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SISTEMA DE ESTUDIOS DE POSGRADO

ENGLISH FOR DISABILITY STUDIES AND GERONTOLOGY

Trabajo final de investigación aplicada sometido a la consideración de la Comisión del Programa de Estudios de Posgrado en Enseñanza del Inglés como Lengua Extranjera para optar por el grado y título de Maestría Profesional en Enseñanza del Inglés como Lengua Extranjera

CARMEN DANIELA ARROYO SÁNCHEZ
DEVI AN MORERA AZOFEIFA
MARÍA DEL ROCÍO TORRES PANIAGUA

Ciudad Universitaria Rodrigo Facio, Costa Rica

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Dedicatoria

“To us, family means putting your arms around each other and being there.”

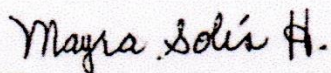
– Barbara Bush

We dedicate this final graduation project to our beloved families who were always there to motivate us and to be support when needed.

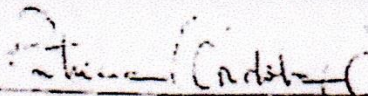
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Mag. Mayra Solís Hernández
Representante del Decano Sistema de Estudios de Posgrado



Magistra Patricia Córdoba Cubillo
Profesora Guía



Doctora Marisela Bonilla López
Lectora



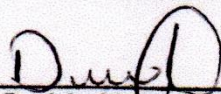
Magistra Jennifer Céspedes Araya
Lectora



M.A. Xinia Rodríguez Ramírez
Directora Programa de Posgrado en Enseñanza del Inglés como Lengua Extranjera



Carmen Daniela Arroyo Sánchez
Sustentante



Devi An Moleira Azofeifa
Sustentante



María del Rocio Torres Paniagua
Sustentante

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RESUMEN

Este proyecto final de graduación comprende el proceso de diseño e implementación de un curso de inglés con fines específicos para una población de estudiantes del Programa de Posgrado en Estudios Interdisciplinarios sobre Discapacidad y del Programa de Posgrado en Gerontología. Primero se llevó a cabo un análisis de necesidades de la población en cuestión. Luego se procedió al diseño del curso que se impartió durante tres meses. Así mismo, durante la implementación del curso se llevó a cabo una investigación para conocer la percepción de los estudiantes y los supervisores de práctica sobre las instrucciones dadas por las practicantes. Los resultados de esta investigación demostraron que la percepción de los participantes fue buena en general. Este estudio puede contribuir al desarrollo profesional del docente ya que otorga herramientas para mejorar el proceso de dar instrucciones.

Palabras claves: enseñanza, inglés con fines específicos, instrucciones

Abstract

This final graduation project comprises the design and implementation of an English for Specific Purposes for an interdisciplinary population of students of the Master's Program in Disability Studies and the Master's Program in Gerontology. First, a needs analysis of the population was done. Then the course was designed and taught for three months. Moreover, during the implementation of the course, a research was carried out to know the perception of the students and practicum supervisors toward the instructions given by the student teachers. The results of this research project demonstrated that the perception of the participants was positive in general. This study can contribute to the professional development of teachers by giving tools to improve the instruction delivery process.

Keywords: teaching, English for Specific Purposes, instructions

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Abbreviations and Acronyms

Asts	Assistants
CEFR	Common European Framework of Reference
CONAPDIS	Comisión Nacional de Personas con Discapacidad
ESP	English for Specific Purposes
L	Listening
L2	Second language
PPEID	Programa de Posgrado en Estudios Interdisciplinarios sobre Discapacidad
PPGer	Programa de Posgrado en Gerontología
R	Reading
S	Speaking
Ss	Students
St	Student
T	Teacher
TBLT	Task-based language teaching
UCR	Universidad de Costa Rica
W	Writing



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INFORMACIÓN DEL ESTUDIANTE:

Nombre Completo: Carmen Daniela Arriazo Sánchez

Número de Carné: B10666 Número de cédula:

Correo Electrónico: cdanielaas@gmail.com

Fecha: Junio 1, 2020 Número de teléfono: 6107-9919

Nombre del Director (a) de Tesis o Tutor (a): Mag. Patricia Córdoba

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INFORMACIÓN DEL ESTUDIANTE:

Nombre Completo: Devi An Morera Azofeifa

Número de Carné: A63946 Número de cédula: 6-0370-0967

Correo Electrónico: devianm@gmail.com

Fecha: 01/06/2020 Número de teléfono: 8835-1893

Nombre del Director (a) de Tesis o Tutor (a): Patricia Córdoba Cubillo


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INFORMACIÓN DEL ESTUDIANTE:

Nombre Completo: María del Rocío Torres Paniagua

Número de Carné: 843772 Número de cédula: 3-0276-0542

Correo Electrónico: vato@ice.co.cr

Fecha: 01-06-2020 Número de teléfono: 8812-6801

Nombre del Director (a) de Tesis o Tutor (a): Magistra Patricia Córdoba Cubillo


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This project was part of the completion of the master's program in Teaching English as a Foreign Language at the University of Costa Rica. The elaboration of this project was based on the English for Specific Purposes approach. ESP has become a prominent area in the field of language teaching and learning. As such, this movement focuses the attention on the learners who require the language to deal with immediate and delayed situations proper of their fields or disciplines as students or professionals. Dudley-Evans (1998) provides some characteristics that distinguish the ESP approach. According to him, ESP has developed its own methodology, draws on various disciplines, emphasizes practical outcomes, and it is based on the learners' specific needs. The purpose of the ESP approach is to prepare students and professionals to communicate effectively in their fields.

In order to design an appropriate course program for a target population, it is essential first to carry out a needs analysis that helps to identify the real learning needs of the learners. Robinson (as cited in Dudley-Evans and St. John, 1998) observes that a needs analysis "aims to specify as closely as possible what exactly it is that the students have to do through the medium of English" (p. 3). Therefore, the needs analysis is necessary to identify the study and work purposes for which students require the language as well as to define what must be included in a syllabus according to the needs of the target population. In this regard, Hutchinson and Waters (1987) suggest to "look at the target situation in terms of the necessities, lacks and wants" (p. 55). Thus, the evaluation of the information obtained during the process contributes to designing a suitable ESP course program.

Additionally, to carry out the needs analysis, it is key to use different data collection instruments. To develop this project, the information was obtained through the application of an online questionnaire and a semi-structured interview to the students inquiring them

about the experience in English learning, use of English for study and/or work purposes, reasons to study English, styles and preferences of language learning, language proficiency level, and expectations about the ESP course. To complement the information, an unstructured interview was applied to the directors and professors of the two schools involved, the Master's program in Disability studies and the Master's program in Gerontology. Also, there was constant interaction among the stakeholders and the researchers via email and by phone to clarify essential information. Finally, a language test was designed and applied in order to identify the students' apparent proficiency level on specific sets of academic and work-related skills.

Once the information was collected, a syllabus was designed specifically for the population chosen for this research project. The syllabus design process involved the use of the information collected in the needs analysis phase; this allowed the student teachers to address the immediate and delayed needs of the population.

Chapter I

Needs Analysis

The needs analysis process was divided into two phases previous the course design phase. The first phase was intended to collect information about the students' lacks, wants, and needs in order to design a diagnostic test on those three aspects. In order to do this, stakeholders were interviewed, and students completed a questionnaire and an interview. The second phase was the application of the language test.

1.1 Phase 1

1.1.1 The research approach

The research approach under which this project was framed was the mixed methods. According to Dörnyei (2007), the mixed methods approach “involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels” (p. 24). In the case of this research project, both quantitative and qualitative data were collected. This research approach was chosen because the researchers believe that qualitative and quantitative data complement each other in order to develop a suitable ESP course.

1.1.2 The research context

This project has the particular characteristic that the population came from two different master's programs. Students who took this English for Specific Purposes (ESP) course were from the Master's Program in Disability Studies (PPEID) and from the Master's Program in Gerontology (PPGer), both from the University of Costa Rica (UCR). These two programs require the students to present any certificate that demonstrates that

they have some command of the English language; therefore, the certificate that was given to the students after they completed the course served that purpose.

1.1.2.1 Target programs

1.1.2.1.1 Master's Program in Disability Studies

This program is interdisciplinary, which means that people from different majors can enroll. Currently, people from the fields of medicine, anthropology, psychology, counseling, and odontology are part of the program. According to the information found at Sistema de Estudios de Posgrado webpage, professionals who graduate from this program have “an interdisciplinary vision of disability, with essential theoretical knowledge in various areas such as research, communication, and administration” (n.d., p. 1, own translation).

1.1.2.1.2 Master's Program in Gerontology

This program is interdisciplinary, too; therefore, students from different majors such as nursing, nutrition, odontology, among others, can enroll. Students who complete this program are “highly trained, sensible, and specialized that promote and fight for elderly people’s rights; they elaborate programs that take into consideration not only problems but also potentialities of this part of the population” (Sistema de Estudios de Posgrado, n.d., p. 1, own translation).

1.1.3 Participants

The participants of this project were sixteen students at the master’s level who, as previously mentioned, came from two different master’s programs. There were fourteen students from the PPEID, and two from the PPGer. Regarding their experience with the English language, 18.8% of the students said that they had had a lot of exposure to the

language, 50% said they had had some exposure, 25% said that they had had little exposure, and 6.23% said they had had none.

The sampling method used to select the participants was the convenience or opportunity sampling, which is defined by Nunan & Bailey (2009) as “making sampling decisions on the basis of availability” (p. 48). Dörnyei (2007) also refers to this type of sampling. He states that

the most common sample type in L2 research is the “convenience” or “opportunity sample”, where an important criterion of sample selection is the convenience of the researcher: members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at certain time, easy accessibility, or the willingness to volunteer. (pp. 98-99)

In the case of the participants from the PPEID, they were selected by the researchers because they belonged to a group chosen with common academic interests; they were enrolled in the interdisciplinary master’s program in disabilities. In the case of the two students from the PPGer, it was the director of the program who asked for the possibility to include them in the ESP course. They were accepted because they shared similar characteristics with the disability studies group such as their academic level and the interdisciplinary nature of their majors.

1.1.4 Data collection instruments

In order to collect useful data for this project to develop a suitable ESP course for the population, three elicitation data collection instruments were designed (see Appendix A). According to Nunan & Bailey (2009), “*elicitation* refers to all of the ways in which the

researcher tries to obtain data directly from informants (rather than, for example, simply by observing them)” (p. 312). Two of the instruments were intended to collect data from participants; the other instrument was intended to collect data from the stakeholders. The three data collection instruments are described as follows.

1.1.4.1 Unstructured interview for stakeholders

The interview conducted to the stakeholders is categorized as unstructured according to Kane’s (1983) definition. This author says that for unstructured interviews “there is no set order or wording of questions, no schedule, and you are not looking for the same information from each person” (p. 64). Moreover, Kane (1983) highlights that “this form of interview is also often used at the beginning of a research project, when you know so little that you do not even know the *questions*, let alone the possible answers” (p. 64). This is exactly what was done for this research project. Stakeholders were contacted at the initial stage of the research process. They were interviewed without having a battery of questions; the interview questions were devised as the interviewee provided answers and information.

1.1.4.2 Semi-structured interview for students

In order to interview students, a battery of questions was prepared. However, these questions were only devised as a guide for the interview. Each of the interviews was different in the sense that each interviewee provided information that led to other questions that were not part of the original battery. This type of interview is defined as semi-structured interview. According to Nunan & Bailey (2009),

in a semi-structured interview, the researcher will have a general idea of how he or she wants the interview to unfold and may even have a set of prepared questions.

However, he or she will use these questions as a point of departure for the interview and will not be constrained by them. As the interview unfolds, topics and issues rather than pre-set questions will determine the direction that the interview takes. (p. 313)

1.1.4.3 Needs analysis questionnaire

The needs analysis questionnaire was intended to collect information about each of the participants. It was composed of five sections.

Section number one asked about personal information (name, email, phone number). Section number two was about their experience with the English language; students had to answer four close-ended questions. Section number three was about the use of English at work and students had two questions. For the first one, students were provided with a list of activities that they had to rank from *always* to *never* depending on the frequency with which they performed the activity. The second question inquired about any other activity that had not been stated in the previous question. Section four asked about learning styles and preferences. This section was similar to the previous one; however, here students were asked to rank each of the activities from *totally agree* to *totally disagree*. Section number five was about language skills. For the first question, students were presented with a list of statements, and they were asked to choose between four options ranging from *totally agree* to *totally disagree* depending on what they thought they had to improve. The second question served the function of providing students with a space to elicit from them any other area they thought they had to improve. The third question asked students to rank language skills from *very important* to *not important*. They were asked to

do this based on the use of English that professionals in disability studies require to perform different tasks.

1.1.5 Procedures

The procedures used to collect data are described as follows.

1.1.5.1 Unstructured interview for stakeholders

This interview was administered to three people. First, it was applied to a professor who teaches at the PPEID. It was administered by phone. Then, it was administered to the director of the PPEID, also a professor in the program. This interview was administered by both, e-mail and phone. Finally, it was applied to the director of the PPGer. This interview was administered by phone. Part of the communication established with stakeholders allowed the instructors to collect authentic material, research articles mainly.

1.1.5.2 Semi-structured interview for students

Taking into consideration that both student teachers and students have different schedules at work and at the university, the research team decided to carry out the semi-structured interview over the phone. Each of the students was sent an e-mail and a text message asking to provide their availability for the interview. Each interview took no less than ten but no more than twenty minutes. Interviews were done over a period of two weeks.

1.1.5.3 Needs analysis questionnaire

This questionnaire was delivered by using Google Forms. Students were given a week to complete the online questionnaire. Some reminders had to be sent as deadline approached because some students had not completed the questionnaire.

***1.1.5.4 Contact with “Consejo Nacional de Personas con Discapacidad”
(CONAPDIS)***

An important part of a needs analysis is the collection of authentic materials. In order to collect such materials, several organizations were contacted. However, only CONAPDIS was willing to cooperate with the researchers. Among the great amount of resources collected from them, there are national and international regulations, PowerPoint presentations used in conferences, research articles, and an open access index that contains a great variety of materials, all related to disabilities. A sample of the authentic materials provided by CONAPDIS is presented as Appendix B.

1.1.6 Results and Discussion

1.1.6.1 Interests of primary stakeholders

A needs analysis also requires contact with stakeholders; therefore, communication was established with the PPEID Director and the PPGer Director.

The PPEID director was consulted about the situations where students of this program were required to use English. On the one hand, she explained that English was mainly used for research purposes. Additionally, she mentioned that many of the international regulations and disability tests are written in English. The information provided suggests that students have an important need to read in English. This director also expressed that students must collaborate with other colleagues in the disability area which may require interaction with English speakers. In addition to this, she said that students' ability to be proficient in English would allow them to access information by participating in training events (personal communication, March 28, 2019).

On the other hand, the PPGer Director expressed that the main interest for students to study English is that they can develop reading skills necessary to keep updated in the field, but mainly to have access to sources written in English in order to write their final graduation project (personal communication, April 10, 2019). Both directors' main interest of developing the reading skill coincides with what Barrantes and Díaz (2014) found. These researchers completed their final graduation project to opt for a master's degree in the Teaching of English as a Foreign Language at UCR with a population similar to the one this project worked with, that is people getting a master's in disability studies. The needs analysis performed by Barrantes and Díaz (2014) revealed that

the main interest of the interviewed authorities in the program is focused on the improvement of reading skills so that the target population can consult updated bibliography in English that is not available in Spanish to do their thesis or to carry out their fieldwork project. (p. 13)

This finding is important as it ensures that reading is the most crucial skill to be developed in an ESP course for both the disability studies and the gerontology program.

1.1.6.2 General group profile

As part of the needs analysis, students were asked to complete an online questionnaire and a phone interview. The results obtained are the following. Regarding the exposure of the participants to the English language, most of them said that they had been exposed to it. Eight students had some exposure to the language; four said that they had had little exposure; three were highly exposed; only one said that he/ she had never been exposed to the English language. According to the answers in the questionnaire, this English knowledge was acquired either in high school, taking a course, or with self-

instruction. These results show how varied their level of English was because, even though most of them said that they had been exposed to the language, every participant's exposure differed a lot from one another.

In the case of how often the students interacted with native and non-native English speakers, it is important to highlight that half of them never did it; that is eight out of sixteen participants. Four said that they did it once a week and just one did it every day. In the interview, students mentioned that this lack of interaction with speakers of the English language is something they feel afraid of because it is not the same to interact with the teacher or classmates in a classroom setting than to interact with native speakers of English. The main reason has to do with the speed and the vocabulary used by English speakers. Consequently, this lack of interaction could hinder students' communication skills, and it was a factor that was taken into consideration.

Regarding how much English was necessary at work for the students, two said that they used a lot of English; nine used some; three used little, and two did not use it at all because they did not need it. These results show the importance of learning English because the majority needed to have minimum knowledge to carry out some tasks at work. In the interview, the participants also mentioned the relevance of learning English. They said that it is the universal language and the key to have access to the most updated information, not only from articles or books, but also from other colleagues. Some even considered knowing English as a plus when it comes to work-related opportunities. Figure 1 lists the tasks in which participants used this language at work. It can be noticed that, contrary to what they mentioned, most of them did not require English for work-related purposes.

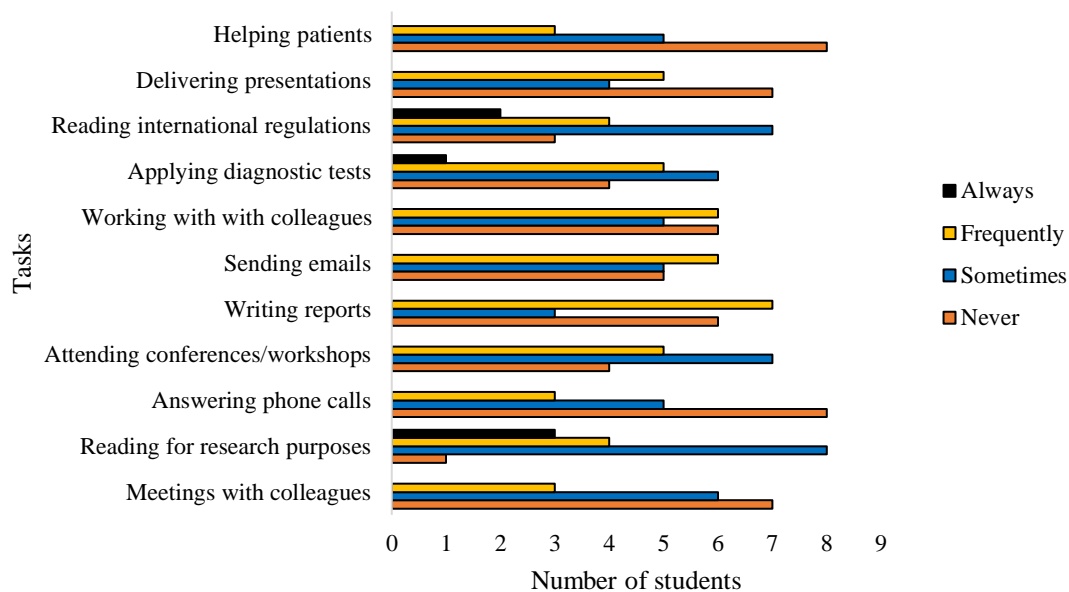


Figure 1. Activities where participants used English for work-related purposes.

Pronunciation is one of the areas that students wanted to improve. Fourteen students out of the sixteen totally agreed with studying pronunciation in the course. However, two participants did not consider this area important. Students also showed high interest in increasing vocabulary. Probably, as found in the interviews with the students, they referred to learning technical vocabulary since it was very important for them to understand oral and written messages.

Other students also indicated that they wanted to improve the ability of communicating and understanding ideas when listening and speaking English. However, four students thought this was not relevant. Regarding reading and writing, eight students totally agreed and seven agreed with their interest in improving these abilities.

Another area that participants wanted to improve is grammar. More than 50% of the students gave high importance to this skill. In the interview, the participants mentioned that they wanted to review grammar rules, but one said that he did not want grammar to be the focus of the class. In general, all the options proposed in this section were of interest for most students, although minimum of one student in each category totally disagreed with the proposals as shown in Figure 2. Therefore, it is possible to say that all the macro skills had to be taken into account as well as two micro skills, grammar and vocabulary in this course.

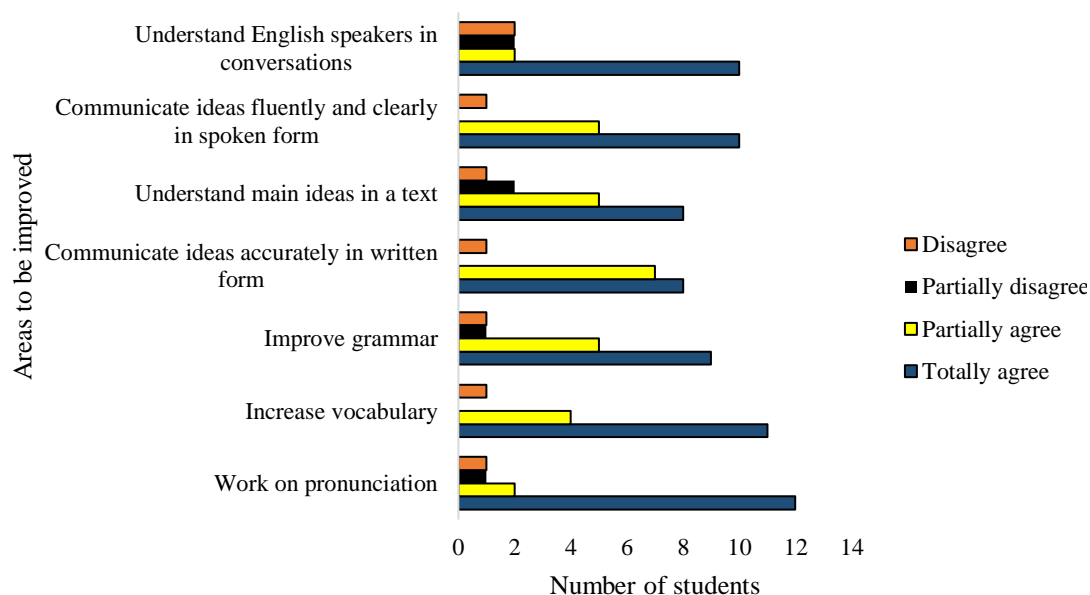


Figure 2. Areas that students consider they needed to improve.

Regarding the activities that students preferred to perform in class, most of them showed high interest in using authentic materials. This seemed to indicate that they do need the language to perform activities in real life situations. Activities like using creativity and watching videos shared similar preference by students. Something similar happened with

the use of games where the majority expressed their interest. However, three students refused the use of games as part of the activities for language learning. During the interview with the students, one participant complained that including a lot of games is distracting. It is important to notice the relevance that many students gave to writing e-mails and reports. Just two students did not consider this activity important. Something similar happened with the use of debates; just three participants totally agreed with this activity, while ten more students agreed with this practice. This is associated with the tasks the participants mentioned they had to carry out at work which included sending e-mails and attending conferences. The latter sometimes include a section for questions where a debate might arise.

The activities that students refused the most were describing procedures or/and processes as well as making presentations. It was very noticeable how most students seemed to like pair and group work during the performance of the in-class activities during the course. Figure 3 shows this information.

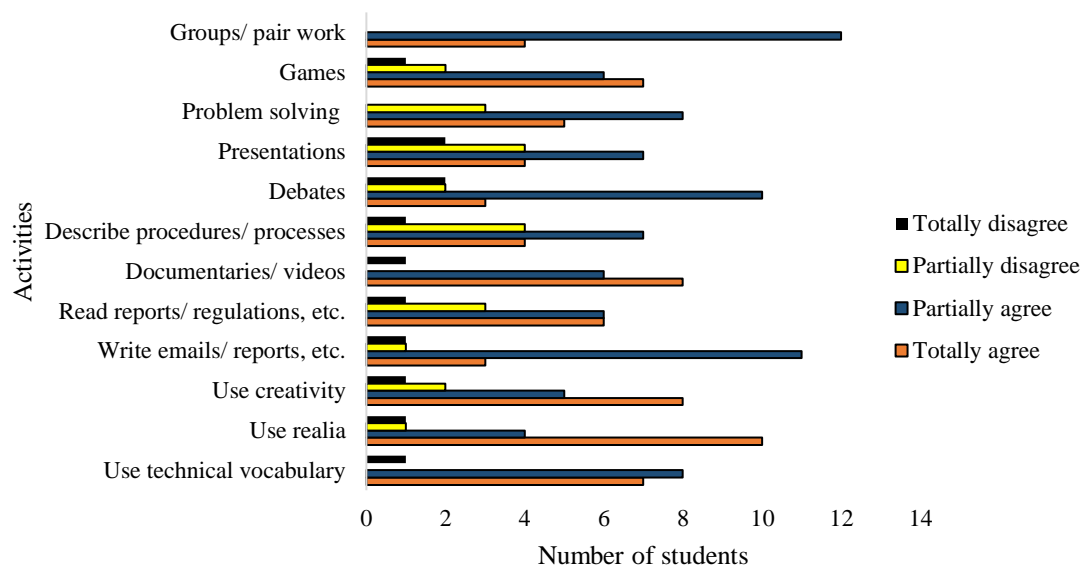


Figure 3. Students' preferred in-class activities.

Regarding the importance of the four macro skills of the language, most participants agreed that all were very important for their professional fields. Listening, for example, was considered important by two students, and very important by the other fourteen. For the rest of the skills, the results were very similar although some participants found them little or not important. Figure 4 shows the information obtained.

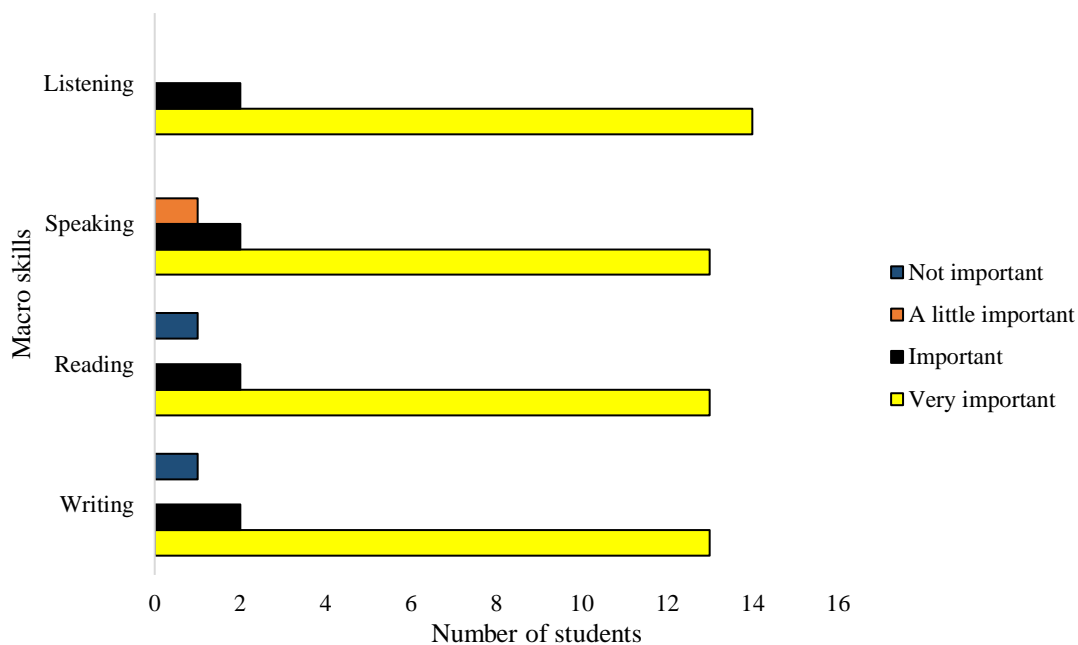


Figure 4. Students' opinions about the importance of the skills.

The participants' reasons for preferring certain macro skills over the others were varied. In the interview, some of them mentioned that they would like to improve their oral skills not only for work-related reasons but also for personal ones. For instance, participants mentioned that by having a better oral command of the language they could be promoted, get a better job, or be able to carry out some tasks at work such as helping patients and meeting English-speaker colleagues from other countries. They also wanted to be able to communicate in English when travelling or just for personal growth. In the case of reading, they considered it important to do research. In the interview, they mentioned that they had to do a lot of research not only in the master's program but also at work, and that the most updated information is usually in English. Some of this research was for their final graduation project, which means they had to read journal articles mainly. However, in some cases, they had to read regulations and e-mails.

Based on the information above, an analysis of participants' needs, wants, and lacks is presented as follows.

1.1.6.3 Participants' needs

This was an interdisciplinary group. Participants came from the following disciplines: medicine, psychology, language therapy, special education, counselling, and odontology. Therefore, the participants' needs varied depending on their discipline. Even though most of them were not required to use English at work, there were others who really need it. For instance, during the interview some of them indicated that they used English to carry out tasks such as taking part in conferences by either presenting and/ or taking notes, sending e-mails, writing abstracts /articles, meeting colleagues, and doing research. Some of them expressed that if they had better English skills, they could be promoted.

Regarding the academic skills, despite the requirement of their master's program to know a second language, the participants did not have to carry out any task in English. They said that they only needed the language for research purposes although this was optional because they were not forced to do research in English. However, they acknowledged that they could have had access to more updated information if they had known the language.

1.1.6.4 Participants' wants

In the case of what participants wanted from the ESP course, all of them mentioned reading as an important skill since they needed it to do research. Most of them said that they wanted to practice speaking either for the tasks carried out at work or for personal reasons. Few of them said that they wanted to reinforce writing; that is because they considered it as complementary when practicing the other skills. However, for them it was

also important to learn how to write abstracts and/ or articles as well as e-mails. Many participants also expressed their interest in using English to perform activities such as helping patients and giving presentations.

The participants wanted to have dynamic but academic classes. They wanted practical rather than theoretical classes and evaluations. They also said they liked pair and group work. Among the topics they wanted to study, they mentioned education, disability, inclusiveness, disorders, and everyday topics.

1.1.6.5 Participants' lacks

Many participants were worried because they thought their English level was poor. Despite the fact that they had been in contact with the language, they neither understood nor spoke it well. They expressed their concern because the course was going to be taught in English; however, they also said that they were willing to learn and to take advantage of the course.

Other participants, on the contrary, had an excellent level of English; actually, two of them lived in English-speaking countries for some years. One of them, who knew a lot about his working field, decided to take this course because he wanted to review some basic things he had forgotten; the other wanted to take the course in solidarity with his classmates, although he expected the course to provide him with more technical vocabulary.

Others said that they could understand English well in a written and oral way, but they struggled when it came to expressing their ideas orally. It is important to mention that most of the participants who were not required to use English at work claimed to have a poor proficiency level of English.

1.2 Phase II

As mentioned earlier, the second phase of the needs analysis was the design and application of a diagnostic test in order to help student teachers identify learners' strengths and weaknesses of the target language. However, authors like Harris and McCann (1994) observe that "this type of test is used to find out problem areas. Where other types of tests are based on success, diagnostic tests are based on failure" (p. 29). According to them, the main purpose of the diagnostic test is to determine the potential barriers to learning faced by the students instead of highlighting their potential abilities. Certainly, the results obtained after the application of this exam showed both sides of the learners' proficiency, which facilitated the student teachers' objective of placing them at an appropriate level.

This test was carefully devised to elicit information that helped identify the language features that would require more attention and, therefore, had to be considered when designing the course syllabus. Brown (2004) states that a "diagnostic test is designed to diagnose specified aspects of a language" (p. 46). Taking this into consideration, this test included the four areas of the language: listening, reading, speaking, and writing, as well as a vocabulary section to assess lexical proficiency. For each of the five sections of the exam, there was a rubric that evaluated specific features of the language relevant to the objectives of the test. Also, in order to obtain sound results, the principles of validity and reliability of language assessment were considered during the test design and application.

Regarding validity of a test, Gronlund (as cited in Brown, 2004) urges that it is "the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment", (p. 22). According to him, a test is valid if it measures what is supposed to measure. Each section of this diagnostic exam was

intended to assess the students' performance in a different area separately, although the rubrics were designed to focus the attention on the performance of more specific features that helped gather more detailed information from the learners' proficiency on specific ESP skills.

To give more validity to the test, the instructions were clearly stated, and its structure was organized logically. The test-takers were given two hours to complete the diagnostic test but all of them required less than 90 minutes. This time was considered appropriate since the exam consisted of five short sections. Finally, the topics selected for the test were related to the test-takers' field of study considering the two masters' programs involved in this project, namely disability studies and gerontology.

In relation to test reliability, Brown (2004) explains that "a reliable test is consistent and dependable" (p. 20). During the application of the test, all the test-takers received the same quality of input; the audio was the same for everybody; the reading was the same as well. The photocopies were clear, and the conditions of the room were ideal for the test application. Holistic rubrics were designed to determine the students' proficiency level as beginners, low intermediates, and high intermediates. Although the student teachers were aware of the high level of English proficiency of some learners and the deficiency of language competence of others, the test was equally applied to all of them regarding time allotted, content, instructions, and procedures.

Finally, it is necessary to tell that the diagnostic test was intended for the research purposes of this ESP project. It was designed by the student teachers based on their teaching experience and following theoretical guidelines for ESP tests.

1.2.1 The data collection instrument: the diagnostic exam

The diagnostic exam (see Appendix C), designed to determine the approximate and perceived proficiency level on specific ESP skills of the students who are expected to enroll in the ESP course *Everybody In!*, consisted of five sections distributed along seven pages. On the first page, students found administrative aspects such as the university name, the student teachers' names, the name of the course, the logo, the purpose of the exam, and the general instructions. This first page was written in Spanish to ensure that students understood everything, and also to lower their anxiety.

Page number two contained the listening section. It was about treatments and symptoms of bipolar disorder. Here students were given the instructions, and they answered six items based on an audio about bipolar disorders. On page number three, students found the reading section. On this page, students were presented with a text adapted from an authentic source about older people with developmental disabilities. Students answered four multiple-choice questions, these questions were on page four. On page five, the writing part was presented; students were asked to write an e-mail related to the previous text, as a follow-up step in a research project. On page six, the vocabulary section was presented. The vocabulary was related to disabilities taking into account different word categories; in this part, students had to complete a fill in the blanks exercise. Finally, on page seven, students had the description of what was going to be the speaking part about; however, they neither had the warm-up and cool-down questions nor they had the cases they were going to role-play. The cases presented were about hypothetical situations related to disabilities and the elderly that are faced in real life.

1.2.2 Rationale of the diagnostic exam

1.2.2.1 Macro and micro skills selected

The aim of the diagnostic test was to evaluate competence, that is to say proficiency in different skills. According to Brown (2004), a proficiency test is not limited to a single skill in the language; rather, it tests overall ability. They have traditionally consisted of standardized multiple-choice items on vocabulary, reading comprehension, and aural comprehension. Sometimes a sample of writing is included, and more recent tests also include oral proficiency performance (p. 44).

Consequently, the macro skills selected to assess the participants were the four language macro skills: listening, speaking, reading, and writing. The reasons were various. First, as mentioned above, the purpose of the test was to evaluate proficiency in order to had an idea of the English level of the participants. Additionally, in the interview, the primary stakeholders explained the participants' needs: they had to collaborate with other colleagues in meetings and through e-mails mainly, they also had to have access to information by doing research, attending conferences and trainings, etc. These needs involved the four skills because, in order to collaborate with colleagues, the participants needed the speaking and writing skill; to do research, they needed the reading and writing skills; to attend a conference or training, they needed the listening skill and sometimes the writing one to take notes. Another reason was the students' interest in learning the four macro skills.

Regarding the micro skills, a section on vocabulary was selected to assess the participants' knowledge in this area. Vocabulary is necessary to carry out the four macro skills. They needed it to speak, to write, and to understand oral and written messages.

Therefore, the student teachers considered this an important area to be assessed.

Additionally, the stakeholders and the participants highlighted the need and interest for learning technical vocabulary.

1.2.2.2 Constructs behind the exam

Different types of tasks were selected to test the students' English proficiency. For the listening task, students had to listen to a lecture about bipolar disorders to answer multiple-choice questions. In the task, students had to identify the main idea of the lecture as well as specific details. This task resembles what students had or would have to do in real life, like attending a conference where they would have to be able to understand the general idea as well as specific details from the talk. Additionally, this lecture was chosen because it represented an authentic and meaningful topic related to the students' field since it was about a mental disorder which may cause a disability.

To test reading, students had to imagine they were doing research on *Older People with Developmental Disabilities* in order to answer multiple-choice questions based on the text. These questions intended to find out whether the students were able to understand the main idea and specific details from the text. When doing research, it is important to not only grasp the main idea of the article but also to find specific information. Therefore, this task was relevant for the students since it matched what they have to do in the real world, coping with the principle of authenticity which states that reading is necessary to do research, and the text was related to the students' field.

Similarly, the writing task was based on the same text provided in the reading section. The purpose was to write an e-mail to the author to ask her for an interview. According to the stakeholders and the participants, one of the tasks carried out by the

students is sending e-mails to colleagues, co-workers, and researchers or experts on their different disciplines. Therefore, the writing task resembles a real-world activity. This is also research related.

In the case of the vocabulary task, the purpose was to assess students' knowledge in this area. Words with different functions were carefully selected for the task. These words were extracted from a text about disabilities and consequently they are usually encountered in this field. The type of task was completion because the purpose was to find out if students know the meaning of the words as well as if they are able to infer it from context. Vocabulary is a sub-skill of the language that is complementary to the other skills. Therefore, it is essential to have an idea of the vocabulary log students may have.

Finally, the speaking task consisted of a role-play about a situation given. This situation represented a real-life task since it was a case between a patient with disability and a professional on the field. The task aimed at testing communication of ideas, fluency, vocabulary, pronunciation, and content. All of these are necessary to be proficient in the oral skill. Consequently, this task complies with the principle of validity following Brown's words, a valid test requires the learner actually to speak within some sort of authentic context (2004, p. 22). Additionally, speaking was one of the areas the stakeholders and participants referred to as necessary to deal with the different tasks they have as professionals in the disabilities and gerontology field.

1.2.2.3 Types of items

The types of items used in the diagnostic test to assess the different skills were receptive and productive response items. According to Brown (2005), the type of items should match what is being tested in terms of modes (receptive and productive) and

channels (written or oral language). For example, teachers may want to avoid using a multiple-choice format for testing productive skills like writing and speaking (p. 43). For this reason, the receptive skills, listening and reading, were tested with a receptive type of item, and the productive skills, speaking and writing, with a productive type of item.

Consequently, to test the reading skill, a multiple-choice item was selected. Coombe et al (2007) say that multiple-choice questions are well-suited for testing reading sub-skills such as distinguishing between the main ideas and supporting details (p. 54). Similarly, Brown (2005) argues that in order to focus the content at the comprehension level of the reading skill, teachers might have the students read a written passage and use receptive-response items in the form of multiple-choice comprehension questions (p. 43). This is in fact what was done in the diagnostic test because students had to answer five multiple-choice questions after reading a short text.

On the other hand, the listening skill was tested with a multiple-choice and a fill-in type of item. The multiple-choice consisted of three questions and the fill-in consisted of completing three boxes with specific examples of bipolar disorders. The former type of item was selected because, as mentioned above, it is more appropriate to have receptive items to test receptive skills. Additionally, according to Coombe et al (2007), “multiple choice questions can be used to assess listening content” (p. 99). The latter type of item was selected to resemble an authentic task, in this case attending conferences. When doing so, people usually take notes of important details just as is being asked in this section of the test. In this regard, Coombe et al (2007) say that note-taking is an authentic task in academic programs and that it can be handled in two ways, one of them consists of

listening and simultaneously filling out the question paper or taking notes (p. 104). Taking notes was one of the tasks the participants usually carried out when attending conferences.

For the productive skills, productive response items were chosen: fill-in and task. The vocabulary section consisted of a fill-in type of item. The purpose was to fill in the blanks with words from a word bank. Content and function words were selected randomly to assess the students' ability to comprehend vocabulary. In order to provide enough context, the words were part of a paragraph adapted from a text related to disabilities. Brown & Abeywickrama (2010) state that productive tasks are better performed within a context or situation. They also say that "a common vocabulary test type is sentence completion, where the target vocabulary item is deleted from a sentence and the test-taker must understand the context in which the word occurs in order to produce the missing word" (p. 314). For this reason, the task to test vocabulary consisted of the completion of paragraphs with correct words that were given in boxes.

In the case of the speaking and writing skills, they were tested with a task. According to Brown (2005), task items are open-ended item types that require students to perform a task in the language that is being tested (p. 53). For the speaking skill, students had to perform a conversation between a patient and a doctor/ psychologist. To do so, students were given a situation explaining each role. Coombe et al (2007) mentioned that when testing speaking, we want to simulate real-life situations in which students engage in conversation, ask and answer questions, and give information.

The writing task consisted of writing an e-mail to a researcher to ask for further information about an article. For this, a situation explaining the context of the e-mail was

given. For both tasks, a situation with a guide of what to do was given in order to provide clear instructions.

1.2.2.4 Skills addressed in each exam section

The skills addressed in the listening section were listening for the main idea and listening for specific details. There was one question for the main idea and five questions asking for specific details. As it has already been mentioned, the participants needed these skills for tasks such as attending conferences, answering phone calls, or just watching videos. These same skills were addressed in the reading section: reading for the main idea and reading for specific details. There were five questions: one asking for the main idea and four asking for specific information. Participants needed reading mainly for research. When doing research, it is important to focus not only on the main idea of the text but also on specific information.

The skills addressed in the speaking section were fluency, grammar, vocabulary, pronunciation, and content. These skills are necessary to convey messages successfully. Despite testing vocabulary in this section, there was another separate section for written vocabulary. The purpose was to determine how many high-frequency words the participants already knew before beginning the course, as suggested by Brown & Abeywickrama (2010, p. 310).

Finally, the skills addressed in the writing section are register, grammar, spelling, capitalization, punctuation, and coherence. These skills were selected because it is important to communicate clearly and appropriately to colleagues and co-workers.

1.2.2.5 Number of items

According to Henning (2012), “test reliability is directly related to the number of items occurring on a test”. He also says that a test should be neither too short nor too long (p. 33). The present diagnostic test did not have points. It is based on a holistic rubric designed for each item. For the receptive items, there were around five questions and for the productive ones, tasks were designed. Brown (2004) states that “if a test is too long, test-takers may become fatigued by the time they reach the later items” (p. 21). Therefore, the student teachers tried to have an equal and reasonable number of items per section.

1.2.2.6 The way tasks were designed in terms of proficiency level

Regarding the tasks included in the diagnostic test, the CEFR guidelines establish a gradual progression in their level of difficulty, moving from simple to more complex ones. This element was considered while designing the tasks for this test whose proficiency levels were defined separately for each of the four language skills: listening, reading, speaking, and writing. In the listening and reading sections, the tasks were designed so that the students had to identify general ideas first. Then, they had to identify and select more specific details among a list of distracting choices that were proposed. For the listening part, the students were also asked to provide additional information extracted from the audio, based on their comprehension. The level of difficulty of the tasks gradually increased. However, to decrease such difficulty in these two sections and to make them more suitable for the test-takers, the texts used for the listening and reading sections were selected considering the familiarity of the students with the topics on disabilities.

The writing section was intended for students to show their proficiency not just to recognize the parts of an e-mail but to produce accurate and logical ideas. In this case, the

level of difficulty lay in the words chosen by the students as well as the complexity of the sentence structures they used to convey the meaning. In other words, the students could write an e-mail using simple, complex, or more sophisticated language, according to their level of proficiency as far as they were able to transmit the message. The level of difficulty in this section also increased because of the elements requested in the instructions to complete the task (the reason, specific details about the interview, and contact information), and the time assigned for this purpose which was determining the ability of students to produce written ideas.

