To pay attention around you.
TURN 323	T	Ok, so, if you are…
TURN 324	Ss	Listening…
TURN 325	T	Listening to…
TURN 326	Ss	Music
TURN 327	T	Listening to music, so it's difficult to
TURN 328	Ss	Pay attention
TURN 329	T	Ok, public transport
TURN 330	Ss	No, MP3 player
Recording		*You won't be able to hear a mugger or a pickpocket sneak up on you.*
TURN 331	T	You won't be able to listen to a thief coming towards you. Ok?
Recording		*It's ok to listen to it if you're sitting on a bus or if you're in a taxi.*
TURN 332	T	So it's funny to listen to MP3 player when you're in a taxi. Beware. So we're speaking about…
TURN 333	Ss	MP3 player
TURN 334	T	Never practice listening in your CD player in this city.
LESSON FOUR TASK ONE		
TURN 335	T	Well, teenager problem, unit six, page 64.

NOTE 47
Unit 6c asks students to read for a gist, to identify opening and closing remark, to make sentences giving advice, and to write an email giving advice. It consists of 6 activities. The topic is "teenager problem". The teacher starts by eliciting the the meaning of teenager.

TURN 336	T	Ok, remember what is a teenager?
TURN 337	Ss	A young person
TURN 338	T	Young people. The teacher is a teenager.
TURN 339	Ss	Laughs
TURN 340	T	So, young people that is between one or fourteen
TURN 341	Ss	Thirteen
TURN 342	T	Thirteen and
TURN 343	Ss	Eighteen
TURN 344	T	Eighteen and so that is a teenager. A young person that is between 13 or 14 years. Or I guess nineteen. Not?
TURN 345	Ss	No
TURN 346	T	18. Ok, 18. So teenage problem. Ok, problems that teenagers have. So what problem do you think a teenager have about personality?
TURN 347	S	About personality?
TURN 348	T	About personality, yes. What kind of problems about personality does a teenager have?
TURN 349	Ernan	Depression.
TURN 350	T	Depression. Sometimes they are depressed.
TURN 351	Secretary	Problem with friends.

TURN 352	T	Ok, problems with friends. One point for the secretary and one point for Ernan. What other problem?
TURN 353	Ss	Problems with their parents.
TURN 354	T	Teenagers most of the time disagree with parents. Ok. They ask:" can I go to a party? No. if it's a woman, nooo…triple no. right? So, they have problems with parents. Teenage problems, ok. Here we have. Sitting exams. You can say sitting exams example or…
TURN 355	S	Take
TURN 356	T	Taking exam, ok. Today we are going to have an exam. No. changing school? Ok, for example (no audible). Losing something. When you lose a friend. Argue with a friend. When you argue, you have a dis…
TURN 357	Ss	Discussion
TURN 358	T	Discussion. You have a discussion in this situation: a strong discussion. Having no money. Moving house. When you live in a house, then you move to another house. Being bullied or being teased at school. Being bullied. What's being bullied? Look! this is common in high school. Well, maybe not in Colombia or in Colombia sometimes. A strong boy to a weak one. Give me you book or I'll hit you. That's being bullied or being abused. Ok. "montation" or being teased at school. Uh-uh. No problem.
TURN 359	Ss	No
TURN 360	T	In Spanish. I don't know. Ok. Put in on weight or losing weight.
TURN 361	S	Lleva'o.
TURN 362	T	Lleva'o. Ok, yes. So putting on weight or losing weight. Yes, well. Putting on weight or losing weight is a with boys or girls?
TURN 363	S	Girls.
TURN 364	T	Girls. Ok. If you have problems with weight, you should go to the gym and losing way. That is for…
TURN 365	Ss	Boys.
TURN 366	T	I guess for boys. Boys and girls.
TURN 367	S	Anorexia.
TURN 368	T	Ah, ok. When a model has anorexia and she looks at the mirror. "Oh, my God. I'm putting on weight. "
NOTE 48	Note	Students laugh.
TASK TWO		
TURN 369	T	Well, an email from penny. Penny's mail. What problem is she facing ? she says: secondary school is really tough for me. So secondary school is tough for me. Is it really easy or difficult?
TURN 370	Ss	Difficult.
TURN 371	T	Really difficult. Ok. Secondary school is really difficult for me. Really tough. I don't know anyone. Ok, I don't know anyone and I picked on by year a pupils. I get picked is a synonym of being…
TURN 372	S	Bullied.
TURN 373	T	Being bullied. Being, uh-uh.
TURN 374	Ss	Being bullied.

TURN 375	T	Or being…
TURN 376	Ss	Teased
TURN 377	T	Teased. . I get picked on by year 9 pupil. Pupils in this situation are the teachers or the students?
TURN 378	S	The students
TURN 379	T	The students. Ok. I feel lonely any advice? Well, what is the problem this girl is facing?
TURN 400	Ss	Being teased by classmate.
TURN 401	T	Well, think about it. What would you advice this girl? Short!

NOTE 49
Students read the letter and think about the right advice for the girl.

TURN 402	T	Well, any suggestions? Any advice for this girl?
TURN 403	Jefferson	Take it easy.

NOTE 50
Note
Students laugh at this answer.

TURN 404	S	Take it easy.
TURN 405	T	Don't pay attention. Ok, they are stupid! One point for Jefferson.
TURN 406	Diana	Meet new students.
TURN 407	T	One point for Jefferson and one point for Diana. Guys, to finish. Read the letter Stella's answer. And answer which paragraph expresses Stella's sympathy. Expresses Stella's hope that her advice help and gives Stella's advice and expected results. Read this and answer exercise 3 to finish. Remember. Next Saturday a quiz about unit five. Yes?
		TASK THREE

NOTE 51
For exercise 3, students must read the letter and choose which paragraph expresses Stella's advice, hope or sympathy.

TURN 408	T	Trouble-problem. Guys, ready? Well, what paragraph is expressing Stella's sympathy?
TURN 409	S	One

TURN 410	T	Number one. I'm really sorry to hear that you are having trouble, that you are having problems. Now, which paragraph is expressing Stella's hope that her advice help?
TURN 411	Ss	Three
TURN 412	T	Number three. I really hope. I really… a synonym of hope? Ex… ex…
TURN 413	Ss	Expect
TURN 414	T	Expect. Ok, I really hope my advice helps and everything gets better. Ok. Which one gives Stella's advice and expected results?
TURN 415	Ss	Two
TURN 416	T	Number two. The best think you can do is ignore the bullies when they call you names. Right? Well, any question? Ok, people, please, homework, exercise five. I'm sorry; everybody is leaving at four o'clock today. Remember, please. Next Saturday a photograph for the ID para el carnet. Ok, see you next Saturday.
NOTE 52 At this moment Claudia, Jefferson, and Edward are called for an interview with the observer.		

UNIVERSIDAD DEL NORTE
IES INSTITUTO DE ESTUDIOS SUPERIORES
MAESTRIA EN LA ENSEÑANZA DEL INGLÉS

Level: III   **Schedule: 12:00 - 6:00**   **Time: 6 hours**
Third   observation:
Conventions:
T refers to teacher
S refers to student
Ss refers to students
Note refers to observer's opinions
Recording refers to audio from the book

Module six : unit 6d "Culture corner" page 65

LESSON FIVR
TASK ONE
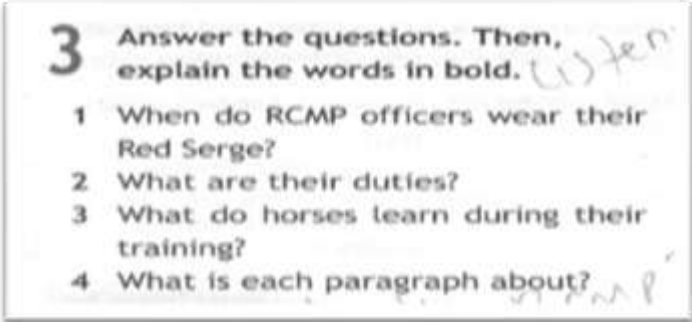
NOTE 1
The teacher starts **unit 6d.** He asks the whole class to read "RCMP: Royal Canadian Mounted Police. This reading corresponds to the cultural part of the book. The unit covers 6 activities. Activity number one is related to key vocabulary of the reading. Activity two asks students to describe the picture that accompanies the text. Activity three is reading comprehension (four questions). Activity 4 asks students to pretend they are one of the RCMP officers and related to his/her personality. Activity 5 asks students to build sentences by using a spidergram. And finally, activity 6 is a project in which students answer questions related to their own police officers.

TURN 1	T	People, RCMP. Do you know what RCMP is? What RCMP mean?
TURN 2	Ss	It's a letter: royal.
TURN 3	T	Do you know the R. C. M. P. ? Where are they from? Are they from Colombia?
TURN 4	S	They're from Canada.
TURN 5	T	So, this is the police in Canada. Look, people. What is the picture?
TURN 6	Ss	A person

TURN 7	T	What do you think? A police or a policeman?
TURN 8	S	A police
TURN 9	T	Dou you know western?
TURN 10	Ss	Yes
NOTE 2		
The teacher asks students to listen to the reading. They are advised not read while listening.		
TURN 11	T	Listening exercise. Try not to read.
Recording		*Safe homes, safe communities. It is one of Canada's best known symbols: a police officer in a **scarlet** coat on a horse. Their formal uniform, the Red Serge, **consists of** a Stetson hat, a scarlet coat, black **pants** and brown leather riding boots. They usually wear it for **ceremonies**, festivals and **memorials**.* *On a typical **shift**, RCMP officers, in pairs, **patrol** streets and parks on their houses, carrying their portable radios. They also control traffic and crowds, especially at sporting events, festivals and celebrations.* *The horses that serve in the Royal Canadian Mounted Police are usually 3 to 5 years old training usually takes nine months. During this period, they learn how to walk and run correctly and, most importantly, how to stand still, be calm and move through traffic and crowds.* *Canadians are very proud of their mounted police, who "always get their man".*
TURN 12	T	Well, general idea. What's the general idea?
TURN 13	S	It´s about the mounted police.
TURN 14	T	What´s is special about this police?
TURN 15	S	It's a symbol of Canada.
TURN 16	T	What´s the symbol?
NOTE 3	Note	No answer from students. Then the teacher plays the track again.
Recording		*Safe homes, safe communities. It is one of Canada's best known symbols: a police officer in a **scarlet** coat on a horse. Their formal uniform, the Red Serge, **consists of** a Stetson hat, a scarlet coat, black **pants** and brown leather riding boots. They usually wear it for **ceremonies**, festivals and **memorials**.* *On a typical **shift**, RCMP officers, in pairs, **patrol** streets and parks on their houses, carrying their portable radios. They also control traffic and crowds, especially at sporting events, festivals and celebrations.* *The horses that serve in the Royal Canadian Mounted Police are usually 3 to 5 years old training usually takes nine months. During this period, they learn how to walk and run correctly and, most importantly, how to stand still, be calm and move through traffic and crowds.* *Canadians are very proud of their mounted police, who "always get their man".*
TURN 17	T	What´s the symbol?
TURN 18	S	Scarlet coat
TURN 19	T	When do they show the uniform?
TURN 20	S	Informal occasions
TURN 21	S	Festivals.
TURN 22	T	What do Royal Canadian Mounted Police use portable radios for?
TURN 23	Ss	To communicate
TURN 24	T	To communicate, uh-uh. When they patrol, they use portable radios to communicate.
TURN 25	T	The horse needs training. How long?
TURN 26	S	9 months
TURN 27	T	What does the horse learn to do?
TURN 28	S	How to stand still, be calm, walk…
TURN 30	T	Stetson hat?
TURN 31	Catherin	Kind of hat
TURN 32	T	Uh-uh. It´s a type of hat.
TURN 33	Victor	That patrol use in civil ceremonies.
TURN 34	T	One point for Victor and one point for Catherin. The red serge?

TURN 35	S	The name of the royal uniform.
TURN 36	T	Brown boots?
TURN 37	S	It is the shoes they wear and the scarlet coat they wear too.
TURN 38		**TASK TWO**

NOTE 4

Then the teacher asks students to answer the questions from point 3, on page 65.