Something similar happened with the speaking section where students were given a situation that required immediate response. Students had to give opinions or express ideas that they had to elaborate at that moment based on their background knowledge. The level of difficulty increased since they had a time limit to respond. Even though students were not told to provide simple or complex contributions, their level of proficiency was evaluated according to the output generated by each student.

In the section designed to evaluate vocabulary, students were given a set of words, grouped in three different parts. Here, the level of difficulty was measured in terms of the students' ability to recognize different parts of the speech. As the students identified the syntactic function of the words, they had to make associations between the context and the set of words to place them in the text appropriately.

1.2.2.7 Types of rubrics used for assessing performance

In order to grade the five sections of the diagnostic exam, holistic rubrics were designed. The type of scale chosen, that is, the holistic over the analytic, was selected as these scales are easier to design and to use. In other words, holistic rubrics meet the

practicality principle of language assessment. According to Brown (2004), among other aspects, a test is practical when it “has a scoring/ evaluation procedure that is specific and time-efficient” (p. 19). In this case, a practical exam was appropriate due to time constraints and number of participants.

For the listening, reading, and vocabulary rubrics, each proficiency level descriptor was determined by dividing the number of items equally. For instance, in the listening section, there were six items; therefore, the high-intermediate level was six to five items correct, the low-intermediate level was four to three items correct, and the beginner level was two to zero items correct.

In the case of the writing and speaking sections, the rubrics were a little more detailed as they required production, but they still maintained the holistic format. The rubric used to assess writing was adapted, as the researchers believed that the original rubric was very complete. The original rubric was found in one of the websites recommended by Mertler (2001). The rubric used to assess the speaking competence was designed by the researchers and included aspects such as grammar, word choice, fluency, pronunciation, and the content.

1.2.3 Procedure

The research team visited the group of PPEID students personally in one of their classes in order to arrange an appropriate day for the students to take the diagnostic test. Fortunately, the coordinator of this master’s program offered the two-hour class she used to teach on Wednesdays for this event. Then, the group of PPGer students were contacted as well, and they agreed to take the exam on the same day. The test was applied in a big, quiet room in the Medicine building.

The student teachers welcomed the test-takers and told them that the test consisted of three parts: the oral, the aural, and the written one. The students were given the photocopies with the aural and the written parts. They were told to start answering the reading, the writing, and the vocabulary section, first. The test-takers were given approximately fifty minutes to complete this part.

In order to administer the oral evaluation, the students were told to go outside the classroom where there was a place prepared for this purpose. Since they had to take this section in pairs, they chose a partner to work with. The student teachers did not interfere with the test takers' decision in order to lower their anxiety. Each pair was given five minutes to prepare for the speaking test. This section lasted for approximately eight to ten minutes considering the time assigned to breaking the ice with the students. When all the students were administered the oral evaluation, they were ready to take the aural part.

One student teacher explained the procedure to take the listening section to the students. Before starting the test, the student teacher also verified the adequate operation of the equipment. The audio was played three times to give the students the opportunity to familiarize with the content first; the second time was for them to answer, and the third time they checked their answers and/ or completed any missing information. This section took around twenty minutes. When the students finished the whole test, those who had not finished the written part were given some more minutes to complete it. When the students finished, they handed in the test to the instructors. They also signed an attendance sheet before leaving the classroom.

Only twelve out of the sixteen students took the diagnostic test the day it was administered. However, the other four students were e-mailed to give them a second chance

to take the test. Two of them showed interest, so they were sent the written and aural parts of the exam via e-mail. They answered back the results in one hour and a half. Regarding the oral test, one student teacher applied this task via Skype to both students who worked together.

1.2.4 Results and Discussion

The results presented in this section were of great importance for the course design process, as they helped the student teachers determine the difficulty level of the tasks. They were obtained through the application of the diagnostic exam.

In order to identify the general group proficiency level, the individual proficiency level was assigned first. This was done by identifying where the student exhibited more characteristics. That is, if a student scored as beginner in two of the exam sections, and low-intermediate in three of them, the student was classified as low-intermediate.

It is important to state once again that fourteen out of the sixteen students that were expected to enroll in the ESP course *Everybody in!* took the diagnostic exam.

1.2.4.1 Results from the listening section

The results obtained in the listening section were very surprising. Seven students scored as high-intermediate, six scored as low-intermediate, and one scored as beginner. This was the section where students performed best. According to these results, it seemed that students had the characteristics of a B2 user. According to the CEFR, in terms of overall listening comprehension, a person at a B2 level

can understand the main ideas of proportionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/ her field of specialization.

can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign- posted by explicit markers (2018, p. 55).

These results are rather good as learners at this level understand a wide range of speech. However, there are still some weaknesses in the students regarding this skill. For instance, students might have difficulties understanding a listening passage delivered in a non-standard dialect, and also if the speaker does not make the direction of the talk clear.

It is also important to highlight that there were other students with a lower proficiency level in the group (as presented earlier) which means that they could have different weak areas. For example, students at the low-intermediate level could have problems identifying specific information in a listening passage that is too technical regardless the fact that the passage is related to their field of work. In the case of beginner students, they could encounter a listening passage difficult to follow if the speaker spoke fast.

1.2.4.2 Results from the reading section

Regarding the section of reading, two students scored at the beginner level, eight at the low-intermediate level, and four at the high-intermediate. Most of the students seemed to be low-intermediate (B1 in the CEFR). According to the CEFR, in the overall reading comprehension, people at a B1 level “can read straightforward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension” (2018, p. 50).

These results showed that most students could have little problem understanding a written text related to disabilities or gerontology as these are of interest for the students that will enroll in the *Everybody In!* ESP course. Nevertheless, students at this level seem to

have some difficulty with reading passages that are complex in terms of ideas organization and grammar. It is important to keep in mind that not all students had these strengths and weaknesses as six students scored at a different level.

1.2.4.3 Results from the writing section

In the case of the writing section, five scored at the high-intermediate level, seven scored at the low-intermediate level, and two scored at the beginner level. In this case, half of the group exhibited characteristics of the B1 level in the CEFR. According to the CEFR, people at this level “can write straightforward connected texts on a range of familiar subject within his field of interest, by linking a series of shorter discrete elements into a linear sequence” (2018, p. 75). Nonetheless, students could have problems describing things in detail, and probably in using the right register and tone.

1.2.4.4 Results from the speaking section

In terms of speaking, most students seemed to be B1 users in the CEFR. To be precise, in the diagnostic exam three scored as high-intermediate, seven scored as low-intermediate, and the other four scored as beginners. According to the CEFR, a person at a B1 level “Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points” (2018, p. 69). In terms of students’ strengths, the fact that they were able to speak with a reasonable degree of fluency can be highlighted. Also, another positive aspect is that they could present topics in a linear sequence as the researchers believe this will help students who scored at the beginner level when interacting. Nevertheless, although some low-intermediate students were able to speak fluently about topics of their interest, they seemed

to experience some difficulty to perform well when talking about topics that are not very familiar to them.

1.2.4.5 Results from the vocabulary section

Finally, the results obtained from the vocabulary section were not very different from the ones obtained in the previous sections. That is, most students seemed to show characteristics proper of B1 users. The results showed that three of the students are at a beginner level, six are at a low-intermediate level, and five are at a high-intermediate level. Once again, most of the students seemed to be at the low-intermediate level range.

According to the CEFR (2018), a person at the B1 level

has a good range of vocabulary related to familiar topics and everyday situations, has a sufficient vocabulary to express him/ herself with some circumlocutions on most topics pertinent to his/ her everyday life such as family, hobbies and interests, work, travel, and current events (p. 132).

One strength of students at this level is that they were able to express themselves. However, as stated above they were able to express more easily on topics related to general English. This could have showed their weakness to communicate by using technical vocabulary needed for their area of specialization since this type of language is not familiar to them.

1.2.4.6 General group and individual proficiency level

After analyzing the results obtained in each of the sections of the diagnostic exam, it seemed that most of the students exhibited characteristics of a B1 user of the language.

According to the CEFR (2018), in general, people at the B1 level

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to

arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans (para. 5).

However, it was evident that the proficiency level of the students was varied. This level of variation was even true within individual students. Table 1 illustrates this general and individual variability.

Table 1

General and individual students' perceived proficiency level

Micro/macro skill	Listening	Reading	Writing	Speaking	Vocabulary	Assigned proficiency level
Student code						
AQ02	L.I.	L.I.	L.I.	L.I.	L.I.	L.I.
DL03	H.I.	H.I.	H.I.	H.I.	H.I.	H.I.
LS04	L.I.	L.I.	L.I.	B.	L.I.	L.I.
KS05	L.I.	B.	B.	B.	B.	B.
SM06	B.	B.	B.	B.	B.	B.
PG07	B.	L.I.	B.	L.I.	L.I.	L.I.
AA08	L.I.	L.I.	L.I.	L.I.	L.I.	L.I.
PA09	L.I.	L.I.	L.I.	L.I.	B.	L.I.
JC11	B.	L.I.	L.I.	L.I.	L.I.	L.I.

IO12	L.I.	H.I.	L.I.	L.I.	B.	L.I.
LZ13	H.I.	H.I.	H.I.	L.I.	H.I.	H.I.
AG14	H.I.	L.I.	H.I.	H.I.	H.I.	H.I.
SC15	H.I.	H.I.	H.I.	H.I.	H.I.	H.I.
RC16	L.I.	L.I.	L.I.	L.I.	H.I.	L.I.

The most extreme example of proficiency level variation within an individual student was the case of IO12 who exhibited low-intermediate level in listening, writing, and speaking; beginner in the vocabulary micro skill, and high-intermediate in the reading macro skill. Yet, as it was mentioned earlier, the general group proficiency level variation was a fact. To be more precise, four of the students were assigned a high-intermediate level, eight were placed as low-intermediate, while the remaining two were perceived as beginner.

The results presented in this section had implications for the syllabus design. These implications are presented in the following section.

1.2.5 Conclusions and recommendations for the syllabus design

Some conclusions could be drawn from the analysis presented in the previous section. Firstly, and probably the most important conclusion is that there was an evident variety of proficiency levels in the group of students. Therefore, material adaptation was needed to fit high-intermediate, low-intermediate, and beginner students.

Secondly, the teaching of technical vocabulary is necessary. It was demonstrated that even though students have a considerably good vocabulary range, the same probably refers to everyday vocabulary.

Thirdly, an important factor to take into consideration was that students needed to be instructed in the reading skill regarding research papers and technical articles. This was also highlighted in phase I.

Finally, taking into consideration that there were some students that were more proficient than the rest, they could be assigned as tutors or helpers without forgetting that they were also students, and that they wanted to learn new things, and improve some areas.

Chapter II

Syllabus Design

This chapter presents the specific aspects related to the syllabus design of the ESP course *Everybody In!*. The course was taught during the second semester of the year 2019. The population towards whom the course was devised was the students of the Master's Program in Disability Studies and the Master's Program in Gerontology, both majors at University of Costa Rica. Appendix D corresponds to the student version of this syllabus.

2.1 Course Logo

The course logo presented the name of the course in capital letters. It also presented five international symbols referring to different disabilities. The symbol that presents a person with a guide represents not only a disabled person but also an elderly one. Figure 5 presents the course logo.



Figure 5. Everybody In! Course Logo

2.2 Course name

The name of this ESP course for disabilities studies and gerontology students was *Everybody In!* which means that every person must be included in every component of society regardless of disabilities or age.

2.3 Course description

Everybody In! was an English course for students enrolled in the Master's programs in Disability Studies and Gerontology. This class met for during two hours and fifteen minutes a week during the second semester of the year 2019. There were twelve sessions in total. The course took place on Wednesdays from 6:00 p.m. to 7:15 p.m. There were three student teachers in charge of the course. They were part of the Master's program in Teaching English as a Foreign Language. This course was a graduation requisite for both, the learners and the student teachers.

The purpose of the course was to provide students with the tools to learn the English language according to their needs, wants, and lacks. The student teachers followed several stages to gather essential data to design the course. One of them was to carry out a needs analysis, which gave a sense of the English knowledge of the students. Most of the students seemed to have a low-intermediate proficiency level, as they exhibit characteristics that resemble the B1 level in the CEFR.

2.4 Statement of goals and objectives

The course was divided into three units. The first one, *Let's find it in!*, focused on reading; the second one, *Engaging in Talks, who's in?*, dealt with listening and speaking; and the third one, *What's in your inbox?*, addressed writing.

Goal 1: By the end of the unit, students will be able to successfully interact with different texts by appropriately utilizing information from academic sources in order to identify and select suitable material suitable to do research.

General objectives: By the end of the lesson, students will be able to

1. locate specific and general information within a text by skimming and scanning the text to discover its content.
2. successfully identify vocabulary related to disabilities and/or gerontology by using it in context in order to determine the characteristics of different impairments.
3. infer the meaning of unfamiliar words by using different techniques to recognize language in context.
4. correctly identify the main idea and supporting details of texts by discriminating irrelevant information to find out the purpose of the text.
5. correctly determine the content of different texts about impairments and/or gerontology by analyzing different readings in order to select articles that suit their academic and occupational needs.

Goal 2: By the end of the unit, the students will be able to show understanding of content and communicate spoken ideas to colleagues in order to exchange information about disabilities and gerontology by using the appropriate register, structures, and communication skills.

General objectives: By the end of the lesson, students will be able to

1. successfully identify main ideas and specific information about disabilities and/ or gerontology from a conference to keep updated in the field.

2. successfully summarize information from a conference about disabilities and/ or gerontology in order to show understanding of ideas.
3. properly communicate knowledge about disabilities and/or gerontology to colleagues in conferences to exchange information using the appropriate register.
4. properly communicate knowledge about disabilities and/ or gerontology in conferences to exchange information with colleagues in formal presentations.

Goal 3: By the end of the unit, the students will be able to successfully write a formal e-mail related to disabilities and gerontology in order to exchange different types of information by using proper register, vocabulary, and correct e-mail structure.

General objectives: By the end of the lesson, students will be able to

1. successfully structure a formal e-mail in order to request and/ or provide information about topics related to disabilities and/ or gerontology.
2. successfully identify the correct register used in e-mail writing in order to communicate properly when writing e-mails.
3. properly extract information about disabilities and/or gerontology from written texts and oral presentations to communicate knowledge to colleagues.

2.5 Methodology

2.5.1 Approach

The approach used in this ESP course was Task-Based Language Teaching (TBLT).

As its name clearly suggests, this approach's main goal is the teaching of the language through the completion of tasks. TBLT draws on several principles derived from the Communicative Language Teaching. Richards and Rodgers (2001) present some examples of these principles:

- Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process. (p. 223)

This approach was chosen by the instructors as it provided a useful framework to develop the class, but more importantly, the assumptions behind this approach supported the development of the ESP methodology. Feez (as cited in Richards and Rodgers) summarizes these assumptions as follows:

- The focus is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- Activities and tasks can be either:
 - those that learners might need to achieve in real life;
 - those that have a pedagogical purpose specific to the classroom.
- Activities and tasks of a task-based syllabus are sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available. (2001, p. 224)

The real-life focus of TBLT responded to the purpose of the course which intended to give the students the tools to effectively interact in the target language to carry out authentic tasks.

2.5.2 Classroom dynamics

Since there were three student teachers teaching the course, each of them had the teaching role every three weeks, while the others acted as class assistants. This means that in each session there was a student teacher in charge of delivering the class while the other two were in charge of different duties such as monitoring students, displaying or distributing material, taking notes on important aspects, and helping the teacher in charge in general.

2.5.3 Tasks and techniques and their rationale

Before stating the tasks and techniques that were used in the course, it is important to define the word task. The definition provided by Skehan (as cited in Richards & Rodgers, 2001) will serve this purpose. He states that “tasks are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use” (p. 224). This means that tasks are real-life activities aimed at achieving a goal.

The tasks that were used in the ESP course *Everybody In!* varied depending on the unit and the lesson; tasks such as writing an e-mail to a co-worker, delivering a presentation to colleagues, listening to a lecture about disabilities and gerontology, and reading an article to be updated were some of them. This type of tasks was chosen because they were part of the delayed needs of the group of students that enrolled in the course. These needs were identified in the needs analysis phase.

Among the techniques that were used to support the proper development of the main tasks we can find pair and group work, games, role-plays, among others. In the case

of the techniques, they were chosen based on the survey applied to students during the needs analysis phase as they indicated they prefer this type of learning techniques.

2.5.4 Role of the learners

Since TBLT is derived from the communicative approach, students had a key role in the ESP course *Everybody In!*. Students were expected to be active participants in all the class activities and the course in general. However, there were four key roles that students were expected to assume. These roles have been described as primary by Richards and Rodgers (2001); these roles are group participant, monitor, risk-taker, and innovator. In this sense, students were expected to fully take part in contributing to class work when working in pairs or small groups. They were also expected to be responsible for their learning by paying close attention to how language structures and vocabulary were used so that they could later use them. Finally, they were expected to take risks and innovate when they encountered a difficult situation such as not knowing the right word, or not being able to get the message across.

2.5.5 Role of the teachers

Following Richards and Rodgers (2001) theory, teachers also had three main roles. First, the teacher had the role of selector and sequencer of tasks, meaning that the teachers had to prepare every lesson according to the “learner needs, interests, and language skill level” (Richards & Rodgers, 2001, p. 236). Also, teachers needed to prepare learners for tasks; it was their responsibility to make sure that learners had all the necessary input in order to carry out the task successfully. Finally, the teachers had to raise consciousness toward grammar; however, as Richards and Rodgers (2001) suggest, there were no lectures on grammar before every task; instead, teachers made use of other techniques.

2.6 Assessment

2.6.1 Types of assessment

The assessment that was devised for the ESP course *Everybody In!* contemplated both formal and informal assessment. The researchers believed that both types of assessment had to be used together as there had to exist formal assessment that determined whether a student passed or failed the course and informal assessment that allowed the teacher to have an idea of the students' competence in an ongoing way. Brown (2004) provides a clear definition for both formal and informal assessment. On the one hand, he describes formal assessment as "exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement" (p. 6). On the other hand, he states that informal assessment "can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student" (p. 5).

Regarding formal assessment, the one selected for the purposes of the *Everybody In!* course was summative. According to Brown (2004), this type of formal assessment "aims to measure, or summarize, what a student has grasped" (p. 6). In this line, four specific grade components were selected (see section 2.7 below). Three of these components are described as alternative assessment. According to Coombe, Purmensky and Davidson (2012), alternative assessment is "the ongoing process involving the student and the teacher in making judgments about the student's progress in language using nonconventional strategies" (p. 147). The researchers believed that this type of assessment

was suitable to be used in an ESP course as it facilitated the use of authentic assessment which is the one in which students perform tasks that resemble real-life situations.

As part of the course design requirements, three assessment instruments were designed previous to the teaching of the course *Everybody In!*. The instruments were a students' performance assessment, a course assessment, and a student teacher assessment. Their description is presented below.

2.6.1.1 Student assessment: course journal

This journal was intended to make students reflect on their learning experience and it was part of the course summative evaluation (see Appendix E). Students were required to write four entries in their journals where they reflected upon the following aspects:

1. What I liked about today's class was...because...
2. Something that I did not like about today's class was... because...
3. Something that I learned today was...
4. Something that was very difficult for me in today's class was...because...
5. Something that I have to improve is...

According to Brown (2004), "a journal is a log (or "account") of one's thoughts, feelings, reactions, assessments, ideas, or progress toward goals, usually written with little attention to structure, form, or correctness" (p. 260). In order to grade the students' journal a holistic rubric was designed. The criteria that was graded were content, quality of reflection, and punctuality. The indicators for each of the criteria were *always*, *usually*, *sometimes*, and *never*. Also, space was provided at the end of the document for the instructors to write any comments.

It is important to highlight that, according to Brown (2004), journals are a form of alternative assessment. He also states that nowadays they are widely used in second language classrooms (p. 260). The instructors agreed with Brown and also believed that it is important to have students reflect on their learning process in order to enhance learning autonomy.

2.6.1.2 Course evaluation checklist

The ESP course must be revised periodically by teachers and students in order to examine its effectiveness. As Graves, K. (2002) remarks, formative assessment entails evaluating the strengths and weaknesses of the course in order to verify what is working properly and/or modify what is not working well in terms of students' needs. The information obtained through a regular assessment is used to make adjustments that lead toward the improvement of the teaching process.

With the purpose of eliciting information from students regarding the development of the ESP course *Everybody In!*, an online survey in the form of a checklist was devised (see Appendix F). At the end of each unit, students were sent the online survey for them to provide their opinions on the course. By responding to this evaluation instrument, the students benefited from positive changes in the language instruction and, at the same time, they assumed some responsibility for the success of the learning process.

The instrument used to evaluate the course consisted of a list of statements related to the characteristics that the course was supposed to have. Students had to choose, among four options, the one that represented their opinion regarding the frequency with which such statements occurred. The options proposed were *always*, *usually*, *sometimes*, and *never*. Students were also encouraged to provide reasons when they marked the last option

(*Never*). Finally, at the end of the survey, students submitted any comments, recommendations, or concerns about the course.

2.6.1.3 Student teachers' performance

The evaluation of the teacher performance allows to identify strengths and areas for improvement that are part of the teaching process. According to Navarro (2013), such evaluation is an ongoing process that contributes to determining the effectiveness of the teaching strategies used by the student teacher (p. 55).

For such purpose, an online instrument in the form of a checklist (see Appendix G) was designed to evaluate the student teacher performance. Aspects such as evidence of planning, methodology, instructions, use of time, evaluation procedures, and the ability to engage students' attention to promote student participation, and to create a positive learning environment are part of this form. The aim was to determine what was done well and what needed to be improved in order to assure the quality and success of the course.

2.6.2 Tasks

The type of tasks devised in this course considered the students' expectations of using authentic material in class as they suggested during the needs analysis. For this purpose, the student teachers designed units that intend to involve the participants in activities that they would have to perform in real life, in both the professional and the academic field. The tasks were designed for low-intermediate level students who are the majority in this group as suggested by the diagnostic exam. However, the material was adapted for the beginner level students in the group so that they could complete the tasks appropriately. The program was designed in a scaffolding way to guide the learners from basic to more complex tasks.

First, the program sought to provide the learners with adequate language, words and structures, necessary to explore texts, to comprehend the gist of such texts, and to comment on their content. In this regard, technical and non-technical vocabulary was considered as part of the language that students had to manage in an ESP classroom. The idea was to provide and train the students with input that they could use in further activities such as discussing the characteristics of different impairments. Some of the most common strategies used to tackle these tasks were scanning, skimming, making associations, making adequate guesses, and the like.

Then, the program intended to guide the learners toward oral interaction, which was another important deficiency found during the needs analysis. Therefore, the students were properly trained in listening comprehension skills to give them appropriate input. The aim was to develop students' ability to recognize words and expressions within an aural text and, after some preparation, they could also understand main ideas and specific details from such text. While preparing students for listening comprehension, they were also encouraged to participate in spoken activities. Students were involved in pronunciation activities that helped them develop skills in specific areas, for example, features such as -ed endings and reduced speech.

Students were also encouraged to take part in conferences. The aim was to help them communicate ideas, express opinions, or give advice to others about topics related to disabilities or/and gerontology. To accomplish these tasks, students were trained in strategies such as asking for clarification, asking for repetition, summarizing, paraphrasing, and so on. All of these strategies resembled real-life situations since they are used in everyday conversations.

Finally, the students were guided to produce written material. Based on the results of the needs analysis, the student teachers found it important to help learners write e-mails. This was one of the activities that students indicated they had to perform in their jobs. After preparing students with the needed language to interact with different texts, they were ready to express in a written, formal way. Students were taught the proper vocabulary and register to have them write e-mails appropriately.

The tasks designed for this ESP course were taught considering the needs, lacks, and wants of the students according to the results obtained during the needs analysis phase. The student teachers decided to use pedagogical tasks to help learners reinforce linguistic competence. They also used real-life tasks to help them deal with everyday situations in their field.

2.7 Course evaluation

This ESP course was evaluated as follows:

- Class participation.....15%
- Projects (3 of 15%)45%
- Journal.....20%
- Final exam.....20%

2.8 Contents

For the purposes of the ESP course *Everybody In!*, three units were devised. In this section, the general course contents are presented. Appendixes H, I, J present the planning and the materials of the first class of each of the units.

Unit 1: Let's find it in!

Unit goal: By the end of the unit, students will be able to successfully interact with different texts by appropriately utilizing information from academic sources in order to identify and select suitable material when needed.

General objectives: By the end of the lesson, students will be able to

1. locate specific and general information within a text by skimming and scanning the text to discover its content.
2. successfully identify vocabulary related to disabilities and/or gerontology by using it in context in order to determine the characteristics of different impairments.
3. infer the meaning of unfamiliar words by using different techniques to recognize language in context.
4. correctly identify the main idea and supporting details of texts by discriminating irrelevant information to find out the purpose of the text.
5. correctly determine the content of different texts about impairments and/or gerontology by analyzing different readings in order to select articles that suit their academic and occupational needs.

General objective	Tasks	Skills	Language focus	Strategies	Time allotted
1	Ss extract the main idea and supporting details of the paragraphs.	L/S/R/W	Vocabulary: Synonyms Barrier-obstacle Disability-impairment, Hinder-obstruct,	Summarizing Speaking spontaneously	25 m

			<p>Lack- absence Policy- Regulation Shortcoming- deficiency</p> <p>Useful language: This barrier refers to.... This paragraph is about ... _____ barrier includes... One supporting idea is Another idea is ... Do you agree? What do you think? Why?</p>		
2	Ss create a conversation based on a situation given related to a paragraph from the reading Different Types of Disabilities.	L/S/R/W	<p>Useful language: -What is your situation? -I am a What about you? -I am a -Let's start by</p>	Scanning Speaking spontaneously	35 m
3	Ss apply techniques to determine the meaning of words.	L/S/R/W	<p>Vocabulary: Non- verbally Especially Transmitter Receiver Code Appropriately Friendly Unavoidable Unnecessary</p>	Guessing meaning from context	20 m

			Unwanted Face Cane Generally Scared Handles Movement Misestimate Slip Efficiently Useful language: I think it means _____ This word means _____ This word possibly means _____ We used _____ technique		
4	Ss complete a graphic organizer with main ideas and supporting details.	L/S/R	Useful language: -The main idea is _____ because _____. -One supporting detail is _____. .	Identifying the main idea and supporting details.	30 m

L = Listening, S = Speaking, R = Reading, W = Writing, St = Student, Ss = Students

Unit 2: Engaging in talks, who's in?

Unit goal: By the end of the unit, the students will be able to show understanding of content and communicate spoken ideas to colleagues in order to exchange information about disabilities and gerontology by using the appropriate register, structures, and communication skills.

General objectives: By the end of the lesson, the students will be able to:

1. successfully identify main ideas and specific information about disabilities and/ or gerontology from a conference to keep updated in the field.
2. successfully summarize information from a conference about disabilities and/ or gerontology in order to show understanding of ideas.
3. properly communicate knowledge about disabilities and/or gerontology to colleagues in conferences to exchange information using the appropriate register.
4. properly communicate knowledge about disabilities and/ or gerontology in conferences to exchange information with colleagues in formal presentations.

General objective	Tasks	Skills	Language focus	Strategies	Time allotted
1	Ss will complete a chart with information from a conference.	L	Grammar: Simple past Pronunciation: -ed ending For example: explained, talked, described.	Note-taking Guessing	30 m
2	Ss will listen to short excerpts about different disabilities to summarize what they understand to a classmate.	L/ S	In other words, _____. To put it another way, _____. What this means is (that) _____. I understand. (He's) saying that _____. So, you mean _____.	Summarizing	30 m

			<p>Let me get this clear _____. Do you follow? Is that clear? Do you mean _____?</p>		
3	Ss will prepare a very short speech about a disability.	L/S/R/W	<p>Useful language: _____ is _____ The cause(s) is/are _____ The consequences of _____ are _____. Possible treatments include _____</p>	-----	40 m
4	Ss will give a mini-conference to their classmates about the presentation prepared the previous class.	L/S	<p>Useful language: _____ is _____. The causes of _____ include/ are _____ The consequences of _____ include/ are _____ In regards to the treatment, _____, _____, and _____ are some of them. _____ I am going to _____</p>	-----	1 hr

			talk about ... I would like to welcome ... Thanks for attending	
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L = Listening, S = Speaking, R = Reading, W = Writing, St = Student, Ss = Students

Unit 3: What's in your inbox?

Unit goal: By the end of the unit, the students will be able to successfully write a formal e-mail related to disabilities and gerontology in order to exchange different types of information by using proper register, vocabulary, and correct e-mail structure.

General objectives: By the end of the lesson, students will be able to:

1. successfully structure a formal e-mail in order to request and/ or provide information about topics related to disabilities and/ or gerontology.
2. successfully identify the correct register used in e-mail writing in order to communicate properly when writing e-mails.
3. properly extract information about disabilities and/or gerontology from written texts and oral presentations to communicate knowledge to colleagues.

General objective	Tasks	Skills	Language focus	Strategies	Time allotted
1	Ss write a formal email to ask for some information according to a situation given.	R/W	What's your email address? It's _____.	Asking for information	30 m
2	Ss correct the email with the	R/W	What's your email address?	Proofreading	20 m

	appropriate punctuation marks, transition words, and fixed expressions of their classmates and their own.		It's _____.		
3	Ss write a formal email.	R/W		Activating prior knowledge	1 hr

L = Listening, S = Speaking, R = Reading, W = Writing, St = Student, Ss = Students

This chapter presented aspects of the syllabus such as the description of the course, methodology to be implemented, goals and objectives, the role of teachers and students, types of assessment, contents, among others. The syllabus of the course intends to give the students the tools to cope with their English needs and interests.

Chapter III

Course Evaluation

Giving instructions is essential to guide learners through the procedures required to perform tasks in language learning classes. Many researchers, among them Bao Ha and Phalangchok, 2016; El Kemma, 2019; Liruso and Villanueva, 2003; Scrivener, 2005, 2011, 2012; Sowell, 2017; and Ur, 1996, 2016, have proposed a variety of techniques regarding instruction delivery and its strategic planning before each lesson. The contributions of these authors coincide with the characteristics of such techniques regarding clarity, simplicity, and strategies to put them into practice. Still, there are some questions in terms of how learners perceive the instruction delivery process.

This study attempted to explore the perception of the students and supervisors involved in an English for Specific Purposes course for Disability Studies and Gerontology toward the delivery instruction techniques. The purpose was to determine what each group of participants thinks about the techniques and the way instructions are delivered. These results may benefit teachers concerning good instruction giving habits and, therefore, the learning process of their students. The research questions that guided this project are the following:

Main question

- How do participants in the *English for Disability Studies and Gerontology* course perceive the procedures used by the student teachers to give instructions?

Sub- questions

1. What techniques do the student teachers use when giving instructions?

2. What is the supervisors' perception of the techniques used by the student teachers when giving instructions?
3. What factors affect the comprehension of the student teachers' instructions as perceived by the ESP students?

3.1 Review of the literature

The present study investigated how the students and supervisors perceived the delivery of instructions given by the student teachers of the *English for Disability Studies and Gerontology* course at the University of Costa Rica (UCR). For that reason, it is necessary to describe the aspects related to perception, the techniques associated to instruction giving, and the factors that may affect instruction delivery.

3.1.1 Aspects related to perception

Since perception plays an important role in this study, aspects related to this issue must be clarified. The American Psychological Association (2018) defines perception as the process or result of becoming aware of objects, relationships, and events by means of the senses, which includes such activities as recognizing, observing, and discriminating. These activities enable organisms to organize and interpret the stimuli received into meaningful knowledge and to act in a coordinated manner. (para. 1)

Additionally, the Longman Dictionary of Contemporary English (n.d.) provides three different definitions. However, only one of them suits the purposes of this study, which is the one that defines perception as “the way you think about something and your idea of what it is like” (para. 1). Since Longman’s definition makes reference to the fact

that perception is different for every individual, it will be taken as the concept underlying this research project.

According to Ou (2017), perception consists of three stages. The first one is the selection in which we take stimuli from the environment and transform them into meaningful experience; only stimuli that are new to us or related to our immediate needs are selected. If this were not done this way, all stimuli would be internalized resulting in an information overload. The second one is the organization stage in which the stimuli are organized into categories following the same patterns. The third one is the interpretation stage in which we give meaning to the stimuli. Ou (2017) also states that this is done differently across cultures since background affects this process (pp. 18-19). The order of the three stages is unalterable.

Perception is not only divided into three stages, but it also conforms two dimensions. Yet, they coexist together and even depend on one another. The first dimension is the physical one which involves the actual use of our senses to take stimuli from the outside world to our brains. Ou (2017) highlights “the physical dimension is mainly about conversion of a stimulus into a usable form and its functions in people’s acquisition of information or knowledge about the outside world” (p. 20). This dimension is concerned with the first and second stages of the perception process. The second dimension is the psychological one. According to Ou (2017), “it is during this phase that people give interpretations of selected stimuli and by doing so they have their unique personal touch on the outside world” (p. 20). That is to say that people’s perception of things around them vary from individual to individual.

In summary, perception is a process in which individuals formulate their opinion about everything around them. This process undergoes three phases: selection, organization, and interpretation. Furthermore, perception has a physical and a psychological dimension. In the next section, the techniques for instruction delivery will be analyzed.

3.1.2 Techniques for instruction delivery

One technique that is widely mentioned in the literature is the KISS principle which stands for *keep it short and simple*. Authors such as El Kemma (2019), Sowell (2017), Ur (1996) and Scrivener (2005) point out KISS as part of effective instructions. Ur (1996) observes that students have a limited attention span. Therefore, she advises to “make your explanation as brief as you can, compatible with clarity” (p. 17). In this regard, Ur (2016) also recommends avoiding grammatical terms in language teaching since “such terminology is not really very useful vocabulary to learn” (p. 34). According to her, although using basic grammar terms might be helpful to teach, using very specific terminology is not adequate. Instead, she suggests the use of examples to convey meaning and observes that this principle also applies to the instruction delivery of grammar exercises. In short, the use of metalanguage is not a good practice when giving instructions. For clarity, it is also necessary to turn attention to the speed of delivery.

In this regard, Scrivener (2012) alludes to lower-level classes and alerts about the need to “[s]peak a little more slowly and clearly than you would normally do” (p. 128). He recommends pausing after each instruction to allow students more time to process information. The idea is to deliver instructions at the pace that best meets the students’ needs to prevent learners from being confused if the information is delivered too fast or

anxious if it is too slow. Also, the teacher should indicate the time that students have to complete the activity as well as a cue such as “OK, you can start” to have learners begin to work as indicated by Scrivener (2012, p. 129). The author argues that instructions should not only be clear, but they should also indicate the learner that the instruction delivery has finished and that they may begin the task.

About utilizing L1 to give instructions, some authors have different opinions. Ur (1996), for example, recommends using the students’ mother tongue when necessary “as a more accessible and cost-effective alternative to the sometimes lengthy and difficult target-language explanation” (p. 17). Using learners’ L1 to give instructions is also suggested by Scrivener (2005). Following the same line, Grim (2010) carried out a study about the use of the L1 in French high schools. He found out that one of the most common uses of L1 in these classrooms is for giving instructions. The use of students’ first language is a tool that teachers can resort to mainly when learners are not familiar with the vocabulary employed. In spite of this, the adoption of translation to give instructions is not always well seen. For instance, Liruso and Villanueva (2003) state that “teachers should try to avoid code-switching to the first language. This has an effect on students’ talk for different reasons but mainly because . . . teacher talk is sometimes the only live target language available to them” (p. 144). Therefore, before using translation in the EFL classroom, instructors should be aware of the implications the use of the mother tongue as a resource might have.

Another widely mentioned technique is modeling, the actual demonstration of what the task is. Authors such as Sowell (2017), Scrivener (2005), Ur (1996), and Thu (2010), among others, strongly recommend the use of this technique. El Kemma (2019) goes further and recognizes that modeling is “a must in instructions-giving delivery” (p. 84).

Modeling can occur while giving the instructions or after the instructions have been given. Similarly, the use of examples is also suggested by Thu (2010). This can be done with the help of modeling, or they could just be given orally without actually demonstrating.

Sowell (2017) also suggests the use of extra linguistic features, meaning that instructors can make use of visual aids, gestures and facial expressions to facilitate learners' understanding of instructions. Similarly, Scrivener (2005) advises to "try to develop a range of gestures (and facial expressions) to save yourself repeating basic instructions and increase the opportunity for learner talk" (p. 95). Although at the beginning students may get confused at times, they will eventually get used to this technique and will easily identify what the instructor wants them to do. El Kemma (2019) calls this technique "supporting the instructions" which is in essence to make use of visual aids, body language, and even the voice to deliver the instructions.

Another technique mentioned in the literature is the use of repetition or paraphrasing. El Kemma (2019) states that "students need to be told what to do more than once" (p. 76), and Ur (1996) indicates that "a repetition or paraphrase of the necessary information may make all the difference: learners' attention wanders occasionally, and it is important to give them more than one chance to understand what they have to do" (p. 17). Something important to highlight is that both authors coincide that the repetition of the instruction must have another element that reinforces the explanation such as modeling and writing the steps on the board.

The last technique instructors can resort to is checking understanding. In this respect, Scrivener (2005) suggests that you should not "assume that everyone will automatically understand what you have said. Get concrete evidence that they know what is

required” (p. 91). In this sense, Ur (1996) urges instructors to go beyond the “Do you understand?” usual question as this is not enough because “learners sometimes say they did even if they did not, out of politeness, or unwillingness to lose face, or because they think they know what they have to do, but have in fact completely misunderstood” (p. 17). Hence, a recommendation by Sowell (2017) is to ask concept-check questions which, according to him, are questions that require the students to provide simple answers, for example, ‘How many sentences do you have to write?’ Here, students would have to answer with only a number. The use of a variety of techniques when delivering instructions is highly recommended in the literature to foster students’ understanding of tasks. However, there are factors that may affect the comprehension of instructions as well. These factors are discussed in the next section.

3.1.3 Factors that affect delivery of instructions

Several factors may affect the delivery of instructions in ESL/ EFL classes. One of them is related to learners’ proficiency level. Sowell (2017) considers that the overuse of L1 in ESL/ EFL classes to explain the instructions to beginners can lead to difficulties to understand simple instructions since learners get accustomed to the comfort of instructions in their mother language. In this case, Sowell (2017) argues that if this practice continues for too long, “it becomes a handicap rather than a help” (p. 11). In addition, the same author indicates that the length and complexity of the instructions may also affect comprehension, especially of low-level learners.

A third factor that compromises learner’s comprehension according to Sowell (2017) is the fact that some teachers explain the instructions before grouping the students. In this respect, Thu (2010) suggests drawing students’ attention before giving the

instructions. This practice seeks to have students concentrated while receiving the instructions to avoid misunderstandings.

A fourth factor is whether there are written instructions for the task. Bao Ha and Phalangchok (2016) carried out a study in Bangkok, Thailand where they analyzed how different the spoken instructions provided by the teachers were in comparison to the written instructions given in the handouts or materials. They found that written and spoken instructions were actually quite different. These inconsistencies led learners to misunderstanding of task requirements. Ur (1996) highlights a fifth factor that might affect the delivery of instructions: teacher's preparation time. She encourages teachers to think about the instructions to be given for the tasks ahead of time, maybe at the planning stage. Ur (1996) indicates that

you may feel perfectly clear in your own mind about what needs clarifying, and therefore think you can improvise a clear explanation. But experience shows that teachers' explanations are often not as clear to their students as they are to themselves! It is worth thinking for a while about the words you will use, the illustrations you will provide, and so on; possibly even writing these out. (p.17)

If instructions are not prepared ahead of time, not only will students be confused, but also the teacher will feel frustrated, and valuable class time may be lost trying to solve these problems. In this regard, Chilcoat and Stahl (1986) assure that if instructions are unclear, non-specific or grammatically incorrect, students may produce incorrect output since comprehension would be ambiguous. Failing to deliver instructions or the lack of them may also deceive students and make the attainment of goals impossible.

A sixth factor that should be considered while delivering instructions is the vocabulary employed. This is supported by Parrott (1993) who provides a set of questions for self-analysis of the instructions given in the language classroom. Within this analysis, Parrott (1993) recommends monitoring how simple or complicated is the use of language in relation to students' linguistic ability. This should be especially considered when the group's proficiency level is beginner or mixed.

3.1.4 Previous studies

Regarding previous studies about the students' perception of instruction delivery, it seems that researchers and writers have limited their contribution to state characteristics of instruction giving, define useful techniques for its delivery, and list the benefits of effective instructions based on mere experience or theory. Yet, there is a study carried out by Anis (n.d.) that examines the effectiveness of teachers' instructions in an ESL classroom. Although it was not carried out in an ESP course, and it is focused on effectiveness, the results display the relevance of students' perception of the instruction delivery techniques in the learning process. The researcher based the investigation on three elements of effective instructions: clarity, consistency, and systematicity. The study analyzed the students' perception during the course in three different stages. After each stage, the students evaluated the instruction delivery procedure through the use of a questionnaire. This method made the teachers improve giving instruction practices. Thus, the results revealed the importance of taking into consideration students' perception of the instruction delivery process.

3.2 Methodology

This research project studied the instructions given by the student teachers in the *English for Disability Studies and Gerontology* course. Specifically, instructions were analyzed to gain insight into the perception that both learners and practicum supervisors had about them. The researchers also wanted to identify the instruction delivery techniques used during the course to set a framework to delimit what the students and supervisors were going to observe.

3.2.1 The research approach

This research study was framed under the qualitative approach. Dörnyei (2007) states that qualitative research “involves data collection procedures that result primarily open-ended, non-numerical data which is then analyzed primarily by non-statistical methods” (p. 24). Moreover, Glatthorn (2005) states that “a qualitative perspective emphasizes a phenomenological view, in which reality inheres in the perception of individuals” (p. 34). In the case of this project, the data collection instruments allowed to gather comments from the participants that defined their perception toward the instructions delivered by the student teachers.

3.2.2 The research context

This study took place on the main campus of the University of Costa Rica, a public institution located in an urban area in San José, Costa Rica. All data were collected from an ESP course designed and implemented by the researchers. This course was team taught from August to November, 2019.

3.2.3 Participants

The participants of the study were 13 students in the *English for Disability Studies and Gerontology* course, who were also enrolled in the Master's Program in Disability Studies and the Master's Program in Gerontology, both interdisciplinary programs at the University of Costa Rica. Previous to the course design, the students took a placement proficiency exam as part of the needs analysis in which eight of them ranked at a low-intermediate level, three at high-intermediate, and two at beginning. These students had to take this English course as a graduation requirement. The other participants were four supervisors in charge of observing the practicum of the student teachers. These supervisors attended eleven out of the twelve classes individually, but they collected data only during nine sessions. The sampling procedure used to select the participants of the study was the opportunity sampling, which, according to Nunan and Bailey (2009), is "making sampling decisions on the basis of availability" (p. 48). This means working with a population that not only fulfills the requirements but is also convenient to the interests of this research study.

3.2.4 Data collection instruments and procedures

The three instruments used to collect data for this study, namely classroom observation form, supervisor observation sheet, and student questionnaire were designed by the researchers (see Appendix K). The information obtained was reported based on the overall sessions taught, not on the number of sessions per student teacher individually. The reason was that the student teachers planned together. Therefore, instructions were approved by the three student teachers.

3.2.4.1 Classroom observation form

This observation form consisted of three parts. The first part was a tally sheet where the researcher had to tally the action(s) happening at any stage of the lesson in which instructions were given. While one of the student teachers was in charge of teaching, the other two helped as assistants and collected data for this research study. The statements were focused on observable behaviors of both the students and the student teachers. The second part was designed to have the observer select the delivery of instruction techniques used in each session. The third part was a space for the observer to write any additional comments or important notes that support the information obtained from the two previous parts of this tally sheet. The purpose of this instrument was to identify the instruction giving techniques as well as the students' reaction toward the instructions.

3.2.4.2 Supervisor observation sheet

This checklist had eight statements related to the delivery of instructions. These statements were devised taking into consideration what the literature says about the characteristics of good instructions (e.g. The student teacher focuses students' attention before instruction delivery), and it was adapted from Sowell (2017). This data collection instrument was used by the supervisors of the practicum who, at the end of each session, completed the checklist. It is important to clarify that this instrument was used five times out of the nine sessions. The idea of using this sheet was to identify the perception the practicum supervisors had of the instructions based on their characteristics.

3.2.4.3 Student questionnaire

This instrument consisted of two parts. The first one was a checklist with four statements about how students perceived the instructions in a global way (e.g. Does the use

of mime facilitate your comprehension of instructions?). The second one contained two open-ended questions intended to expand students' opinions about factors affecting their understanding of the instructions (e.g. What resources facilitate your comprehension of instructions?). This instrument was given to the students at the end of the course by using Google Forms, and it was presented in Spanish, the students' native language. It was designed to collect the students' perception about the delivery of instruction during the course.

3.2.5 Data analysis procedures

In order to analyze the information obtained, the researchers read each of the data collection instruments that were completed by both the participants and the researchers looking for patterns. Later, the patterns identified by each of the researchers were compared and submitted to an intercoder agreement analysis. In this examination "a simple percentage is calculated by dividing the number of items upon which coders agree by the total number of items that were coded" (Nunan & Bailey, 2009, p. 428). The researchers chose to use this analysis to ensure reliability of the results.

3.3 Results and Discussion

The results obtained from the class observation instruments and the questionnaire show the procedures used by the student teachers to deliver instructions. They revealed five different techniques used to give instructions and the perceptions of the students and supervisors toward them. These results were later compared to what is recommended by the experts in the field in order to have an overall idea of the delivery of instructions in the ESP course.

The student teachers presented the information in a variety of forms. All the nine classes observed showed the use of different resources to support the instructions given. Not all the techniques were used to explain the procedures to complete each task. The student teachers relied on different resources according to the nature and complexity of the activities. The supervisors pointed modeling as an example of one of the techniques employed, and they indicated that it was used in three different classes. In addition, one of the students referred to it as one resource that facilitated his understanding of instructions. Since the students looked confident after teachers used modeling, this technique seemed to be perceived highly effective to guide them to perform tasks as indicated. This result is consistent with what El Kemma (2019), Sowell (2017), and Scrivener (2005) state concerning the relevance of this technique to communicate instructions.

Another technique employed to deliver the instructions was the use of extra linguistic features. Eight, out of thirteen students, highlighted visual aids as a resource that helped them understand better what they had to do. Likewise, the supervisors indicated that the student teachers implemented extra linguistic features in four of the classes they observed. Two features mentioned by the students and supervisors are images and body language. These results are supported by the ideas of Liruso and Villanueva (2003), Sowell (2017), Scrivener (2005), and El Kemma (2019) who stand for the use of these resources to facilitate learners' understanding of instructions. Therefore, it can be inferred that supporting the instructions with images and gestures was perceived as a helpful tool to assist the instruction delivery process.

A third technique implemented to deliver instructions was providing simple explanations. A way to do so is being brief while giving instructions, which is something

the student teachers did most of the time. The supervisors mentioned that the instructions were concise in all classes although not in all the activities. Sometimes, the student teachers used expressions like: “What I want you to do is....” or “Let me continue explaining,” making the explanation wordy and less succinct. Keeping the instructions simple and short facilitates students’ comprehension because they have less information to process. These findings are consistent with the ideas of authors such as Ur (1996), Scrivener (2005), Sowell (2017), and Thu (2010) on how to give instructions. Due to the diversity of proficiency levels of the target group, this technique seemed to be particularly helpful for beginner students who performed well after receiving simple instructions.

A further technique used when delivering instructions was checking comprehension. This technique was present in all classes; the student teachers always verified the comprehension of the instructions given before starting the activities. The supervisors agreed on this and commented that the instructors asked the students to repeat what they had to do, even if some of them had to use their L1 to explain. This is a normal practice recommended by Ur (1996) and Scrivener (2005) when working with low-proficiency students. Moreover, when checking comprehension, sometimes reaffirming responses came from only a few students, probably leaving others without expressing whether they had understood what to do. One supervisor observed that it could not be assured the students were following the student teacher while she was giving the instructions. Sometimes, students seemed to understand, but when they were going to perform the task, they hesitated and spent more time rereading the instructions. Thus, the results revealed that asking students for comprehension is important but not enough.

Instead, as recommended by Sowell (2017), the instructor must use concept-check questions to verify comprehension.

One last technique employed during the course was the use of translation. The supervisors mentioned that the student teachers sometimes had to rely on the learners' mother tongue when the instructions seemed not clear enough to the participants. This usually happened when the other techniques did not work well to transmit the intended message. In fact, translation was mostly used to explain the instructions to some students individually after they had already started completing the task. This happened when misunderstandings were too evident. The students actually highlighted this technique as one of the most useful resources for them. Still, the main purpose was to encourage learners to use the target language all the time. The results support the idea of Ur (1996), Scrivener (2005), and Grim (2010) who advise the use of the students' first language when needed. Consequently, despite the importance of exposing the students to the target language, translating the instructions was necessary because it is essential that the learners comprehend what they have to do to achieve the ultimate goal: to complete the task.

When implementing these techniques, the student teachers followed a series of strategies before, during, and after the instruction-delivery process. One of them was drawing students' attention previously to explaining the task. In four, out of the five classes where data were collected by the supervisors, the student teachers drew learners' attention before giving the instructions. However, they met resistance and failed to catch the attention properly on a few occasions. One of the supervisors commented that the use of a more assertive voice from the student teachers was necessary to grab the attention. She recommended taking actions such as saying *I need your attention, please* and at the same

time to raise an arm. This strategy follows the views of Ur (1996), Liruso and Villanueva (2003), and Thu (2010) as they consider attention grabber an important step of the instruction-delivery procedure because it contributes to avoid misunderstandings. It seems that, despite the effort the student teachers made to draw the learners' attention before delivering instructions in almost all the classes observed, the implementation of this strategy still needed improvement.

The information gathered also showed that the student teachers almost always broke down the instructions into steps. For example, they used sequence words such as first, second, and next, to explain the procedures. The supervisors mentioned that this action was present in each of the classes observed but not to explain all the instructions given during the same class. Authors such as Sowell (2017) point complexity and length of the instructions as factors that affect students' comprehension. For this reason, dividing the instructions into short ideas may ease the students' understanding, mainly when they are beginners, and it should be a consistent practice.

Regarding the language used to give instructions, the student teachers frequently avoided using metalanguage. However, they used grammatical terms in two of the classes observed. Two examples are collocations and phrasal verbs. In the case of the former, the students seemed to have a hard time understanding because they asked many questions on what the task consisted of. Actually, a supervisor advised using the name "two-word partners" instead of collocations as she considered it more student-friendly. The results verify what authors such as Ur (2016) recommend about using grammatical terms and its inadequacy when giving instructions; instead, it is better to use simple language (i.e., language that is not only adequate for the students' level but also non-technical). Then, the

results suggest that the overall language used was simple making the instructions be perceived as clear according to what the students indicated.

After giving the instructions, the student teachers sometimes included a starting signal. They used cues such as *Let's start* and *Ok, you can start now* to tell the learners that the instruction-delivery had finished, and it was time for them to begin the task. Scrivener (2005) considers relevant to give this type of cues before having students start working. However, as observed, the students did not always need this signal as they started working on the task immediately after the student teacher checked comprehension. The results, then, suggest that a starting signal was useful, but not essential for this group.

Diverse factors affected the comprehension of instructions given by the student teachers from the learners' perception. According to eight students, having a classmate repeat the instructions always helped them clarify their doubts toward instructions. Indeed, it was observed that in all classes the instructors asked one student to repeat the steps to follow to fulfill the task. One of the supervisors commented that *it was good to ask students to repeat instructions so that everybody could understand what they had to do*. El Kemma (2019) and Ur (1996) call for explaining more than once what students have to do. Two points can be inferred from these results; one is that asking for repetition was a way to check comprehension. The other is that this practice was well-perceived by both the students and supervisors because it seemed to have facilitated understanding. Additionally, it may have increased the student-talking time. For this, student teachers encouraged students to repeat the instructions in English instead of using their first language only. It is important to highlight that these two authors said that repetition of instructions must have complemented by another element such as writing the steps on the board.

Providing the instructions in a written way was another resource that contributed to comprehension. The student teachers presented them in the handouts, on the board, or in a PowerPoint presentation in all classes to support the explanation of the activities. However, one supervisor commented that, for one activity, the instructions were somewhat unclear and required improvement. The reason was the lack of preparation on the use of synonyms to paraphrase the instructions when the students asked for clarification. In this particular case, the supervisor recommended projecting or writing the steps on the board. This supports what authors such as Ur (1996) say about having the instructions written to demonstrate preparation ahead of time. Additionally, Bao Ha and Phalangchok (2016) highlighted the importance of delivering the instructions orally and in a written way due to the differences they display. In fact, nine students said that this practice eased their understanding. Then, the results imply that supporting the instructions with a written explanation were not only well-perceived for its contribution to the students' understanding but also to demonstrate preparation ahead of time. This practice should be consistent throughout the class.

Exemplification was another factor that affected students' comprehension of the instructions. For instance, to illustrate that collocations are words that come together, the student teachers used different examples such as *visual impairment* and *hearing aid*. Students perceived the use of examples positively, and they seemed to understand the concepts more easily. Similar to Thu's (2010) study, the students pointed out exemplification as one useful and helpful resource for them to comprehend instructions. Thus, giving examples can be considered a practical way to support the explanation of the task.

Among the factors that made difficult the students' comprehension of the instructions was the speed used to deliver them. Two students emphasized that the instructions were given quickly, and this impeded their comprehension. The research recorded that this happened in two classes. Although Scrivener (2012) advocates for the use of the delivery speed of instructions according to the learners' proficiency level, the target group was a mixed-level class. Therefore, the student teachers made an effort to give the instructions at a natural pace, neither too fast to avoid confusion nor too slow to avoid anxiety and making pauses after each instruction to offer students the opportunity to understand the information. However, pace was still found as a factor that complicated understanding. Having mixed levels could have influenced this perception.

The last aspect that interfered with the students' perception of the instructions was related to vocabulary. It was interesting to notice that when students were asked whether the lack of vocabulary affected their comprehension of instructions, most of them answered *no*. Eight out of the thirteen students said that the vocabulary rarely impeded their comprehension of instructions. In this particular case, the students seemed to be inconsistent because they chose translation as one of the best techniques to understand instructions. Authors such as Parrot (1993) recommend monitoring the language used according to the students' linguistic ability, mainly when the group is a beginner or mixed-level class. It is believed that the use of different techniques to support the delivery of instructions facilitated students' comprehension because this diversity compensated the lack of language the learners may have had.

3.4 Conclusions

After analyzing the results obtained in this research project and comparing them to reliable literature in the field of delivery of instructions, we were able to draw the following conclusions. We conclude that the literature in the field of instruction delivery is accurate when it states that the use of a variety of instructions in the language classroom contributes to students' understanding of task requirements. In this research study, we identified a total of five techniques: modelling, using extra linguistic features, giving simple explanations, checking comprehension, and translating. Interestingly, the use of extra-linguistic features was the most beneficial strategy as perceived by the students.

Based on the observations made by the supervisors, we can conclude that they perceived the instructions given as positive in general. They identified characteristics of good instruction delivery in the observations carried out after each session. This does not mean that the instruction delivery process was always perfect since, the supervisors also pointed out some inconsistencies in the delivery process that made it not accurate.

We also conclude, based on the answers provided by the students, that several factors affected their understanding of the instructions both in a positive and negative way. Asking for clarification, using examples and written instructions affected their comprehension of the instructions positively. On the other hand, two factors that affected the students' comprehension were delivering the instructions quickly and using complex terms. It was evident that low-level students struggled trying to follow the instructions as student teachers delivered them at a fast speed or used vocabulary complex for these students. It is important to highlight that, even though student teachers tried to speak at a

natural pace, some students perceived that instructions were given fast. When this happened, student teachers had to rely on other techniques.

It is important to highlight that the participants of this research study had a good perception in general about the way the student teachers delivered instructions. We conclude this as both supervisors' and students' comments were favorable in terms of the instruction delivery practice in the English for Disability Studies and Gerontology course.

This research project sought to shed light on how students perceived the instruction giving process in a language learning class. Knowing the students' perception may help teachers evaluate the techniques and procedures used to give instructions and select suitable ways of explaining. This practice would contribute to achieve better results from the instructions given improving the teaching and learning process.

Trying to find information to support our research, we realized that there were few sources related to how learners perceive the instructions in language learning classes. Most of the articles published about perception referred to the instruction *per se* not to the instruction delivery process. Others refer to the efficiency of the instructions given, which was not the purpose of this study. In fact, we only found one article related to how students perceive the instructions although it emphasized effectiveness as well. Due to the lack of research in this field, we expect this study to motivate other researchers and teachers to investigate the topic so that more people can benefit from reading information collected about instructions in language classrooms.

3.5 Recommendations

The following recommendations aim at providing future student teachers with some useful references for the instruction delivery process.

First, when dealing with mixed proficiency level classes that require material adaptation, we recommend telling students about the existence of different material before it is distributed. This suggestion might prevent students from being confused when they start noticing differences in the handouts. It is not necessary to provide the reasons for having two (or more) versions of the same tasks, but it is particularly important to deliver the instructions for each of them separately.

Second, we advise using a variety of instruction delivery techniques to ensure that the task procedures have been clearly stated. This practice may seem repetitive, but it is better to clarify the instructions before students start performing a task than interrupting the process to explain it again because it was wrongly assumed that students had understood.

The previous recommendation leads to the third one: we strongly advise to check comprehension. Even after using several techniques, students may have doubts about the task requirements. Failing to check students' understanding of the instructions is likely to affect their perception of the way the instructor delivers them and, consequently, the outcome of the activity.

Fourth, when dealing with talkative groups, instructors should establish some regulations on discipline. For example, students must respect talking times and pay attention to the teacher, especially when this person is giving instructions. Students have to be asked for cooperation in a clear and assertive way. Being permissive with this type of behavior might influence students' perception of the teacher's instructions. If students look distracted during the instruction delivery stage, there are some strategies that can be applied to call their attention such as turning lights on and off, standing up without saying anything, or using an assertive tone of voice.

The last recommendation is the use of an instrument to record the instructors' self-perception of their instruction delivery methodology. It would have been useful to compare not only supervisors, students, and peers' perceptions but also their own. Sometimes there is a distinct reality between what individuals perceive about themselves and what others do.

3.6. Limitations

One limitation encountered while delivering task instructions was that sometimes students were distracted. The group of students of this research knew each other well since they had been taking other courses together. This familiarity made them talkative which certainly affected the process of instruction giving. The students' distraction is likely to have had an impact on students' perception towards the instructions given by the student teachers.

Another limitation was that the students arrived at classes at different times. Because they had to attend their jobs or move from long distances, many students did not arrive on time. For that reason, the student teachers had to repeat the instructions of the first activities several times as the students entered the classroom. This situation as well as the one previously described might have influenced the participants' perception about the instruction delivery process.

A further limitation was the variety of proficiency levels within the target group. This situation not only affected the students' performance in general but also their understanding of the instructions. We believe that this might have influenced the perception of some students toward the instructions delivered by the student teachers.

The last limitation was the amount of data collected by the practicum supervisors. The supervisor observation sheet was modified twice before it could be utilized limiting the

number of sessions in which the instrument was used. To be precise, supervisors collected data only in five sessions out of the eleven observed due to the aforementioned reason.

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Appendices

Appendix A

Needs analysis data collection instruments

Universidad de Costa Rica

Sistema de Estudios de Posgrado

Maestría Profesional en la Enseñanza del Inglés como Lengua

Extranjera

Everybody in!

Instructors: Daniela Arroyo, Devi An Morera & Rocío Torres



Entrevista Semi- Estructurada para el Estudiante

1. ¿Por qué va a llevar este curso de inglés?
 - a. ¿Si no fuera obligatorio, lo tomaría? ¿Por qué?
 - b. ¿Considera usted que es realmente necesario que este curso forme parte del programa del PPEID / PPGer? ¿Por qué?
 - c. ¿Hay algún otro motivo por el cual usted tomaría este curso?
2. ¿Cómo describe su experiencia con el idioma inglés?
3. ¿Para qué utiliza usted el inglés en el programa PPEID / PPGer? (investigar sobre temas de discapacidad, por ejemplo)
 - a. ¿Cuáles fuentes investigan? ¿Libros? ¿Revistas?
 - b. ¿En qué forma? ¿Escrita? ¿Videos?
 - c. ¿Las fuentes se las dan los profesores o ustedes las buscan?
 - d. ¿Cuáles temas han abordado en inglés?
 - e. ¿Han abordado temas en inglés que no tengan que ver con discapacidad?
 - f. ¿Qué es lo más difícil de utilizar temas en inglés en trabajos de investigación?
 - g. ¿Podría suministrarnos alguna fuente (o artículo) como ejemplo o indicarnos algún tema relevante al que pudiéramos acceder?
3. ¿Utiliza usted el inglés en algún lugar que no sea en el programa PPEID/ PPGer? Por ejemplo, en el trabajo. ¿En qué forma?
4. ¿Cuáles son sus expectativas con respecto a este curso de inglés?
 - a. ¿Qué desea aprender?
 - b. ¿Cuáles habilidades le gustaría reforzar? Comprensión y/o producción oral y escrita.
 - c. ¿Qué temas le gustaría estudiar?
5. ¿Tiene usted alguna consulta o sugerencia con respecto a este curso de inglés?
 - a. Metodología
 - b. Enfoque
 - c. Profesores
 - d. Etc.

Universidad de Costa Rica
Escuela de Lenguas Modernas
Everybody in!
Daniela Arroyo
Devi An Morera
Rocío Torres



Cuestionario de Análisis de Necesidades

El siguiente cuestionario pretende recolectar información para diseñar un curso de inglés para estudiantes de la Maestría en Estudios Interdisciplinarios sobre Discapacidad. Esto como parte de la práctica profesional de la maestría en la Enseñanza del Inglés como Lengua Extranjera.

I. Información Personal

Nombre: _____

Correo electrónico: _____ Teléfono: _____

II. Experiencia con el idioma inglés

1. ¿Cuánta exposición al idioma inglés ha tenido?
 Mucha Alguna Poca Ninguna
2. ¿Con qué frecuencia interactúa con hablantes del inglés?
 Todos los días Tres veces a la semana Una vez a la semana Nunca
3. ¿Cuánto inglés necesita para su trabajo?
 Mucho Algo Poco Nada
4. ¿Dónde aprendió inglés?
 Instituto Escuela privada Escuela pública Colegio público
 Colegio privado Tutorías Lo aprendí solo Curso de la universidad
 Cuál? _____

III. Uso del inglés en el trabajo

5. ¿Con qué frecuencia requiere del inglés para llevar a cabo las siguientes actividades en su trabajo?

<i>Actividades</i>	<i>Siempre</i>	<i>Frecuentemente</i>	<i>Algunas veces</i>	<i>Nunca</i>
Reuniones				
Investigación				
Llamadas telefónicas				
Capacitaciones				
Reportes escritos				
Correos				
Atención al público				
Presentaciones				

Leer normativas internacionales				
Pruebas de diagnóstico				
Trabajo con colegas				

6. ¿Cuáles son otras actividades laborales no mencionadas anteriormente que requieren conocimiento del inglés?

- a) _____
 b) _____
 c) _____

IV. *Estilos y preferencias de aprendizaje*

7. ¿Cuáles actividades de aprendizaje prefiere?

<i>Actividad de aprendizaje: Me gusta...</i>	<i>Totalmente de acuerdo</i>	<i>De acuerdo</i>	<i>En desacuerdo</i>	<i>Totalmente en desacuerdo</i>
trabajar en grupos o parejas.				
juegos de clase.				
resolver problemas.				
presentaciones orales.				
Debates				
describir procesos y procedimientos				
usar documentales y videos.				
leer reportes, tutoriales, expedientes, etc.				
escribir correos, reportes, etc.				
usar mi creatividad				
usar objetos y actividades relacionados con la vida real.				
usar vocabulario técnico.				

V. *Habilidades del lenguaje*

8. ¿Cuáles áreas considera que usted necesita mejorar cuando usa el idioma inglés?

<i>Habilidades: Necesito...</i>	<i>Totalmente de acuerdo</i>	<i>De acuerdo</i>	<i>En desacuerdo</i>	<i>Totalmente en desacuerdo</i>
entender hablantes del idioma inglés en conversaciones.				
comunicar mis ideas orales fluida y claramente.				
entender ideas principales en un texto.				
Comunicar ideas escritas clara y correctamente.				

mejorar mi gramática.				
incrementar mi vocabulario.				
trabajar en pronunciación.				
Otras, mencione:				

9. Si hay alguna otra área(s) que no fue considerada en la pregunta anterior, por favor indíquela(s)

a) _____

b) _____

c) _____

10. ¿Cuáles habilidades considera las más importantes para los profesionales en discapacidad/ gerontología?

<i>Habilidades</i>	<i>Muy importante</i>	<i>Importante</i>	<i>Algo importante</i>	<i>Sin importancia</i>
Escuchar				
Hablar				
Leer				
Escribir				

¡Gracias por su colaboración!

Appendix B

Authentic material sample

Basic Strategies for Communicating with People that are Faced with Disability

Table of Contents:

- I. General Recommendations—5
- II. People that are faced with limited mobility—6
- III. People that are faced with limited arm and hand movement—8
- IV. People that are faced with limited vision—8
- V. People that are faced with limited hearing—10
- VI. People that are faced with limited mental capability—13
- VII. People that are faced with limited communication or language ability—14

Preface:

Above all we must remember that communication is a human encounter that is established verbally and non-verbally; not only for transmission of messages but affective aspects are especially important such as exchange of ideas, thoughts, feelings, and emotions.

In this encounter the base model for communication is developed as follows: a transmitter (person that wishes to transmit something to another person), a receiver (a person that receives or is sent a message), the means used to send a message (oral, written, audiovisual), and the message that is transmitted which can be an idea, a feeling, an object, a code, a language, etc.

When communicating, each person expresses him or herself according to his or her values, feelings, and capacities, so it is important to take into account the specific needs of the receiver, and the conditions of the encounter. In addition, consider the following criteria:

- ❖ Confront the interlocutor with the subject or matter that is transmitted: this should be with tranquility, respect, and resources to receive the interaction.
- ❖ Give total attention to the interlocutor and the subject or matter that is transmitted: stay focused on what is said without letting external agents distract you.
- ❖ Try to use clear communication: this is obtained by using sensitive language and precise expressions with an appropriate tone of voice.
- ❖ Understand and repeat the message sent: this consists of receiving the message and accepting it without any falsification, alteration, ulterior motives, assumptions or additions, to reach a good understanding.
- ❖ Confirm that you received and understand the message: this is the sign that you listened with care, which doesn't mean negating or agreeing with the message, but creates an appropriate environment to continue communication.

Today, because of personality and other barriers, we often confront limitations when trying to communicate. This makes awareness of non-verbal communication and other people very important to the facilitation of communication.

In the documents of Accessible Tourism by the Royal Board of Prevention and Care for People with Disability, as well as Communication and Disability by Master Rocío López Masís, is recommended a series of strategies for the treatment of people faced with disability. They are useful guidelines that, in many cases, are created with logic and common sense.

This manual emphasizes the strategies that people should use to facilitate access to communication, and that it is necessary to take into account non-verbal communication.

I. General Recommendations

Every person that encounters limitations in communication is different, and to interact appropriately each case must be treated as an individual. But here are some general recommendations:

- ❖ A person that is faced with limited information and communication is, above all, a person.
- ❖ It is important to value the things that people can do. Do not reaffirm the limitations that a person confronts while performing different activities. This can add to negative attitudes of society as well as communication barriers.
- ❖ Look for mutual interests for a friendly interaction. People have other interests than the challenges they face trying to perform certain activities.
- ❖ If appropriate, allow the conversation to turn to the limitations that people confront and allow the person to talk if he or she wishes to. You should never use a tone of commiseration or pity.
- ❖ Some people require more time than you may be used to do, say, or understand things.
- ❖ Each person defines their own pace of walking and talking. We all have limitations.
- ❖ When planning, keep in mind the limitations that all people confront. If there are unavoidable barriers, communicate them in anticipation.
- ❖ Always ask people what type of help they need.
- ❖ Before helping someone, always ask if they need it. It may be unnecessary or unwanted
- ❖ Put yourself in the place of the other person. This will help you understand the limitations that they face regarding information and communication.
- ❖ Act naturally
- ❖ Maintain an attitude of respect towards the person with whom you are communicating
- ❖ Use common sense with any difficulty confronted.

II. People that are faced with limitations in mobility:

- ❖ Ask how they could be better
- ❖ Do not hold the arm that is in control of a cane or crutch, and do not touch a person's cane or crutch.
- ❖ Ask if the person can let go of their cane or crutch if you help.
- ❖ Offer help going up and down stairs or in and out of a vehicle.
- ❖ Help with packages and bags, if the person needs or wants it.
- ❖ Offer your seat so the person does not have to remain standing for long periods of time.

2.1 People in wheelchairs

- ❖ Stand in front of the person when speaking to him or her, never behind or in a position that requires him or her to turn around
- ❖ Ask if the person needs help
- ❖ Speak directly to the person in a wheelchair, not to the person next to him or her or ignoring the person in a wheelchair.
- ❖ If the conversation lasts for more than a minute, sit or kneel down so that you are at the same height as the person to whom you are talking in order to make eye contact.
- ❖ Generally, the most needed help is to give directions, including the distance and if any obstacles on the way are present.
- ❖ If you are pushing a wheelchair, be sure not to run into other people or objects.

- ❖ Push the wheelchair slowly, only by the handles. Some people have poor balance and feel scared when pushed quickly.
- ❖ Do not hang objects on or lean on the handles, as they are part of the personal space of the person using the wheelchair.
- ❖ If a place isn't accessible by wheelchair, notify the person in the wheelchair in order to determine possible solutions.
- ❖ In work situations, the person can best indicate how he or she can be more comfortable to perform his or her work; for example: changes to the machinery, additional training, mechanical help, tools and equipment, lowering or raising of the height of tables or tables, etc.
- ❖ Some people are able to walk but use a wheelchair to save energy or move faster. Remember that a wheelchair is a means to facilitate independent movement.

2.2 Methods for practical operation of a wheelchair

- ❖ The most important thing is to take the instructions of the person in the wheelchair. This person knows best how to operate a wheelchair and how he or she wants to be pushed.
- ❖ Do not jerk, accelerate, or brake quickly; go smoothly and in control.
- ❖ Walk slowly.
- ❖ Slowly apply the brakes when it is time to stop. Sometimes we misestimate the incline of the road and the wheelchair could slip.
- ❖ When it is necessary to lift or support the wheelchair, hold onto the secure tubes.

2.3 Instructions for going up or down sidewalks or curbs

- ❖ To go up, push the wheelchair until the front wheels touch the sidewalk or curb. Then lift up the wheelchair, leaning it back and stepping on one of the bars in the back. Put the front wheels on the upper sidewalk or curb; lift the rear wheels and chair on top of the sidewalk or curb and continue pushing smoothly and forward.
- ❖ To go down, push the wheelchair towards the sidewalk or curb backwards and smoothly lower the rear wheels down, and then lower the front wheels softly.

2.4 Technique for going up or down stairs in a wheelchair, securely and efficiently

This should be done by two people

- ❖ To go up, approach the wheelchair from behind and lift it slowly, ascending stair by stair, while the other person is in front holding the bars attached to the wheelchair helping lift it.
- ❖ To go down stairs, proceed as indicated above to go down a sidewalk or curb, strongly supporting the chair on each stair.

III. People that are faced with limited arm and hand movement

In most cases, these people need help doing the following:

- ❖ Opening bottles
- ❖ Opening or closing doors
- ❖ Moving things

IV. People faced with limited vision

People that have reduced vision can encounter accidents, which often goes unnoticed and so we do not offer help.

You can apply to these people the same rules that are recommended for the treatment of people whose mobility is limited.

- ❖ It is best to call the person by name when you approach him or her and gently touch his or her arm.

- ❖ To respond, do it verbally; a gesture or smile doesn't give any information.
- ❖ Give concrete references; for example: to your right, in front, to your left and avoid using expressions like here or there.
- ❖ If they are going to walk, ask them what is easier for them: if they would like you to hold their arm by the elbow or not, or putting your arm around their shoulder. The person, by movements of his or her body, will know when there are obstacles.
- ❖ Do not hold onto his or her arm, push, or pull.
- ❖ Walk lightly by his or her side, about a half step in front.
- ❖ Don't worry about substituting different terms for words like look, see, and blind. People with limited vision use these terms as well.
- ❖ In narrow places, take the initiative to go first.
- ❖ Advise the person about possible obstacles in his or her path, indicating where.
- ❖ Some people tend to speak louder, but this is not necessary; these people don't have problems hearing.
- ❖ Never leave a blind person alone without warning; he or she could think that they are accompanied.
- ❖ People and guide dogs often make a working team. Do not distract the guide dog from its work.
- ❖ To help someone get in and out of busses and taxis, put their hand on the handrail of the door and indicate the steps ahead.
- ❖ To help someone get into a car, indicate where the front and back of the car is. Then, position their hand on the upper frame of the door. The rest they can do alone.
- ❖ To offer a seat, put their hand on the back or arm of the seat and the can sit down alone.
- ❖ When offering something, you must indicate what you are offering and where it is, and if it's on a table or counter.
- ❖ Most people will appreciate if you offer information about things that they can't see, like the characteristics of a place, or the people that they are with. Describe obstacles while walking and act naturally.
- ❖ Environmental noise should have a certain manner that can easily be overpowered by verbal information, but too much noise can change the spatial understanding, disorient, and displace the person.
- ❖ To explain color contrasts and bright signs, use prominent materials and different types of texture.
- ❖ When someone has very little sight, sit by a window so they can see your profile; it is also helpful to use other help such as magnifying glasses, lamps and other things that help people see better. You should avoid reflective windows and bright flooring.
- ❖ You can use the guardianship between companions technique in which you read the signs and the person decides what sounds most interesting to do.
- ❖ For your information: The Braille alphabet is a system based on six prominent points in different positions that make 63 different figures representing the alphabet, math, physics, and chemistry symbols according to their interpretation.

V. People that are faced with limitation in their hearing ability

Today, the majority of these people can talk, but miss certain tones because the accent and volume can sound odd or rough; however, allow them to express themselves verbally.

5.1 People that face deep deafness

Eye contact is the fundamental element to initiate a conversation, because it is established visually.

Frequent characteristics:

- ❖ Most people use sign language, some can read lips. People who became deaf after learning to speak don't generally learn sign language.
- ❖ These people generally have difficulty expressing themselves orally, with the volume and accent for example.
- ❖ The most important thing is the attitude that you demonstrate, always showing an interest in facilitating communication.
- ❖ Stand in front of the person when talking to them.
- ❖ Use a normal tone of voice. It doesn't help to yell, they can't hear you.
- ❖ Speak normally: neither too fast nor too slow, so that they can read your lips. This requires that the person with whom they speak is well visible; don't cover your face.

In addition, you must remember that the person with whom you talk can only read your lips if they are visible at all times. For example, if you turn to pick up something while talking, the other person will not see this part of the conversation.

- ❖ Use short phrases
- ❖ Pronounce well, but without exaggerating or making unnecessary expressions.
- ❖ If the person doesn't understand you, you will have to look for more simple words and repeat all the necessary information to assure that both understand the conversation.
- ❖ Do not allow someone to begin another conversation without at least asking permission.
- ❖ Try getting their attention before beginning to talk by means of a soft touch, hand signal, or another visual means.
- ❖ Resort to written language when communication isn't clear enough or if uncertainties remain.
- ❖ If there is an interpreter present, continue speaking directly to the person. They can turn to the interpreter if they need to.
- ❖ Arrange a visual warning and alarm system in public spaces, as well as in transportation.
- ❖ In group situations or meetings ask the person what the most advantageous position is for them to understand. This is generally a seat near the speaker where the face is most visible. It is important that the person chooses his or her own seat because they know best where to receive the message most effectively.
- ❖ Before a lecture make sure the deaf person understands all the words. Lip reading is nearly impossible if the person doesn't understand the meaning.
- ❖ If the workspace is a closed area, make sure a lighted sign indicates when someone wishes to enter, so that the deaf person is aware. Workplaces should take into account light and acoustics.
- ❖ Use the technique of the companion guardian, with the objective of offering needed support.
- ❖ Always remember: avoid distractions that can interfere with communication such as: head movements, speaking fast, or speaking indirectly.
- ❖ For your information: sign language (LESCO) is a non-verbal language distinguished by hand and arm movements (called signs) that represent concepts.

5.2 People that have little hearing

These people:

- ❖ Hear almost normally with a hearing aid
- ❖ Don't hear very high or low pitched sounds
- ❖ Hear little

Characteristics:

- ❖ The use of not only hearing aids but lighted information panels, screens, and videos allow understanding and communication.
- ❖ May want to hide their disability, avoiding questions even when they don't understand.

The below recommendations are applicable for communication with people that hear very little:

- ❖ Compensate for their difficulty hearing in situations with heavy noise: a room that echoes, or a loud station, etc.
- ❖ Avoid, when possible, more than one person speaking at a time so that the person can understand everything.
- ❖ Verify that the person correctly understands instructions given
- ❖ Use all technical help available

VI. People that face limited mental capability

Frequent characteristics of these people are a necessity to relate to their environment, and openness with human contact.

- ❖ Speak in a natural, simple manner with common words and in concrete terms so that it is easy for them to follow.
- ❖ Explain clearly what you want
- ❖ Explain one thing at a time, slowly and in concrete terms
- ❖ Speak directly. If the person has difficulty speaking, give him or her much attention and patience.
- ❖ Do not complete the other person's sentences. Allow them to finish their thoughts.
- ❖ Ask them to repeat if you don't understand what is said to you.
- ❖ Treat the person according to their age, even though their mental development doesn't correspond to their age.
- ❖ Don't speak to them about difficulties that they face performing certain activities, so that you don't hurt their feelings.
- ❖ Avoid overprotection or rejection. Remember that they have feelings although they can't express them.
- ❖ Flatter and stimulate their sense of sociability
- ❖ Stimulate the person with a massage or positive gesture (smile, nice words, pat on the back).
- ❖ Limit help given to only the necessary; try to support self-development.
- ❖ Be patient when someone is explaining what they need.

VII. People that face limited language or communication abilities

- ❖ Avoid distracting them; don't change the subject until the person has completed his or her thought. Remember that communication will be slower.
- ❖ Speak slowly and give necessary time for the person to answer. Wait in silent spaces.
- ❖ It is necessary to find out the manner in which the person understands best: it could be listening, observing facial expressions, or hand or body movement.
- ❖ These people can resort to gestures, mimicry, or signs to overcome communicative barriers.

- ❖ Encourage the person to participate actively in groups. The others in the group should respect this person's turn.
- ❖ When in group activities, someone next to the person can act a translator or interpreter, saying loudly what the person is indicating with symbols, because these symbols aren't always noticed at distances.
- ❖ It is necessary to include new vocabulary that the person is going to need when participating in situations of learning.
- ❖ Take into account the space needed on a chalkboard or whiteboard to write and explain the new vocabulary that the person will need.
- ❖ Remember that the person should transfer with the support of communication
- ❖ Accompany what you are saying with symbols.

Appendix C
Diagnostic exam

Universidad de Costa Rica
Sistema de Estudios de Posgrado
Maestría Profesional en la Enseñanza del Inglés como Lengua
Extranjera
Everybody in!
Instructors: Daniela Arroyo
Devi An Morera
Rocío Torres



Nombre: _____ **Fecha:** _____

Examen Diagnóstico

Estimado(a) estudiante, este examen tiene como objetivo determinar el nivel de inglés de los estudiantes del Posgrado en Estudios Interdisciplinario sobre Discapacidad y del Posgrado en Gerontología, ambos de la Universidad de Costa Rica. La información obtenida será tratada con estricta confidencialidad.

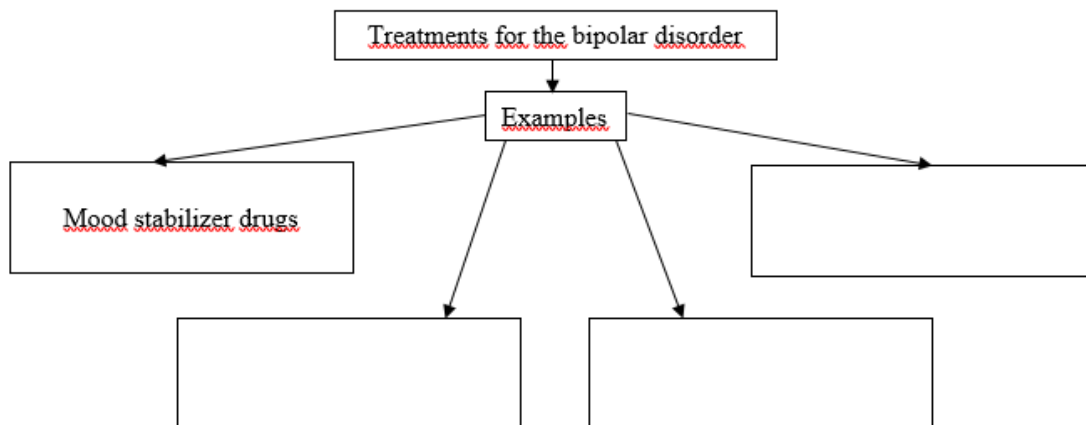
Instrucciones generales:

- Verifique que el examen cuente con 7 páginas numeradas.
- El examen está compuesto de 5 secciones con sus respectivos ejercicios.
- Lea cada uno de los ítems cuidadosamente.
- Para la sección de *comprensión auditiva (listening)*, el audio se reproducirá 3 veces.
- No utilice ningún tipo de diccionario o dispositivo electrónico.
- El examen es estrictamente individual.
- En caso de dudas, levante su mano para que alguna de las instructoras lo atienda.
- Utilice bolígrafo de tinta azul o negra únicamente.
- Revise su examen antes de entregarlo. En caso de necesitar corregir alguna respuesta utilice corrector.

Part I. Listening

You will complete 4 exercises by listening to an audio. For the multiple choice items, mark your answer with an X.

- The main idea of the text is to _____.
 - persuade people to see a doctor
 - inform people about a mental problem
 - categorize symptoms of bipolar disorder
 - suggest medication for bipolar disorder
- What is true about the symptoms of bipolar disorder? They are _____.
 - classified into different types of episodes
 - identified early in life only
 - difficult to identify
 - just a few
- One goal of the treatment for bipolar disorder is to _____.
 - force the patient to stay in a hospital
 - avoid other type of illnesses
 - make episodes less frequent
 - put patients to sleep
- Use the following mind map to write examples of the treatments for the bipolar disorder. One is given for you.



Part II. Reading

Imagine you are doing research on the topic *Older People with Developmental Disabilities*. Read the following text to extract ideas that will contribute to your research.

INFUSING CONTENT ON OLDER PEOPLE WITH DEVELOPMENTAL DISABILITIES INTO THE CURRICULUM

Over the life span of the current cohort of people with developmental disabilities (DD), life expectancy rates have increased dramatically. This increase is especially notable for individuals with certain types of disabilities: the life expectancy for people with Down syndrome, the most prevalent form of genetic mental retardation, has increased by over 30 years (Thase, 1982). Previously, people born with this form of retardation routinely died in early life, but now often live into their 50s and 60s (Hand, 1993; Rasmussen & Sobsey, 1994). People with other DD, such as autism and cerebral palsy, have also experienced increased life expectancy rates over recent decades (Gold & Whelan, 1992; Turk & Machermer, 1993). Concerns about educating social workers to practice with a "graying population" have prompted attention to gerontology content in the social work curriculum. Since Elaine Brody's (1970) early warning that the lack of social workers trained to work with older clients was an impending crisis, several gerontology curriculum projects have been constructed (Barusch, Greene, & Connelly, 1990; Greene, 1988; Lowy, 1983; Needham, Morris, & Thornberry, 1984; Schneider, Decker, Freeman, & Syran, 1984; Schneider & Kropf, 1989a, 1989b). Although these efforts are laudable, they omit the segment of older people with developmental and other lifelong disabilities, despite clear evidence that disability status in earlier life affects biopsychosocial functioning in later life.

Two trends suggest that social workers will encounter greater numbers of older people with developmental disabilities (OPDD) as clients. One is the increase in this population. The growth in the older cohort of people with DD parallels growth rates in general. Factor (1993) reports that this older population (age 55 and above) includes almost a half million people (472,440); this estimate is probably low, because older people with disabilities other than mental retardation (e.g., cerebral palsy, epilepsy) are omitted, as are people outside the service system. The second trend is that OPDD are becoming more visible in their communities. Movement away from institutionalization as the predominant service paradigm has meant that more OPDD live in community settings and appear as clients in other service sectors (e.g., health, mental health).

Text adapted from:

Kropf, N. (1996). Infusing Content on Older People with Developmental Disabilities into the Curriculum. *Journal of Social Work Education*, 32 (2), 215-226.

Based on the previous text, choose the answer to the questions from the options given.