TURN 39	T	When do RCMP officers wear their red serge? When?
TURN 40	S	For civil ceremonies, festivals and memorial.
TURN 41	T	What are their duties? I mean obligations. What are their duties? Their obligations?
TURN 42	S	Control traffic and crowds.
TURN 43	T	They patrol streets. What do the horses learn during their training?
TURN 44	S	How to stand still, be calm and move through traffic and crowds.
TURN 45	T	Ok, well, what is each paragraph about? Paragraph number one? It's about…
TURN 46	S	Symbols
TURN 47	T	Ok. Paragraph number two?
TURN 48	S	Duties
TURN 49	T	Duties. Paragraph number three?
TURN 50	S	Horse training
TURN 51	T	Horse training. One point for everybody.

TASK THREE

NOTE 5

Once the teacher finishes this activity, then he goes to activity six, which is related to word power.

TURN 52 T		Well, word power. Here we have some expressions related to carry. So **have with you,** which means carry money. " I always carry money in my pocket". Ok, now **continue**. When you say carry on speaking. For example, carry on reading. **Lift and take:** carry. For example: carry a bag. I always carry my bag with me. Well, for vehicles, ships and planes. Planes carry passengers. Planes have passengers inside. Yeah. No problem?

NOTE 6

Note

Lo que sigue es inaudible

LESSON SIX
TASK ONE

NOTE 7
The teacher starts unit 6e, oh dear!, by eliciting vocabulary related to accidents and injuries.

TURN 53	T	Well, people, tell me, please, what kind of accident or in which kind of accident did you hurt or injure your body? For example, you are playing soccer and suddenly a boy breaks your leg. Sometimes woman are walking like this and they…

NOTE 8
The teacher pretends his has an injure in one of his legs so that students guess sprain.

TURN 54	Ss	Twist their ankle.
TURN 55	T	Sprain an ankle. Sprain or twist an ankle. Sometimes you are cooking or chopping onions, and suddenly you…
TURN 56	Ss	Cut your hands or fingers.
TURN 57	T	Cut your finger. Sometimes for example when you are in a car and you´re going to get out and you.
TURN 58	Ss	Bang your head.
TURN 61	T	Bang your head. And later you get a bump. After you bang your head, you get a bump.

NOTE 9
Once the teacher elicits the vocabulary related to injuries, then he starts exploring the previous knowledge towards expressing sympathy.
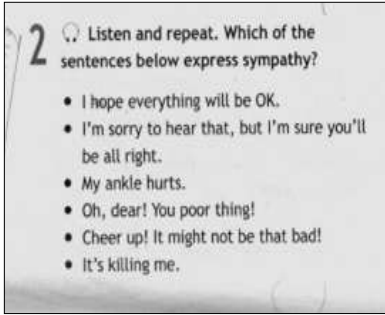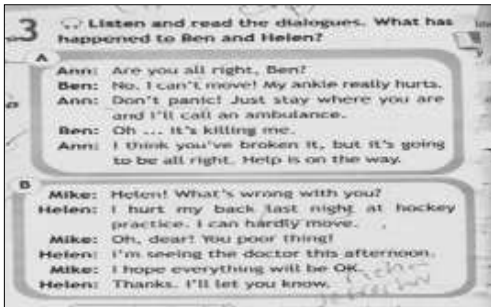
TURN 62	T	Yes, imagine that you have an accident or a person has an accident, person that sprains or twist an ankle, so how would you express sympathy? What would you say to express sympathy? For example, oh, dear! Poor girl or oh, dear, yes? That is a way of expressing sympathy. Yes, when do you express sympathy in these situations? When a person has…
TURN 63	Victor	An accident
TURN 64	T	An accident, then you say oh, dear! Oh, poor, thing! You sprained an ankle. Right? Well, here we have some accidents.

NOTE 10
Note
The teacher shows the images from the book related to the injuries.
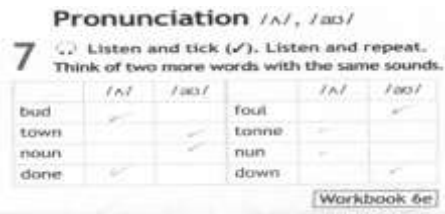
TURN 65	T	Sprain your wrist, twist an ankle over, cut a finger, or hurt your back or break a leg. Well, let me say some expressions about this. Any questions or problems?

TURN 66		**TASK TWO**

NOTE 11

The teacher plays the recoding related to unit 6e, point two, page 66.

2 🎧 Listen and repeat. Which of the sentences below express sympathy?

• I hope everything will be OK.
• I'm sorry to hear that, but I'm sure you'll be all right.
• My ankle hurts.
• Oh, dear! You poor thing!
• Cheer up! It might not be that bad!
• It's killing me.

TURN 67	T	These expressions are used to express sympathy.

NOTE 12

Note

The teacher plays the recording, then stops it and repeats them, imitating the intonations of the speakers.

TURN 68	T	Cheer up! It might not be that bad! In this situation, cheer up means?
TURN 69	S	Animation
TURN 70	T	No, well, animation is Cartoon Network. So cheer up is…
TURN 71	S	Don't worry.
TURN 72	T	Don't worry. Don't be…
TURN 73	S	Sad
TURN 74	T	Don't be sad. Ok. Be happy. Spanish?
TURN 75	S	No estés triste.
TURN 76	T	Animate! Cheer up! It's killing me! In this situation killing is not really killing. It's killing me, yes? No problem? Well, people, listen for general idea. Here we have two situations in which people have an accident. Ok, listen, please, try to determine them.

TASK THREE

NOTE 13

In this moment, the teacher plays the recording related to the two situations on point three. He plays the recording twice.

3 🎧 Listen and read the dialogues. What has happened to Ben and Helen?

A
Ann: Are you all right, Ben?
Ben: No. I can't move! My ankle really hurts.
Ann: Don't panic! Just stay where you are and I'll call an ambulance.
Ben: Oh … it's killing me.
Ann: I think you've broken it, but it's going to be all right. Help is on the way.

B
Mike: Helen! What's wrong with you?
Helen: I hurt my back last night at hockey practice. I can hardly move.
Mike: Oh, dear! You poor thing!
Helen: I'm seeing the doctor this afternoon.
Mike: I hope everything will be OK.
Helen: Thanks. I'll let you know.