1. What is the main idea of the text?
 - A. The increasing number of old people
 - B. Life expectancy of people with Down syndrome
 - C. How developmental disabilities affect older people
 - D. The need of more professionals on the field of elderly with developmental disabilities

2. Currently, how long do people with Down syndrome might live?
 - A. 30 years
 - B. 80 years
 - C. 20 years
 - D. 60 years

3. Why is it necessary to train social workers to work with old people?
 - A. Due to the increase of life expectancy of people with disabilities
 - B. Because there are more people with developmental disabilities
 - C. To contribute to the development of a gerontology project
 - D. Because there are very few social workers

4. What has been done regarding the lack of training of social workers to work with old clients?
 - A. Omission of older people with developmental disabilities
 - B. Inclusion of gerontology content in the curriculum
 - C. Development of projects in the communities
 - D. Training social workers

5. Who is encouraging that older people with developmental disability become more visible?
 - A. Gerontologists
 - B. Social workers
 - C. People with Down syndrome
 - D. The movement away from institutionalization

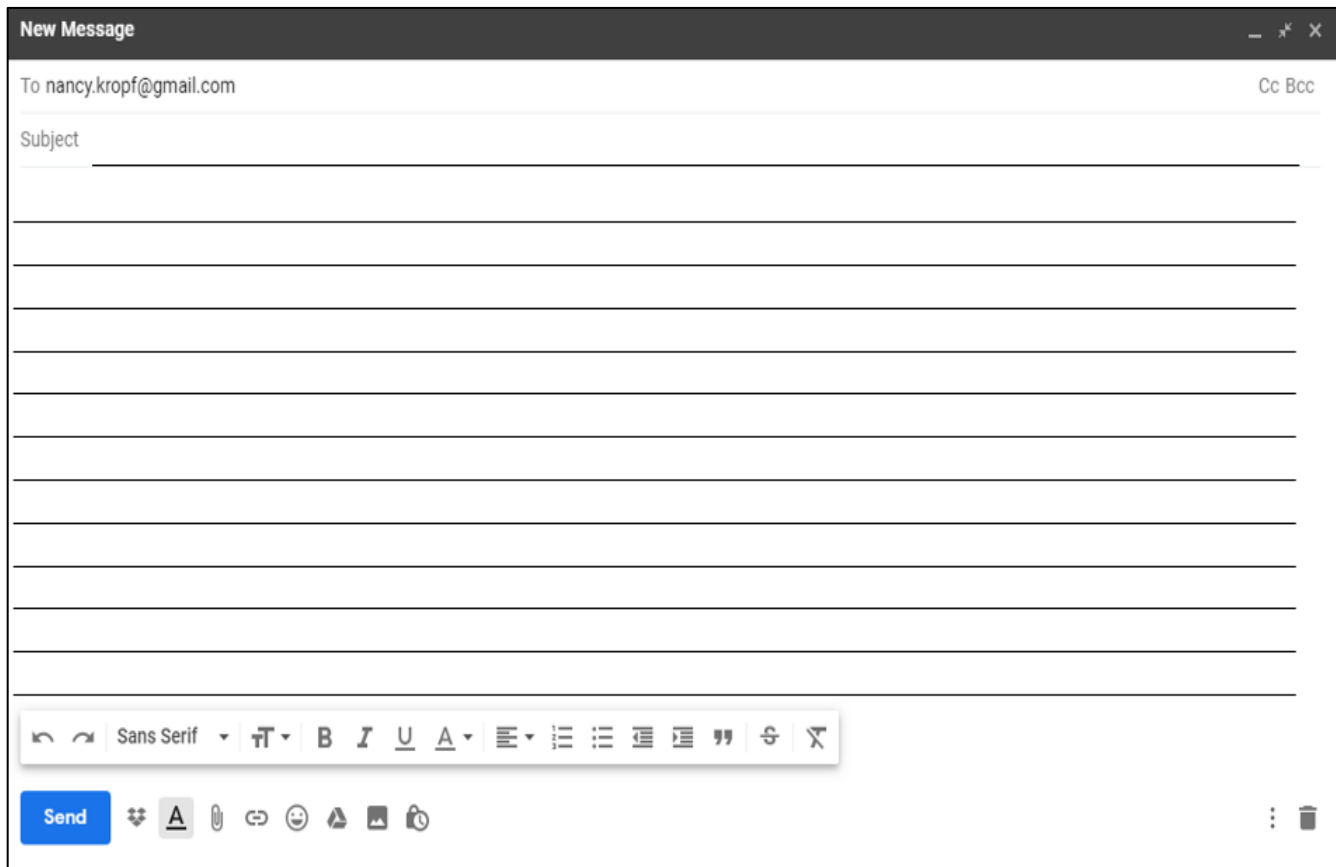
III Part. Writing

Situation: As part of your research on the topic *Older People with Developmental Disabilities*, you will contact Nancy Kropf, who wrote the article of the previous section.

You need to ask Kropf for the possibility of interviewing her. Write an email to Kropf.

Include:

- the reason for contacting her
- the way you plan to carry out the interview (face to face, email, phone, Skype, among others)
- your contact information.



The image shows a screenshot of an email composition window titled "New Message". The window has a dark header bar with the title and window control icons. Below the header, the "To" field contains the email address "nancy.kropf@gmail.com" and the "Cc Bcc" field is empty. The "Subject" field is also empty. The main body of the email is a large, empty text area with horizontal lines. At the bottom of the text area is a rich text editor toolbar with various icons for undo, redo, font face (Sans Serif), font size, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, quote, insert link, and insert image. Below the toolbar is a "Send" button and a row of icons for attachments, links, emojis, and other features.

Part IV. Vocabulary

Read the passage below. Then fill in the blanks with the terms that best complete each paragraph. Use the word bank given to complete each paragraph.

- I. Consumers who are blind or visually impaired face greater risks of _____(1) from deceptive or fraudulent online advertising practices that may be _____(2) to define as unlawful or _____(3) under the Federal Trade Commission (FTC) Act. The FTC's clear and conspicuous requirements are not adequate to _____(4) effective communication with blind or visually impaired consumers.
- II. The extent to which an online store is accessible affects a blind or visually impaired person's _____(5) to acquire and process information that is needed to make a purchase decision. Consumers _____(6) progress through seven stages in their decision-making process. O'Keefe and McEachern (1998) argue that Web sites designed to _____(7) these stages ensure consumer _____(8) and competitive advantage for a firm.
- III. Visually impaired consumers' reduced ability to control information intake alters the quantity or _____(9) of information received, processed, and used in the decision-making process. _____(10) graphics complicate and limit the search for product information and thus the evaluation of alternatives. A _____(11) may respond to this dilemma by electing not to do business with sellers whose sites are not fully accessible or by seeking _____(12) from others, who may in turn _____(13) the information they are conveying. In either case, the seller has lost an _____(14) to establish a dialogue with that consumer. Baker, Stephens, and Hill (2001) find that the responses of people who have visual _____(15) to a business encounter depend partly on their perceived ability to influence the environment.

difficult
injury
misleading
ensure

ability
Satisfaction
typically
support

inaccessible
opportunity
help
disabilities
quality
person
interpret

Text adapted from:

Schaefer, K. (2003). E-Space Inclusion: A Case for the Americans with Disabilities Act in Cyberspace. *Journal of Public Policy & Marketing*, 22 (2), pp. 223-227.

Part V. Speaking

This part of the exam consists of three phases. In phase 2, you will be asked to role play a situation with another student. Cases will be provided.

Phase 1. Personal information

Phase 2. Role- play

Phase 3. Work

Speaking Section

Phase 1. Warm up

1. What is your name? / Last name?
2. Can you spell it?
3. Where do you live?

Phase 2. **Hypothetical situation 1**

Student A: You are 29 and visually impaired. You are unemployed and discouraged. You complain because when you found work, your coworkers taunted you about your disability and you had to quit. You have applied for other jobs, but you had to turn away because of the same reason, so you stopped looking for work and began looking for help to deal with this situation. Explain your problem to a psychologist. Mention how you feel and your goals.

Student B: You are a psychologist. Your patient is visually-impaired and needs therapy on a problem he has been going through. What piece of advice can you give him regarding his problem?

Hypothetical situation 2:

Student A: You are an elderly patient. You are taking medication for your depression. Explain to the doctor the side- effects of this medication: blurry sight and dry eyes.

Student B: You are a doctor. Your patient is elderly and is having some side- effects on the medication he is taking. The psychiatrist prescribed this medication to deal with his depression. What piece of advice can you give your patient to deal with this problem?

Phase 3. Cool down

1. Where do you work?
2. What do you usually do at work?

Rubric to assess the listening section

Criteria	X
High-intermediate. <i>The student...</i> <ul style="list-style-type: none"> • Identifies the 6-5 answers correctly. 	
Low-intermediate <i>The student...</i> <ul style="list-style-type: none"> • Identifies 4- 3 answers correctly. 	
Beginner <i>The student...</i> <ul style="list-style-type: none"> • Identifies 2-0 answers correctly. 	

Rubric to assess the reading section

Criteria	X
High-intermediate. <i>The student...</i> <ul style="list-style-type: none"> • identifies 5- 4 answers correctly. 	
Low-intermediate <i>The student...</i> <ul style="list-style-type: none"> • identifies 3- 2 answers correctly. 	
Beginner <i>The student...</i> <ul style="list-style-type: none"> • identifies 1 or no answer correctly. 	

*Rubric to assess the writing section**

Criteria	X
<p>High-intermediate. <i>The student...</i></p> <ul style="list-style-type: none"> • includes a formal salutation and closing • makes none or two errors maximum in subject-verb agreement. • makes none or two errors maximum in verb tense. • makes none or two errors maximum in spelling. • makes none or two errors maximum in capitalization and punctuation. • expresses ideas in a pretty clear manner. • complies with all the requirements of the email. • writes a clear subject for the email. 	
<p>Low-intermediate <i>The student...</i></p> <ul style="list-style-type: none"> • includes an informal salutation and closing/ Either salutation or closing missing. • makes three or four errors in grammar and/or spelling. • makes three or four errors in capitalization and punctuation. • expresses ideas somewhat organized but were not very clear. • complies with two of the requirements of the email. • writes a sort of clear subject for the email. 	
<p>Beginner <i>The student...</i></p> <ul style="list-style-type: none"> • doesn't include salutation or closing • makes more than 4 errors in subject- verb agreement. • makes more than 4 errors in verb tense. • makes more than 4 errors in spelling. • makes more than 4 errors in capitalization and punctuation. • expresses ideas in an unorganized manner. • complies with one or none of the requirements of the email. • writes an unrelated subject for the email. 	

**Rubric adapted from:*

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2282677&

Rubric to assess the speaking section

Criteria	X
<p>High-intermediate. <i>The student...</i></p> <ul style="list-style-type: none"> • uses different verb tenses and aspects to express his/her ideas with few errors that do not interfere with communication. • uses simple but accurate word choice. • expresses ideas with some pauses that do not interfere with message. • uses appropriate pronunciation with occasional errors. • provides information relevant to the topic. 	
<p>Low-intermediate <i>The student...</i></p> <ul style="list-style-type: none"> • uses simple and/or complex sentences with frequent errors. • uses false cognates and basic vocabulary. • conveys message with some difficulty. • Provides some information relevant to the topic. 	
<p>Beginner <i>The student...</i></p> <ul style="list-style-type: none"> • uses short and basic sentences to communicate his/ her ideas that cause confusion. • uses very limited word choice. • makes frequent pauses while expressing ideas. • mis-pronounces words that sometimes hinder communication. • doesn't provide extra information 	

Rubric to assess the vocabulary section

Criteria	X
<p>High-intermediate. <i>The student...</i></p> <ul style="list-style-type: none"> • identifies 11- 15 words correctly. 	
<p>Low-intermediate <i>The student...</i></p> <ul style="list-style-type: none"> • identifies 6- 10 words correctly. 	
<p>Beginner <i>The student...</i></p> <ul style="list-style-type: none"> • identifies 0- 5 words correctly. 	

Appendix D
Students' version syllabus



University of Costa Rica

Master's Program in the Teaching of English as a Foreign Language

Instructors: Daniela Arroyo, Devi An Morera, Rocío Torres

Course schedule: Wednesdays from 5 p.m. to 7:30 p.m.

Location: Classroom 112, Medicine building

I. Course description:

Everybody In! is an English for Specific Purposes course designed based on the specific needs of a group of students enrolled in the Master's Program in Disability Studies and the Master's Program in Gerontology. The course will meet once a week for two hours and thirty minutes for 16 weeks.

II. Goals and objectives:

Unit 1. Let's find it in!

Goal: By the end of the unit, students will be able to successfully interact with different texts by appropriately utilizing information from academic sources in order to identify and select suitable material suitable to do research.

General objectives: By the end of the lesson, students will be able to

1. locate specific and general information within a text by skimming and scanning the text to discover its content.
2. successfully identify vocabulary related to disabilities and/or gerontology by using it in context in order to determine the characteristics of different impairments.
3. infer the meaning of unfamiliar words by using different techniques to recognize language in context.
4. correctly identify the main idea and supporting details of texts by discriminating irrelevant information to find out the purpose of the text.

5. correctly determine the content of different texts about impairments and/or gerontology by analyzing different readings in order to select articles that suit their academic and occupational needs.

Unit 2. Engaging in talks. Who's in?

Goal: By the end of the unit, the students will be able to show understanding of content and communicate spoken ideas to colleagues in order to exchange information about disabilities and gerontology by using the appropriate register, structures, and communication skills.

General objectives: By the end of the lesson, students will be able to

1. successfully identify main ideas and specific information about disabilities and/ or gerontology from a conference to keep updated in the field.
2. successfully summarize information from a conference about disabilities and/ or gerontology in order to show understanding of ideas.
3. properly communicate knowledge about disabilities and/or gerontology to colleagues in conferences to exchange information using the appropriate register.
4. properly communicate knowledge about disabilities and/ or gerontology in conferences to exchange information with colleagues in formal presentations.

Unit 3. What's in your inbox?

Goal: By the end of the unit, the students will be able to successfully write a formal email related to disabilities and gerontology in order to exchange different types of information by using proper register, vocabulary, and correct email structure.

General objectives: By the end of the lesson, students will be able to

1. successfully structure a formal email in order to request and/ or provide information about topics related to disabilities and/ or gerontology.
2. successfully identify the correct register used in email writing in order to communicate properly when writing emails.
3. properly extract information about disabilities and/or gerontology from written texts and oral presentations to communicate knowledge to colleagues.

III. Methodology

In this course, in- class activities include not only individual work but also pair and group work. The type of activities that will be used includes games, presentations, writing, reading, anecdote and opinion sharing, among others. Student active participation is

expected to enhance the teaching and learning process. Active participation means actively contributing in activities, volunteering, completing tasks, and bringing assignments when required. Attendance to the course is mandatory to obtain the certificate at the end.

Absences will be justified by means of provable health issues, provable job- related issues, or any other that the instructors consider appropriate. However, the students will only be allowed to justify three absences during the course.

IV. Assessment

The assessment of this course is divided as follows:

- Class participation.....15%
- Projects (3 of 15%)45%
- Journal (4 entries of 5%)20%
- Final exam.....20%

V. Contents

The course is made up of 3 units:

1. Let's find it in!
2. Engaging in talks, who's in?
3. What's in your inbox?

Appendix E
Students' journal

University of Costa Rica
Instructors: Arroyo, Morera & Torres
II term, 2019



Student Journal Assessment

Student: _____

Total points: 15 pts. Obtained points: _____

Total percentage: 5% Obtained percentage: _____%

Criteria	Always 5 pts.	Usually 3 pts.	Sometimes 1 pt.	Never 0 pts.
Content The student includes the information required in each of the journal entries.				
Quality of reflection The entries evidence a process of analysis and reflection				
Punctuality The journal is presented on the date required.				

Comments:

Appendix F
Course evaluation checklist

University of Costa Rica
Instructors: Arroyo, Morera, & Torres
II Term, 2019



Course Evaluation Checklist

This questionnaire intends to collect students' opinion about the ESP course *Everybody In!* after each unit of the program is finished.

Instructions:

- I. Write a check mark (✓) under the option that represents your opinion of the ESP course *Everybody In!*

Statements	Always	Usually	Sometimes	Never	Why? *
1. The content of the course was relevant for your purposes.					
2. The course was taught according to the syllabus.					
3. The course was well-organized (from simple to more complex activities).					
4. The level of difficulty was appropriate for your proficiency level.					
5. The tasks and materials were comprehensible and well-designed.					
6. The tasks and materials were useful to accomplish the objectives.					
7. There was a wide variety of activities developed during the course.					
8. The course was enjoyable.					
9. This course increased my interest in language learning.					

10. The course assignments facilitated language learning acquisition.					
11. The evaluation system accurately assessed what I learned in this course.					
12. Peer-evaluation made me feel comfortable.					

(* If you answered **Rarely** or **Never** in the previous section, indicate your reasons.

II. Write any comment, recommendation, or concern that you have about the development of the ESP course Everybody In!:

Appendix G
Student teacher assessment

Universidad de Costa Rica
Instructors: Arroyo, Morera, & Torres
II Term, 2019



Teacher Performance Evaluation Checklist

This questionnaire aims at collecting students' opinion about the teacher's performance in the ESP course *Everybody In!* after the program is finished.

Instructions:

- III. Write a check mark (✓) under the option that represents your opinion of the performance of the instructors of the course *Everybody In!*

The instructor _____.	Always	Usually	Sometimes	Never	Comments
13. Made the class appealing and enjoyable.					
14. Was well- prepared.					
15. Used the time wisely.					
16. Gave clear explanations.					
17. Delivered instructions clearly.					
18. Developed a wide variety of activities that contributed to the understanding of the topic.					
19. Included everyone in the class.					
20. Encouraged students' participation in the class.					

21. Used audiovisual aids and supplementary materials to enhance the class.					
22. Provided enough language exposure and practice.					
23. Checked comprehension during the whole class.					
24. Gave feedback on errors and mistakes accordingly.					
25. Provided opportunities for self- correction and peer-correction.					
26. Provided support at all times.					
27. Promoted a positive learning environment.					

Appendix H

Unit 1



University of Costa Rica
 Master's in TEFL
 Arroyo, Morera & Torres

Unit 1

Let's find it in!

Teacher: Rocío Torres Paniagua

Lesson plan 1

Assistants: Daniela Arroyo, Devi An Morera

Date: August 14th, 2019

Unit goal: By the end of the unit, students will be able to successfully interact with different texts by appropriately utilizing information from academic sources in order to identify and select material suitable to do research.

General Objective: By the end of the lesson, students will be able to locate specific and general information within a text by skimming and scanning the text to discover its content.

Specific objectives: By the end of the lesson, students will be able to:

1. show understanding of the dynamics of the course by asking and answering questions about the syllabus to participate in class-activities more consciously.
2. introduce themselves to the classmates and instructors by communicating some details about their lives to get more familiar with the rest of the group.
3. properly identify obstacles faced by people with and without disabilities to recognize human limitations.
4. adequately activate prior knowledge by skimming the title and visual aids in the text to infer the content of a reading.

5. use skimming and scanning techniques appropriately to find out the content of a text.
6. make adequate associations related to technical vocabulary to expand the lexicon of disabilities.
7. properly identify relevant ideas from a text by discriminating among different information.
8. consciously reflect on their in-class performance by completing a journal entry to assess their learning process.

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Materials	Time
1	<p>-Ts will introduce themselves to the Ss.</p> <p>-Ts will explain the dynamic of the course, the course syllabus, the important dates, and other aspects related to the ESP course, <i>Everybody In!</i></p> <p>-T answers questions about the course.</p>	R/S/L			Course syllabus	20 m
2	<p>Icebreaking activity (to be carried out in Spanish):</p> <p>-Individually, Ss are given some pieces of paper for them to write two truths and one lie about them without using obvious information. Ss choose the order in which they write the sentences.</p> <p>-T provides an example and models the activity.</p> <p>-When they all finish, each St tells his/her name and reads the sentences.</p> <p>-The rest of the class guesses which piece of information is not true.</p>	R/W/S/L			Some pieces of paper	20 m

3	<p>Warm-up</p> <p>-Ss look at an image of a disabled person trying to overcome an obstacle.</p> <p>-Ss volunteer to tell what they see in the picture.</p> <p>-Ss are shown another image of a person without disabilities and they say what they think about the picture / how this picture is different from / similar to the first one.</p> <p>-Ss are asked about the barriers they face in their lives.</p> <p>-Ss are shown another image of a person who does not understand the language.</p> <p>-Ss reflect on the obstacle the person in the picture faces.</p> <p>-Ss are told that this is an obstacle that everybody faces, but <i>Everybody In!</i> course will try to reduce this barrier.</p>	S/L	<p>Useful language:</p> <p>I see ...</p> <p>There is ...</p> <p>There are ...</p> <p>The person faces ...</p> <p>There is an obstacle ...</p> <p>The difference is ...</p> <p>In the first picture ... while in the other...</p> <p>They are similar because...</p> <p>Both pictures are ...</p>	Giving opinions spontaneously	Material 1	10 m
4	<p>Pre- task 1</p> <p>-Ss are given Handout 1: an extract of the reading <i>Common Barriers to Participation Experienced by People with Disabilities</i>.</p> <p>-Ss are required to read the title and look at the picture within the article.</p>	R/S/L	<p>Useful language:</p> <p>I think the reading is about</p> <p>Probably, the text is about</p> <p>The article refers to</p> <p>It may refer to...</p>	<p>Making guesses</p> <p>Skimming for important ideas</p> <p>Scanning for specific information</p>	Handout 1	15 m

	<p>- Ss tell what they know about the topic: experience, anecdotes, examples, etc.</p> <p>-Ss read the first paragraph silently.</p> <p>-Ss are asked what they expect to find in the reading.</p> <p>-Ss are asked to explore the reading to see how many barriers there are, and what they think each one is about.</p> <p>-T explains the meaning of skimming and scanning as reading strategies.</p> <p>-Ss are told to put the handouts away for a while.</p>		Perhaps, the article is about...			
4 5	<p>Pre- task 2</p> <p>-Ss are given some colored paddles. Those who take the paddles with the same color get together.</p> <p>-T pastes some pieces of paper with the subtitles of the reading on the wall.</p> <p>-In pairs, Ss are assigned one subtitle.</p> <p>-Ss have to match and paste a set of sentences in the middle of the classroom with the corresponding subtitle.</p>	R/S/L	<p>Useful language:</p> <p>This sentence belongs to this subtitle...</p> <p>..... because it refers to....</p> <p>..... because the topic is</p> <p>I think this sentence goes here.</p> <p>I'm not sure.</p> <p>I agree.</p> <p>I disagree.</p> <p>I don't think so.</p>	Making associations	Material 2 Masking tape	15 m

	<p>-While Ss are doing the matching, T and teacher-assistants ask the reasons for their choices.</p> <p>-When Ss finish doing the matching, T checks the associations and makes the corrections.</p> <p>-Ss read aloud the subtitles and their choices.</p>					
6	<p>Pre-task 3</p> <p>-Ss are given Handout 2 with sentences taken from the reading and a list of synonyms.</p> <p>-Ss are given some examples.</p> <p>-Ss are allowed to use Handout 1 again.</p> <p>-Ss replace bold-faced words with the corresponding synonyms.</p> <p>-Ss who finish the exercise before the rest continue to define the compound words at the end of Handout 2.</p> <p>-T checks the exercise.</p> <p>-T explains the correct pronunciation of the words and have Ss repeat after her.</p>	R	<p>Vocabulary:</p> <p>Synonyms</p> <p>Barrier- obstacle</p> <p>Disability-impairment,</p> <p>Hinder- obstruct,</p> <p>Lack- absence</p> <p>Policy- Regulation</p> <p>Shortcoming- deficiency</p> <p>Pronunciation:</p> <p>Drilling the pronunciation of the synonyms found in the reading</p> <p>Compound words:</p> <p>wheelchair, manmade, wrongdoing, shortcoming, healthcare</p>	<p>Making adequate associations</p> <p>Speaking spontaneously</p>	Handout 2	15 m
5 7	<p>Main task</p> <p>-Working in pairs, Ss are assigned a different paragraph from the reading in Handout 1.</p>	R/W/S/L	<p>Useful language:</p> <p>This barrier refers to....</p> <p>This paragraph is about ...</p> <p>_____ barrier includes...</p> <p>One supporting idea is</p>	<p>Summarizing</p> <p>Speaking spontaneously</p>	Handout 3	25 m

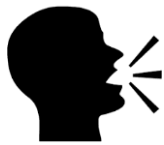
	<p>-Ss read the paragraph corresponding to the subtitle assigned.</p> <p>-Ss have to extract the main idea of the paragraph and two supporting ideas.</p> <p>-Ss use their own words to present the ideas to the class.</p>		<p>Another idea is ...</p> <p>Do you agree?</p> <p>What do you think?</p> <p>Why?</p>			
8	<p>Post-task 2</p> <p>-Individually, Ss fill out Handout 4 to comment on their learning process.</p>	W		Reflecting on self-learning process	Handout 4	10 m

T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L= Listening, S= Speaking

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 1- Handout 1
 Instructors: Arroyo, Morera & Torres



Instructions: Read the title of the article below. What do you think the article is about?



Useful expressions:

I think the reading is about ...

The article refers to

....

Perhaps, the article is about...

It may refer to...

Probably, the text is about

Common Barriers to Participation Experienced by People with Disabilities



Nearly everyone faces **hardships** and difficulties at one time or another. But for people with disabilities, barriers can be more frequent and have greater impact. The World Health Organization (WHO) describes barriers as being more than just physical obstacles. Here is the WHO definition of barriers:

“Factors in a person’s environment that, through their absence or presence, limit functioning and create disability. These include aspects such as:

- a physical environment that is not accessible,

- **lack** of relevant assistive technology (assistive, adaptive, and rehabilitative devices),
- negative attitudes of people towards disability,
- services, systems and policies that are either nonexistent or that **hinder** the involvement of all people with a health condition in all areas of life.”¹

Often there are multiple barriers that can make it extremely difficult or even impossible for people with disabilities to function. Here are the seven most common barriers. Often, more than one **barrier** occurs at a time.

Attitudinal barriers

Attitudinal barriers are the most basic and contribute to other barriers. For example, some people may not be aware that difficulties in getting to or into a place can limit a person with a disability from participating in everyday life and common daily activities. Examples of attitudinal barriers include:

- **Stereotyping:** People sometimes stereotype those with disabilities, assuming their quality of life is poor or that they are unhealthy because of their impairments.
- **Stigma, prejudice, and discrimination:** Within society, these attitudes may come from people’s ideas related to disability—People may see **disability** as a personal tragedy, as something that needs to be cured or prevented, as a punishment for wrongdoing, or as an indication of the lack of ability to behave as expected in society.

Today, society’s understanding of disability is improving as we recognize “disability” as what occurs when a person’s functional needs are not addressed in his or her physical and social environment. By not considering disability a personal deficit or **shortcoming**, and instead thinking of it as a social responsibility in which all people can be supported to live independent and full lives, it becomes easier to recognize and address challenges that all people—including those with disabilities—experience.

Communication Barriers

Communication barriers are experienced by people who have disabilities that affect hearing, speaking, reading, writing, and or understanding, and who use different ways to communicate than people who do not have these disabilities. Examples of communication barriers include:

- Written health promotion messages with barriers that prevent people with vision impairments from receiving the message. These include
 - Use of small print or no large-print versions of material, and

- No **Braille** or versions for people who use screen readers.
- Auditory health messages may be inaccessible to people with hearing impairments, including
 - Videos that do not include captioning, and
 - Oral communications without accompanying manual interpretation (such as, American Sign Language).
- The use of technical language, long sentences, and words with many syllables may be significant barriers to understanding for people with cognitive impairments.

Physical barriers

Physical barriers are structural obstacles in natural or manmade environments that prevent or block mobility (moving around in the environment) or access. Examples of physical barriers include:

- Steps and curbs that block a person with mobility impairment from entering a building or using a sidewalk;
- Mammography equipment that requires a woman with mobility impairment to stand; and
- Absence of a weight scale that accommodates wheelchairs or others who have difficulty stepping up.

Policy Barriers

Policy barriers are frequently related to a lack of awareness or enforcement of existing laws and regulations that require programs and activities be accessible to people with disabilities.² Examples of policy barriers include:

- **Denying** qualified individuals with disabilities the opportunity to participate in or benefit from federally funded programs, services, or other benefits;
- Denying individuals with disabilities access to programs, services, benefits, or opportunities to participate as a result of physical barriers; and
- Denying [reasonable accommodations](#) to qualified individuals with disabilities, so they can perform the essential functions of the job for which they have applied or have been hired to perform.

Programmatic Barriers

Programmatic barriers limit the effective delivery of a public health or healthcare program for people with different types of impairments. Examples of programmatic barriers include:

- Inconvenient scheduling;
- Lack of accessible equipment (such as mammography screening equipment);
- Insufficient time set aside for medical examination and procedures;
- Little or no communication with patients or participants; and
- Provider's attitudes, knowledge, and understanding of people with disabilities.

Social Barriers

Social barriers are related to the conditions in which people are born, grow, live, learn, work and age – or social determinants of health – that can contribute to decreased functioning among people with disabilities. Here are examples of social barriers:

- People with disabilities are far less likely to be employed. The unemployment rate in 2012 for people with disabilities was more than 1 in 10 (13.9%) compared to less than 1 in 10 (6.0%) for those without disabilities.³
- Adults age 25 years and older with disabilities are less likely to have completed high school compared to their **peers** without disabilities (23.5% compared to 11.1%).
- People with disabilities are more likely to live in poverty compared to people without disabilities (21.6% compare to 12.8%).⁴
- Children with disabilities are almost four times more likely to experience violence than children without disabilities.⁵

Transportation barriers

Transportation barriers are due to a lack of adequate transportation that interferes with a person's ability to be independent and to function in society. Examples of transportation barriers include:

- Lack of access to accessible or convenient transportation for people who are not able to drive because of vision or cognitive impairments, and

- Public transportation may be unavailable or at inconvenient distances or locations.

Glossary:

Braille: A system of writing for blind or visually impaired people.

Denying: Saying no / Refusing

Device: An object designed and manufactured to perform one or more functions.

Hardship: Hard time / Adversity

Peers: Colleagues

Taken from: <https://www.cdc.gov/ncbddd/disabilityandhealth/disability-barriers.html>

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Say it in other words!

Synonym: A word that has the same or nearly the same meaning of another one.

Example: vulnerable – fragile

Instructions: Replace the bold-faced words in the following sentences with a synonym from the box. Can you come up with other synonyms for those words?

Sentences:

1. Often, more than one **barrier** occurs at a time. _____
2. **Policy** barriers are frequently related to a lack of awareness or enforcement of existing laws and regulations. _____
3. These include aspects such as the **lack** of relevant assistive technology.

4. Some systems and policies are either nonexistent or **hinder** the involvement of all people with a health condition in all areas of life. _____
5. People may see **disability** as a personal tragedy, as something that needs to be cured or prevented. _____
6. By not considering disability a personal deficit or **shortcoming**, it becomes easier to recognize and address challenges that all people—including those with disabilities—experience. _____

Word bank

impairment obstacle deficiency absence obstruct regulation

Compound words:

Two or more words put together to form a new word with a new meaning.

Example: stereotype

Dare yourself!



Use your own words to define these compound words:

Wheelchair - Manmade
 Shortcoming - Healthcare
 Wrongdoing -



Instructions:

1. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
2. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

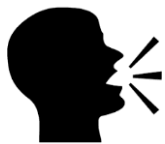
Attitudinal barriers



Main idea:

Supporting ideas:

People sometimes stereotype those with disabilities thinking they are poor or unhealthy because of their impairments.



Useful expressions:

These barriers refer to ...
 _____ barriers include ...
 Another idea is
 What do you think?

This paragraph is about
 One supporting idea is ...
 Do you agree?
 Why?



Instructions:

1. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
2. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

Communication barriers



Main idea:

Barriers experienced by people who have different disabilities and use diverse ways to communicate.

Supporting ideas:



Useful expressions:

These barriers refer to ...
 _____ barriers include ...
 Another idea is
 What do you think?

This paragraph is about
 One supporting idea is ...
 Do you agree?
 Why?



Instructions:

1. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
2. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

Physical barriers



Main idea:

Supporting ideas:

One example is the mammography equipment that requires a woman with mobility impairment to stand.



Useful expressions:

These barriers refer to ...
 _____ barriers include ...
 Another idea is
 What do you think?

This paragraph is about
 One supporting idea is ...
 Do you agree?
 Why?



Instructions:

1. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
2. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

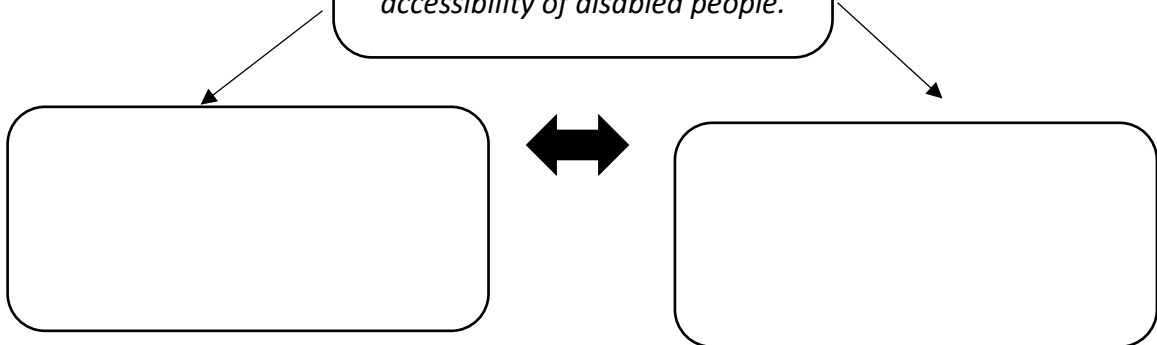
Policy barriers



Main idea:

They are related to a lack of awareness of laws and regulations regarding accessibility of disabled people.

Supporting ideas:



Useful expressions:

These barriers refer to ...
 _____ barriers include ...
 Another idea is
 What do you think?

This paragraph is about
 One supporting idea is ...
 Do you agree?
 Why?



Instructions:

1. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
2. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

Programmatic barriers

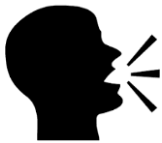


Main idea:

Supporting ideas:



There is little or no communication with patients or participants.



Useful expressions:

These barriers refer to ...
 _____ barriers include ...
 Another idea is
 What do you think?

This paragraph is about
 One supporting idea is ...
 Do you agree?
 Why?



Instructions:

1. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
2. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

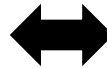
Social barriers



Main idea:

Supporting ideas:

People with disabilities are far less likely to be employed.



Useful expressions:

These barriers refer to ...
 _____ barriers include ...
 Another idea is
 What do you think?

This paragraph is about
 One supporting idea is ...
 Do you agree?
 Why?



Instructions:

1. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
2. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

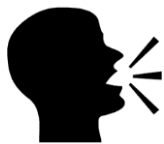
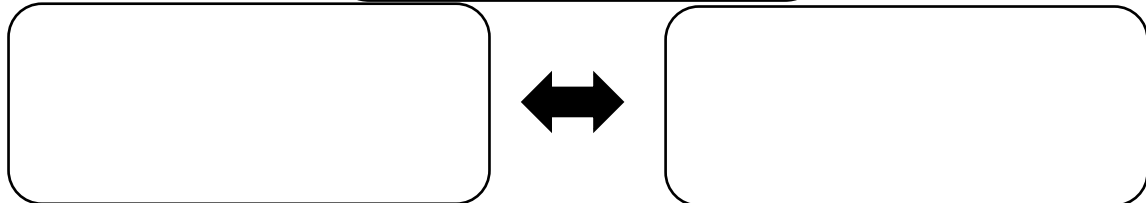
Transportation barriers



Main idea:

There is a lack of adequate transportation that prevents a disabled person from being independent and to function in society.

Supporting ideas:



Useful expressions:

These barriers refer to ...
 _____ barriers include ...
 Another idea is
 What do you think?

This paragraph is about
 One supporting idea is ...
 Do you agree?
 Why?

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Lesson 1- Handout 4
Instructors: Arroyo, Morera & Torres



Date: _____.
Name: _____.

I take part in my own learning process.

1. Something that made me feel comfortable in today's class was:

2. Something that was very difficult for me in the class was:

3. Something that I learned today in the class was:

4. Something that I have to improve is:

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Unit 1. Let's find it in!
Lesson 1- Material 1
Instructors: Arroyo, Morera & Torres

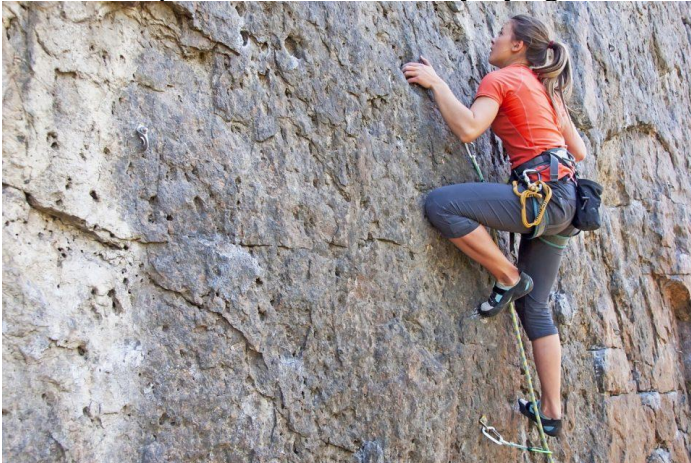


Warm up:

Picture of a disabled person trying to do something.



Picture of a person without disability trying to do something.



Picture of people trying to deal with language.



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Lesson 1- Material 2
Instructors: Arroyo, Morera & Torres



Attitudinal barriers
<ul style="list-style-type: none"> • Stereotyping: People sometimes stereotype those with disabilities, assuming their quality of life is poor or that they are unhealthy because of their impairments. • Stigma, prejudice, and discrimination: People may see disability as a personal tragedy, as something that needs to be cured or prevented, as a punishment for wrongdoing, or as an indication of the lack of ability to behave as expected in society.
Communication Barriers
<ul style="list-style-type: none"> • Written health promotion messages with barriers that prevent people with vision impairments from receiving the message. These include <ul style="list-style-type: none"> ○ Use of small print or no large-print versions of material, and ○ No Braille or versions for people who use screen readers. • The use of technical language, long sentences, and words with many syllables may be significant barriers to understanding for people with cognitive impairments. • Auditory health messages may be inaccessible to people with hearing impairments, including <ul style="list-style-type: none"> ○ Videos that do not include captioning, and ○ Oral communications without accompanying manual interpretation (such as, American Sign Language).
Physical barriers

<ul style="list-style-type: none"> • Steps and curbs that block a person with mobility impairment from entering a building or using a sidewalk.
<ul style="list-style-type: none"> • Mammography equipment that requires a woman with mobility impairment to stand.
<ul style="list-style-type: none"> • Absence of a weight scale that accommodates wheelchairs or others who have difficulty stepping up.
Policy Barriers
<ul style="list-style-type: none"> • Denying qualified individuals with disabilities the opportunity to participate in or benefit from federally funded programs, services, or other benefits.
<ul style="list-style-type: none"> • Denying individuals with disabilities access to programs, services, benefits, or opportunities to participate as a result of physical barriers.
<ul style="list-style-type: none"> • Denying reasonable accommodation to qualified individuals with disabilities, so they can perform the essential functions of the job for which they have applied or have been hired to perform.
Programmatic Barriers
<ul style="list-style-type: none"> • Lack of accessible equipment (such as mammography screening equipment).
<ul style="list-style-type: none"> • Insufficient time set aside for medical examination and procedures.
<ul style="list-style-type: none"> • Provider’s attitudes, knowledge, and understanding of people with disabilities.
Social Barriers
<ul style="list-style-type: none"> • People with disabilities are far less likely to be employed. The unemployment rate in 2012 for people with disabilities was more than 1 in 10 (13.9%) compared to less than 1 in 10 (6.0%) for those without disabilities.
<ul style="list-style-type: none"> • People with disabilities are more likely to live in poverty compared to people without disabilities (21.6% compare to 12.8%).
<ul style="list-style-type: none"> • Children with disabilities are almost four times more likely to experience violence than children without disabilities.
Transportation barriers
<ul style="list-style-type: none"> • Lack of access to accessible or convenient transportation for people who are not able to drive because of vision or cognitive impairments.
<ul style="list-style-type: none"> • Public transportation may be unavailable or at inconvenient distances or locations.

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 Lesson 1- Handout 3
 Instructors: Arroyo, Morera & Torres



Say it in other words!

Synonym: A word that has the same or nearly the same meaning of another one.

Example: vulnerable – fragile

Instructions: Replace the bold-faced words in the following sentences with a synonym from the box. Can you come up with other synonyms for those words?

Sentences:

1. Often, more than one **barrier** occurs at a time. obstacle
2. **Policy** barriers are frequently related to a lack of awareness or enforcement of existing laws and regulations. regulation
3. These include aspects such as the **lack** of relevant assistive technology. absence
4. Some systems and policies are either nonexistent or **hinder** the involvement of all people with a health condition in all areas of life. obstruct
5. People may see **disability** as a personal tragedy, as something that needs to be cured or prevented. impairment
6. By not considering disability a personal deficit or **shortcoming**, it becomes easier to recognize and address challenges that all people—including those with disabilities—experience. deficiency

Word bank

impairment obstacle deficiency absence obstruct regulation

Compound words:

Two or more words put together to form a new word with a new meaning.

Example: stereotype

Dare yourself!



Use your own words to define these compound words:

Wheelchair - Manmade
 Shortcoming - Healthcare
 Wrongdoing -

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Lesson 1- Handout 3- Answer key
Instructors: Arroyo, Morera & Torres



Instructions:

3. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
4. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

Attitudinal barriers

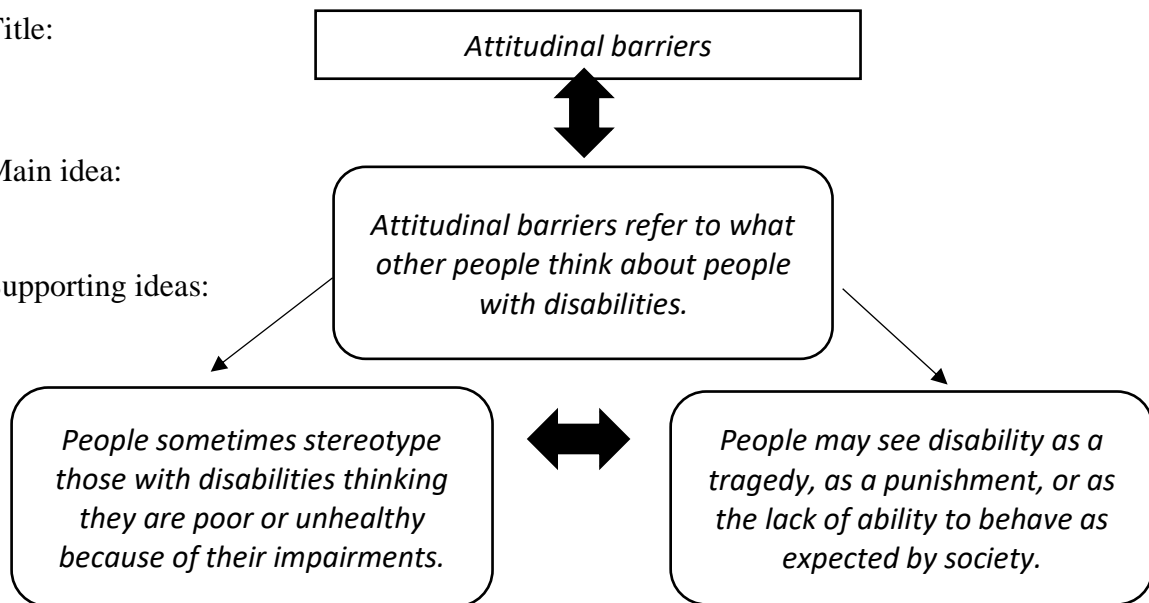
Main idea:

Attitudinal barriers refer to what other people think about people with disabilities.

Supporting ideas:

People sometimes stereotype those with disabilities thinking they are poor or unhealthy because of their impairments.

People may see disability as a tragedy, as a punishment, or as the lack of ability to behave as expected by society.



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Lesson 1- Handout 3- Answer key
Instructors: Arroyo, Morera & Torres



Instructions:

5. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
6. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

Communication barriers

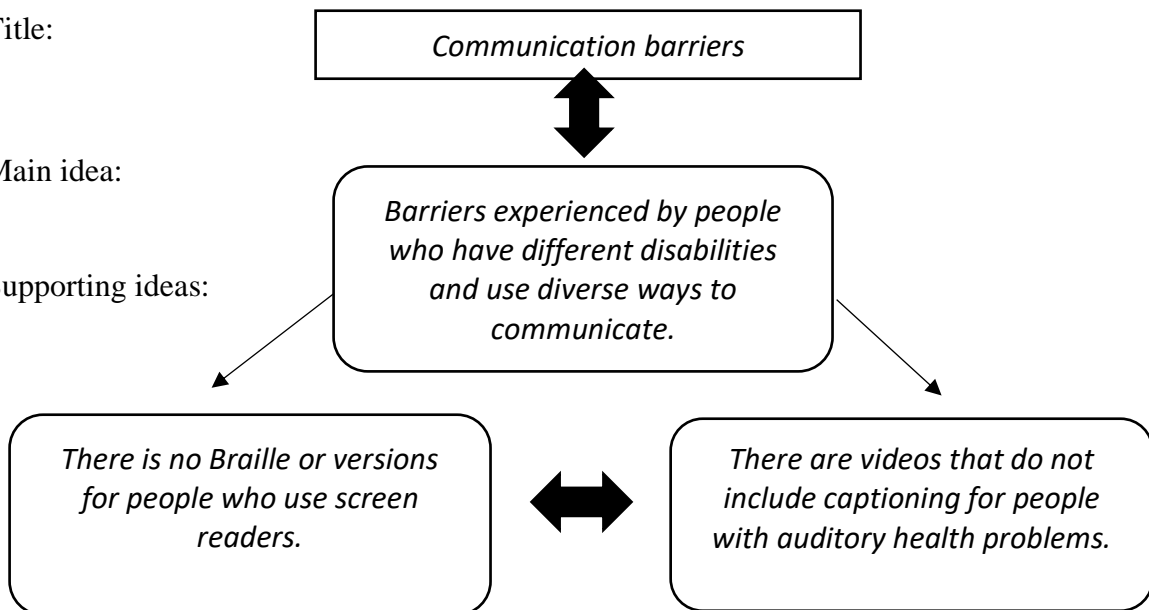
Main idea:

Barriers experienced by people who have different disabilities and use diverse ways to communicate.

Supporting ideas:

There is no Braille or versions for people who use screen readers.

There are videos that do not include captioning for people with auditory health problems.



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Instructors: Arroyo, Morera & Torres



Instructions:

7. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
8. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

Physical barriers

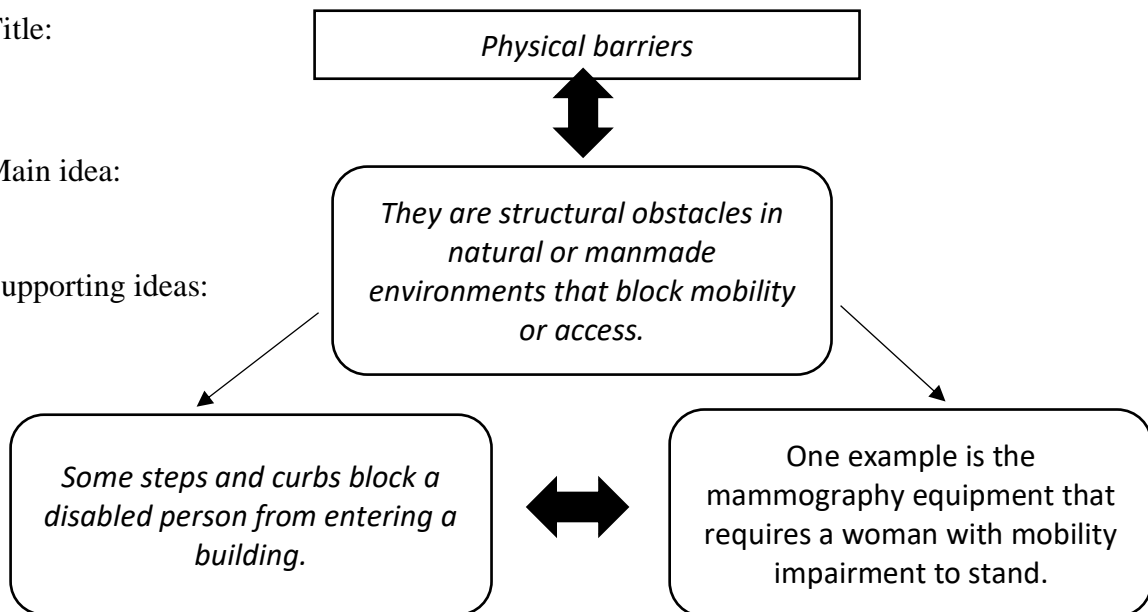
Main idea:

They are structural obstacles in natural or manmade environments that block mobility or access.

Supporting ideas:

Some steps and curbs block a disabled person from entering a building.

One example is the mammography equipment that requires a woman with mobility impairment to stand.



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Instructors: Arroyo, Morera & Torres



Instructions:

9. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
10. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

Policy barriers

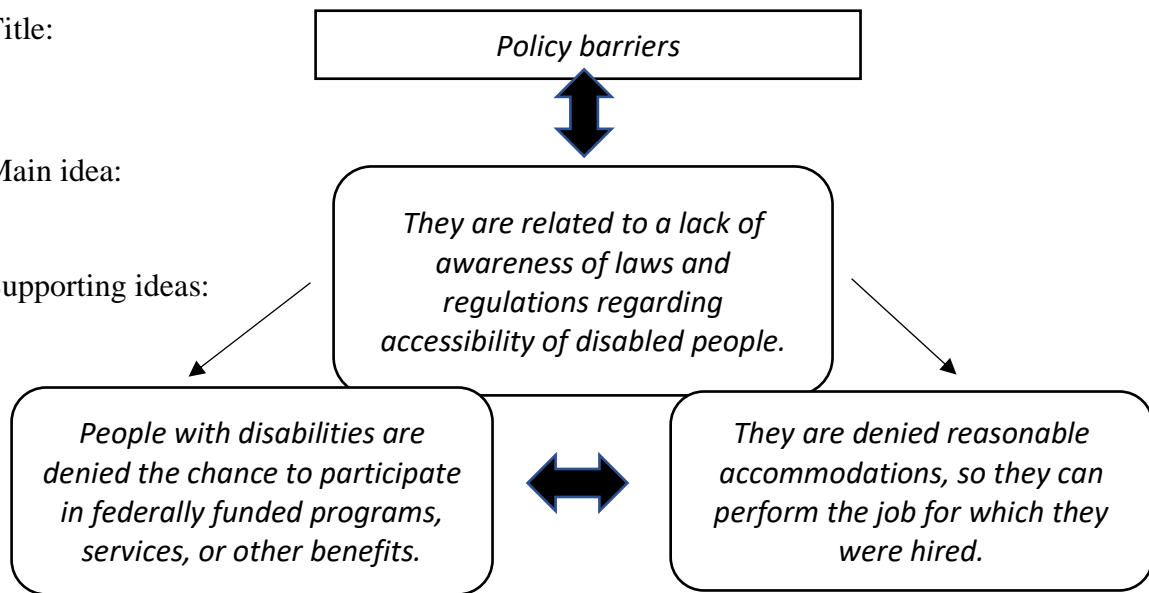
Main idea:

They are related to a lack of awareness of laws and regulations regarding accessibility of disabled people.

Supporting ideas:

People with disabilities are denied the chance to participate in federally funded programs, services, or other benefits.

They are denied reasonable accommodations, so they can perform the job for which they were hired.



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Instructions:

11. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
12. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

Programmatic barriers

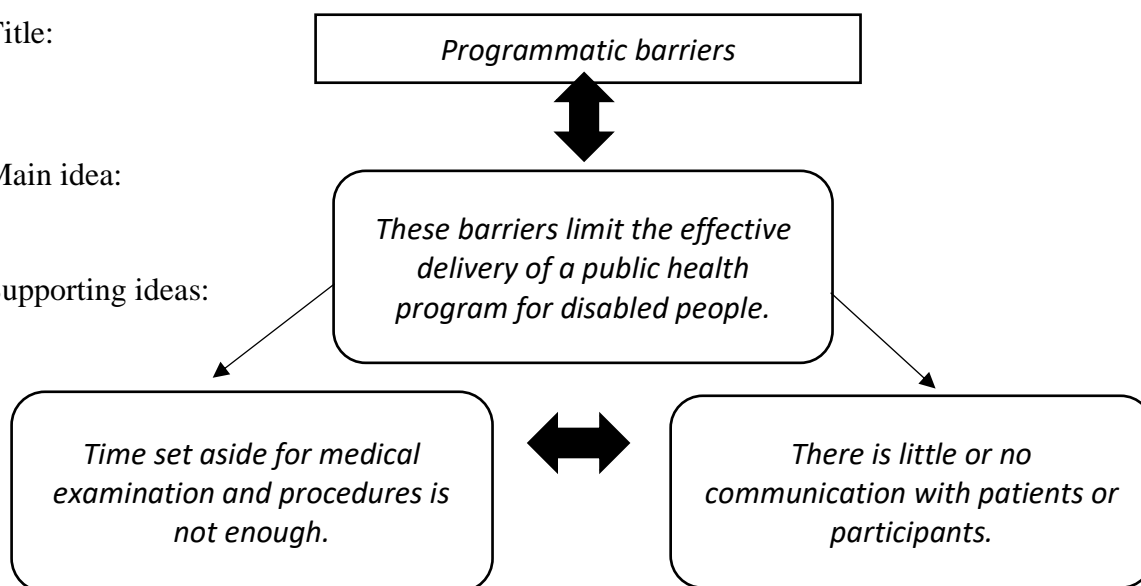
Main idea:

These barriers limit the effective delivery of a public health program for disabled people.

Supporting ideas:

Time set aside for medical examination and procedures is not enough.

There is little or no communication with patients or participants.

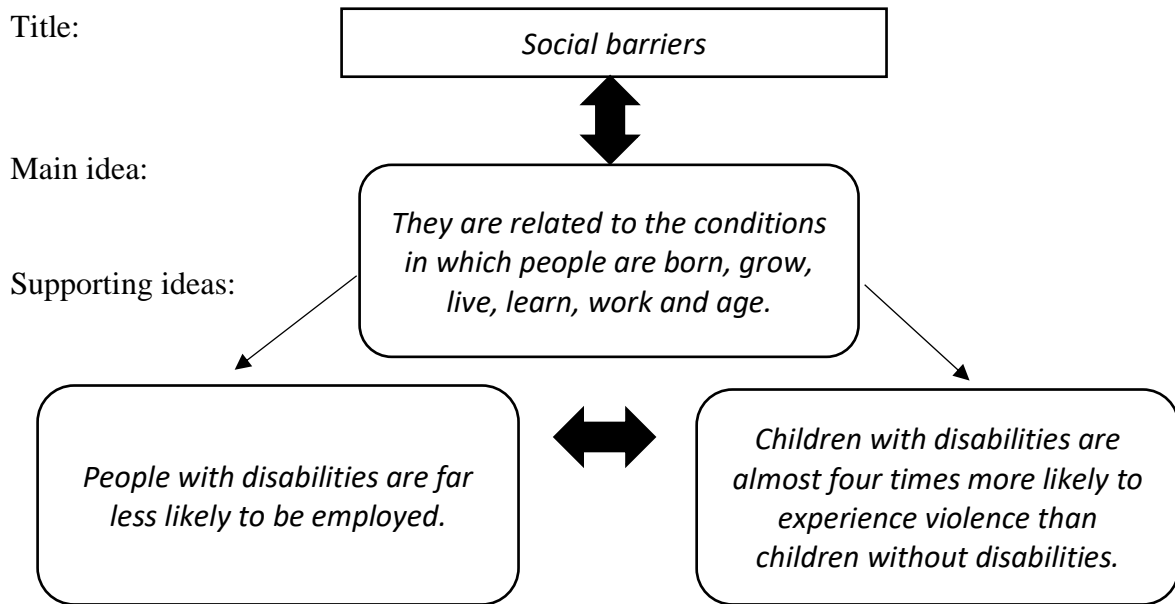


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Instructions:

13. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
14. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.



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Instructions:

15. In pairs, read the paragraph from the reading: *Common Barriers to Participation Experienced by People with Disabilities* assigned by the teacher.
16. Fill in the diagram below with:
 - ❖ the main idea of the paragraph (what the paragraph is about),
 - ❖ two examples or supporting ideas.

Title:

Transportation barriers

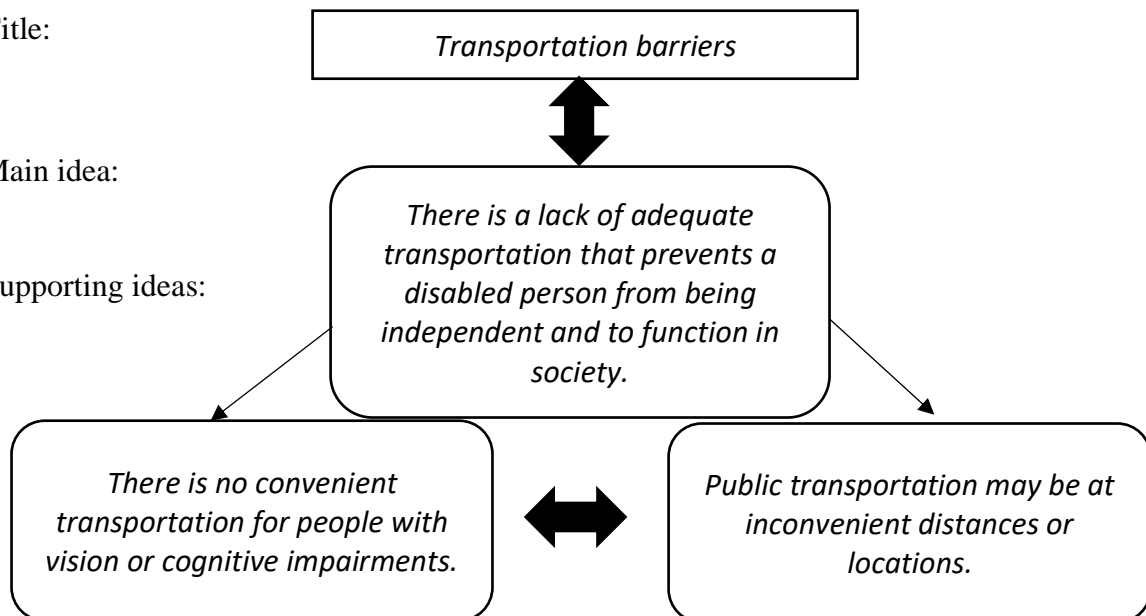
Main idea:

There is a lack of adequate transportation that prevents a disabled person from being independent and to function in society.

Supporting ideas:

There is no convenient transportation for people with vision or cognitive impairments.

Public transportation may be at inconvenient distances or locations.





University of Costa Rica
 Master's in TEFL
 Arroyo, Morera & Torres

Unit 1 Let's find it in!

Teacher: Rocío Torres Paniagua
 Assistants: Daniela Arroyo, Devi An Morera

Lesson plan 2
 Date: August 21st, 2019

Unit goal: By the end of the unit, students will be able to successfully interact with different texts by appropriately utilizing information from academic sources in order to identify and select material suitable to do research.

General Objective: By the end of the lesson, students will be able to successfully identify vocabulary related to disabilities and/or gerontology by using it in context in order to determine the characteristics of different impairments.

Specific objectives: By the end of the lesson, students will be able to:

1. use useful classroom expressions appropriately by reading and modeling them to successfully communicate in English during the classes.
2. adequately activate prior knowledge by using the title and sub-titles of a text to infer the content of a reading.
3. successfully identify collocations in a reading by skimming and scanning the text in order to find the correct way to utilize technical language in context.
4. adequately use modal verbs to give advice and strong recommendations to make appropriate suggestions to solve problems.
5. appropriately use rising and falling intonation patterns by repeating yes/no and Wh-information questions in order to successfully communicate when asking questions.
6. consciously reflect on their learning process by indicating their findings in the reading studied during the lesson.

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Materials	Time
1	<p>Warm-up</p> <p>-Ss provide some common expressions they would use in class and want to know how to say in English. T provides some examples.</p> <p>-Asts write the expressions on balloons provided for this purpose.</p> <p>-Ss form a circle in the middle of the class surrounding the balloons on the floor.</p> <p>-Music is played for Ss to throw a black balloon randomly to another classmate. When the music stops, the person with the black balloon picks up a balloon from the floor, reads the expression on it and model the expression. (e.g. How do you say _ síndrome_ in English?</p> <p>-T models and provides examples.</p>	R/W/S/ L	<p>Useful language:</p> <p>How do you say ____ in English?</p> <p>Would you repeat, please?</p> <p>I didn't understand.</p> <p>I don't know.</p> <p>May I go out for a moment?</p> <p>We already finish.</p> <p>Raise your hand.</p> <p>Come to the board.</p> <p>Stand up.</p> <p>Make a circle.</p> <p>Write your name.</p> <p>Take notes.</p> <p>Listen to the instructions.</p> <p>Get into groups of...</p> <p>Put aside (away) ... (the handout, the notebook, etc.</p> <p>Get in pairs.</p>		Music Balloons Markers	15 m
2	<p>Pre- task 1</p> <p>-Each St is given a puzzle piece. Ss will walk around and find the person who has the other part.</p> <p>-T writes the title of the reading <i>Different Types of Disabilities</i> in Handout 5 on the board and asks Ss</p>	R//W/S/ L	<p>Useful language:</p> <p>Show me your piece.</p> <p>They don't fit.</p> <p>They fit together.</p> <p>Useful language:</p>	<p>Making guesses</p> <p>Skimming for important ideas</p> <p>Scanning for specific information</p>	Handout 5 Handout 6 Material 3	20

	<p>to share what they know about the topic.</p> <p>-Ss are given Handout 6 which has three columns: What We Know, What We Predict, and What We Found Out.</p> <p>-In pairs, Ss answer only the first column.</p> <p>-T has the Ss read the first paragraph and predict what they expect to find in the reading. Ss answer the second column.</p> <p>-Ss are told to put aside Handout 6. Note: Ss are encouraged to answer in English, but answers in Spanish are expected.</p>		<p>I think the reading is about</p> <p>Probably, the text is about</p> <p>The article refers to</p> <p>It may refer to...</p> <p>Perhaps, the article is about...</p> <p>What do you know about ...?</p> <p>I know that ...</p>			
3	<p>Pre- task 2</p> <p>-Ss are given Handout 7.</p> <p>-T explains the concept of collocations and provides some examples.</p> <p>-In pairs, Ss are assigned one paragraph from the reading.</p> <p>-Ss have to identify the collocations in the paragraph and write them on the board.</p> <p>-Ss read aloud the collocations they find in the text.</p>	R/S/L	<p>Useful language</p> <p>-Let's find the collocations.</p> <p>-What about _____?</p> <p>-Do you think _____ is a collocation?</p> <p>-Hmmm, I don't think so.</p> <p>-Yes, it is.</p> <p>Collocations: bipolar disorder, guide dog, hearing impairment, intellectual disability, mental health, mental</p>	Making guesses Scanning	Handout 7	25

			illness, partial vision, personality disorder, social interactions, verbal/non-verbal communication, vision impairment			
4	<p>Pre- task 3</p> <p>-Ss will look for some post-its under their desks. Each post-it has one part of a collocation. Ss pair up the classmate with the post-it that completes his/her collocation.</p> <p>-Ss are given Handout 8.</p> <p>-T explains the concept of modal verbs and how they are used to give advice and strong recommendations (<i>should, have to, must</i>).</p> <p>-Ss complete Handout 8.</p>	R/W/S/ L	<p>Useful language</p> <p>-What is this person's problem?</p> <p>-The person _____.</p> <p>-What can we recommend?</p> <p>-I think _____.</p> <p>-I agree.</p>	Giving advice and recommendations	Handout 8 Post-its	25
5	<p>Pre-task 4</p> <p>-Ss are given Handout 9.</p> <p>-T explains rising and falling intonation in yes/no and Wh-information questions and provides examples.</p> <p>-Ss read the sentences out loud using</p>	R/S/L	<p>Pronunciation</p> <p>Using intonation in yes/no questions</p> <p>Using intonation in information questions</p>		Handout 9	20 m
4 5	<p>Main task</p> <p>-Ss pair up the same classmates they worked with in Pre-task 1.</p>	R/W/S/ L	<p>Useful language:</p> <p>-What is your situation?</p> <p>-I am a What about you?</p> <p>-I am a</p>	Scanning Speaking spontaneously	Handout 10-A Handout 10-B	35 m

	<ul style="list-style-type: none"> -Ss are assigned one paragraph from the reading <i>Different Types of Disabilities</i>. -Ss are given Handout 10-A and 10-B. -Each St is given one situation. --Ss have to create a conversation -Ss read the conversation to the class. 		-Let's start by			
6	<p>Post-task 1</p> <ul style="list-style-type: none"> -In pairs, Ss complete the last column of Handout 6 (What I Found Out) -Ss volunteer to read their findings. 	S/W	<p>Useful language:</p> <ul style="list-style-type: none"> -I found out that ... -I realized that ... -I didn't know that ... 	Differentiating between facts and predictions.	Handout 6	10 m

T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L= Listening, S= Speaking

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 Unit 1. Let's find it in!
 Lesson 2- Handout 5
 Instructors: Arroyo, Morera & Torres



Instructions: Read the title of the article below. What do you think the article is about?



Useful expressions:

I think the reading is about ...

The article refers to

....

Perhaps, the article is about...

It may refer to...

Probably, the text is about

Different types of disabilities

You may come across many disabilities in your work life. If your staff member's disability is not clear to you, ask how it affects their work and if they need adjustments so they can work to the best of their ability. Do not ask the person how they got the disability.

Some examples of common disabilities you may find are:

1. Vision impairment

Vision impairment refers to people who are blind or who have partial vision.

When talking with a person who is blind or has a vision impairment:

- always identify yourself and any others with you
- ask if the person requires assistance, and listen for specific instructions; however, be prepared for your offer to be refused.

If guiding a person, let them take your arm, rather than taking theirs. Describe any changes in the environment such as steps, obstacles, etc.

If the person has a guide dog, please remember the dog is working and should not be patted, fed or distracted.

Tips

- Ensure front of office staff are briefed and prepared on how to greet and assist people with vision impairment.
- Allow more time and greater flexibility for training and induction.
- Be aware that glare and poor lighting may exacerbate vision impairment.

2. People who are deaf or hard of hearing

Hearing impairments can range from mild to profound. People who are hard of hearing may use a range of strategies and equipment including speech, lip-reading, writing notes, hearing aids or sign language interpreters.

When talking to a person who is deaf or hard of hearing:

- look and speak directly to them, not just to the people accompanying them, including interpreters
- speak clearly and use a normal tone of voice unless otherwise instructed by the person with the hearing impairment
- if you don't understand what a person is saying, ask them to repeat or rephrase, or alternatively offer them a pen and paper.

Tips

- Ensure front of office staff are briefed and prepared on how to greet and assist people who are deaf or hard of hearing.
- Allow more time and greater flexibility for training and induction.
- Consider workspace location - allowing the employee to see people entering the room and situate the workstation in an area where there is minimal background noise.

3. People with mental health conditions

Mental illness is a general term for a group of illnesses that affect the mind or brain. These illnesses, which include bipolar disorder, depression, schizophrenia, anxiety and personality disorders, affect the way a person thinks, feels and acts.

A person with a mental health condition may experience difficulty concentrating, which can sometimes be a result of medication. Try to avoid overly stressful situations wherever possible so that their condition is not exacerbated.

Tips

- Provide clear and thorough explanations and instructions, in writing if required.
- Ask the person how they would like to receive information.
- Allow more time and greater flexibility for training and induction.

4. People with intellectual disability

A person with an intellectual disability may have significant limitations in the skills needed to live and work in the community, including difficulties with communication, self-care, social skills, safety and self-direction.

The most important thing to remember is to treat each person as an individual:

- a person with an intellectual disability is just like everyone else - treat them as you would like to be treated
- be considerate of the extra time it might take for a person with an intellectual disability to do or say something
- be patient and give your undivided attention, especially with someone who speaks slowly or with great effort.

Tips

- Allow more time and greater flexibility for training and induction.
- Keep the pressure of any given situation to a minimum as stress can affect a person's concentration and performance.
- Keep instructions simple and in bite-size pieces use demonstration and increase complexity as progress is made.
- Be aware that a person with intellectual disability may be less aware of social cues and may have less developed social skills.
- Give verbal and written instructions or try giving examples to illustrate ideas and summarize ideas often.

5. People with acquired brain injury (ABI)

Acquired brain injury (ABI) refers to any type of brain damage that occurs after birth. The injury may occur because of infection, disease, lack of oxygen or a trauma to the head. Around 160,000 Australians have some form of acquired brain injury, with more men affected than women.

The long-term effects are different for each person and can range from mild to profound. It is common for many people with ABI to experience:

- increased fatigue (mental and physical)
- some slowing down in the speed with which they process information, plan and solve problems
- changes to their behavior and personality, physical and sensory abilities, or thinking and learning
- may also have difficulty in areas such as memory, concentration and communication.

A person with an Acquired Brain Injury does not have an intellectual disability and does not have a mental illness

Tips

- Allow more time and greater flexibility for training and induction.
- Provide clear and thorough explanations and instructions.
- Minimize stress to maximize concentration and performance.
- Give verbal and written instructions or try giving examples to illustrate ideas and summarize ideas.

6. People with Autism Spectrum Disorder

Autism is an umbrella description which includes Autistic disorder, Asperger's syndrome and atypical autism. Autism affects the way information is taken in and stored in the brain. People with autism typically have difficulties in verbal and non-verbal communication, social interactions and other activities. Impairments usually exist across three main areas of functioning:

- social interaction
- communication, and
- behavior (restricted interests and repetitive behaviors).

Many people with an autism spectrum disorder also have sensory sensitivities, i.e. over or under sensitivity to sight, touch, taste, smell, sound, temperature or pain.

Some characteristics of Asperger's syndrome

Those with Asperger's syndrome are typically of average or above average intelligence and can show a wide range of behaviors and social skills. People with Asperger's syndrome may display some of the following characteristics:

- difficulty in forming friendships
- ability to talk well, either too much or too little, but difficulty with communication
- inability to understand that communication involves listening as well as talking
- a very literal understanding of what has been said. For example, when asked to 'get lost', as in go away, a person with Asperger's syndrome will be confused and may literally try to 'get lost'
- inability to understand the rules of social behavior, the feelings of others and to 'read' body language. For example, a person with Asperger's syndrome may not know that someone is showing that they are cross when frowning
- sensitivity to criticism

- a narrow field of interests. For example, a person with Asperger's syndrome may focus on learning all there is to know about cars, trains or computers
- eccentricity.

Tips

- Establish routines and predictable environments.
- Inform people with autism what is about to happen before it occurs.

7. People with physical disability

The common characteristic in physical disability is that some aspect of a person's physical functioning, usually either their mobility, dexterity, or stamina, is affected. People with physical disability are usually experts in their own needs and will understand the impact of their disability.

There are many different kinds of disability and a wide variety of situations people experience. The disability may be permanent or temporary. It may exist from birth or be acquired later in life. People with the same disability are as likely as anyone else to have different abilities.

Tips

- Always ask before offering assistance.
- Be at the same level when talking with the person.
- Never assume that a person with physical disability also has intellectual disability.
- Ask permission before touching a person's wheelchair or mobility aid.

Retrieved and modified from:

<https://services.anu.edu.au/human-resources/respect-inclusion/different-types-of-disabilities>

Glossary:

Briefed :	informed
Come across:	find
Exacerbate:	complicate
Mild:	not strong

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 2- Handout 6
Instructors: Arroyo, Morera & Torres



Instructions: Based on the reading *Different Types of Disabilities*, fill out the chart below with the information required. Write at least one word, sentence, or idea about what you know, predict, and find in the reading.

What do you know about the topic?

What I Know	What I Predict	What I Found out
<i>I know that...</i>	<i>I think / guess that the text is about...</i>	<i>I realized that...</i>

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 2- Handout 7
 Instructors: Arroyo, Morera & Torres



Collocations are two or more words that usually go together: "physical functioning," "social interaction"

How many collocations can you find in the following sentences? Work with a partner and find as many as you can. Underline them.

- Hearing impairments can range from mild to profound.
- These illnesses, which include bipolar disorder, depression, schizophrenia, anxiety and personality disorders, affect the way a person thinks, feels and acts.
- A person with an Acquired Brain Injury (ABI) does not have an intellectual disability and does not have a mental illness.
- People with autism typically have difficulties in verbal and non-verbal communication, social interactions and other activities.
- If the person has a guide dog, please remember the dog is working and should not be patted, fed or distracted.
- Vision impairment refers to people who are blind or who have partial vision.



Useful language

- Let's find the collocations.
- What about _____?
- Do you think _____ is a collocation?
- Hmmm, I don't think so. / Yes. It is.

Good job!

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 2- Handout 8
 Instructors: Arroyo, Morera & Torres



Giving advice and recommendations

We use these modal verbs to give advice or strong recommendations.

Should: She doesn't understand what the person is saying.
 (shouldn't) She should ask for clarification.

Have to: I broke my leg while I was playing.
 (don't have to) You have to stop playing for a month.

Must: Some staff members have hearing problems; others have vision impairments.
 (mustn't) They must receive verbal and written instructions to understand.

- Use modal verbs to give the following people some advice or strong recommendations:



a. _____.



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b. _____.



c. _____.

- Use modal verbs to write a short conversation on the bubbles of the comic strip below.



Well done!!

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 2- Handout 9
Instructors: Arroyo, Morera & Torres



Intonation

Rising or falling?

Rising intonation ↗	Falling intonation ↘
Yes / No questions "Should I get a guide dog?"	Wh- questions (information) "Where is the wheelchair ramp?"

Instructions:

Read the following questions aloud. Use a rising ↗ or falling ↘ arrow to indicate the type of intonation at the end of each question.

1. How can I help disabled or elderly people in my office? _____
2. Is mental illness a health condition that affects the mind or brain? _____
3. What type of equipment should deaf people use? _____
4. What are the common characteristics of bipolar people? _____
5. Do people with Asperger's syndrome have problems to communicate? _____
6. What must we do to help a person with vision impairment? _____
7. Why is it important to provide verbal and written instructions? _____
8. What does Acquired Brain Injury refer to? _____
9. Should we make adjustments at work to facilitate access? _____
10. Do people with intellectual disabilities have problems to socialize? _____

Great job!

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 2- Handout 7- Answer Key
 Instructors: Arroyo, Morera & Torres



Collocations are two or more words that usually go together: "physical functioning," "social interaction"

How many collocations can you find in the following sentences? Work with a partner and find as many as you can. Underline them.

- Hearing impairments can range from mild to profound.
- These illnesses, which include bipolar disorder, depression, schizophrenia, anxiety and personality disorders, affect the way a person thinks, feels and acts.
- A person with an Acquired Brain Injury (ABI) does not have an intellectual disability and does not have a mental illness.
- People with autism typically have difficulties in verbal and non-verbal communication, social interactions and other activities.
- If the person has a guide dog, please remember the dog is working and should not be patted, fed or distracted.
- Vision impairment refers to people who are blind or who have partial vision.



Useful language

- Let's find the collocations.
- What about _____?
- Do you think _____ is a collocation?
- Hmmm, I don't think so. / Yes. It is.

Good job!

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 2- Handout 8- Answer key
Instructors: Arroyo, Morera & Torres



Giving advice and recommendations

We use these modal verbs to give advice or strong recommendations.

Should: She doesn't understand what the person is saying.
(shouldn't) She should ask for clarification.

Have to: I broke my leg while I was playing.
(don't have to) You have to stop playing for a month.

Must: Some staff members have hearing problems; others have vision impairments.
(mustn't) They must receive verbal and written instructions to understand.

1. Use modal verbs to give the following people some advice or strong recommendations:



a. _____



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b. _____



c. _____

Answers may vary

2. Use modal verbs to write a short conversation on the bubbles of the comic strip below.



Well done!!

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 2- Handout 9- Answer key
 Instructors: Arroyo, Morera & Torres



Intonation

Rising or falling?

Rising intonation ↗	Falling intonation ↘
Yes / No questions "Should I get a guide dog?"	Wh- questions (information) "Where is the wheelchair ramp?"

Instructions:

Read the following questions aloud. Use a rising ↗ or falling ↘ arrow to indicate the type of intonation at the end of each question.

1. How can I help disabled or elderly people in my office? _____ ↘
2. Is mental illness a health condition that affects the mind or brain? _____ ↗
3. What type of equipment should deaf people use? _____ ↘
4. What are the common characteristics of bipolar people? _____ ↘
5. Do people with Asperger's syndrome have problems to communicate? _____ ↗
6. What must we do to help a person with vision impairment? _____ ↘
7. Why is it important to provide verbal and written instructions? _____ ↘
8. What does Acquired Brain Injury refer to? _____ ↘
9. Should we make adjustments at work to facilitate access? _____ ↗
10. Do people with intellectual disabilities have problems to socialize? _____ ↗

Great job!



University of Costa Rica
Master's in TEFL
Arroyo, Morera, & Torres

Unit 1 Let's find it in!

Teacher: Daniela Arroyo
Assistants: Devi An Morera, Rocío Torres

Lesson plan 3
Date: August 28th, 2019

Unit goal: By the end of the unit, students will be able to successfully interact with different texts by appropriately utilizing information from academic sources in order to identify and select material suitable to do research.

General Objective: By the end of the lesson, students will be able to infer the meaning of unfamiliar words by using different techniques to recognize language in context.

Specific objectives: By the end of the class, students will be able to:

1. use definitions provided in context to successfully guess the meaning of unfamiliar words.
2. accurately identify word classes to guess the meaning of unfamiliar words.
3. use examples given in context to successfully guess the meaning of unfamiliar words.
4. correctly identify affixes to guess the meaning of unfamiliar words.
5. successfully activate prior knowledge to facilitate interaction with a new text.
6. Successfully guess the meaning of unfamiliar words by using different types of strategies.

Notes:

- Most Ss do not arrive on time due to different circumstances. Therefore, the instructors wait 5 minutes. That means the starting time is 6:05
- Translation is expected in most of the activities since many Ss are not prepared to give their own definitions of words in English.

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Materials	Time
4 5 (lesson plan 2)	Warm up: - 5 m are given for Ss to finish their conversations. - They present (this activity was part of last week's lesson plan)	L/S/R	Useful language: -What is your situation? -I am a What about you? -I am a -Let's start by	Scanning Speaking spontaneously	Handout 10 (A and B) from last class	15m
1	Pre- task 1 - T introduces the concept of guessing meaning from context. - On the board, the explanation of how to use definitions is projected. - A couple of Ss are selected for a competition. Different definitions are projected on the board (one at a time), two Ss run to ring the bell and say what it means. -Drilling for pronunciation purposes.	R/L/S	Useful language: I think _____ means _____. _____ means _____ Expressions to introduce definitions: A _____ is a _____. _____ are _____. Vocabulary: Shower bench Bed rails Reacher Orthopedic mattress	Guessing meaning from context	Computer Projector Power point Desk bells	15m

2	<p>Pre- task 2</p> <p>-On the board, the explanation of what nouns, adjectives, verbs, and adverbs are is projected as the T explains their importance.</p> <p>- Ss receive mini whiteboards. They write the word class of the underlined words projected, and their possible meanings.</p> <p>-Drilling for pronunciation purposes.</p>	R/S/L	<p>Useful language:</p> <p>It is a(n) _____(noun, adjective, etc.)</p> <p>I think it's a(n) _____(noun, adjective, etc.)</p> <p>I think it means _____</p> <p>Vocabulary:</p> <p>Cues</p> <p>Adversely</p> <p>Illegible</p> <p>Store</p>	Guessing meaning from context	<p>Computer</p> <p>Projector</p> <p>Power point</p> <p>Mini whiteboards</p> <p>Markers</p>	15m
3	<p>Pre- task 3</p> <p>- On the board, the explanation of how to use examples is projected.</p> <p>- One example is projected for each group to guess the meaning of underlined words.</p> <p>-Drilling for pronunciation purposes.</p>	R/S/L	<p>Useful language:</p> <p>We think it means ____</p> <p>We think the meaning is ____</p> <p>Expressions for introducing examples:</p> <p>An example of _____ is ____</p> <p>_____ is an example of ____</p> <p>An example is ____</p> <p>Vocabulary:</p> <p>Treatment options</p> <p>Parental education</p> <p>Exacerbating factors</p> <p>Side effects</p>	Guessing meaning from context	<p>Computer</p> <p>Projector</p> <p>Power point</p>	15m

4	<p>Pre- task 4</p> <p>- On the board, the explanation of how to use affixes is projected.</p> <p>-Ss go out of the classroom and walk to encounter 7 sentences that contain words with affixes. They take notes of the words and their meaning in handout 12.</p> <p>-Ss receive handout 11 for guidance purposes.</p> <p>-Drilling for pronunciation purposes.</p>	R/S/L	<p>Useful language: The prefix/ suffix is ____ The prefix/ suffix means ____ I think the word means ____ What is the meaning of the word? What is the meaning of the prefix/ suffix?</p> <p>Vocabulary: Unwanted Unnoticed Overpowered Interpreter Correctly Openness Overprotection</p>	Guessing meaning from context	<p>Computer Projector Power point Printed sentences (Material 4) Masking Handout 11 Handout 12</p>	20m
5	<p>Pre- task 5</p> <p>-Ss receive handout 13. Here they have to write one strategy to deal with people with different types of disabilities (one strategy per category).</p> <p>-Ss write their answers on the board.</p>	W/L/S	<p>Useful language: -One strategy is ____ -It is important to ____ -It is necessary to ____</p>	Activating prior knowledge	Handout 13	10m
6	<p>Main task</p> <p>- Ss receive a summary of the guessing meaning from context techniques (handout 14)</p>	R/L/S	<p>Useful language: I think it means ____ This word means ____</p>	Guessing meaning from context	Handout 14 Handout 15	25m

	<p>-Ss receive handout 15 containing a reading with underlined words. Ss must determine the meaning of the underlined words by using the techniques introduced in the pre-tasks.</p> <p>-Ss say what technique they used to guess the meaning of the words.</p> <p>-Drilling for pronunciation purposes.</p>		<p>This word possibly means _____</p> <p>We used _____ technique</p> <p>Vocabulary: Non- verbally Especially Transmitter Receiver Code Appropriately Friendly Unavoidable Unnecessary Unwanted Face Cane Generally Scared Handles Movement Misestimate Slip Efficiently</p>			
4	<p>Post- task 1</p> <p>- Ss complete a crossword puzzle (handout 16) about prefixes and suffixes.</p> <p>-Drilling for pronunciation purposes.</p>	R/W	<p>Useful language: I think that the word is _____</p> <p>The answer for this is _____</p> <p>Affixes vocabulary: Blindness</p>	---	Handout 11 Handout 16	15m

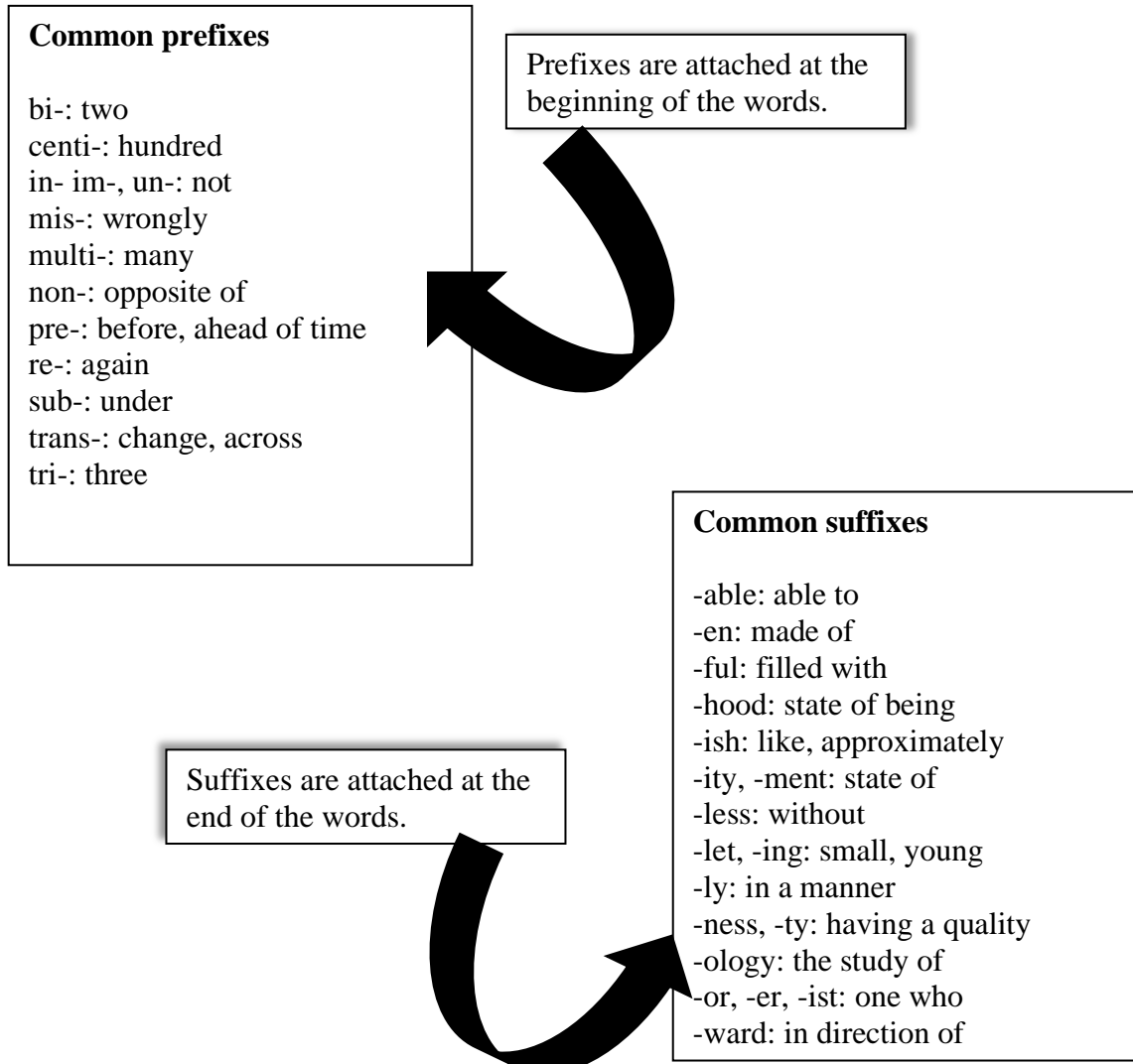
			Helpful Non- disabled Adulthood Inclusiveness Respectfully Gerontologist Healthless Mobility Disability			
---	Talk to Ss about their first journal entry due next week. Present the rubric again.	---	---	---	---	5 m

T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L=Listening, S= Speaking



Here are some common prefixes and suffixes!

Instructions: Read the following list of affixes (prefixes and suffixes). Use this handout as a reference in upcoming activities.



Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 3. Handout 12
 Instructors: Arroyo, Morera & Torres




Instructions: Complete the grid below with the information of the underlined word.

Word	Prefix ✓	Suffix ✓	Meaning of the word
1.			
2.			
3.			
4.			
5.			
6.			
7.			


Useful language

- *The prefix/ suffix is _____
- *The prefix/ suffix means _____
- *I think the word means _____
- *What is the meaning of the word?
- *What is the meaning of the prefix/ suffix?



Remember!


Prefix = beginning
 Suffix = end



Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 3. Handout 13
Instructors: Arroyo, Morera & Torres



Instructions: Write two strategies to deal with people with disabilities (two strategies per category). One example is given.

Useful language: 

- One strategy is ____
- It is important to ____
- It is necessary to ____
- What do you think?

People in wheelchairs	People that are faced with limitations in mobility
Ask if the person needs help.	

Finish early?



In the space below write as many general strategies to deal with people with disabilities as you can!

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 3. Handout 14
Instructors: Arroyo, Morera & Torres



Instructions: Use this handout as a reference of guessing meaning from context techniques.

Guessing meaning from context techniques

Technique 1: Definitions

Sometimes texts contain definitions. Definitions give us the exact meaning of a word.

Example: A wheelchair is a chair mounted on wheels especially for the use of disabled persons.

Expressions that introduce definitions:

- ✓ A _____ is a _____.
- ✓ _____ are _____.

Technique 2: Word classes

Words have different functions. Nouns are things, verbs are actions, adjectives are characteristics, and adverbs describe the way actions happen.

Example: Hearing loss may be mild, moderate, severe, or profound.

Technique 3: Examples

Examples illustrate definitions, words, etc. They are very helpful when guessing meaning from context.

Example: A learning disability; for example, dyslexia requires a curriculum adjustment.

Expressions for introducing examples:

- ✓ An example of _____ is _____
- ✓ _____ is an example of _____
- ✓ An example is _____
- ✓ For example _____
- ✓ _____ include _____
- ✓ _____ such as _____



Technique 4: Word forms

Words can be formed by attaching small particles. If the particle is attached at the beginning it is a prefix. On the contrary if it is attached at the end it is a suffix.