TURN 78	T	Well, what's the situation about? What happened?
TURN 79	S	Ben has an accident.
TURN 80	T	Ben has an accident. He broke his…
TURN 81	S	Broke his ankle.
TURN 82	T	He broke his ankle. What did the girl do? What did she do? She called…

TURN 83	S	An ambulance.
TURN 84	T	She called an ambulance. Right.
NOTE 14	Note	The teacher plays part two again.
TURN 85	T	Well, what's the problem with her.
TURN 86	S	She hurt her back.
TURN 87	T	She hurt her back. How? Where?
TURN 88	S	In a jockey practice, last night.
TURN 89	T	So, what is she going to do?
TURN 90	S	She's going to the doctor.
TURN 91	T	She's going to see the doctor. Well, listen and repeat, please.
NOTE 15	Note	At the end of the two situations, the teacher continues.
TURN 92	T	Well, the woman has said: " are you all right, Ben?" Ben: "no, I can't move my ankle. It really hurts." Ok. Ann: " don't panic. Just stay where you are and I'll call an ambulance." Ben: " oh, it's killing me." Right? It's killing me… A SYNONYM?
TURN 93	S	It really hurts.
TURN 94	T	It really hurts. It hurts. It's killing me. Ann: " I think you broke it. But it's going to be all right. Help is on the way." A synonym of "on the way."?
TURN 95	S	It's coming.
TURN 96	T	Help is coming. Now, Mike: "what's wrong with you? Eh, what's the problem? Helen : " I hurt my back last night at hockey practice. I can't hardly move it." Mike: oh, dear. You poor thing." This situation expresses sympathy. Helen: " I'm seeing the doctor this afternoon." Mike: " I hope everything will be ok." Helen: thanks. I'll let you know." " I'll let you know" is?
TURN 97	S	I'll give information.
TURN 98	T	I'll give information. No problem.

NOTE 16
The teacher asks students to listen and repeat. He reads each line and the students repeat.

TURN 99	T	Listen and repeat, please. Are you ready? No problem?
TURN 100	Ss	No problem.

NOTE 17
After this, the teacher gives the rules so the students practice the conversation with the given rule.

TURN 101	T	Well, guys, a synonym of " is everything ok, Ben?"
TURN 102	S	Are you right, Ben?
TURN 103	T	Are you right, Ben? A synonym of " calm down"?
TURN 104	S	Don't panic
TURN 105	T	"I'm in terrible pain"
TURN 106	S	It's killing me.
TURN 107	T	It's killing me. " I'll be in touch"
TURN 108	S	I'll let you know.
TURN 109	T	I'll let you know. Now, practice this. Here you have a conversation. Over here it says

NOTE 18
The teacher refers to the short conversation the book presents as a model to express sympathy:

A: *Have* you *ever sprained your wrist?* B: *Yes, I have.* A: *How did it happen?* B: *I did it playing tennis.*		

TASK FOUR

TURN 110	T	So, please. In pairs, you are going to practice a conversation in which you say a problem about your partner. And the other person is going to explain how it happened. Look at this model. Listen and repeat.
Recording		*Have* you *ever sprained your wrist?*
TURN 111	Ss	*Have* you *ever sprained your wrist?*
Recording		*Yes, I have.*
TURN 112	Ss	*Yes, I have.*
Recording		*How did it happen?*
TURN 113	Ss	*How did it happen?*
Recording		*I did it playing tennis*
TURN 114	Ss	*I did it playing tennis*
TURN 115	T	Well, you can choose one of these situations here.

NOTE 19
The situations are:
Sprain your wrist
Bang your head
Twist your ankle
Cut your finger
Break your leg
Hurt your back

TURN 116	T	You can use one of these problems and you're going to explain how it happened in pairs, please, so that you practice the expressions.

NOTE 20
Students practice the conversation as the teacher goes around each pair helping with some vocabulary.

TURN 117	T	Ok, listen! Speak up! Hernan and Omar.
TURN 118	Hernan	Have you ever hurt your back?
TURN 119	Omar	Yes, I have
TURN 120	Hernan	How did it happen?
TURN 121	Omar	It happened when I lift a heavy box.
TURN 122	T	One point for Hernan and Omar. Now, Diana and Claudia.
TURN 123	Claudia	Have you ever cut your fingers?
TURN 124	Diana	Yes, I have
TURN 125	Claudia	How did it happen?
TURN 126	Diana	I did it cutting potatoes.
TURN 127	T	Ok, a point for Claudia and a point for Diana. People, everybody, how did it happen?
TURN 128	Ss	How did it happen?
TURN 129	T	Ok, who more?
NOTE 21	Note	Then Jefferson and Karen do the conversation.
TURN 130	Jefferson	Have you ever cut your head?

TURN 131	Karen	Yes, I have
TURN 132	Jefferson	What did it happen?
TURN 133	Karen	I was playing with my sister in the bathroom, when we fell down.
TURN 134	T	Ok, guys, how did it happen? Ok, everybody, how did it happen?
TURN 135	Ss	How did it happen?
TURN 136	T	One point for Jefferson and one point for Karen.
TURN 137		**TAS FIVE FOUR**

NOTE 22
Now the teacher goes to activity 7 which is pronunciation. The students are supposed to listen and discriminate the two sound within eight words.

TURN 138	T	Well, pronunciation exercise. Ok. The sound ___ and the sound_____ listen and tick the correct sound. Listen please.

NOTE 23
The teacher plays the recording.

TURN 139	T	The first sound is ∧ and the second sound is a$^\upsilon$
Recording		Bud
TURN 140	T	Bud. The first or the second sound?
TURN 141	Ss	First
Recording		Town
TURN 142	Ss	The second
TURN 143	T	The second
Recording		Noun
TURN 144	Ss	Second
Recording		Done
TURN 145	S	First
Recording		Foul
TURN 146	Ss	The second
TURN 147	T	The second
Recording		Tonne
TURN 148	Ss	The first
TURN 149	T	Tonne
Recording		Nun
TURN 150	Ss	The first
TURN 151	T	The first
Recording		Down

TURN 153	Ss	The second
TURN 154	T	Second. Down

LESSON SEVEN
TASK ONE

NOTE 24
Once the teacher finishes this activity, he immediately goes to the next activity. " safe surfing". It corresponds to the curricular cut. It is constituted by four activities

The teacher elicits the information from students through questions.