Example: Discrimination against disabled people is unfair. I was speechless when I heard the manager say that.

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 3. Handout 15
Instructors: Arroyo, Morera & Torres



Instructions: Read the following extract. Determine the meaning of the underlined words. Write their translation and the technique you used to guess the meaning in the grid that is at the end of the extract.

**Basic Strategies for Communicating
 with People that are Faced with
 Disability**

Preface:

Above all we must remember that communication is a human encounter that is established verbally and non-verbally; not only for transmission of messages but affective aspects are especially important such as exchange of ideas, thoughts, feelings, and emotions.

In this encounter the base model for communication is developed as follows: a transmitter (person that wishes to transmit something to another person), a receiver (a person that receives or is sent a message), the means used to send a message (oral, written, audiovisual), and the message that is transmitted which can be an idea, a feeling, an object, a code, a language, etc.

When communicating, each person expresses him or herself according to his or her values, feelings, and capacities, so it is important to take into account the specific needs of the receiver, and the conditions of the encounter. In addition, consider the following criteria:

- ❖ Confront the interlocutor with the subject or matter that is transmitted: this should be with tranquility, respect, and resources to receive the interaction.
- ❖ Give total attention to the interlocutor and the subject or matter that is transmitted: stay focused on what is said without letting external agents distract you.
- ❖ Try to use clear communication: this is obtained by using sensitive language and precise expressions with an appropriate tone of voice.
- ❖ Understand and repeat the message sent: this consists of receiving the message and accepting it without any falsification, alteration, ulterior motives, assumptions or additions, to reach a good understanding.
- ❖ Confirm that you received and understand the message: this is the sign that you listened with care, which doesn't mean negating or agreeing with the message, but creates an appropriate environment to continue communication.

Today, because of personality and other barriers, we often confront limitations when trying to communicate. This makes awareness of non-verbal communication and other people very important to the facilitation of communication.

In the documents of Accessible Tourism by the Royal Board of Prevention and Care for People with Disability, as well as Communication and Disability by Master Rocío López Masís, is recommended a series of strategies for the treatment of people faced with disability. They are useful guidelines that, in many cases, are created with logic and common sense.

This manual emphasizes the strategies that people should use to facilitate access to communication, and that it is necessary to take into account non-verbal communication.

Useful language:

I think it means _____

This word means _____

This word possibly means _____



I. General Recommendations

Every person that encounters limitations in communication is different, and to interact appropriately each case must be treated as an individual. But here are some general recommendations:

- ❖ A person that is faced with limited information and communication is, above all, a person.
- ❖ It is important to value the things that people can do. Do not reaffirm the limitations that a person confronts while performing different activities. This can add to negative attitudes of society as well as communication barriers.
- ❖ Look for mutual interests for a friendly interaction. People have other interests than the challenges they face trying to perform certain activities.
- ❖ If appropriate, allow the conversation to turn to the limitations that people confront and allow the person to talk if he or she wishes to. You should never use a tone of commiseration or pity.
- ❖ Some people require more time than you may be used to to do, say, or understand things.
- ❖ Each person defines their own pace of walking and talking. We all have limitations.
- ❖ When planning, keep in mind the limitations that all people confront. If there are unavoidable barriers, communicate them in anticipation.
- ❖ Always ask people what type of help they need.
- ❖ Before helping someone, always ask if they need it. It may be unnecessary or unwanted
- ❖ Put yourself in the place of the other person. This will help you understand the limitations that they face regarding information and communication.
- ❖ Act naturally
- ❖ Maintain an attitude of respect towards the person with whom you are communicating
- ❖ Use common sense with any difficulty confronted.

II. People that are faced with limitations in mobility:

- ❖ Ask how they could be better
- ❖ Do not hold the arm that is in control of a cane or crutch, and do not touch a person's cane or crutch.
- ❖ Ask if the person can let go of their cane or crutch if you help.
- ❖ Offer help going up and down stairs or in and out of a vehicle.
- ❖ Help with packages and bags, if the person needs or wants it.
- ❖ Offer your seat so the person does not have to remain standing for long periods of time.

2.1 People in wheelchairs

- ❖ Stand in front of the person when speaking to him or her, never behind or in a position that requires him or her to turn around
- ❖ Ask if the person needs help
- ❖ Speak directly to the person in a wheelchair, not to the person next to him or her or ignoring the person in a wheelchair.
- ❖ If the conversation lasts for more than a minute, sit or kneel down so that you are at the same height as the person to whom you are talking in order to make eye contact.
- ❖ Generally, the most needed help is to give directions, including the distance and if any obstacles on the way are present.
- ❖ If you are pushing a wheelchair, be sure not to run into other people or objects.

- ❖ Push the wheelchair slowly, only by the handles. Some people have poor balance and feel scared when pushed quickly.
- ❖ Do not hang objects on or lean on the handles, as they are part of the personal space of the person using the wheelchair.
- ❖ If a place isn't accessible by wheelchair, notify the person in the wheelchair in order to determine possible solutions.
- ❖ In work situations, the person can best indicate how he or she can be more comfortable to perform his or her work; for example: changes to the machinery, additional training, mechanical help, tools and equipment, lowering or raising of the height of tables or tables, etc.
- ❖ Some people are able to walk but use a wheelchair to save energy or move faster. Remember that a wheelchair is a means to facilitate independent movement.

2.2 Methods for practical operation of a wheelchair

- ❖ The most important thing is to take the instructions of the person in the wheelchair. This person knows best how to operate a wheelchair and how he or she wants to be pushed.
- ❖ Do not jerk, accelerate, or brake quickly; go smoothly and in control.
- ❖ Walk slowly.
- ❖ Slowly apply the brakes when it is time to stop. Sometimes we misestimate the incline of the road and the wheelchair could slip.
- ❖ When it is necessary to lift or support the wheelchair, hold onto the secure tubes.

2.3 Instructions for going up or down sidewalks or curbs

- ❖ To go up, push the wheelchair until the front wheels touch the sidewalk or curb. Then lift up the wheelchair, leaning it back and stepping on one of the bars in the back. Put the front wheels on the upper sidewalk or curb; lift the rear wheels and chair on top of the sidewalk or curb and continue pushing smoothly and forward.
- ❖ To go down, push the wheelchair towards the sidewalk or curb backwards and smoothly lower the rear wheels down, and then lower the front wheels softly.

2.4 Technique for going up or down stairs in a wheelchair, securely and efficiently.

This should be done by two people

- ❖ To go up, approach the wheelchair from behind and lift it slowly, ascending stair by stair, while the other person is in front holding the bars attached to the wheelchair helping lift it.
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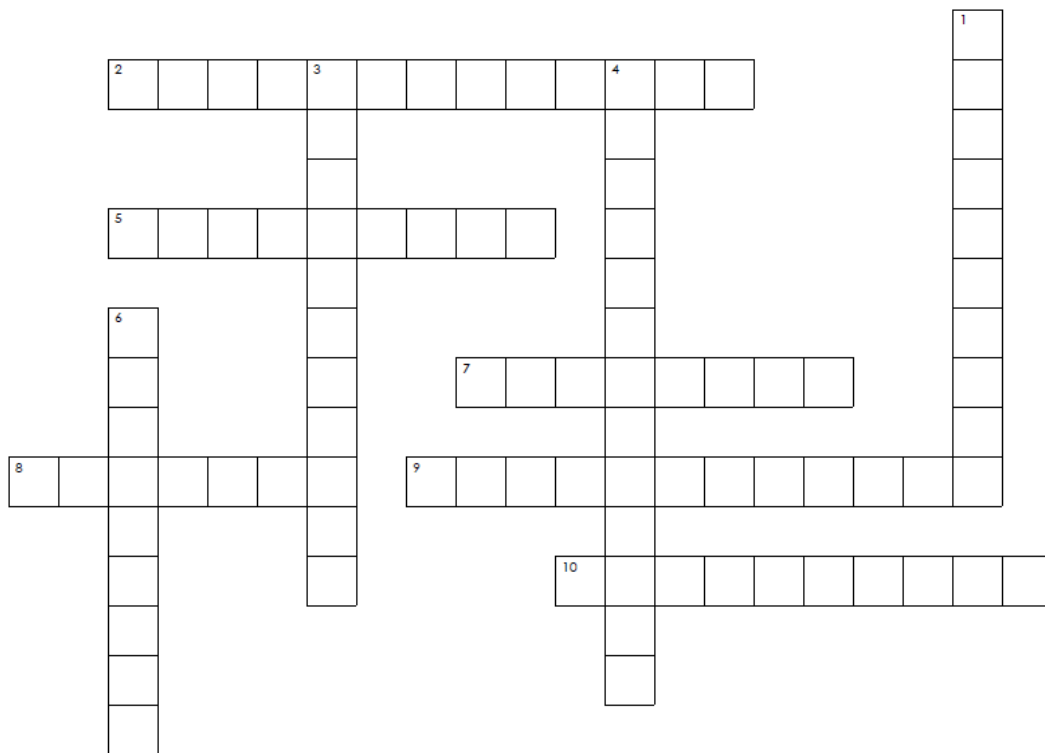
#	Translation	Technique(s)	#	Translation	Technique(s)
1.			10.		
2.			11.		
3.			12.		
4.			13.		
5.			14.		
6.			15.		
7.			16.		
8.			17.		
9.			18.		
10.			20.		

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 3. Handout 16
 Instructors: Arroyo, Morera & Torres



Affixes Crossword

Instructions: Complete the crossword puzzle by forming the words with prefixes and suffixes. Use handout 11 to help you in the process.



Across: →

2. One who works in gerontology
5. The quality of being blind
7. The state of mobile
8. Filled with help
9. In a respectful manner
10. Without health

Down: ↓

1. The state of disabled
3. Opposite of disabled
4. Having the quality of being inclusive
6. State of being adult

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 3. Material 4
 Instructors: Arroyo, Morera & Torres



Before helping someone, always ask if they need it. It may be unnecessary or unwanted.

People that have reduced vision can encounter accidents, which often goes unnoticed and so we do not offer help.

Environmental noise should have a certain manner that can easily be overpowered by verbal information, but too much noise can change the spatial understanding, disorient, and displace the person.

If there is an interpreter present, continue speaking directly to the person. They can turn to the interpreter if they need to.

Verify that the person correctly understands instructions given

Frequent characteristics of these people are a necessity to relate to their environment, and openness with human contact.

Avoid overprotection or rejection. Remember that they have feelings although they can't express them.

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 3. Handout 12
Instructors: Arroyo, Morera & Torres



Instructions: Complete the grid below with the information of the underlined word.

Word	Prefix	Suffix	Meaning of the word
	✓	✓	
1. Unwanted	✓		Indeseado
2. Unnoticed	✓		Desapercibido
3. Overprotected	✓		Sobreprotegido
4. Interpreter		✓	Interprete
5. Correctly		✓	Correctamente
6. Openness		✓	Actitud receptiva
7. Overprotection	✓		Sobreprotección

Useful language

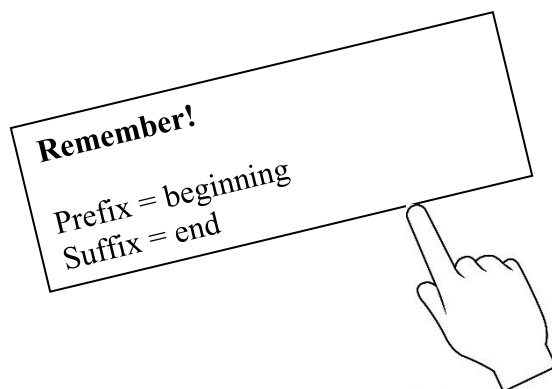
*The prefix/ suffix is _____

*The prefix/ suffix means _____

*I think the word means _____

*What is the meaning of the word?


*What is the meaning of the prefix/ suffix?



Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 3. Handout 13
Instructors: Arroyo, Morera & Torres



Instructions: Write two strategies to deal with people with disabilities (two strategies per category). One example is given.

Useful language: 

- One strategy is _____
- It is important to _____
- It is necessary to _____
- What do you think?

People in wheelchairs	People that are faced with limitations in mobility
Ask if the person needs help.	Answers vary

Finish early?



In the space below write as many general strategies to deal with people with disabilities as you can!

Answers vary

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 3. Handout 15
Instructors: Arroyo, Morera & Torres



Instructions: Read the following extract. Determine the meaning of the underlined words. Write their translation and the technique you used to guess the meaning in the grid that is at the end of the extract.

Basic Strategies for Communicating with People that are Faced with Disability

Preface:

Above all we must remember that communication is a human encounter that is established verbally and non-verbally; not only for transmission of messages but affective aspects are especially important such as exchange of ideas, thoughts, feelings, and emotions.

In this encounter the base model for communication is developed as follows: a transmitter (person that wishes to transmit something to another person), a receiver (a person that receives or is sent a message), the means used to send a message (oral, written, audiovisual), and the message that is transmitted which can be an idea, a feeling, an object, a code, a language, etc.

When communicating, each person expresses him or herself according to his or her values, feelings, and capacities, so it is important to take into account the specific needs of the receiver, and the conditions of the encounter. In addition, consider the following criteria:

- ❖ Confront the interlocutor with the subject or matter that is transmitted: this should be with tranquility, respect, and resources to receive the interaction.
- ❖ Give total attention to the interlocutor and the subject or matter that is transmitted: stay focused on what is said without letting external agents distract you.
- ❖ Try to use clear communication: this is obtained by using sensitive language and precise expressions with an appropriate tone of voice.
- ❖ Understand and repeat the message sent: this consists of receiving the message and accepting it without any falsification, alteration, ulterior motives, assumptions or additions, to reach a good understanding.
- ❖ Confirm that you received and understand the message: this is the sign that you listened with care, which doesn't mean negating or agreeing with the message, but creates an appropriate environment to continue communication.

Today, because of personality and other barriers, we often confront limitations when trying to communicate. This makes awareness of non-verbal communication and other people very important to the facilitation of communication.

In the documents of Accessible Tourism by the Royal Board of Prevention and Care for People with Disability, as well as Communication and Disability by Master Rocío López Masís, is recommended a series of strategies for the treatment of people faced with disability. They are useful guidelines that, in many cases, are created with logic and common sense.

This manual emphasizes the strategies that people should use to facilitate access to communication, and that it is necessary to take into account non-verbal communication.

I. General Recommendations

Useful language:

I think it means _____
 This word means _____
 This word possibly means _____



Every person that encounters limitations in communication is different, and to interact appropriately each case must be treated as an individual. But here are some general recommendations:

- ❖ A person that is faced with limited information and communication is, above all, a person.
- ❖ It is important to value the things that people can do. Do not reaffirm the limitations that a person confronts while performing different activities. This can add to negative attitudes of society as well as communication barriers.
- ❖ Look for mutual interests for a friendly interaction. People have other interests than the challenges they face trying to perform certain activities.
- ❖ If appropriate, allow the conversation to turn to the limitations that people confront and allow the person to talk if he or she wishes to. You should never use a tone of commiseration or pity.
- ❖ Some people require more time than you may be used to to do, say, or understand things.
- ❖ Each person defines their own pace of walking and talking. We all have limitations.
- ❖ When planning, keep in mind the limitations that all people confront. If there are unavoidable barriers, communicate them in anticipation.
- ❖ Always ask people what type of help they need.
- ❖ Before helping someone, always ask if they need it. It may be unnecessary or unwanted
- ❖ Put yourself in the place of the other person. This will help you understand the limitations that they face regarding information and communication.
- ❖ Act naturally
- ❖ Maintain an attitude of respect towards the person with whom you are communicating
- ❖ Use common sense with any difficulty confronted.

II. People that are faced with limitations in mobility:

- ❖ Ask how they could be better
- ❖ Do not hold the arm that is in control of a cane or crutch, and do not touch a person's cane or crutch.
- ❖ Ask if the person can let go of their cane or crutch if you help.
- ❖ Offer help going up and down stairs or in and out of a vehicle.
- ❖ Help with packages and bags, if the person needs or wants it.
- ❖ Offer your seat so the person does not have to remain standing for long periods of time.

2.1 People in wheelchairs

- ❖ Stand in front of the person when speaking to him or her, never behind or in a position that requires him or her to turn around
- ❖ Ask if the person needs help
- ❖ Speak directly to the person in a wheelchair, not to the person next to him or her or ignoring the person in a wheelchair.
- ❖ If the conversation lasts for more than a minute, sit or kneel down so that you are at the same height as the person to whom you are talking in order to make eye contact.
- ❖ Generally, the most needed help is to give directions, including the distance and if any obstacles on the way are present.
- ❖ If you are pushing a wheelchair, be sure not to run into other people or objects.

- ❖ Push the wheelchair slowly, only by the handles. Some people have poor balance and feel scared when pushed quickly.
- ❖ Do not hang objects on or lean on the handles, as they are part of the personal space of the person using the wheelchair.
- ❖ If a place isn't accessible by wheelchair, notify the person in the wheelchair in order to determine possible solutions.
- ❖ In work situations, the person can best indicate how he or she can be more comfortable to perform his or her work; for example: changes to the machinery, additional training, mechanical help, tools and equipment, lowering or raising of the height of tables or tables, etc.
- ❖ Some people are able to walk but use a wheelchair to save energy or move faster. Remember that a wheelchair is a means to facilitate independent movement.

2.2 Methods for practical operation of a wheelchair

- ❖ The most important thing is to take the instructions of the person in the wheelchair. This person knows best how to operate a wheelchair and how he or she wants to be pushed.
- ❖ Do not jerk, accelerate, or brake quickly; go smoothly and in control.
- ❖ Walk slowly.
- ❖ Slowly apply the brakes when it is time to stop. Sometimes we misestimate the incline of the road and the wheelchair could slip.
- ❖ When it is necessary to lift or support the wheelchair, hold onto the secure tubes.

2.3 Instructions for going up or down sidewalks or curbs

- ❖ To go up, push the wheelchair until the front wheels touch the sidewalk or curb. Then lift up the wheelchair, leaning it back and stepping on one of the bars in the back. Put the front wheels on the upper sidewalk or curb; lift the rear wheels and chair on top of the sidewalk or curb and continue pushing smoothly and forward.
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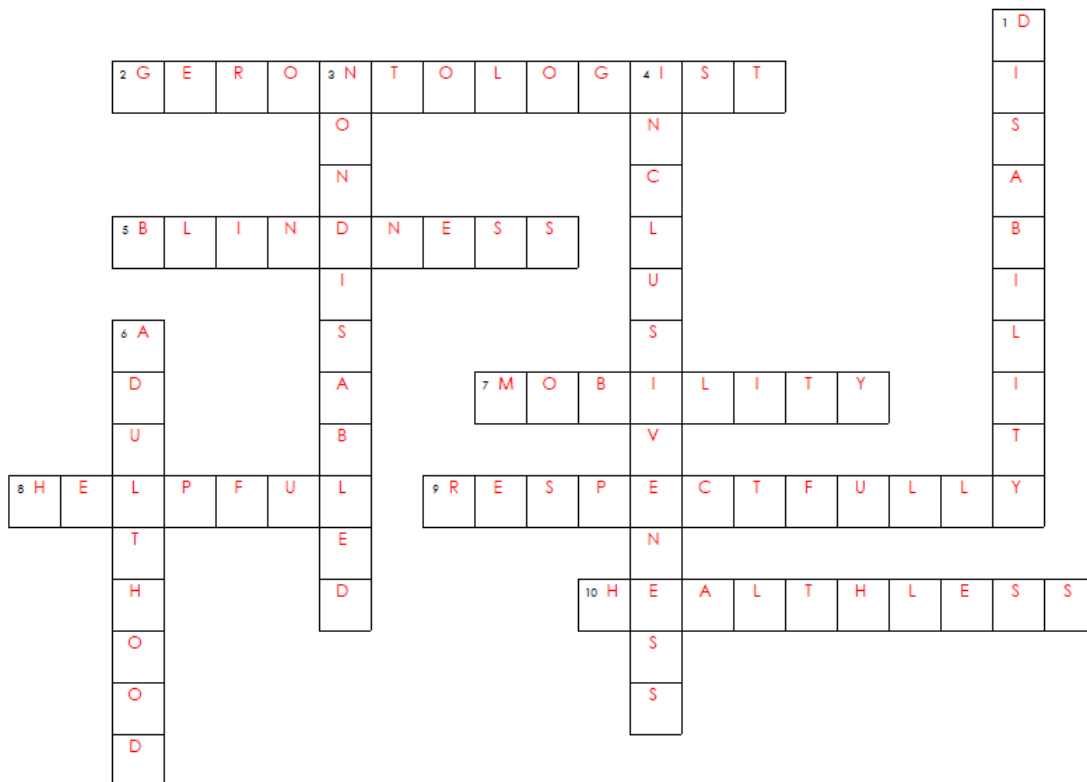
#	Translation	Technique(s)	#	Translation	Technique(s)
1.	No verbal	Answers vary	10.	Enfrentar	Answers vary
2.	Especialmente	Answers vary	11.	Bastón	Answers vary
3.	Transmisor	Answers vary	12.	Generalmente	Answers vary
4.	Receptor	Answers vary	13.	Pobre	Answers vary
5.	Código	Answers vary	14.	Asustado	Answers vary
6.	Apropiadamente	Answers vary	15.	Agarraderas	Answers vary
7.	Amigablemente	Answers vary	16.	Movimiento	Answers vary
8.	Inevitable	Answers vary	17.	Subestimar	Answers vary
9.	Necesario	Answers vary	18.	Resbalar	Answers vary
10.	No deseado	Answers vary	20.	Eficientemente	Answers vary

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 3. Handout 16
 Instructors: Arroyo, Morera & Torres



Affixes Crossword

Instructions: Complete the crossword puzzle by forming the words with prefixes and suffixes. Use handout 11 to help you in the process.



Across: →

2. One who works in gerontology
5. The quality of being blind
7. The state of mobile
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1. The state of disabled
3. Opposite of disabled
4. Having the quality of being inclusive
6. State of being adult



University of Costa Rica
 Master's in TEFL
 Arroyo, Morera, & Torres

Unit 1 Let's find it in!

Teacher: Devi An Morera Azofeifa
 Assistants: Daniela Arroyo, Rocío Torres

Lesson plan 4
 Date: September 4th, 2019

Unit goal: By the end of the unit, students will be able to successfully interact with different texts by appropriately utilizing information from academic sources in order to identify and select material suitable to do research.

General Objective: By the end of the lesson, students will be able to correctly identify the main idea and supporting details of texts by discriminating irrelevant information to find out the purpose of the text.

Specific objectives: By the end of the class, students will be able to:

7. successfully identify word pronunciation to read texts out loud accurately.
8. accurately identify phrasal verbs given in context to successfully guess the meaning of unfamiliar words.
9. correctly classify ideas in a graphic organizer to successfully show understanding of the the main idea and supporting details of a text.
10. correctly select details that support the main idea of a paragraph to effectively show comprehension of the text.
11. accurately make predictions from the title in order to successfully activate schemata.
12. accurately complete a graphic organizer with the main idea and supporting details to effectively show understanding of the text.
13. effectively describe what people in Costa Rica do to take care of the elderly in order to rise cultural awareness.

Notes:

- Most Ss do not arrive on time due to different circumstances. Therefore, the instructors wait 5 minutes. That means the starting time is 6:05

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Materials	Time
1 2 3 4 5 (from the previous class)	<p>Warm up:</p> <p>-Ss play Kahoot! with vocabulary words studied in the previous class.</p> <p>Plan B: Ss receive handout 17. In the case that this is not necessary, the handout is still given to Ss for reference purposes.</p>	R	<p>Vocabulary:</p> <p>Shower bench Bed rails Reacher Orthopedic mattress Walker Hearing aid Cane Handles</p>	---	<p>Ss' cell phones Computer projector Handout 17</p>	10m
1	<p>Pre- task 1</p> <ul style="list-style-type: none"> - T presents the contrast between /ð/ and /d/ or /t/ sounds by providing some examples. - Then, some volunteers are asked to read the words out loud. - Ss receive handout 18. In pairs, they have to exchange information to complete the chart. St A has some of the missing words of St B and viceversa. 	R/L/S	<p>Useful language:</p> <p>What's in <u>A1</u>? Did you say _____? Could you repeat, please? Say that again! How do you spell it?</p> <p>Vocabulary:</p> <p>Their / dare Bathe / bade They / day Those / doze Udder /other These / tease Than / tan Then/ ten</p>	Asking for repetition and clarification	<p>Power point presentation Recording Handout 18</p>	15m

2	<p>Pre- task 2</p> <ul style="list-style-type: none"> - T introduces phrasal verbs with a power point presentation. - Ss receive handout 19. They have to complete the sentences with the underlined phrasal verbs in the text. - Then, they form new phrasal verbs and make sentences. - Finally, in small groups, they play taboo. One teammate goes to the front while the rest of the group describes a phrasal verb projected on the board. The group that guesses more phrasal verbs first is the winner. 	R/S/L	<p>Useful language: I think _____ means ... I think so too. I don't think so. I would say _____ is another phrasal verb. _____ and _____ together form a new phrasal verb.</p> <p>Vocabulary: Phrasal verbs Make up Move into Give up Take off</p>	Guessing	Power point presentation Handout 19	20m
3	<p>Pre- task 3</p> <ul style="list-style-type: none"> - Ss receive handout 20. - They have to cross out the detail that does not support the main idea. - After that, they compare with a classmate and justify their answers. 	R	<p>Useful language: The detail that doesn't support the main idea is _____ because _____ The main idea is about _____ and this detail is not related because _____</p>	Identifying the main idea and supporting details.	Handout 20	15m
4	<p>Pre- task 4</p> <ul style="list-style-type: none"> - Ss receive handout 21. - They have to classify sentences provided into main 	R	<p>Useful language: -The main idea is _____ because _____.</p>	Identifying the main idea and supporting details.	Handout 21	20m

	<p>idea and supporting details in a graphic organizer.</p> <ul style="list-style-type: none"> - Then, they compare it with a classmate. - After that, they extract the main idea and its supporting details from a paragraph. 		<p>-One supporting detail is ____.</p> <p>-That's right!</p> <p>-I don't think so.</p>			
5	<p>Pre- task 5</p> <ul style="list-style-type: none"> - Ss look at the title of the article to make predictions of what they think the text will be about in order to activate schemata. - Ss have to answer some questions orally. 	R/S/L	<p>I think the text will be about ...</p> <p>According to the title, the text will talk about ...</p>	Making predictions	Handout 22	5m
6	<p>Main task</p> <ul style="list-style-type: none"> - From the text given (handout 22), Ss have to extract the main idea and supporting details. - They organize the ideas in a graphic organizer. Some boxes are already done for better understanding. - Then, Ss compare it with a classmate. - Finally, they check as a class. 	R/S/L	<p>Useful language:</p> <p>-The main idea is ____ because ____.</p> <p>-One supporting detail is ____.</p>	Identifying the main idea and supporting details.	Handout 22 Handout 23	30m

<p>7</p>	<p>Post- task 1</p> <ul style="list-style-type: none"> - In small groups, Ss discuss some questions related to taking care of the elderly. - Then, Ss present their ideas to the class. <p>How do people take care of the elderly in Costa Rica? How are older people viewed in Costa Rica? Do people in Costa Rica respect the elderly?</p>	<p>S/L</p>	<p>Useful language: In Costa Rica, the elder people are considered _____ _____ usually take care of the elderly. In Costa Rica, people usually _____ There is a _____ There are _____ The picture reflects _____</p> <p>Vocabulary: Nursing homes Take care Elderly Abandon</p>	<p>Cultural awareness</p>	<p>Handout 24</p>	<p>20m</p>
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T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L=Listening, S= Speaking

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 3. Handout 17
Instructors: Arroyo, Morera & Torres

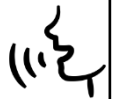


Instructions: Unscramble the words below. Then name the following items in the correct space.

EHELRAHCIW _____
NRIGHAE ADI _____
BED IARSL _____
HRCEREA _____
RIHPOCTODE RSESATMT _____
KALERW _____
CNAE _____
WERHSO NEHCB _____



Useful language:



What is this word?

I think it is _____

This is a(n) _____

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 4. Handout 18
 Instructors: Arroyo, Morera & Torres



Instructions: Read the words out loud to your partner to complete the grid.



Minimal pairs
 St A

A1	B1 They	C1	D1 Bade
A2 Dose	B2 There	C2	D2
A3	B3	C3 Tease	D3 Then
A4	B4 Other	C4 Than	D4

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 4. Handout 18
 Instructors: Arroyo, Morera & Torres



Instructions: Read the words out loud to your partner to complete the grid.



Minimal pairs
 St B

A1 Day	B1	C1 Bathe	D1
A2	B2	C2 Those	D2 Dare
A3 These	B3 Ten	C3	D3
A4 Udder	B4	C4	D4 Tan

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 4. Handout 19
Instructors: Arroyo, Morera & Torres



Instructions: Complete the sentences with the underlined phrasal verbs from the text. Use the base form of the verb.

1. Should you have the right to _____ time _____ work to care for elderly parents?
2. 80% of people with disabilities live in developing countries, and there, _____ 20% of the poorest of the poor, living on less than \$1 a day.
3. It isn't suicide, it isn't linked to depression, but the act of _____ on life and dying usually within days, is a very real condition often linked to severe trauma.
4. _____ an aging parent _____ assisted living or a nursing home is a physically and emotionally challenging transition for the whole family.

Work with a partner. What are other possible combinations to form phrasal verbs? Provide three examples.

- a) _____ : _____
- b) _____ : _____
- c) _____ : _____

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 4. Handout 20
Instructors: Arroyo, Morera & Torres



Instructions: Select the detail that does not support the main idea.

1. **Some degree of depressing thoughts about ageing linger in the minds of most people.**
 - a) Mental and physical decline, losing loved ones, not being able to financially support oneself or loved ones, and becoming a burden or dependent on family members and friends are some of the reasons people fear getting old.
 - b) The perceptions, experiences, and interpretations of an individual's own ageing process contribute to the development of a fear of ageing.
 - c) The satisfaction of getting to an old age is another common thought.
2. **How much importance one places on the signs of ageing, its attributes, and the inevitability of physical decline that comes with ageing is relatively new.**
 - a) Ageing is often associated with poor health and particularly the onset and progression of chronic illness such as cancer, Alzheimer's disease, diabetes, arthritis, and heart disease.
 - b) Positive attitudes towards ageing has been at the core of studies on psychological gerontology.
 - c) Ageing can entail multiple losses, including the loss of work (through retirement) and physical functioning.
3. **Negative attitudes towards older adults are predicted by personal anxieties about ageing and death.**
 - a) Anxiety about death can be influenced by how individuals are able to see themselves from a true perspective.
 - b) Young people tend to view ageing as something is not going to happen to them.
 - c) Studies show that fear of death is positively related to low self-esteem, feeling that one has little purpose in life, and poor mental well-being.
4. **Much as people wish to stay youthful and healthy, there is always lingering fear about old age and especially of diseases that may come with age.**
 - a) The fear of chronic diseases is often accompanied by the knowledge that the debilitating effects of these diseases can be psychologically distressing and can place a heavy burden on families and caregivers.
 - b) These fears, as well as greater awareness of the causes and consequences of chronic diseases, could motivate people to adopt a healthy lifestyle and to remain healthy.
 - c) Significant differences were found with respect to the fear of contracting these diseases according to sex, place of residence, and ethnicity.

Extracts adapted from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6011296/#bibr42-0300060517710857>

Now, compare with a classmate. Justify your answer.

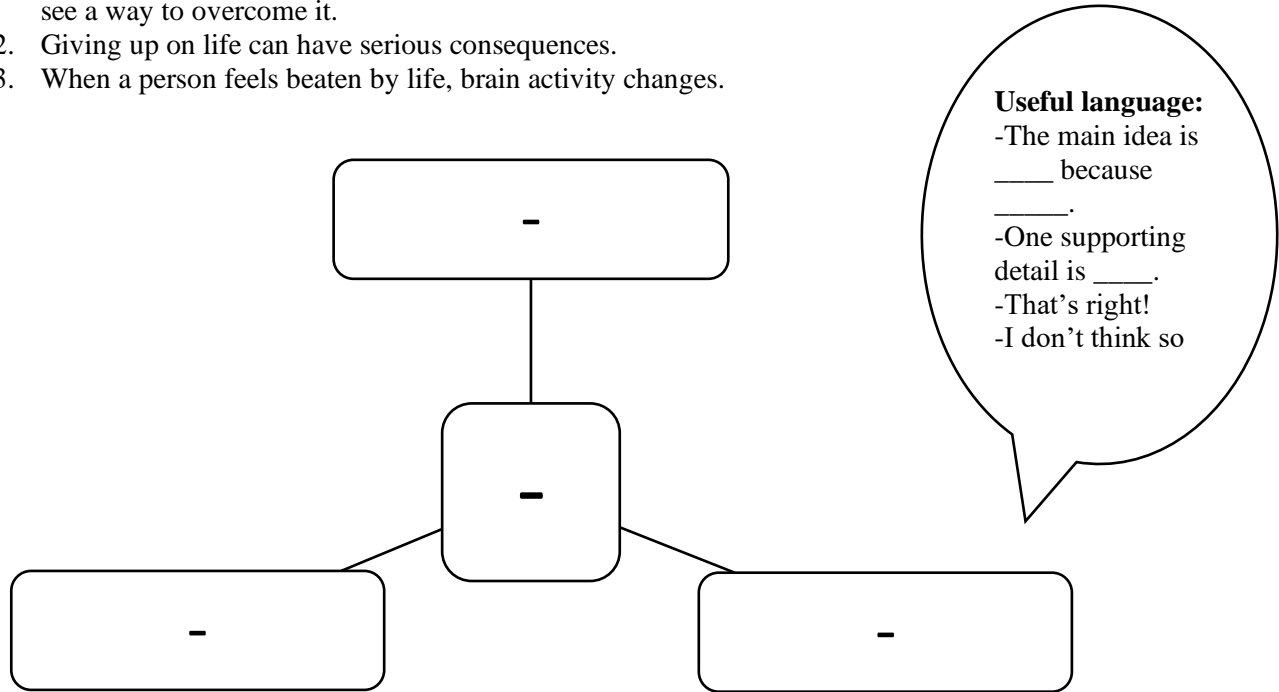
The detail that doesn't support the main idea is _____ because _____
 The main idea is about _____ and this detail is not related because _____





A) Instructions: Complete the graphic organizer with the ideas provided.

1. People can die in as little as three days in the wake of a traumatic life event, if they cannot see a way to overcome it.
2. Giving up on life can have serious consequences.
3. When a person feels beaten by life, brain activity changes.



4. Dr Leach has identified five distinct stages that mark the progression of the condition.

B) From the following paragraph. Extract the main idea and the supporting details.

Dr Leach has identified five distinct stages that mark the progression of the condition. They can occur over the course of a few days, weeks or months, but can lead to a very serious situation. The first stage is social withdrawal, which can easily go unnoticed. This develops into step two, which is losing interest in looking after themselves. By the third stage, they have no ability to take initiative and refuse to make decisions. The fourth step is the most startling, as the patient becomes incontinent and will not clean themselves up. It is followed by death, the fifth and final stage.

Adapted from <https://www.barchester.com/news/%E2%80%98give-it-is%E2%80%99-medical-condition-can-kill>

Main idea: _____

Supporting details:

1. _____
2. _____
3. _____
4. _____
5. _____

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 4. Handout 22
Instructors: Arroyo, Morera & Torres



Instructions: Use this handout as a reference in upcoming activities.

Family Caregiving for the Elderly: An Overview of Resources*

Rosemary Blieszner and Janet M. Alley**

Although most elderly people appear healthy and are able to live independently, almost 85% of the 25.5 million elders in America suffer from at least one chronic disease (Dychtwald, 1986). Based on results from the 1982 National Long-Term Care Survey conducted by the Bureau of the Census for the Department of Health and Human Resources, an estimated 2 million elderly people need help with one or more activities of daily living (ADL; e.g., bathing, dressing, eating) and 2.4 million elderly persons receive unpaid help with one or more instrumental activities of daily living (IADL; e.g., housework, errands, money management) (Stone, Cafferata, & Sangl, 1987). As age increases, the need for assistance with ADLs and IADLs also increases.

The Family Context of Caregiving

Stone et al. (1987) estimated that 1.8 million of the 2 million elderly persons needing assistance with ADLs and IADLs receive help from one or more informal support sources. Who are these unpaid caregivers? Researchers have shown that families provide most of the care that elders need. Brody (1985) estimated that, at any given time, over 5 million people are involved in caring for elderly family members and this does not include all those who have cared for one in the past or will do so in the future. Research has shown repeatedly that the majority of family caregivers are women. Stone et al. (1987) estimated that adult daughters comprise about 29% of caregivers, wives make up 23%, and husbands represent 19%. Caregiving spouses tend to be in their late 60s or their 70s. Male caregivers, typically overlooked in research on caregiving, are older on average than females (Stone et al., 1987). When an elderly person requires assistance, the societal expectation is that the spouse will provide it. Spouse caregivers are at high risk of developing health problems or exacerbating existing conditions because their advanced age predisposes them to chronic disease. Providing assistance typically necessitates reversal of long-established roles and living patterns (Cantor, 1983) which can result in stress. Elderly persons usually prefer to live in their own home. McAuley and Blieszner (1985) found that their least preferred living arrangement was moving into the home of a child or other relative. When the need for assistance becomes great, however, it is often necessary for the elder and the caregiver(s) to reside in the same household.

Children attempt to assist their dependent parents either by being a secondary caregiver when the spouse is present or by serving as the primary caregiver when the spouse is not present or is unable to assume the caregiving role. Caregiving children tend to be middle-aged (40 to 59 years) married women with families; one fifth of all caregiving homes have children under the age of 18 present. Furthermore, an estimated 44% of caregiving daughters and 55% of caregiving sons are in the work force (Cantor, 1983; Stone et al., 1987). Thus family and work obligations often conflict with caregiving responsibilities. Employed children provide

almost the same total number of hours of assistance as unemployed children, although they may be less likely to perform personal care tasks and cooking than nonworkers (Brody & Schoonover, 1986; Cantor, 1983; Soldo & Myllyluoma, 1983). They often give this assistance at the expense of time spent in personal activities such as hobbies, in social and family activities, and sometimes in the time devoted to employment. In contrast to the availability of research on the influence of caregiving on adult children, another area of potential influence has been neglected.

Investigators have not examined very extensively the effect of caregiving on the quality and quantity of time caregivers spend with other family members, especially children under 18 years of age. Young children are most likely to be affected by the presence of an older person in the home or by the absence of a parent who is busy giving care at the elder's residence. The positive and negative consequences of these situations are not clear.

Impact of Caregiving

Studies of the experience of providing assistance to dependent elderly persons have demonstrated that caregiving has an intense impact on the caregiver's lifestyle. The most stressful infringement on the caregiver's lifestyle is confinement (Chenoweth & Spencer, 1986; Robinson & Thurnher, 1979). Caregiving also affects the relationship between the caregiver and the care recipient, usually in a detrimental fashion (Fitting, Rabins, Lucas, & Eastham, 1986; Johnson & Catalano, 1983; Poulshock & Deimling, 1984). A few studies focused specifically on the influence of caregiving on work patterns. Investigators found that some adult children actually gave up jobs because of the need to provide care to an elderly family member. For example, Stone et al. (1987) reported that 9% of the nonworking caregivers in the Informal Caregivers Survey left their jobs to provide care. Stone et al. also stated that employed workers reported having to change their work schedules (29%), reduce the number of hours worked (21 %), and take time off work without pay (19%) because of caregiving. Scharlach and Boyd (1989) found that caregiving responsibilities conflicted with work responsibilities and affected the areas of absenteeism, time off during the workday, work interruptions, anticipated job turnover, and missed career opportunities. Physical strain was reported by 60% of the caregiving employees and financial strain by 54%. Researchers have determined that the emotional and physical strains of caregiving, over time, often lead to deterioration in the caregiver's health (George & Gwyther, 1986; Snyder & Keefe, 1985). Moreover, the impact of caregiving frequently results in the subjective experience of caregiver burden (Gonyea, & Hooyman, 1985; Robinson, 1983; Zarit, Reever, & Bach-Peterson, 1980).

Correlates of Caregiver Burden

Researchers have reported variation in the degree of burden experienced by caregivers and identified several factors that are correlated with it. Impairment of the care recipient that results in disruptive behavior and improper social functioning has a direct effect on elevating caregiver stress (Deimling & Bass, 1986). Caregiving tasks that involve personal care and bodily contact are correlated with higher levels of perceived burden (Montgomery et al., 1985). The level of burden associated with providing care is influenced by the centrality of the relationship between the caregiver and care recipient, with spouses and persons sharing the same household experiencing the highest levels of stress (Cantor, 1983) and lowest levels of well-being (George & Gwyther, 1986). The social supports available to the caregiver also affect the amount of perceived burden. Consistent findings suggest that friends and other

informal supports are important in mediating burden (George & Gwyther, 1986; Zarit et al., 1980). Findings about the influence of formal supports on caregiver burden have not been consistent, however. Hooyman, Gonyea, and Montgomery (1985) found that receiving chore services had no significant impact on caregiver burden. On the other hand, Chenoweth and Spencer (1986) reported that the availability of physician's services was helpful in coping with caring for Alzheimer's disease patients. Research in this area is limited and because the services provided by different agencies and professions are so diverse, it is difficult to compare results of various studies. Research has shown that elderly persons who need assistance seek it from informal sources. According to Shanas (1979a), they "turn first to their families, then to neighbors, and finally to the bureaucratic replacements for families" (p. 174) when they have exhausted the informal sources of help. Nonetheless, family mobility, employment patterns, and other commitments often necessitate the use of formal services for part or all of the care of dependent elders.