TURN 155	T	Now, safe surfing, guys. When you surf on the net, do you think that it is safe or dangerous sometimes?
TURN 156	Ss	dangerous
TURN 157	T	It's dangerous. Why?
TURN 158	S	There are…
TURN 159	T	Because there are strange websites or?
TURN 160	Ss	Viruses.
TURN 161	T	Viruses. Ok, well, do you know what measurements can you take to have a safe surfing? What measures? What measures should you take to surf safely the net?
TURN 162	S	Don't download strange files from your e-mail.
TURN 163	T	And other…
TURN 164	S	Don't say your address
TURN 165	T	Don't say your address. Any other?
TURN 166	S	Don't write your address.
TURN 167	T	Don't write your address because you can get a virus. Well safe surfing. So here we have some information about surfing the net. So the internet is an amazing tool. Tool means instrument. You can keep in touch with

		your friends. Find information for school projects, or you can get the latest news. But you can also get into trouble. Into problems if you don't use it wisely. Here some tips. Some suggestions that can help you develop some good surfing habits. People, read the article and tell what measures or tips the article suggests.
NOTE 25 Students read silently the article to get the required information from the teacher. Though the activity one asks for a different thing.		
TURN 168	T	Ready, guys. What suggestions can we get from the text about safe surfing? What tips? What suggestions?
TURN 169	Ernan	When exploring internet websites, use an antivirus.
TURN 170	T	Ok. One suggestion is use antivirus. Any other suggestion?
TURN 171	Claudia	Don't give personal information.
TURN 172	T	Yes, don't give personal information.
TURN 173	Claudia	Be careful when you are in chatrooms.
TURN 174	T	Be aware of chatrooms. Any other?
TURN 175	Ss	Be careful with friends on the net.
TURN 176	T	Well, remember that when you're chatting online, you have a person in the web he says: " I'm good, honest, a nice person. I have money. Would you like to marry me? Then when we see him, it's something different. Sometimes people present themselves a mr. right. Do you know mr. right? Well, someone here appears to be mr. right. I am honest. I am handsome. I'm very strong. I have money. Mr. right. But it's not like that. So be careful with the person you meet on the chat. No questions? No problem? Well, people, exercise 3. Complete the expressions with clean or clear.
TASK THREE		
NOTE 26 The students complete the activity. Then the teacher checks it out.		
TURN 177	T	Ready, guys? Well, the water here is…
TURN 178	S	Clean
TURN 179	T	The water here is clean. Are the instructions…?
TURN 180	S	Clear
TURN 181	T	Clear, right. He's got a…?
TURN 182	S	Clean
TURN 183	T	Clean record. The sky is…?
TURN 184	Ss	clear
TURN 185	T	Clear and blue. No clouds. It's clear. Cloudy or sunny?
TURN 186	S	Sunny
TURN 187	T	Well, people. Class is over. See you next class. Do self check on page 67. Have a nice weekend.
TURN 188	Ss	Bye, teacher.
TURN 189	T	Bye.

Appendix 4

Checklist applied to the textbook Access 3.

TEXTBOOK EVALUATION CHECKLIST

A checklist for analyzing the textbook: Access 3   and its implementation by the teacher : An in-use material for   third-level students at Cursos Libres de Idiomas (Universidad del Atlántico)

Convention : Oral word (o.w.); oral phrase (o.p.); oral sentence (o.s.) oral discourse (o.d); written word (w.w.); written phrase(w.o.); written sentence(w.s.);written discourse (w.d.) Lesson one: "safety comes first", page 59.

TASKS NUMBER	MATERIAL METHODOLOGY	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE MATERIAL						TEACHER'S IMPLEMENTED METHODOLOGY	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE TEACHER						COMMUNICATIVE COMPETENCE COMPONENT REALLY ACHIEVED				
	WHAT THE MATERIAL PROPOSES (TASKS) TO THE TEACHER AND STUDENTS TO DO	Input of vocabulary and grammar : a. in cotext b. contextless c. discourse input	Socio-cultural background for Language use	Focus on coherence	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunities for output	WHAT THE TEACHER REALLY DOES WITH THE TASKS AND STUDENTS	Input of vocabulary and grammar in context	Socio-cultural background for Language use	Focus on coherence	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunities for output	Linguistic competence	Socio-linguistic competence	Discoursive competence	Interactional competence	Strategic competence

| 1 | The task asks students to listen and repeat seven phrases related to breaking the law. Then, they have to translate them into their language and employ the provided phrases to describe the pictures related to them. | X Limited Context through Illustration | | | | | o.p. | The teacher elicits the meaning of the title from students. Then, he mimics two of the phrases. He writes them on the board. After that, the teacher plays and stops the cd so that students listen and repeat. Then, the teacher explores the meaning of the phrases from the students by asking questions about each word. The teacher writes " break into" and translate it: meterse en una propiedad. Students don't raise their hands for a speaking turn. They speak at the same time. He uses learners' cultural reference for word meaning of the target language. He uses L1 for word meaning; students, too. Once the teacher finishes the part of the task related to word meaning, he goes to the second part of the activity in which students must use the given phrases to describe the pictures. | X In conte xt Obse rvati on one Turn s 1-8 | | | | | o.s. | X | | | | |
| | | | | | | | | The material specifies in what tense the sentences must be built: present continuous. The teacher leads students to write them in present continuous by making the questions in this tense. The grammar points of this modules are modals and reported speech. The teacher writes the first sentence on the board: " a boy is spraying paint on a wall." The, he emphasizes the pronunciation of the sentences. The teacher uses the choral repetition as technique. | turn 45-51 obs. 1 | | | | | | | | | | |

TEXTBOOK EVALUATION FORMAT

A checklist for analyzing the textbook: Access 3 (Evans-Dooley, 2008) and its implementation by the teacher. An in-use material for   third-level students at Cursos Libres de Idiomas (Universidad del Atlántico)

Convention : Oral word (o.w.); oral phrase (o.p.); oral sentence (o.s.) oral discourse (o.d); written word (w.w.); written phrase(w.o.); written sentence(w.s.);written discourse (w.d.). Lesson two:"danger down under", page 60.