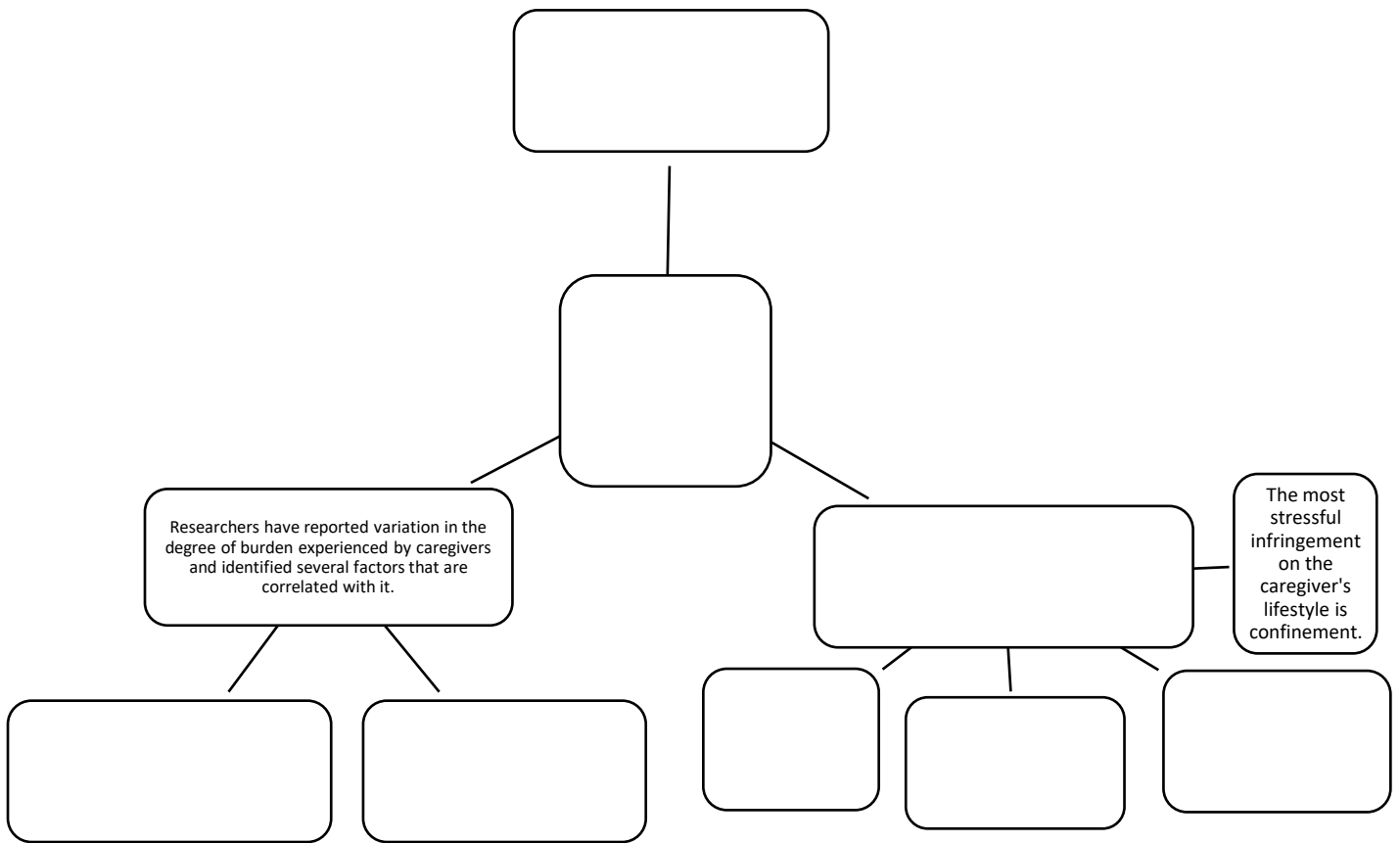
Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 4. Handout 23
 Instructors: Arroyo, Morera & Torres



Main idea and supporting details

- ❖ The main idea is the most important idea in a text.
- ❖ It is often stated near the beginning of a text.
- ❖ Details tell more about the main idea.

A) Instructions: Complete the graphic organizer with the main idea and supporting details extracted from the text given. Some ideas are provided as a guide.



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Unit 1. Let's find it in!
Lesson 4. Handout 25
Instructors: Arroyo, Morera & Torres



Instructions: Discuss the following questions with your group.

1. How do people take care of the elderly in Costa Rica?
2. How are older people viewed in Costa Rica?
3. Do people in Costa Rica respect the elderly?
4. Look at the following picture, what comes to your mind?



Vocabulary:
 Nursing homes
 Take care
 Elderly
 Abandon

Useful language:

In Costa Rica, the elder people are considered _____
 _____ usually take care of the elderly.

In Costa Rica, people usually _____

There is a _____

There are _____

The picture reflects _____

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 3. Handout 17
Instructors: Arroyo, Morera & Torres



Instructions: Unscramble the words below. Then name the following items in the correct space.

EHELRAHCIW Wheelchair
 NRIGHAE ADI Hearing aid
 BED IARSL Bed rails
 HRCEREA Reacher
 RIHPOCTODE RSESATMT Orthopedic mattress
 KALERW Walker
 CNAE Cane
 WERHSO NEHCB Shower bench



Bed rails



Shower bench



Reacher



Orthopedic mattress



Walker



Hearing aid



Cane



Wheelchair

Useful language:

What is this word?
 I think it is _____
 This is a(n) _____

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Unit 1. Let's find it in!
Lesson 4. Handout 19
Instructors: Arroyo, Morera & Torres



Instructions: Complete the sentences with the underlined phrasal verbs from the text. Use the base form of the verb.

5. Should you have the right to take time off work to care for elderly parents?
6. 80% of people with disabilities live in developing countries, and there, make up 20% of the poorest of the poor, living on less than \$1 a day.
7. It isn't suicide, it isn't linked to depression, but the act of giving up on life and dying usually within days, is a very real condition often linked to severe trauma.
8. Moving an aging parent into assisted living or a nursing home is a physically and emotionally challenging transition for the whole family.

Work with a partner. What are other possible combinations to form phrasal verbs? Provide three examples.

- d) _____ : _____
- e) _____ : _____
- f) _____ : _____

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Lesson 4. Handout 20
Instructors: Arroyo, Morera & Torres



Instructions: Select the detail that does not support the main idea.

- 5. Some degree of depressing thoughts about ageing linger in the minds of most people.**

 - d) Mental and physical decline, losing loved ones, not being able to financially support oneself or loved ones, and becoming a burden or dependent on family members and friends are some of the reasons people fear getting old.
 - e) The perceptions, experiences, and interpretations of an individual's own ageing process contribute to the development of a fear of ageing.
 - ~~f) The satisfaction of getting to an old age is another common thought.~~
- 6. How much importance one places on the signs of ageing, its attributes, and the inevitability of physical decline that comes with ageing is relatively new.**

 - d) Ageing is often associated with poor health and particularly the onset and progression of chronic illness such as cancer, Alzheimer's disease, diabetes, arthritis, and heart disease.
 - ~~e) Positives attitudes towards ageing has been at the core of studies on psychological gerontology.~~
 - f) Ageing can entail multiple losses, including the loss of work (through retirement) and physical functioning.
- 7. Negative attitudes towards older adults are predicted by personal anxieties about ageing and death.**

 - d) Anxiety about death can be influenced by how individuals are able to see themselves from a true perspective.
 - ~~e) Young people tend to view ageing as something is not going to happen to them.~~
 - f) Studies show that fear of death is positively related to low self-esteem, feeling that one has little purpose in life, and poor mental well-being.
- 8. Much as people wish to stay youthful and healthy, there is always lingering fear about old age and especially of diseases that may come with age.**

 - d) The fear of chronic diseases is often accompanied by the knowledge that the debilitating effects of these diseases can be psychologically distressing and can place a heavy burden on families and caregivers.
 - e) These fears, as well as greater awareness of the causes and consequences of chronic diseases, could motivate people to adopt a healthy lifestyle and to remain healthy.
 - ~~f) Significant differences were found with respect to the fear of contracting these diseases according to sex, place of residence, and ethnicity.~~

Extracts adapted from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6011296/#bibr42-0300060517710857>

Now, compare with a classmate. Justify your answer.

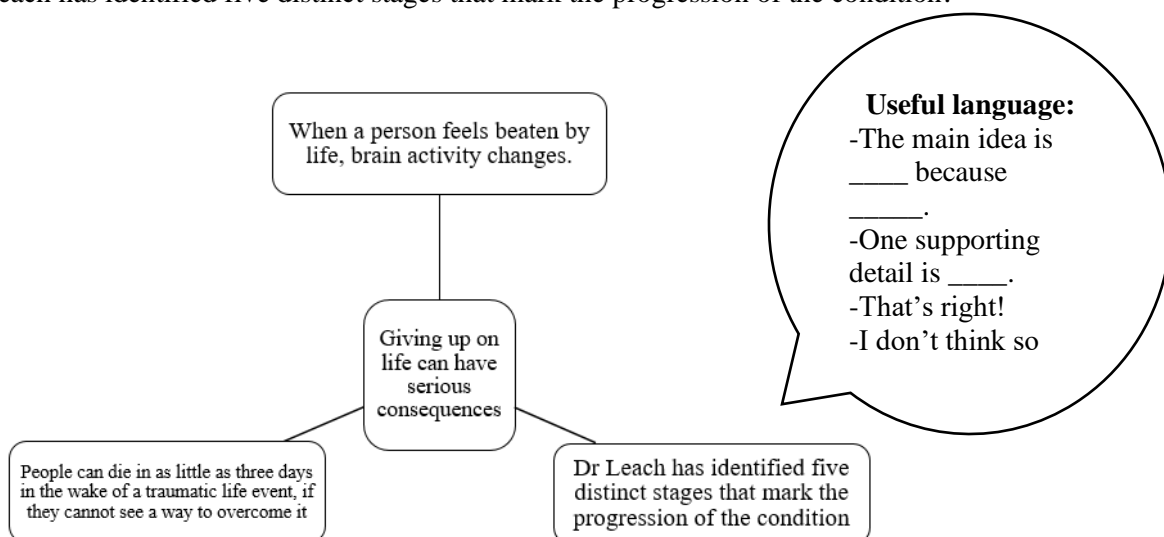
The detail that doesn't support the main idea is _____ because _____
 The main idea is about _____ and this detail is not related because _____



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Lesson 4. Handout 21
Instructors: Arroyo, Morera & Torres



- C) Instructions: Complete the graphic organizer with the ideas provided.
5. People can die in as little as three days in the wake of a traumatic life event, if they cannot see a way to overcome it.
 6. Giving up on life can have serious consequences.
 7. When a person feels beaten by life, brain activity changes.
 8. Dr Leach has identified five distinct stages that mark the progression of the condition.



- D) From the following paragraph. Extract the main idea and the supporting details.
- Dr Leach has identified five distinct stages that mark the progression of the condition. They can occur over the course of a few days, weeks or months, but can lead to a very serious situation. The first stage is social withdrawal, which can easily go unnoticed. This develops into step two, which is losing interest in looking after themselves. By the third stage, they have no ability to take initiative and refuse to make decisions. The fourth step is the most startling, as the patient becomes incontinent and will not clean themselves up. It is followed by death, the fifth and final stage.

Adapted from <https://www.barchester.com/news/%E2%80%98give-it-is%E2%80%99-medical-condition-can-kill>

Main idea: Dr Leach has identified five distinct stages that mark the progression of the condition.

Supporting details (possible answers)

6. The first stage is social withdrawal, which can easily go unnoticed
7. This develops into step two, which is losing interest in looking after themselves.
8. By the third stage, they have no ability to take initiative and refuse to make decisions.
9. The fourth step is the most startling, as the patient becomes incontinent and will not clean themselves up.

10. It is followed by death, the fifth and final stage

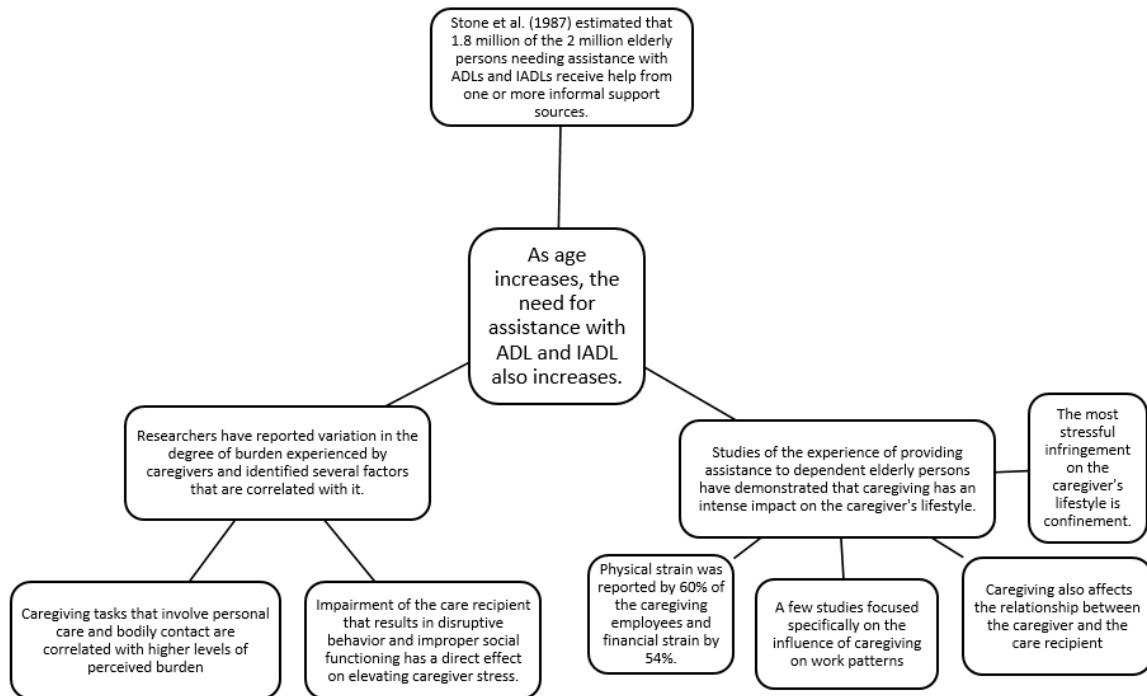
Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 4. Handout 23
Instructors: Arroyo, Morera & Torres



Main idea and supporting details

- ❖ The main idea is the most important idea in a text.
- ❖ It is often stated near the beginning of a text.
- ❖ Details tell more about the main idea.

E) Instructions: Complete the graphic organizer with the main idea and supporting details extracted from the text given. Some ideas are provided as a guide.





University of Costa Rica
 Master's in TEFL
 Arroyo, Morera & Torres

Unit 1 Let's find it in!

Teacher: Rocío Torres Paniagua
 Assistants: Daniela Arroyo, Devi An Morera

Lesson plan 5
 Date: September 11th, 2019

Unit goal: By the end of the unit, students will be able to successfully interact with different texts by appropriately utilizing information from academic sources in order to identify and select material suitable to do research.

General Objective: By the end of the lesson, students will be able to correctly determine the content of different texts about impairments and/or gerontology by analyzing different readings in order to select articles that suit their academic and occupational needs.

Specific objectives: By the end of the lesson, students will be able to:

7. appropriately recognize reading techniques by describing them in order to apply them when reading texts.
8. adequately activate prior knowledge by using the title of a text to infer the content of a reading.
9. successfully guess the meaning of unfamiliar words by applying reading techniques in order to comprehend texts.
10. use a monolingual digital dictionary effectively to understand the meaning of a word.
11. Appropriately show understanding of two texts by analyzing their content and using reading comprehension techniques to discriminate between academic sources.

Notes:

- Handout 26-B and 28-B were adapted for beginning Ss.
- The main task is the Reading comprehension project which is evaluated; for that reason, there are no post-tasks.

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Materials	Time
1 2	<p>Warm-up</p> <p>-T introduces the activities that are going to be performed during the lesson.</p> <p>-T projects a paragraph with some underlined words.</p> <p>-Ss indicate the reading technique that is used in each case.</p> <p>- T projects two titles of two different texts.</p> <p>-Ss tell what they know about the topic and predict about the content.</p> <p>-T projects one text for Ss to match it with the corresponding title.</p>	R/S/L	<p>Useful language: That reading technique is</p> <p>Reading techniques: -Activating prior knowledge -Predicting -Guessing meaning using prefixes, suffixes; identifying nouns, verbs, adjectives, adverbs, phrasal verbs, word-partners (collocations)</p> <p>Useful language: I think the reading is about ... Perhaps, the article is about...</p>	<p>Guessing meaning</p> <p>Activating prior knowledge</p> <p>Predicting</p>	<p>Computer Projector Power point Material 1 Material 2</p>	10 m
3	<p>Pre- task 1</p> <p>-Ss are given Handout 25.</p> <p>-They guess the meaning of the underlined words in the text.</p> <p>-Ss identify word-partners (collocations) in the text.</p>	R/W/S/L	<p>Useful language: I think it means _____. This word means _____. The meaning of _____ is _____. _____ is a word-partner.</p>	<p>Guessing meaning</p>	<p>Handout 25</p>	25 m

			Word-partners (Collocations) vision loss, refractive errors, bilateral loss, bright light, blurred vision, pinhole effect, visual acuity, retinal dysfunction.			
5	Pre- task 2 - In pairs, Ss are given Handout 26 (or 26-B) to compare two texts according to the criteria indicated in a rubric.	R/S/L	Useful language: - I would use paragraph #___ because <u>the content is related to my research.</u> -The first/second paragraph is about for this reason, - _____ is more appropriate.	Skimming for important ideas Scanning for specific information	Handout 26 Handout 26-B	30 m
4	Pre- task 3 -Ss are instructed on using the Merriam – Webster dictionary. -Ss complete Handout 27 -Ss drill for pronunciation purposes.	R/W/S/L	Useful language: The definition is _____. The word class is _____. I think it means _____. Vocabulary: abnormal, disease, improve, loss, squint	Using a monolingual dictionary	Handout 27	20 m
2 3 5	Main task: Reading comprehension project	R/W/S/L	Useful language: -I want to use the first /second paragraph because _____		Handout 28 Handout 28-B	50 m

	<p>-In pairs, Ss are given Handout 28 (or 28-B) with the reading comprehension project: -Ss are given a situation and two abstracts. They have to choose one abstract that they want to use in research according to the situation given. -Ss use the abstract chosen to guess meaning, to categorize vocabulary, to extract the main idea and two supporting details. -Ss can go home when they finish the project.</p>		<p>-I think the main idea is about ____ -_____ supports the main idea.</p>			
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T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L= Listening, S= Speaking

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 5 - Handout 25
Instructors: Arroyo, Morera & Torres



Instructions:

Complete the exercises **A** and **B** by using the text "Vision Loss."

A. Determine the meaning of the underlined words in the text.

Write them in the chart below.

Vision Loss

Symptoms and Signs of Vision Loss

Useful language:



I think it means _____.

This word means _____

The meaning of _____ is _____.

- (1) Children with vision loss
- (2) frequently do not complain about vision loss unless it is bilateral. Children often do
- (3) not use the term blurred vision, but may say, "I can't see," "things are fuzzy," or
- (4) "things are double." Signs of vision loss are much more helpful. When the child
- (5) squints and closes the eyelids, the pinhole effect helps focus out-of-focus light. This
- (6) behavior is common in children with refractive errors. Those with acute bilateral loss
- (7) of vision will sit close to the television or become disinterested in activities occurring
- (8) at a distance. They may hold objects very close to their faces to see them clearly.
- (9) Children with new-onset strabismus associated with vision loss frequently close one
- (10) eye to avoid diplopia. They may be sensitive to sunlight and shield their eyes
- (11) because bright light may markedly decrease their visual acuity, especially when
- (12) there is associated retinal dysfunction. Children may also tilt their heads when
- (13) vision is reduced in one eye.

Taken and adapted from:

<https://www.sciencedirect.com/topics/medicine-and-dentistry/visual-impairment>

Underlined words	Meaning
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

B. Identify two collocations in the text. Indicate the line.

Example: vision loss (line 1)

a. _____

b. _____



Using an Online Dictionary Tips

- ✓ Use a dictionary as the last resource.
- ✓ Use reliable dictionaries. Avoid using the translator.
- ✓ Listen to the pronunciation of the word.
- ✓ Read not only the definitions but also the examples in context.
- ✓ A reliable dictionary is the Merriam- Webster. You can access www.merriam-webster.com or download the app.

Merriam-Webster SINCE 1828

disability

DICTIONARY THESAURUS

disability noun ¹

dis·abil·i·ty | \ ,dis-ə-ˈbi-lə-tē ²

Definition of disability

3 ¹ : a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions

// Scientists have tentatively linked the reading *disability* known as dyslexia to a bevy of brain disturbances.
 — *Science News*

4 // How, with his severe *disability*, has Hawking been able to out-think and out-intuit his leading colleague-competitors ...
 — Kip S. Thorne

// Yet one ends up admiring him for his devotion to the *disability* that could have unmade his career as an actor. It is through his deafness that we hear his story.
 — Lennard J. Davis

also : impaired function or ability

// Sarcopenia is a loss of muscle mass and strength that normally occurs with aging, and it's a major cause of frailty and *disability* in the elderly.
 — Andrew Weil

What do the numbers refer to?

Definition(s) Pronunciation
 Word class Example in context

1. _____
2. _____
3. _____
4. _____

It's your turn. Look up the following words in the dictionary.

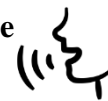
Word	Word class
1. Abnormal	
2. Disease	
3. Improve	
4. Loss	
5. Squint	



Useful language

Number ____ is ____.

It's a(n) ____.



Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 5 - Handout 28
 Instructors: Arroyo, Morera & Torres



Reading Comprehension Project

Name: _____

Instructions:

In pairs, complete exercises **A**, **B**, and **C** by using the two abstracts below.

A. Read the following situation. Provide the information required.

Situation:

- You are doing research about how to help blind people to be more independent when doing errands or going shopping.
- You have two abstracts about vision impairment.
- Skim the two abstracts and choose the one that you want to use in your research.
- Use the information in this chart to determine your choice.

Criteria	Abstract 1		Abstract 2	
	Yes	No	Yes	No
Is the main idea related to the topic you are investigating?				
Do details support the main idea?				
Does the vocabulary contain word related to going shopping?				

Abstract 1

Visual experience facilitates allocentric spatial representation

Representing the position of the objects independently from our own position is a fundamental cognitive ability. Here we investigated whether this ability depends on visual experience. Congenitally blind, late blind and blindfolded sighted participants haptically learned a room-sized regularly shaped array of objects, and their spatial memory was tested to determine which spatial reference frame was used. Crucially, the use of an object-based reference frame requires representing the regular structure of the array. We found that blindfolded sighted and late blind participants, that is those with visual experience, showed a preferential use of the object-based or 'allocentric' reference frame. This suggests that, due to its developmental effect on the multisensory brain areas involved in spatial cognition, visual experience is necessary to develop a preference for an object-based, allocentric reference frame.

Taken and modified from:

https://www.academia.edu/11955842/Visual_experience_facilitates_allocentric_spatial_representation

Abstract 2

Visually Impaired Individuals' Preferences of the Availability of Braille Clothing Labels in Shopping and Selection of Apparel

Visually impaired individuals have obstacles in their lives that could make them feel less independent and equal to people who can see. Specifically, those who are visually impaired are not able to see common details of clothing (i.e., colors, texture, sizes, pricing) they intend to buy, making these individuals subject to seeking help from others or having to opt for using the same colors and patterns for all of their clothing.

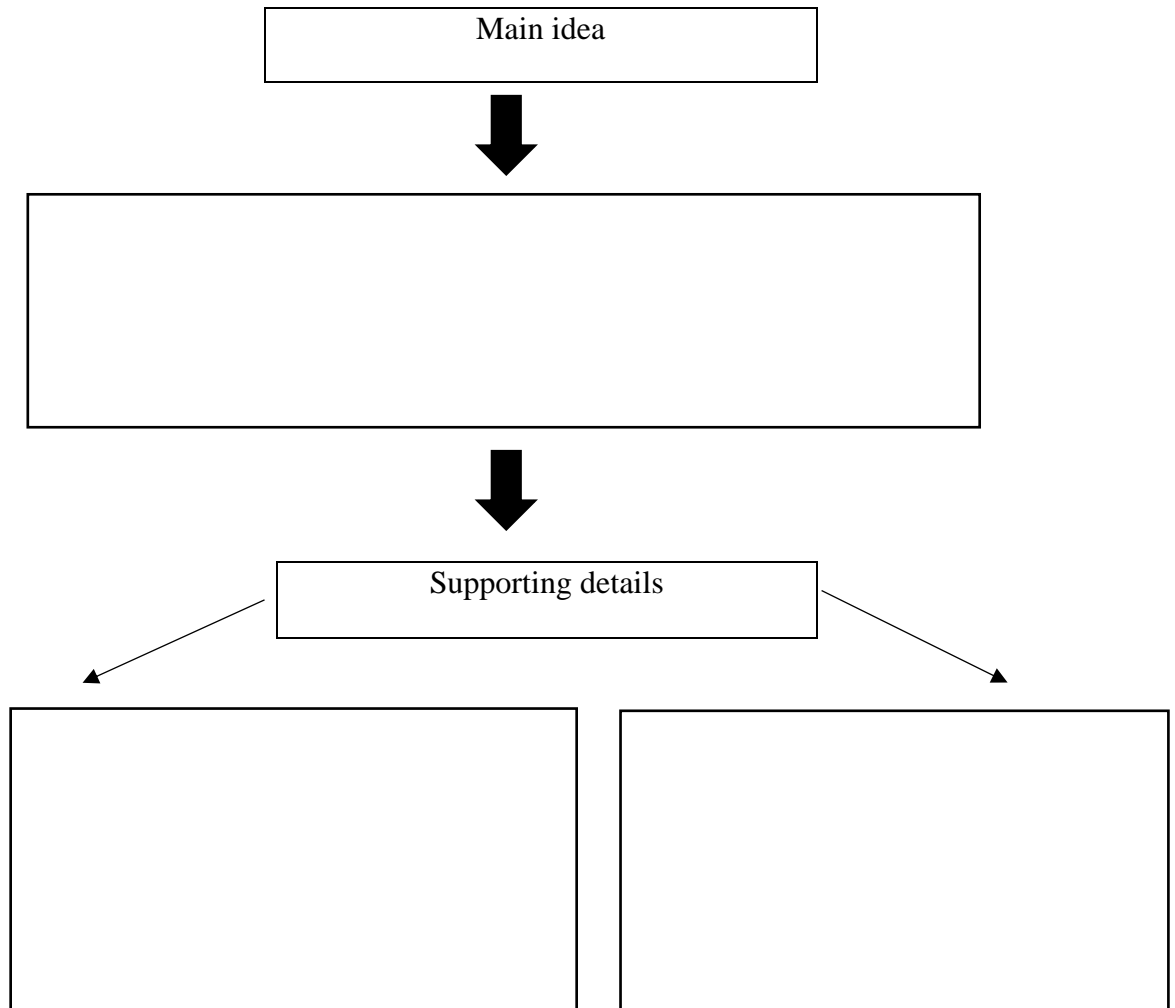
Introducing a Braille design embossed on the label would allow visually impaired individuals to read crucial data about the piece of clothing. The subjects for this study included a convenience sample of visually impaired individuals from a midsize, Midwest university. Visually impaired individuals face challenges while shopping for clothing, especially in the identification of the prices, color, and size of the clothes. The results show that dependence on family members is high and seems to be a primary option the participants have. Additionally, a majority of the participants indicated that a Braille label for clothing is important to enable them to shop for the clothes of their choice. Participants confirmed that they would desire attributes, especially color, price, and care, be included on Braille labels.

Taken and modified from:

<https://pdfs.semanticscholar.org/92d8/760c26c64b6299ed29cec9c56d6f0018c34b.pdf>

B. Use the abstract selected to fill in the diagram below.

Abstract - Title: _____



C. Use the abstract selected. Find two words from each category

a. Nouns:

_____ ,
_____ .

b. Adjectives:

_____ ,
_____ .

c. Adverbs:

_____ ,
_____ .

d. Verbs:

_____ ,
_____ .

e. Collocations:

_____ ,
_____ .

f. One word that contains a prefix:

_____ .

g. One word that contains a suffix:

_____ .

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 5 - Handout 28-B
 Instructors: Arroyo, Morera & Torres



Reading Comprehension Project

Name: _____

Instructions:

1. In pairs, complete exercises **A**, **B**, and **C** by using the abstract below.

Abstract

Visually Impaired Individuals' Preferences of the Availability of Braille Clothing Labels in Shopping and Selection of Apparel

Visually impaired individuals have obstacles in their lives that could make them feel less independent and equal to people who can see. Specifically, those who are visually impaired are not able to see common details of clothing (i.e., colors, texture, sizes, pricing) they intend to buy, making these individuals subject to seeking help from others or having to opt for using the same colors and patterns for all of their clothing.

Introducing a Braille design embossed on the label would allow visually impaired individuals to read crucial data about the piece of clothing. The subjects for this study included a convenience sample of visually impaired individuals from a midsize, Midwest university. Visually impaired individuals face challenges while shopping for clothing, especially in the identification of the prices, color, and size of the clothes. The results show that dependence on family members is high and seems to be a primary option the participants have. Additionally, a majority of the participants indicated that a Braille label for clothing is important to enable them to shop for the clothes of their choice. Participants confirmed that they would desire attributes, especially color, price, and care, be included on Braille labels.

Taken and modified from:

<https://pdfs.semanticscholar.org/92d8/760c26c64b6299ed29cec9c56d6f0018c34b.pdf>

D. The **main idea** of the text is:

E. One **supporting detail** of the text is:

F. Find one word from each category in the text.

- h. One noun is _____.
- i. One adjective is _____.
- j. One adverb is _____.

- k. One verb is _____.
- l. One collocation is _____.
- m. One word that contains a prefix is _____.
- n. One word that contains a suffix is _____.

Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 5 - Handout 25- Answer key
 Instructors: Arroyo, Morera & Torres



Instructions:

Complete the exercises **A** and **B** by using the text "Vision Loss."

- C. Determine the meaning of the underlined words in the text.
 Write them in the chart below.

Vision Loss
Symptoms and Signs of Vision Loss

Useful language:



I think it means _____.

This word means _____

The meaning of _____ is _____.

(1) Children with vision loss

(2) frequently do not complain about vision loss unless it is bilateral. Children often do (3) not use the term blurred vision, but may say, "I can't see," "things are fuzzy," or (4) "things are double." Signs of vision loss are much more helpful. When the child (5) squints and closes the eyelids, the pinhole effect helps focus out-of-focus light. This (6) behavior is common in children with refractive errors. Those with acute bilateral loss (7) of vision will sit close to the television or become disinterested in activities occurring (8) at a distance. They may hold objects very close to their faces to see them clearly. (9) Children with new-onset strabismus associated with vision loss frequently close one (10) eye to avoid diplopia. They may be sensitive to sunlight and shield their eyes (11) because bright light may markedly decrease their visual acuity, especially when (12) there is associated retinal dysfunction. Children may also tilt their heads when (13) vision is reduced in one eye.

Taken and adapted from:

<https://www.sciencedirect.com/topics/medicine-and-dentistry/visual-impairment>

Underlined words	Meaning
1.bilateral	1. two-sided/ having two sides.
2.blurred	2. lacking clarity
3.helpful	3. useful/ of service or assistance
4.squint	4. looking or tending to look obliquely
5.disinterested	5. not interested

D. Identify two collocations in the text. Indicate the line.

Example: *vision loss (line 1)*

c. visual acuity (line 11) / retinal dysfunction (line 12)

d. blurred vision (line 3)/ refractive errors (line 6)

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 5 - Handout 26-B- Answer key
Instructors: Arroyo, Morera & Torres



Instructions:

Imagine that you have to do research about job opportunities for people with disabilities. In pairs,

- Skim and scan the two paragraphs below.
- Complete the following info:
 - h. The content of paragraph _2_ refers to job opportunities for people with disabilities.
 - i. Paragraph _1/2_ contains details that support the main idea.
 - j. The vocabulary in paragraph __2__ contributes to the selection.

The paragraph selected is: 1. _____ 2. X

Paragraph 1

Vision rehabilitation:

This includes a wide range of professional services that can improve and restore functioning after vision loss, just as physical therapy restores function after a stroke or other injury. Vision rehabilitation services allow people who are blind or have low vision to continue to live independently and maintain quality of life. The US website visionaware.org lists a spectrum of services available to those needing vision rehabilitation.

Paragraph 2

Skills and vocational training:

This includes supporting training programs to enhance marketable skills for persons with disabilities, to improve opportunities for employment and self-employment. Integrating persons with disabilities within existing vocational training and employment programs by removing physical, attitudinal and communication barriers and providing specific support.

Texts taken and adapted from:

<https://www.visionaware.org/info/everyday-living/essential-skills/vision-rehabilitation-services/123>

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 Unit 1. Let's find it in!
 Lesson 5. Handout 27- Answer key
 Instructors: Arroyo, Morera & Torres



Using an Online Dictionary
 Tips

- ✓ Use a dictionary as the last resource.
- ✓ Use reliable dictionaries. Avoid using the translator.
- ✓ Listen to the pronunciation of the word.
- ✓ Read not only the definitions but also the examples in context.
- ✓ A reliable dictionary is the Merriam- Webster. You can access www.merriam-webster.com or download the app.

Merriam-Webster SINCE 1828 disability

DICTIONARY THESAURUS

disability noun ¹

dis·abil·i·ty | \ ,dis-ə-'bi-lə-tē | ²

Definition of disability

3 ¹ : a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions
 // Scientists have tentatively linked the reading *disability* known as dyslexia to a bevy of brain disturbances.
 — Science News

4 // How, with his severe *disability*, has Hawking been able to out-think and out-intuit his leading colleague-competitors ...
 — Kip S. Thorne

// Yet one ends up admiring him for his devotion to the *disability* that could have unmade his career as an actor. It is through his deafness that we hear his story.
 — Lennard J. Davis

also : impaired function or ability
 // Sarcopenia is a loss of muscle mass and strength that normally occurs with aging, and it's a major cause of frailty and *disability* in the elderly.
 — Andrew Weil

What do the numbers refer to?

Definition(s) Pronunciation Word
 class Example in context

1. Word class
2. Pronunciation
3. Definition(s)
4. Example in context

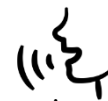
It's your turn. Look up the following words in the dictionary.

Word	Word class
6. Abnormal	ADJECTIVE
7. Disease	NOUN
8. Improve	VERB
9. Loss	NOUN
10. Squint	NOUN / VERB



Useful language

Number ____ is ____.
 It's a(n) ____.



Universidad de Costa Rica
 Unit 1. Let's find it in!
 Lesson 5 - Handout 28- Answer key
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Reading Comprehension Project

Name: _____

Instructions:

In pairs, complete exercises **A**, **B**, and **C** by using the two abstracts below.

A. Read the following situation. Provide the information required.

Situation:

- You are doing research about how to help blind people to be more independent when doing errands or going shopping.
- You have two abstracts about vision impairment.
- Skim the two abstracts and choose the one that you want to use in your research.
- Use the information in this chart to determine your choice.

Criteria	Abstract 1		Abstract 2	
	Yes	No	Yes	No
Is the main idea related to the topic you are investigating?		X	X	
Do details support the main idea?	X		X	
Does the vocabulary contain word related to going shopping?		X	X	

Abstract 1

Visual experience facilitates allocentric spatial representation

Representing the position of the objects independently from our own position is a fundamental cognitive ability. Here we investigated whether this ability depends on visual experience. Congenitally blind, late blind and blindfolded sighted participants haptically learned a room-sized regularly shaped array of objects, and their spatial memory was tested to determine which spatial reference frame was used. Crucially, the use of an object-based reference frame requires representing the regular structure of the array. We found that blindfolded sighted and late blind participants, that is those with visual experience, showed a preferential use of the object-based or 'allocentric' reference frame. This suggests that, due to its developmental effect on the multisensory brain areas involved in spatial cognition, visual experience is necessary to develop a preference for an object-based, allocentric reference frame.

Taken and modified from:

https://www.academia.edu/11955842/Visual_experience_facilitates_allocentric_spatial_representation

Abstract 2

Visually Impaired Individuals' Preferences of the Availability of Braille Clothing Labels in Shopping and Selection of Apparel

Visually impaired individuals have obstacles in their lives that could make them feel less independent and equal to people who can see. Specifically, those who are visually impaired are not able to see common details of clothing (i.e., colors, texture, sizes, pricing) they intend to buy, making these individuals subject to seeking help from others or having to opt for using the same colors and patterns for all of their clothing.

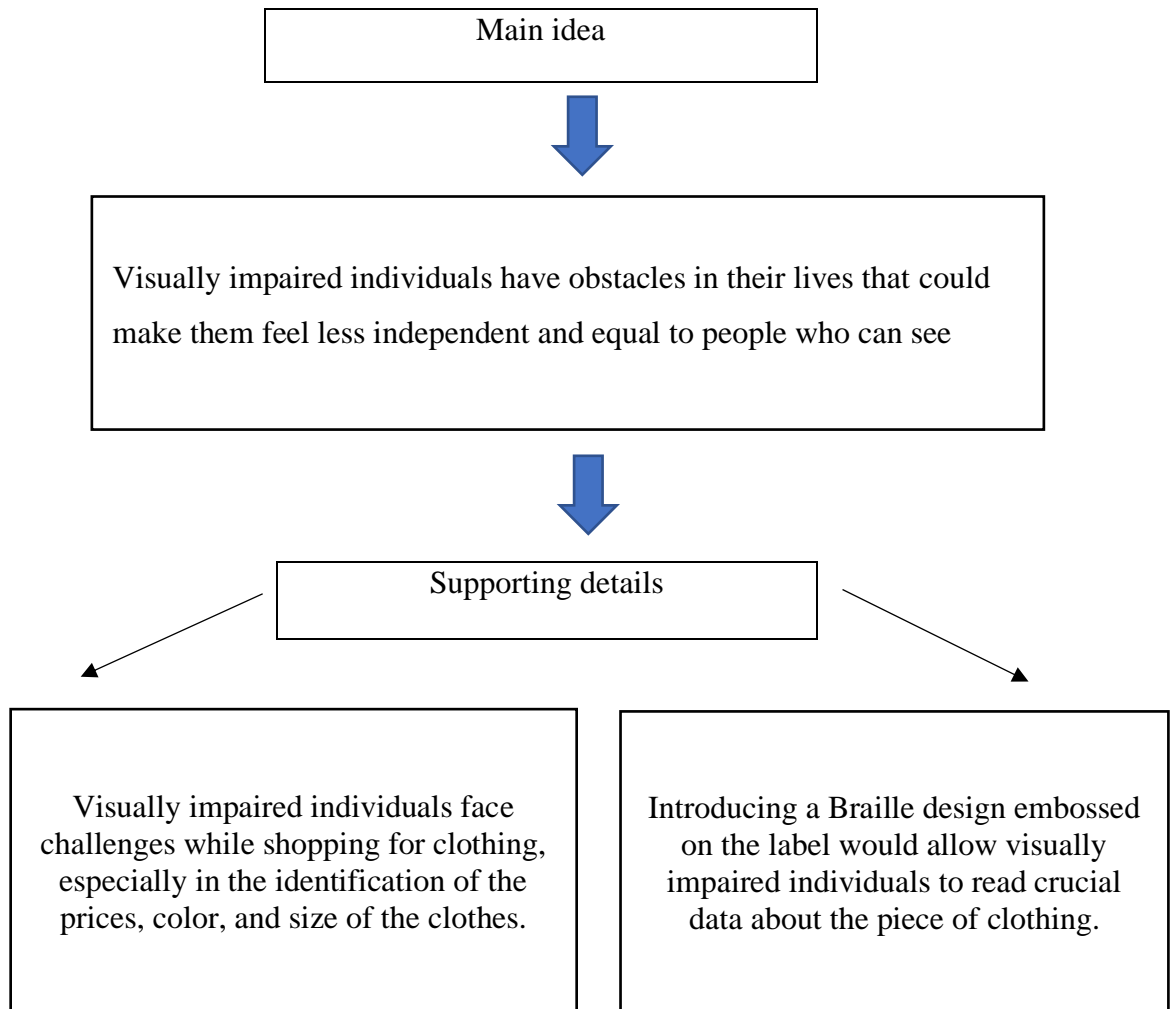
Introducing a Braille design embossed on the label would allow visually impaired individuals to read crucial data about the piece of clothing. The subjects for this study included a convenience sample of visually impaired individuals from a midsize, Midwest university. Visually impaired individuals face challenges while shopping for clothing, especially in the identification of the prices, color, and size of the clothes. The results show that dependence on family members is high and seems to be a primary option the participants have. Additionally, a majority of the participants indicated that a Braille label for clothing is important to enable them to shop for the clothes of their choice. Participants confirmed that they would desire attributes, especially color, price, and care, be included on Braille labels.

Taken and modified from:

<https://pdfs.semanticscholar.org/92d8/760c26c64b6299ed29cec9c56d6f0018c34b.pdf>

B. Use the abstract selected to fill in the diagram below.

Abstract - Title: Visually Impaired Individuals' Preferences of the Availability of Braille Clothing Labels in Shopping and Selection of Apparel



*Answers may vary.

C. Use the abstract selected. Find two words from each category

a. Nouns:

Obstacles

Clothing

b. Adjectives:

Crucial

High

c. Adverbs:

Especially

Visually

d. Verbs:

See

Buy

e. Collocations:

Crucial data

Piece of clothing

f. One word that contains a prefix:

Enable

g. One word that contains a suffix:

Impaired

*Answers may vary

Universidad de Costa Rica
Unit 1. Let's find it in!
Lesson 5 - Handout 28-B- Answer key
Instructors: Arroyo, Morera & Torres

Reading Comprehension Project

Name:

Instructions:

In pairs, complete exercises **A**, **B**, and **C** by using the abstract below.

Abstract

Visually Impaired Individuals' Preferences of the Availability of Braille Clothing Labels in Shopping and Selection of Apparel

Visually impaired individuals have obstacles in their lives that could make them feel less independent and equal to people who can see. Specifically, those who are visually impaired are not able to see common details of clothing (i.e., colors, texture, sizes, pricing) they intend to buy, making these individuals subject to seeking help from others or having to opt for using the same colors and patterns for all of their clothing.

Introducing a Braille design embossed on the label would allow visually impaired individuals to read crucial data about the piece of clothing. The subjects for this study included a convenience sample of visually impaired individuals from a midsize, Midwest university. Visually impaired individuals face challenges while shopping for clothing, especially in the identification of the prices, color, and size of the clothes. The results show that dependence on family members is high and seems to be a primary option the participants have. Additionally, a majority of the participants indicated that a Braille label for clothing is important to enable them to shop for the clothes of their choice.

Participants confirmed that they would desire attributes, especially color, price, and care, be included on Braille labels.

Taken and modified from:

<https://pdfs.semanticscholar.org/92d8/760c26c64b6299ed29cec9c56d6f0018c34b.pdf>

A. The **main idea** of the text is:

Visually impaired individuals have obstacles in their lives that could make them feel less independent and equal to people who can see.

B. One **supporting detail** of the text is: *

Visually impaired individuals face challenges while shopping for clothing, especially in the identification of the prices, color, and size of the clothes. / Introducing a Braille design embossed on the label would allow visually impaired individuals to read crucial data about the piece of clothing.

(*) Answers may vary.

C. Find one word from each category in the text.

- a. One noun is *clothing*.
- b. One adjective is *crucial*.
- c. One adverb is *especially*.
- d. One verb is *see*.
- e. One collocation is *piece of clothing*.
- f. One word that contains a prefix is *enable*.
- g. One word that contains a suffix is *impaired*.

*Answers may vary.

Appendix I

Unit 2



University of Costa Rica
 Master's in TEFL
 Arroyo, Morera, & Torres

Unit 2

Engaging in talks, who's in?

Teacher: Daniela Arroyo Sánchez
 Assistants: Devi An Morera, Rocío Torres.

Lesson plan 6
 Date: September 18th

Unit goal: By the end of the unit, the students will be able to show understanding of content and communicate spoken ideas to colleagues in order to exchange information about disabilities and gerontology by using the appropriate register, structures, and communication skills.

General Objective: successfully identify main ideas and specific information about disabilities and/ or gerontology from a conference to keep updated in the field.

Specific objectives: By the end of the class, students will be able to:

1. successfully recognize vocabulary related to Alzheimer's disease to understand a talk related to this topic.
2. accurately differentiate cognitive and physical effects of Alzheimer's disease by classifying them to understand a talk about that topic.
3. consciously recognize the importance of attending conferences to keep updated in their fields by brainstorming reasons.
4. successfully recognize the meaning of idiomatic expressions to understand a talk in a conference by deducing their meaning from context.
5. accurately identify the structure and use of the present progressive to understand that an action is still in progress at the moment the speaker is talking by inferring the usage from context.
6. successfully identify specific information from a talk by completing a graphic organizer to show understanding of spoken input.

Notes:

- Most Ss do not arrive on time due to different circumstances. Therefore, the instructors wait 5 minutes. That means the starting time is 6:05
- If there are technical problems in the warm up, Ss receive handout 1.
- Video and transcript available at: https://www.ted.com/talks/alanna_shaikh_how_i_m_preparing_to_get_alzheimer_s
- T gives back journal and project #1 evaluations.