TASKS NUMBER	MATERIAL METHODOLOGY	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE MATERIAL						TEACHER'S IMPLEMENTED METHODOLOGY	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE TEACHER						COMMUNICATIVE COMPETENCE COMPONENT REALLY ACHIEVED				
	WHAT THE MATERIAL PROPOSES (TASKS) TO THE TEACHER AND STUDENTS TO DO	Input of vocabulary and grammar : a. in cotext b. contextless c. discourse input	Socio-cultural background for	Focus on coherence	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunities for output	WHAT THE TEACHER REALLY DOES WITH THE TASKS AND STUDENTS	Input of vocabulary and grammar in context	Socio-cultural background for	Focus on coherence	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunities for output	Linguistic competence	Socio-linguistic competence	Discoursive competence	Interactional competence	Strategic competence

160

1	The task asks students to listen and read a text related to Australia's Great Barrier Reef creatures. Then they have to find out which picture of the creature correspond to its description.	X In context					o.w.	The teacher elicits the meaning of the title from the students. Besides, he previews the reading by making reference to the reading and exploring the images, focusing on the danger of these animals. The teacher plays the audio and then stops it in order to ask questions related to what students have previously heard. The teacher uses L1 for word meaning.	X In context Turn 74-97 Observation					o.w.	X		
2	The task asks students to read the text on Australia's Great Barrier Reef creatures and answer six questions. The questions are related to the creatures described in the text.	X In context					o.w.	The teacher asks the questions as the book suggests without any modification.	X In context Turn 113-114					o.w.	X		
3	The task asks students to match eight words taken from the reading to the provided meaning. Also the students must explain the words underlined in the text. Then they have to talk about two things that impressed them from the text.	X In context					o.d.	The teacher asks students for synonyms of the given words. He uses L1 in one occasion for word meaning. The teacher omits the explanation and the speaking as suggested by the task.	X In context Turn 135-140					o.p. o.w.	X		
4	The task asks students to read some sentences, without any context of use, built with modals, and match them to the provided meaning. Also, they have to find examples in the text from task four.							The teacher starts the presentation of the target grammar by using different sentences from the task. These sentences are in conditional type two (a previous structure learned by students in module five). He uses the modals from the task. Then, he asks for the meaning of each sentence. After this, the teacher writes the new structure on the board. He omits the part of finding examples in the text.	X Turn 157-164					o.w.			
5	The task asks students to choose the correct modal (there are two modals in each item) from each sentence. The context is scuba diving: safety tips. After this, they						w.s. or o.s.	The teacher omits this task.									

	write sentences with the modal with the other one.																				
6	The task asks students to make as many sentences as possible from different modals (arranged in a column) and complements (arranged in other column).					X o.s. or w.s.	The teacher omits this task.														
7	The task asks the students to read the sentences made with modals in past (could, couldn't, was/wasn't able to) and translate them. There is not any given context. context						The teacher omits this task.														
8	The task asks students to complete four sentences with the previous past modals. No context is provided.					X w.w.	The teacher omits this task.														
9	The task asks students to tell their partners about situations related to obligation, no obligation, repeated action, past obligation, and ability in the past.					X o.d.	The teacher omits this task.														
10	The task asks students to collect information from the website and prepare a leaflet in order to talk about what they must/mustn't/ should do while in the sun.					X w.d.	The teacher omits this task.														

TEXTBOOK EVALUATION FORMAT

A checklist for analyzing the textbook: Access 3 (Evans-Dooley, 2008) and its implementation by the teacher. An in-use material for third-level students at Cursos Libres de Idiomas (Universidad del Atlántico)

Convention: Oral word (o.w.); oral phrase (o.p.); oral sentence (o.s.);oral discourse (o.d); written word (w.w.); written phrase(w.o.);written sentence (w.s.); written discourse (w.d.). Lesson three: "streetwise", page 62.

TASKS NUMBER	MATERIAL METHODOLOGY — WHAT THE MATERIAL PROPOSES (TASKS) TO THE TEACHER AND STUDENTS TO DO	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE MATERIAL — Input of vocabulary and grammar: a. in cotext b. contextless c. discourse input	Socio-cultural background for Language use	Focus on coherence	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunities for output	TEACHER'S IMPLEMENTED METHODOLOGY — WHAT THE TEACHER REALLY DOES WITH THE TASKS AND STUDENTS	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE TEACHER — Input of vocabulary and grammar in context	Socio-cultural background for Language use	Focus on coherence	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunity for output	COMMUNICATIVE COMPETENCE COMPONENT REALLY ACHIEVED — Linguistic competence	Socio-linguistic competence	Discoursive competence	Interactional competence	Strategic competence
1	The task asks students to work in pairs in order to answer four questions related to the text "safety in the street". Then, they have to listen and read about it to find out if their answers are correct.				X		X o.d.	The teacher elicits the meaning of the title from students. He writes it on the board. Then, he plays the dc and the student read it. After that, he asks for the general idea of the text. The teacher divides the text into parts. Then the students listen to each part and answer questions. Some questions are created by the teacher. Some others are taken from the task.	X In context Turn 4-26 Observation two			X		o. w. o. p.				x	

#	Task description						Code	Teacher action										
2	The task asks students to check some nouns related to crime in the word list (page 136. The list provides the part of speech, the pronunciation and the meaning). Then in pairs, they have to say and justify what crimes are the most serious.						X o.d.	The teacher omits this task.										
3	The task asks students to check words related to crime in the word list (page 136), use them to summarise the reading " safety in the street", and explain the words in bold from the reading.						X o.d.	The teacher changes this task. Instead, he asks students to give tips in general when they are out and about in ten or fifteen seconds or prepare a conversation about what a person should do when he/she goes to the street. The students choose the first activity. The teacher gives tips on fluency. He explains the use of some fillers when speaking.				X Observatio two Turn 60 - 65	X	o. d.			X	
4	The task asks students to read a table related to reporting sentences in five different tenses and one modal: it has two columns. One column has samples of sentences in direct modal; the other, the same sentences in reported speech. Then, they have to report six given sentences, following the example. No context is provided.						X o.s.	The teacher asks students to write some sentences about them. He writes them on the board. Then he emphasizes the right form of reporting verb "say" and the concordance of tenses. After this, he elicits the name and the function of the target structure by asking questions related to it. Then he asks students to see the table. He explains it. in this moment, he connects this task with task four. Then, he asks students to report the given sentences in the task. Some students write the sentences on the board.						w. s. Observation two Turns 9				

															2.112				
5	The task asks students to read a table related to reporting commands: it has two columns. One column has samples of commands in direct modal; the other, the same commands in reported speech. Then, they have to report four given commands, following the example. No context is provided.					X w. s.	The teacher asks students to report the sentences from the task. He answers questions related to the right form of the sentences.						w. s. observation two turns 171-177						
6	The task asks students to read a table related to reporting yes-no questions and information questions. It has two columns and a square of theory. One column has samples of yes-no questions and information questions in direct modal; the					X w. s.	The teacher starts explaining how to report questions. He does not use the examples of the task. Instead, he creates his own sentences. He writes two questions on the board. He asks if the questions are direct or not. Then, he explains the structure to report an information question and a yes-no						w. s. obse						

	other, the same yes-no questions and information questions in reported speech. The theory explain the transformation of the questions into reported speech. Then, they have to report four given questions, following the example. No context is provided.						question. After this, he asks students to report the sentences of the task. He clarifies questions related to the right tense and structure.						r v a t i o n t w o t u r n 1 7 6				
7	The task asks students to say sentences so that classmates report them. One A-B speaking turn is provided.			X M ec ha nic al int era cti on		o.s .	The teacher omits this part.										
8	The task asks the students to listen and choose, from three options, the subject the speaker talks about.	X Discou rse Input					The teacher asks students to listen and choose what topic the speaker is talking about. He plays the cd and stops it. Then, he asks questions in order for the student to determine the topic.						X o . d . o b s e r v a t i o n				

																		t w o t u r n 2 9 4 - 2 9 6					
9	The task asks students to write an e-mail to tell him/her what they should/shouldn't do in order not to become a victim of crime.						X w. d.	The teacher omits this task.															

TEXTBOOK EVALUATION FORMAT

A checklist for analyzing the textbook Access 3 (Evans-Dooley, 2008) and its implementation by the teacher. An in-use material for   third-level students at Cursos Libres de Idiomas (Universidad del Atlántico)

Convensions: Oral word (o.w.); oral phrase (o.p.); oral sentence (o.s.);oral discourse (o.d); written word (w.w.); written phrase(w.p.);written sentence (w.s.); written discourse (w.d.)

Lesson four: "take it easy", page 64.

TASKS NUMBER	MATERIAL METHODOLOGY — WHAT THE MATERIAL PROPOSES (TASKS) TO THE TEACHER AND STUDENTS TO DO	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE MATERIAL — Input of vocabulary and grammar : a. in cotext b. contextless c. discourse input	Socio-cultural background for Language use	Background of discourse devices for coherence creation	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunities for out	TEACHER'S IMPLEMENTED METHODOLOGY — WHAT THE TEACHER REALLY DOES WITH THE TASKS AND STUDENTS	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE TEACHER — Input of vocabulary and grammar in context	Socio-cultural background for Language use	Background of discourse devices for coherence creation	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunity for output	COMMUNICATIVE COMPETENCE COMPONENT REALLY ACHIEVED — Linguistic competence	Socio-linguistic competence	Discursive competence	Interactional competence	Strategic competence
1	The task asks students to say their opinions about nine teenager problems.				X		X o.d.	The teacher starts by eliciting the meaning of the word teenager. Then, he asks students to provide examples of teenage problems. After this, he explains the meaning of some expressions from the phrases by asking students for synonyms.	X In conte xt Turn 336-350					X o. d.	X				

	Task						Teacher										
2	The task asks students to read a extract from an e-mail in order for them to determine what teenager problems the writer has.	X In context				X o.d .	The teacher reads the e-mail and asks students to determine the problem the teenager has. He clarifies the meaning of words chosen by him. Then, he asks students to give an advice to the teenager's problem.	X In conte xt Turn 369-376					X o . d .	X		
3	The task asks students to read the complete e-mail which has three paragraphs (read for the gist). Then, they have to relate the paragraph to three given meaning.	X Discou rse input	X			X	The teacher asks students to read the e-mail and answer the questions. He also asks for the synonym of a word.	X Turn 408-415					X o . w .	X		
4	The task asks students to distinguish opening remarks from closing remarks from a letter and an e-mail. Four sentences are provided.	X Discou rse input	X			X o. w.	The teacher omits this task.									
5	The task asks students to write sentences based on four notes related to coping with exams. There is a example to follow.			X		X w. s.	The teacher omits this task.									
6	The task asks students to write an e-mail to give advice. A context and a structure for the text are provided. The e-mail must have 50 or 60 words. The students can use ideas from task five.		X	X		X w. d.	The teacher omits this task.									

TEXTBOOK EVALUATION FORMAT

A checklist for analyzing the textbook: Access 3 (Evans-Dooley, 2008) and its implementation by the teacher. An in-use material for   third-level students at Cursos Libres de Idiomas (Universidad del Atlántico)

Convensions: Oral word (o.w.); oral phrase (o.p.); oral sentence (o.s.);oral discourse (o.d); written word (w.w.); written phrase(w.o.);written sentence 8w.s.); written discourse (w.d.)

Lesson five: "RCMP": page 65.

TASKS NUMBER	MATERIAL METHODOLOGY — WHAT THE MATERIAL PROPOSES (TASKS) TO THE TEACHER AND STUDENTS TO DO	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE MATERIAL — Input of vocabulary and grammar : a. in cotext b. contextless c. discourse input	Socio-cultural background for Language use	Background of discourse devices for coherence creation	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunity for output	TEACHER'S IMPLEMENTED METHODOLOGY — WHAT THE TEACHER REALLY DOES WITH THE TASKS AND STUDENTS	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE TEACHER — Input of vocabulary and grammar in context	Socio-cultural background for Language use	Background of discourse devices for coherence creation	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunity for output	COMMUNICATIVE COMPETENCE COMPONENT REALLY ACHIEVED — Linguistic competence	Socio-linguistic competence	Discoursive competence	Interactional competence	Strategic competence
1	The task asks students to read a text related the Royal Canadian Mounted Police. Then, they have to relate five words to the text.	X Discourse input					X o. d.	The teacher elicits the meaning of RCMP and asks some questions about it. he asks students to describe the picture. Then, he asks students to listen to the text. He suggests students not to read while listening. He asks for the general idea. Then, he asks for specific details.	X In context Observation three Turn 1-10					X o. d.	X				

2	The task asks students to describe the picture that accompanies the text on Royal Canadian Mounted Police, based on the words given in task one.	X In context					X w.d. or o.d.	The teacher does this task along with task one.	X					X o.d.				
3	The task asks students to answer four questions related to the reading Royal Canadian Mounted Police. Then, they have to explain the words in bold from the text.	X In context					X w.s. and o.d.	The teacher asks students to read and answer the questions. Then, he has students explain what each paragraph is about.						X Observation three turn 12-16	X o.s.			X
4	The task asks students to imagine they are RCMO officers. Then, they must describe a typical work day and give reasons if this type of job matches their personality.						X w.d. or o.d.	The teacher omits this task.										
5	The task asks students to make sentences based on a spidergram related to phrases with the verb carry.	X contenxtless					X w.s. or o.s.	The teacher clarifies some words from the spidergram and asks students to write the sentences.							X Observation three tu				

															r				
															n				
															5				
															2				
															w				
															.				
															s				
															.				
6	The task asks students to answer three questions about students' country special police forces, uniform and duties. They have to collect information and present it to the class.				X		X o. d.	The teacher omits this task.											

TEXTBOOK EVALUATION FORMAT

A checklist for analyzing the textbook: Access 3 (Evans-Dooley, 2008) and its implementation by the teacher. An in-use material for   third-level students at Cursos Libres de Idiomas (Universidad del Atlántico)

Convensions. Oral word (o.w.); oral phrase (o.p.); oral sentence (o.s.);oral discourse (o.d); written word (w.w.); written phrase(w.p.);written sentence (w.s.); written discourse (w.d.). Lesson six: "oh dear!", page 66.

TASKS NUMBER	MATERIAL METHODOLOGY — WHAT THE MATERIAL PROPOSES (TASKS) TO THE TEACHER AND STUDENTS TO DO	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE MATERIAL						TEACHER'S IMPLEMENTED METHODOLOGY — WHAT THE TEACHER REALLY DOES WITH THE TASKS AND STUDENTS	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE TEACHER						COMMUNICATIVE COMPETENCE COMPONENT REALLY ACHIEVED				
		Input of vocabulary and grammar : a. in cotext b. contextless c. discourse input	Socio-cultural background for Language use	Focus on coherence	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunity for output		Input of vocabulary and grammar in context	Socio-cultural background for Language use	Focus on coherence	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunity for output	Linguistic competence	Socio-linguistic competence	Discoursive competence	Interactional competence	Strategic competence
1	The task asks students to tell and describe to their classmates which of the accidents, shown in the pictures, they have had.	X In context (illustration)			X		X o.d.	The teacher asks students to talk about past injuries. They uses the expressions from the task.	X Observation three Turn 53-61					X o.d.					

174

#	Task description							Teacher description									
2	The task asks students to listen and repeat. Then, they have to say which of the provided sentences express sympathy. No context is given.		X				X w. p.	The teacher provides a context for the use of the sentences related to expressing sympathy. Then, he plays the recording, stops it and repeats the sentences, imitating the intonations of the speakers. He also asks for the meaning of some words.	X In context Observation three Turn 68-76	X				o.d.		X
3	The task asks students to listen and repeat the conversation. Then, they have to determine what has happened to two speakers.	X Discourse input					X o.s.	The teacher has students listen to the two conversations and answer what has happened. Then, he asks for specific information. He repeats the dialogues twice.	X Observation three turn 101-109					X o.d.		
4	The task asks students to compare four phrases that have the same meaning in the dialogues.	X In context	X				X o. s.	The teacher omits this tasks								
5	The task asks students to translate the four phrases given in task four. Then, they have to turn one of the dialogue into reported speech.						X w. s. or o. s.	The teacher omits this tasks.								

6	The task asks students to create a dialogue with a classmate, using the accidents from task one and sentences from task 2.		X		X	X	X o.d.	The teacher asks students to work in pairs in order to practice a short conversation from task one. The conversation is about teenage problems. One student says a problem and the other explains how it happened. Then, he asks students to listen and repeat.				X Observation three turn 117-122	X o.d.					X
7	The task asks students to listen and discriminate two different sounds from eight words shown in a table. Then, they have to listen and repeat. Also, they are asked to provide two more words with the same sounds.						X o. w.	The teacher has students listen and choose the sounds that correspond to the given words.					X o. w. turn 13-141					

TEXTBOOK EVALUATION FORMAT

A checklist for analyzing the textbook Access 3 (Evans-Dooley, 2008) and its implementation by the teacher. An in-use material for third-level students at Cursos Libres de Idiomas (Universidad del Atlántico)

Convensions. Oral word (o.w.); oral phrase (o.p.); oral sentence (o.s.);oral discourse (o.d); written word (w.w.); written phrase(w.p.);written sentence (w.s.); written discourse (w.d.)

Lesson seven: "ICT",page 67.

TASKS NUMBER	MATERIAL METHODOLOGY — WHAT THE MATERIAL PROPOSES (TASKS) TO THE TEACHER AND STUDENTS TO DO	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE MATERIAL						TEACHER'S IMPLEMENTED METHODOLOGY — WHAT THE TEACHER REALLY DOES WITH THE TASKS AND STUDENTS	COMMUNICATIVE COMPETENCE COMPONENT TARGETED BY THE TEACHER						COMMUNICATIVE COMPETENCE COMPONENT REALLY ACHIEVED				
		Input of vocabulary and grammar: a. in cotext b. contextless c. discourse input	Socio-cultural background for Language use	Focus on coherence	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunity for output		Input of vocabulary and grammar in context	Socio-cultural background for Language use	Focus on coherence	Input for interaction practices	Opportunities for the development of Strategic competence	Opportunity for output	Linguistic competence	Socio-linguistic competence	Discursive competence	Interactional competence	Strategic competence
1	The task asks students to read the text on safe surfing and answer three questions.	X Discourse input	X				X o.s.	The teacher elicits the information of the text from students through his own questions. Then, he asks questions related to what tips on safe surfing. Students reads silently. Then, checks the answers.	X Observation three turn 155-162 Extended discourse				X	X o.s.	X				X
2	The task asks students to look in the word list(page 136) eight	X context			X		X o.d	The teacher omits this task.											

	words related to safe surfing. Then, they have to use them in order to advise a partner how to surf safely. An example is provided.Also, they have to explain the words in bold from the text.	less					.														
3	The tasks asks students to complete four sentences with two specific words (clean and clear). Then, they have to check in the dictionary.						X w. w.	The teacher asks students to complete the sentences with provided options. Then, he checks out the sentences.						X Ob ser vat ion thr ee Tu rn 17 7- 18 6 w. w.						
4	The task asks students to pretend they are an ICT teacher and tell the classmates what they should/shouldn't do when they are online.						X o.d .	The teacher omits this tasks.												