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Material	Time
1	<p>Warm up: - Ss play Kahoot! quiz mode. They determine whether the effect presented is an Alzheimer's effect or not.</p> <p>In between questions, one volunteer mimics the effect.</p>	L/S	<p>Vocabulary: Shaky hands Memory loss Muscle tremors Mobility loss Balance loss</p> <p>Useful language: This is an effect of Alzheimer. This is not an effect of Alzheimer. I don't know this one. What do you think about this one?</p>	Activating prior knowledge	Computer Projector Speakers Handout 1	5m
1 2	Pre- task 1:	R/L/S	<p>Vocabulary: Shaky hands Memory loss</p>	Making associations	Handout 2	10m

	Ss work on handout 2 where they classify Alzheimer’s effects into cognitive or physical.		<p>Muscle tremors Mobility loss Balance loss Cognitive symptoms Physical symptoms Attention span Anxiety Mood changes Mislacing objects</p> <p>Useful language: This is a physical symptom. This is a cognitive symptom. What do you think about this effect? I don’t know this one.</p>			
3	<p>Pre- Task 2: -In pairs, Ss brainstorm reasons to attend a conference. They write them on the board. -Ss are given handout 3. The handout is a conference program. In pairs, they read it and select two presentations they would like to attend. They justify their choices.</p>	R/L/S	<p>Useful language: (for speaking in pairs) I think this presentation is important because... I think this is useful because... I would attend ... presentation.</p> <p>(for presenting their choices) We would like to attend... We think it’s important because...</p>	Activating prior knowledge	Handout 3	15m

1	<p>Pre- Task 3: -Ss are told they are attending a TED Talk. -Ss watch the first 34 seconds of the talk. The video will be played twice. -Ss guess the general topic of the conference: Alzheimer's disease.</p>	L/S	<p>Useful language: I think the conference is about ...</p>	Activating prior knowledge	Computer Projector Speakers	5m
1	<p>Pre- Task 4 -Ss receive handout 4 with vocabulary they will find in the video. They will use the Merriam Webster dictionary to find the meaning of the vocabulary. Ss share their answers.</p>	R/W	<p>Vocabulary: Caregiver Hands-on Open-ended Mind Knit Disease</p> <p>Useful language (on the board): _____ means _____ The translation of _____ would be _____</p>	Using an online dictionary	Ss' cellphones Handout 4	15m
4	<p>Pre- Task 5 -Ss receive handout 5 that contains expressions in context. They have to determine the real meaning of the sentence.</p>	R/L/S	<p>Idiomatic expressions: If the monster wants you, the monster's gonna get you. Run the show. Seems like win. Go into denial. Tend to run. Strip bare.</p>	Activating prior knowledge	Handout 5	15m

			<p>Useful language: I think this means_____. I think the best option is _____. What do you think it means? What option did you select?</p>			
5	<p>Pre- Task 6: -Ss are given handout 6 with the transcript of an extract from the video. This transcript contains underlined sentences. Ss are asked to read the sentences and determine when the actions are happening (expected answer: now), and what pattern they notice (expected answer: verb in -ing). -Ss are explained the use and the structure of the present progressive. They fill in handout 7 that contains sentences to be completed in the present progressive.</p>	W	<p>Present progressive sentences:</p> <p>I'm focusing I'm changing I'm trying I'm doing I am learning I'm teaching I'm looking for I'm exercising I'm keeping I'm preparing</p> <p>Useful language:</p> <p>I think this is the correct form. This sentence is like this. What is the correct form?</p>	---	<p>Handout 6 Handout 7 Computer Projector</p>	20m

6	<p>Main Task:</p> <ul style="list-style-type: none"> - Ss are given a graphic organizer that they will complete with the information from the TED talk. The video will be segmented into 6 parts. Each part will be played twice. - Ss compare their answers to peer-check. Finally, T checks in a class size revision. 	L/S	<p>Useful language:</p> <p>The useful language is the same prompts in the graphic organizer.</p>	Identifying specific details	Handout 8	35m
3	<p>Post- Task 1:</p> <p>Ss are paired. They are given handout 9 which contains discussion questions about being a presenter in a conference. They discuss, and then they share with the class.</p>	R/L/S	<p>Useful language</p> <p>Yes, I have No, I haven't To be updated To learn new things Yes, I would No, I wouldn't I would like to present about_____.</p>	Metacognitive (self- reflection)	Handout 9	15m

T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L=Listening, S= Speaking

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Lesson 6. Handout 1
Instructors: Arroyo, Morera & Torres



Instructions: Put a check (✓) next to the effect that belongs to the Alzheimer's disease.

Symptom	✓
Nauseous	
Mobility loss	
Shaky hands	
Hair loss	
Acne	
Balance loss	
Muscle tremors	
Memory loss	
Weight gain	
Headache	

Useful language:

This is an effect of Alzheimer.
 This is not an effect of Alzheimer.
 I don't know this one.
 What do you think about this one?



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Unit 2. Engaging in talks, who's in?
Lesson 6. Handout 1
Instructors: Arroyo, Morera & Torres



Instructions: Put a check (✓) next to the effect that belongs to the Alzheimer's disease.

Symptom	✓
Nauseous	
Mobility loss	
Shaky hands	
Hair loss	
Acne	
Balance loss	
Muscle tremors	
Memory loss	
Weight gain	
Headache	

Useful language:

This is an effect of Alzheimer.
 This is not an effect of Alzheimer.
 I don't know this one.
 What do you think about this one?



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 Unit 2. Engaging in talks, who's in?
 Lesson 6. Handout 3
 Instructors: Arroyo, Morera & Torres



Instructions: Read the conference program below. Choose two sessions you would like to attend. Be prepared to share.

**31st International Conference of Alzheimer's Disease International
 Symposia Program**

<p>Friday, April 22nd General topic: Advancements in Alzheimer's research: Industry, Government and Perspective of People Living with Dementia</p>	<p>Alzheimer's Disease Environment: Industry Challenges in Alzheimer's Research. How Government is Preparing for the Dementia Challenge. Advancement of Alzheimer's Research: Hopes and Perspective of People with Dementia.</p>
<p>Saturday, April 23rd General topic: Dementia and Traumatic Brain Injury</p>	<p>The Role and Risks of Physical Activity and Sport in Different Forms of Dementia. Minor Injury- Major Consequences: Traumatic Brain Injury Revisited Repetitive Traumatic Brain Injury and Its Implications for Alzheimer's-Like Change</p>
<p>Sunday, April 24th General topic: Global Dementia Policy Update</p>	<p>Start of a New Phase of the World Dementia Council Our Campaign to Increase Governments Research Budget for Alzheimer's and Dementia Expanding Global Advocacy to Lower and Middle-Income Countries</p>

Adapted from: <https://www.alz.co.uk/sites/default/files/conf2016/adi2016-programme-book.pdf>

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 6. Handout 5
Instructors: Arroyo, Morera & Torres



Instructions: Read the sentences below, choose the option that contains the real meaning of the sentences.

1. But the research also shows that there's nothing that will 100 percent protect you (from Alzheimer). If the monster wants you, the monster's gonna get you.

- Alzheimer is curable.
- Alzheimer cannot be fully prevented.
- Everybody will get Alzheimer.

2. Because the more things that are familiar, the more things my hands know how to do, the more things that I can be happy and busy doing when my brain's not running the show anymore.

- The brain will not work properly.
- The brain will die.
- The person will not be a presenter anymore.

3. They say that people who are engaged in activities are happier, easier for their caregivers to look after, and it may even slow the progress of the disease. That all seems like win to me.

- The person won the lottery
- There is something positive
- Nothing bad will happen

4. We go into denial: "It's not me, it has nothing to do with me, it's never going to happen to me."

- We do not accept some things.
- We go to different places.
- We accept things as they come.

5. Alzheimer's tends to run in families

- It seems Alzheimer is hereditary.
- Alzheimer makes people run.
- Alzheimer is completely hereditary.

Useful language:

I think this means _____.
 I think the best option is _____.
 What do you think it means?
 What option did you select?



6. I need a heart so pure that if it's stripped bare by dementia, it will survive.

- Dementia makes struggles in the brain, but the essence of the person survives.
- Dementia kills people, but the family will be Ok.
- Dementia produces cardiovascular diseases.

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 6. Handout 6
Instructors: Arroyo, Morera & Torres



Instructions: Read the following extract from the video you will watch. Pay attention to the underlined sentences. Answer the question below.

“Based on what I've learned from taking care of my father, and researching what it's like to live with dementia, I'm focusing on three things in my preparation: I'm changing what I do for fun, I'm working to build my physical strength, and -- this is the hard one -- I'm trying to become a better person. Let's start with the hobbies. When you get dementia, it gets harder and harder to enjoy yourself. You can't sit and have long talks with your old friends, because you don't know who they are. It's confusing to watch television, and often very frightening. And reading is just about impossible. When you care for someone with dementia, and you get training, they train you to engage them in activities that are familiar, hands-on, open-ended. With my dad, that turned out to be letting him fill out forms. He was a college professor at a state school; he knows what paperwork looks like. He'll sign his name on every line, he'll check all the boxes, he'll put numbers in where he thinks there should be numbers. But it got me thinking, what would my caregivers do with me? I'm my father's daughter. I read, I write, I think about global health a lot. Would they give me academic journals so I could scribble in the margins? Would they give me charts and graphs that I could color? So I've been trying to learn to do things that are hands-on. I've always liked to draw, so I'm doing it more even though I'm really very bad at it. I am learning some basic origami. I can make a really great box. (Laughter) And I'm teaching myself to knit, which so far I can knit a blob.”

-Alanna Shaikh

Useful language:

I think this action happened _____.

I am not sure.

I definitely think this action happened _____.



When are the underlined actions happening?

() in the past

() in this moment

() in the future

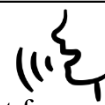
Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 6. Handout 7
Instructors: Arroyo, Morera & Torres



Instructions: Complete the sentences with the present progressive. Use the verbs in parenthesis.

1. I _____ (look) for a third way.
2. I _____ (exercise) every day.
3. I _____ (keep) my mind active.
4. I _____ (prepare) to get
Alzheimer's disease.

Useful language:



I think this is the correct form.
 This sentence is like this.
 What is the correct form?

Finish early?



Complete the same sentences but use *she* and *we* instead of *I*.

1. _____
2. _____
3. _____
4. _____

Important

The present progressive may be used to talk about actions that are in progress at the moment of speaking.

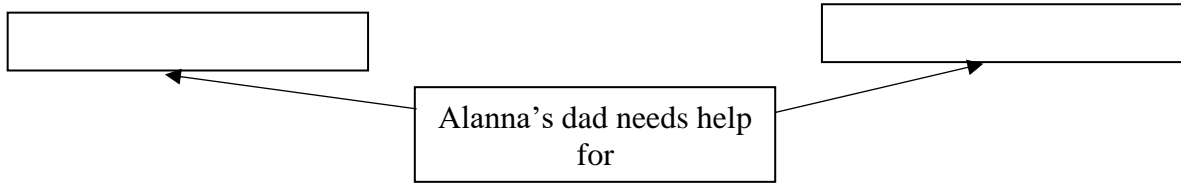
Sentences should have a subject, the correct form of the verb *be*, and the verb in *-ing* form.

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Unit 2. Engaging in talks, who's in?
Lesson 6. Handout 8
Instructors: Arroyo, Morera & Torres

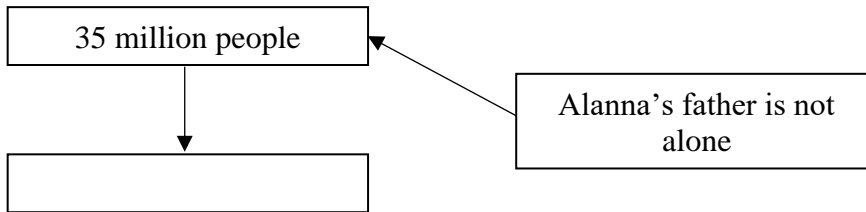


Instructions: Complete the following graphic organizer with the information from the video.

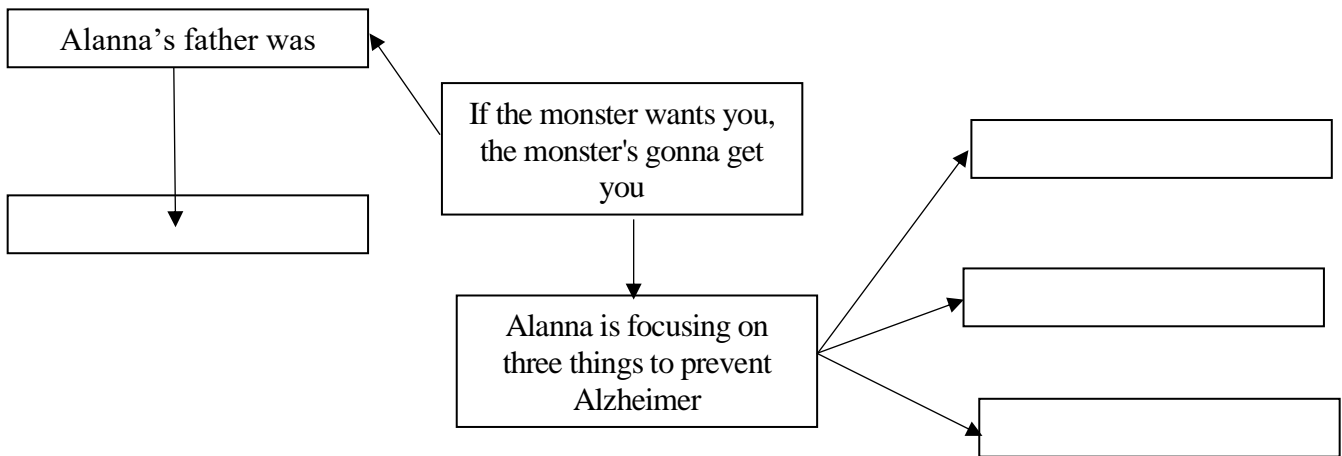
Part 1.



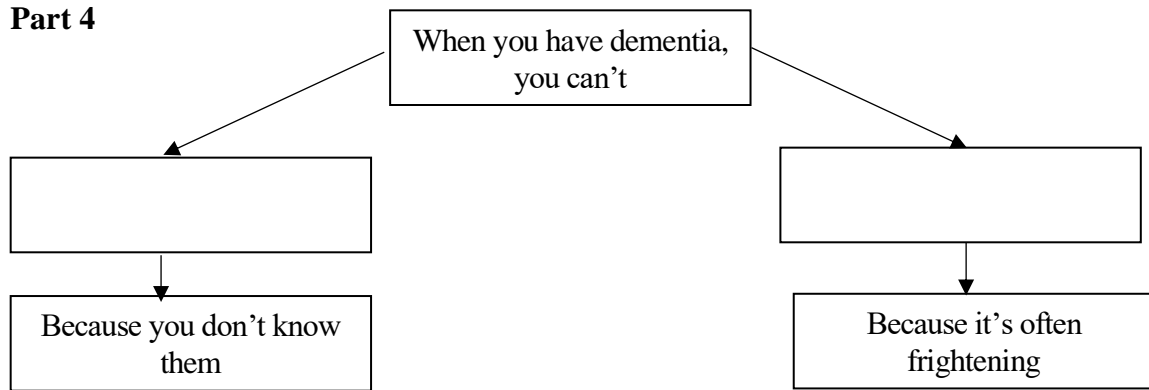
Part 2.



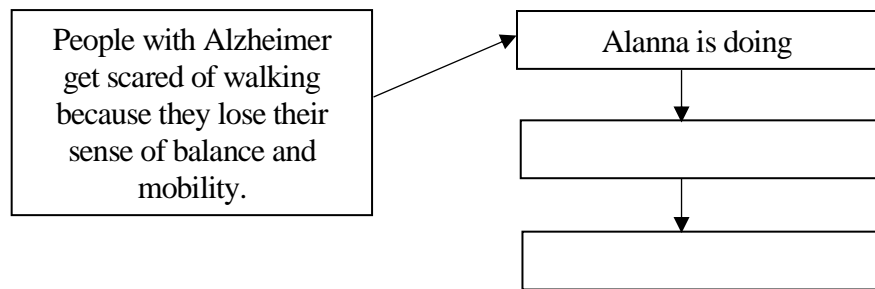
Part 3



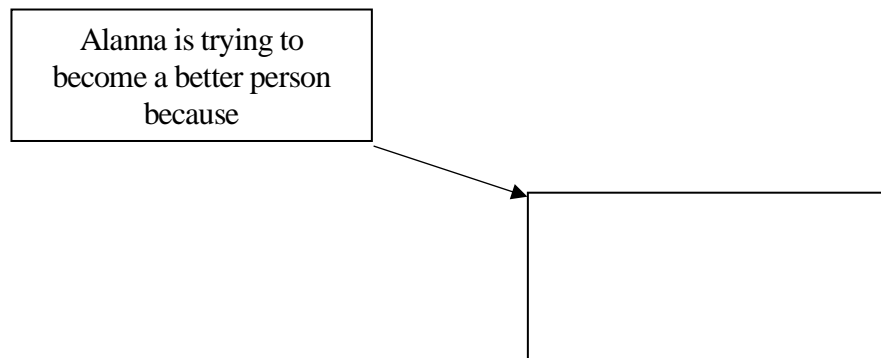
Part 4



Part 5



Part 6

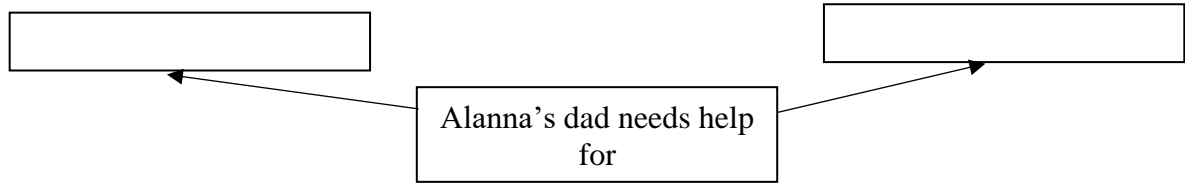


Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 6. Handout 8- A
 Instructors: Arroyo, Morera & Torres

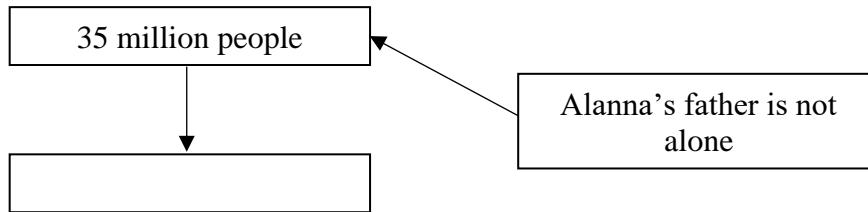


Instructions: Complete the following graphic organizer with the information from the video. Use handout 8- B to identify the answers.

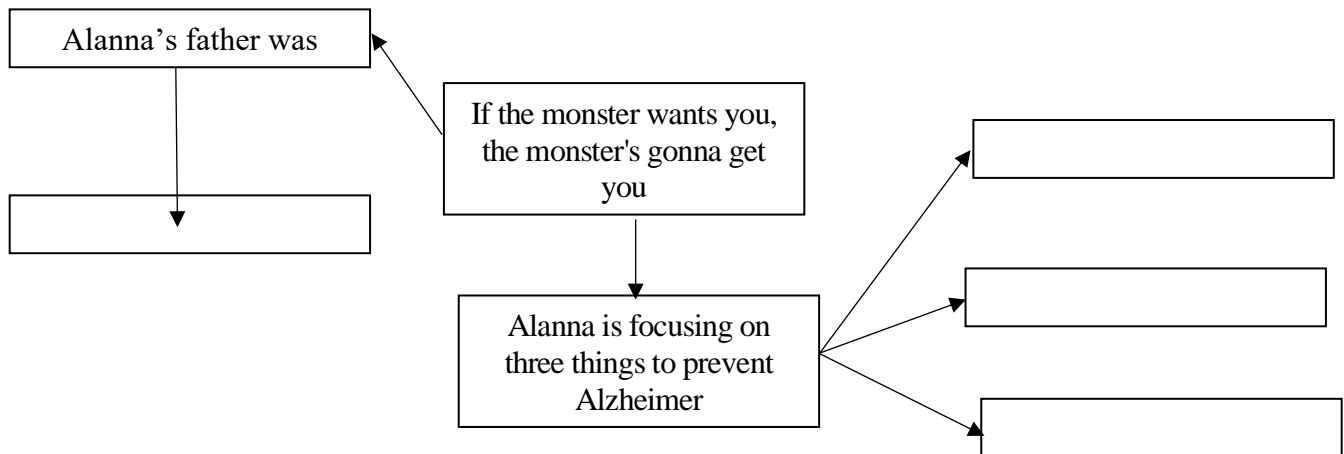
Part 1.



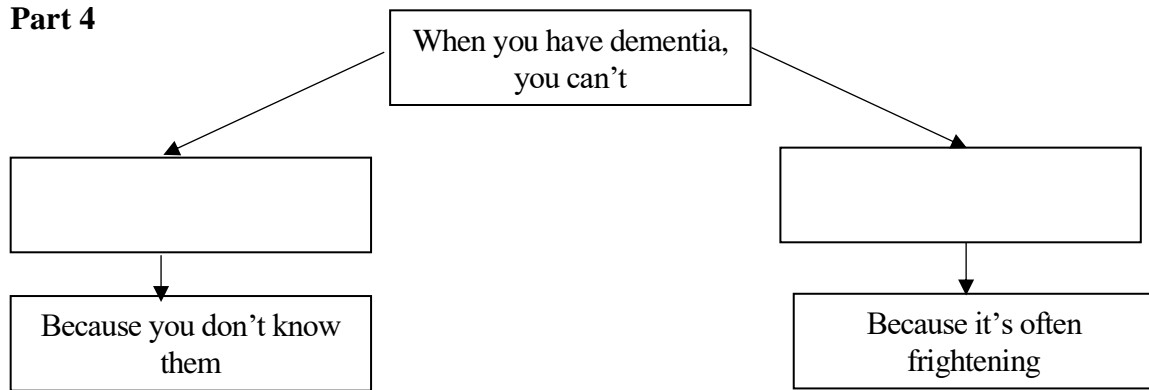
Part 2.



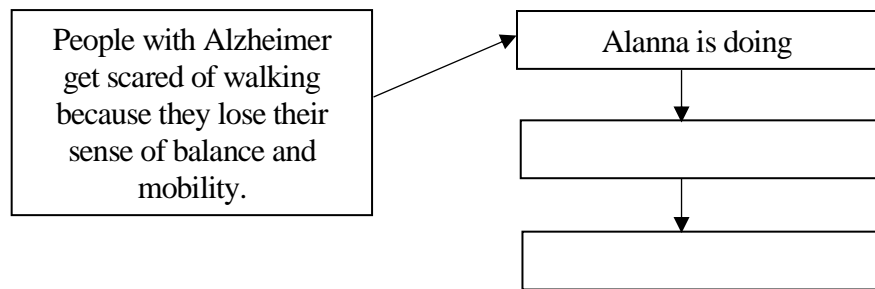
Part 3



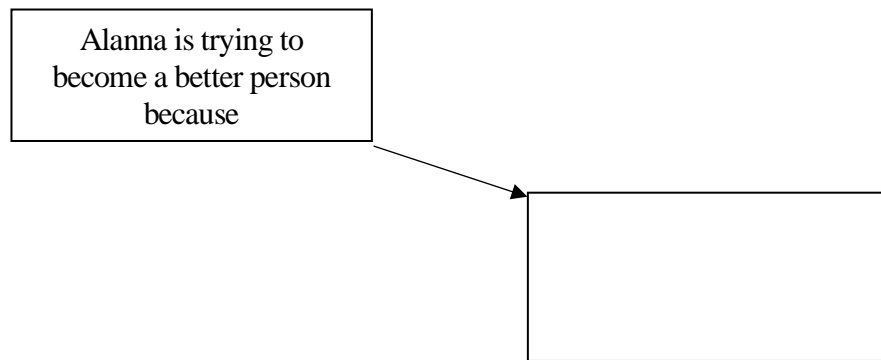
Part 4



Part 5



Part 6



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 6. Handout 8- B
Instructors: Arroyo, Morera & Torres



Instructions: Use this handout to complete the graphic organizer in Handout 8- A.

	because it's often frightening	eating	have dementia	
	because you don't know them	a college professor	eating right	tai Chi
getting dressed	exercising everyday	it helps caregivers	keeping her mind	
	active	weight- bearing exercise		

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 6. Handout 8- B
Instructors: Arroyo, Morera & Torres



Instructions: Use this handout to complete the graphic organizer in Handout 8- A.

	because it's often frightening	eating	have dementia	
	because you don't know them	a college professor	eating right	tai Chi
getting dressed	exercising everyday	it helps caregivers	keeping her mind	
	active	weight- bearing exercise		

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 6. Handout 9
Instructors: Arroyo, Morera & Torres



Instructions: Discuss the following questions with a partner. Be prepared to share your answers with the class.

1. Have you ever been to a conference?
 2. Why is it important to attend a conference?
 3. Would you present at a conference?
 4. What topic would you like to present about?
-

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 6. Handout 9
Instructors: Arroyo, Morera & Torres



Instructions: Discuss the following questions with a partner. Be prepared to share your answers with the class.

1. Have you ever been to a conference?
2. Why is it important to attend a conference?
3. Would you present at a conference?
4. What topic would you like to present about?

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 6. Handout 9-B
Instructors: Arroyo, Morera & Torres



Instructions: Discuss the following questions with a partner. Be prepared to share your answers with the class.

1. Have you ever been to a conference?
 - a. Yes, I have
 - b. No, I haven't

2. Why is it important to attend a conference?
 - a. To be updated
 - b. To learn new things

3. Would you present at a conference?
 - a. Yes, I would
 - b. No, I wouldn't

4. What topic would you like to present about?
 I would like to present about _____

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 6. Handout 9-B
Instructors: Arroyo, Morera & Torres



Instructions: Discuss the following questions with a partner. Be prepared to share your answers with the class.

1. Have you ever been to a conference?
 - a. Yes, I have
 - b. No, I haven't

2. Why is it important to attend a conference?
 - a. To be updated
 - b. To learn new things

3. Would you present at a conference?
 - a. Yes, I would
 - b. No, I wouldn't

4. What topic would you like to present about?
 I would like to present about _____



University of Costa Rica
 Master's in TEFL
 Arroyo, Morera, & Torres

Unit 2 Engaging in talks, who's in?

Teacher: Devi An Morera
 Assistants: Daniela Arroyo, Rocío Torres.

Lesson plan 7
 Date: September 25th

Unit goal: By the end of the unit, students will be able to show understanding of content and communicate spoken ideas to colleagues and patients in order to exchange information about disabilities and gerontology by using the appropriate register, structures, and communication skills.

General Objective: By the end of the lesson, students will be able to successfully summarize information from a conference about disabilities and/ or gerontology in order to show understanding of ideas.

Specific objectives: By the end of the class, students will be able to:

1. effectively recognize vocabulary about disabilities to recall words previously studied by playing a game.
2. accurately identify verbs in the past given in context to successfully guess the meaning of unfamiliar words.
3. successfully identify the pronunciation of the –ed ending of verbs to communicate ideas orally in the past.
4. accurately recognize ideas that summarize spoken information to effectively show comprehension of short extracts.
5. effectively communicate spoken ideas from an extract to show understanding of messages.
6. Correctly summarize short ideas from a talk to show understanding of spoken information.
7. successfully express opinions about how education is to deaf people in Costa Rica to communicate oral ideas.
8. effectively describe situations faced by disabled people to express spoken ideas accurately.

Notes:

- Most Ss do not arrive on time due to different circumstances. Therefore, the instructors wait 5 minutes. That means the starting time is 6:05
- Video and transcript available at:
https://www.ted.com/talks/nyle_dimarco_making_education_accessible_to_deaf_children/transcript
- Beginners have differentiated handout in some activities.

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Material	Time
1	<p>Warm up:</p> <ul style="list-style-type: none"> - Ss make a circle. They have to pass around a “bomb”. - While passing around the bomb, Ss say a word belonging to a given category (disabilities, tools used by disabled people, and collocations). - The St who has the bomb loses a point when it explodes. - The St with fewer points has to bring a prize to the others the following class. 	L/S	<p>Vocabulary:</p> <ul style="list-style-type: none"> Alzheimer Depression Schizophrenia Deaf Autism Intellectual disabilities Personality disorders Mental illness Hearing impairment Vision impairment. Bipolar disorder Physical disability Shower bench Guide dog Bed rails Reacher Orthopedic mattress Walker Hearing aid 	Schema activation	<ul style="list-style-type: none"> Computer Projector Power point presentation Bomb 	10m

			<p>Cane Handles Useful language: Let me think. Let me remember. Give me a second. I have it on the tip of my tongue. Hurry up!</p>			
2	<p>Pre- task 1:</p> <ul style="list-style-type: none"> - T introduces the simple past by giving an example of one sentence in the present and another in the past. - Ss receive handout 10. They have to underline examples of verbs in simple past. - The Ss who finish early make sentences with five of the verbs underlined. - Ss compare their answers with a classmate and then check as a class. - The beginners receive a handout with the verbs in present. 	R/L/S	<p>Vocabulary: Was Gained Learned Tried Told Went back Realized Joined Got back Helped Useful language: Which verbs do you think are in past? I think this verb is in past because_____. I definitely think this is an example of a verb in past because _____. I agree / I don't think so. I have the same. I underlined/ wrote_____.</p>	Guessing from context	Power point presentation Handout 10 – 10A	15m

3	<p>Pre- Task 2:</p> <ul style="list-style-type: none"> - T introduces the pronunciation of the –ed ending. She pronounces three words to highlight the different sounds /t/, /d/, /Id/. - Ss have to say the sound they hear. - The group is divided into two to play a game called “Flyswatter”. - They have to hit the sound they hear and repeat the word. - Ss receive handout 11. They have to classify the underlined words according to the pronunciation of the –ed ending. 	L/S	<p>Vocabulary:</p> <p>wanted, looked, realized, shaped, noticed, listened, enrolled, needed, gained, learned, tried, helped, accepted, sucked, started, decided, walked, disabled, amazed, struggled, shocked, loved, filled.</p> <p>Useful language:</p> <p>This word is pronounced _____.</p> <p>The ending of this word sounds _____.</p> <p>I don’t quite get the pronunciation of this word.</p>		Handout 11 Power point presentation Flyswatter	20m
4	<p>Pre- Task 3:</p> <ul style="list-style-type: none"> - T introduces what summarizing is. - Ss receive handout 12. They listen to a short idea from the talk to choose the option that summarizes it. - Ss will listen three times. - Then, they compare answers with a partner. 	L/S	<p>Useful language:</p> <p>In other words _____.</p> <p>To put it another way, _____.</p> <p>What this means is (that) _____.</p> <p>I understand. (He’s) saying that _____.</p>	Summarizing	Handout 12 Power point presentation Recordings	15m
5	Pre- Task 4	R/ W	Vocabulary:	Summarizing	Handout 13	15m

	<ul style="list-style-type: none"> - Ss receive handout 13. - Ss have to restate an extract from the talk. - They have to replace underlined words/ phrases with the synonyms from the box. 		Non- hearing Protest Lack Regime Trouble Disappointed Found Met Useful language What this means is (that) _____. I understand. (He's) saying that _____. What he is saying is _____.			
6	Main Task: <ul style="list-style-type: none"> - Ss are divided into two: A and B. - They are assigned one section of the talk to watch. - Ss A work with Ss B. They have to summarize what the speaker said in his section of the video. - Each pair presents their ideas to the class. 	L/S	Useful language: In other words _____. To put it another way, _____. What this means is (that) _____. I understand. (He's) saying that _____. So, you mean _____. Let me get this clear _____. Do you follow? Is that clear? Do you mean _____?	Summarizing	Videos	30m
7	Post- Task 1: <ul style="list-style-type: none"> - In small groups, Ss say how they think education is to deaf 	L/S	Useful language In my opinion _____ I would say _____	Cultural awareness	Handout 14	15m

	<p>people in Costa Rica regarding accessibility, accommodations, facilities, among others.</p> <ul style="list-style-type: none"> - They can use the ideas from the talk to support their thoughts. 	<p>Do you agree with me? What you do think? In Costa Rica, people with hearing impairments _____ On the contrary, deaf people in USA _____ Some of the (needs) are _____</p> <p>Vocabulary: Facilities Resources Visual aids</p>			
--	--	--	--	--	--

T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L=Listening, S= Speaking

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 7. Handout 10- A
Instructors: Arroyo, Morera & Torres



Instructions: Read the following extract from the talk “Making Education Accessible to deaf children”. Underline 10 examples of verbs in past.

“I was the only deaf kid in the entire school. Of course, I always had hearing friends, but they could sign like me. So that year I gained a lot of insight. I couldn’t be involved in any of the school organizations. My friends never learned enough sign language to communicate. And every time I tried to play a sport, I’d get benched. The basketball coach told me a deaf kid could never help the team win a game. And I was athletic. So after a year, I went back to the deaf school where I realized that’s my home. That’s my community. And my community is where I can thrive. I got involved in the classroom again, joined a bunch of school organizations, and got back on the basketball team, where I helped win many games.”

-Nyle DiMarco

Useful language:

Which verbs do you think are in past?
 I think this verb is in past because _____.
 I definitely think this is an example of a verb in past because _____.
 I agree. I don’t think so.
 I have the same.
 I underlined / wrote _____.



Finish already?

Make a sentence with five of the verbs from the list.

1. _____
2. _____
3. _____
4. _____
5. _____

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 7. Handout 10-B
Instructors: Arroyo, Morera & Torres



Instructions: Read the following extract from the video you will watch. Underline 10 examples of verbs in past.

“I was the only deaf kid in the entire school. Of course, I always had hearing friends, but they could sign like me. So, that year I gained a lot of insight. I couldn’t be involved in any of the school organizations. My friends never learned enough sign language to communicate. And every time I tried to play a sport, I’d get benched. The basketball coach told me a deaf kid could never help the team win a game. And I was athletic. So after a year, I went back to the deaf school where I realized that’s my home. That’s my community. And my community is where I can thrive. I got involved in the classroom again, joined a bunch of school organizations, and got back on the basketball team, where I helped win many games.”









-Nyle DiMarco

Useful language:

Which verbs do you think are in past?
 I think this verb is in past because _____.
 I definitely think this is an example of a verb in past because _____.
 I agree. I don’t think so.
 I have the same.
 I underlined / wrote _____.



Verbs in present:

Be:	Gain: 	Learn: 
Try: 	Tell: 	Go back: 
Realize: 	Join: 	Help: 
Get back:		

Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 7. Handout 11
 Instructors: Arroyo, Morera & Torres



Instructions: Work with a partner. Classify the underlined words taken from extracts of the video you will watch according to the pronunciation of the -ed ending. Take turns to read out loud the extracts with a partner.

1. To be honest, in 24 years of my life, nobody had ever asked me. And his question was simple: "Have you ever wished you could hear?" I looked at him for a second and thought, Where did that come from?
2. She listened very sympathetically and told me, "Nope, too bad." I was floored. She told me I needed to stick it out for a year.
3. After graduating high school, I was accepted into the only Deaf university in the world: Gallaudet University in Washington, D.C. It was there I gained my degree in mathematics with the intention of becoming a better teacher than the ones I had growing up. Like many of you, I sat through some math teachers who seriously sucked. (Laughter) I wanted to be a good math teacher. But I also wanted to be a good role model for those students. So as time got closer to graduation, of course I was nervous. I started questioning if I had made the right decision. And I decided to get out - to get out of my comfort zone and to travel the world.

/t/	/d/	/ɪd/

HOW TO PRONOUNCE -ed AT THE END OF A VERB

There are three different ways to pronounce the **WORD**

/ɪd/	/t/	/d/
This is the least common -ed sound	-Words that end in /p/, /k/, /f/, /s/, /sh/, /ch/ sound:	This is the most common -ed sound
-Words that end in /t/ or /d/ sound:	Kissed /kɪst/	-Words that end in any other sound:
Wanted /ˈwɒn.tɪd/	Laughed /lɑːft/	Closed /kloʊzd/
Needed /ˈniː.dɪd/	Asked /ɑːskt/	Saved /seɪvd/
Started /ˈstɑːrtɪd/	Stopped /stɒpt/	Travelled /ˈtræv.əld/
Decided /dɪˈsaɪ.dɪd/	Watched /wɒtʃt/	Opened /ˈəʊ.pənd/
	Washed /wɒʃt/	Climbed /klaɪmd/

Remember!

Useful language:
 This word is pronounced ____.
 The ending of this word sounds ____.
 I don't quite get the pronunciation of this word.

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 7. Handout 12
Instructors: Arroyo, Morera & Torres



Instructions: Listen to the extracts of the talk. Choose the option that rephrases the idea you hear.

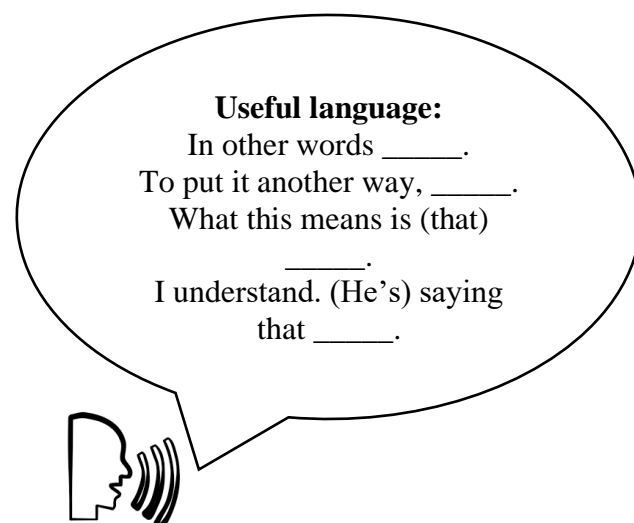
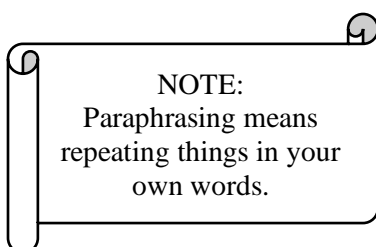
1. So one night after a great game, _____
 a) A friend and I watched the sunset by the ocean and talked.
 b) A friend and I sat together to see the water and the sun.

2. _____, and it's all I've ever known.
 a) My hearing impairment created a good kid
 b) My hearing impairment built my early life

3. _____
 a) My point of view and my life has involved circumstances that many auditive people have never dealt with.
 b) My viewpoint and my life deals with situations not many auditive people have heard about.

4. _____
 a) I never felt limited. My life was as normal as yours was.
 b) I did not have any impediments. I lived a life any person would like to have.

5. _____
 a) Non- verbal communication opens the world to me.
 b) Non- verbal communication is easier than verbal communication.



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 7. Handout 13
Instructors: Arroyo, Morera & Torres



Instructions: Restate the following extracts from the talk. Use the synonyms from the box as a guide. The first one is done for you.

Something in common	Every time	Resulting in
Non- hearing	Found	People
Education level I had	Met	Lacked
Had trouble	Not complete	Protest
Difficulty	Disappointed	Regime
Get a job	usually	-----

When I would meet Deaf adults, I realized a common thread very quickly. They either didn't have the same level of education I did or their language was incomplete, making it hard to communicate. They'd often complain to me that the system had failed them, and now they struggled to find work.

Every time I _____

Finished early? Now you try! Paraphrase the following extract. Remember to use your own words. Underline the words you replace.

- Those children without language and access to education exhibit signs of brain damage. In my research, I also found that I'm a part of an even smaller group. Ten percent of Deaf children come from Deaf parents like mine. Only 10 percent. I'm incredibly lucky.

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 7. Handout 14
Instructors: Arroyo, Morera & Torres



Instructions: Discuss the following questions with your partners.

1. How do you think education is to deaf people in Costa Rica?
 - a) What are some of the deaf students' needs?
 - b) How are deaf people treated in our educational system?
 - c) Do schools have special facilities for deaf students?
 - d) What are resources we can use with deaf students in a class?
 - e) How different is it compared to the opportunities Nyle had?

Glossary:

Facilities: places or pieces of equipment provided for a particular purpose.

Resources: something that can be used to help you such as money, materials, staff, strategy.

Visual aids: something that you are shown, such as a picture, film, or map, to help you understand or remember information.

Useful language:
 In my opinion _____
 I would say _____
 Do you agree with me?
 What you do think?
 In Costa Rica, people
 with hearing
 impairments _____
 On the contrary, deaf
 people in USA _____
 Some of the (needs) are



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 7. Handout 14
Instructors: Arroyo, Morera & Torres



Instructions: Discuss the following questions with your partners.

2. How do you think education is to deaf people in Costa Rica?
 - f) What are some of the deaf students' needs?
 - g) How are deaf people treated in our educational system?
 - h) Do schools have special facilities for deaf students?
 - i) What are resources we can use with deaf students in a class?
 - j) How different is it compared to the opportunities Nyle had?

Glossary:

Facilities: places or pieces of equipment provided for a particular purpose.

Resources: something that can be used to help you such as money, materials, staff, strategy.

Visual aids: something that you are shown, such as a picture, film, or map, to help you understand or remember information.

Useful language:
 In my opinion _____
 I would say _____
 Do you agree with me?
 What you do think?
 In Costa Rica, people
 with hearing
 impairments _____
 On the contrary, deaf
 people in USA _____
 Some of the (needs) are



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 7. Handout 10- A
Instructors: Arroyo, Morera & Torres



Instructions: Read the following extract from the talk “Making Education Accessible to deaf children”. Underline 10 examples of verbs in past.

“I was the only deaf kid in the entire school. Of course, I always had hearing friends, but they could sign like me. So that year I gained a lot of insight. I couldn’t be involved in any of the school organizations. My friends never learned enough sign language to communicate. And every time I tried to play a sport, I’d get benched. The basketball coach told me a deaf kid could never help the team win a game. And I was athletic. So after a year, I went back to the deaf school where I realized that’s my home. That’s my community. And my community is where I can thrive. I got involved in the classroom again, joined a bunch of school organizations, and got back on the basketball team, where I helped win many games.”

-Nyle DiMarco

Useful language:

Which verbs do you think are in past?

I think this verb is in past because _____.

I definitely think this is an example of a verb in past because _____.

I agree. I don’t think so.

I have the same.

I underlined / wrote _____.



Finish already?

Make a sentence with five of the verbs from the list.

6. _____

7. _____

8. _____

9. _____

10. _____

Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 7. Handout 11
 Instructors: Arroyo, Morera & Torres



Instructions: Work with a partner. Classify the underlined words taken from extracts of the video you will watch according to the pronunciation of the –ed ending. Take turns to read out loud the extracts with a partner.

4. To be honest, in 24 years of my life, nobody had ever asked me. And his question was simple: "Have you ever wished you could hear?" I looked at him for a second and thought, Where did that come from?
5. She listened very sympathetically and told me, "Nope, too bad." I was flooded. She told me I needed to stick it out for a year.
6. After graduating high school, I was accepted into the only Deaf university in the world: Gallaudet University in Washington, D.C. It was there I gained my degree in mathematics with the intention of becoming a better teacher than the ones I had growing up. Like many of you, I sat through some math teachers who seriously sucked. (Laughter) I wanted to be a good math teacher. But I also wanted to be a good role model for those students. So as time got closer to graduation, of course I was nervous. I started questioning if I had made the right decision. And I decided to get out - to get out of my comfort zone and to travel the world.

/t/	/d/	/ɪd/
Wished	Listened	Needed
Asked	Flooded	Wanted
Looked	Gained	Started
Sucked		Decided

HOW TO PRONOUNCE –ed AT THE END OF A WORD

There are three different ways to pronounce the –ed ending.

/ɪd/	/t/	/d/
This is the least common -ed sound	-Words that end in /p/, /k/, /f/, /s/, /sh/, /ch/ sound:	This is the most common -ed sound
-Words that end in /t/ or /d/ sound:	Kissed /kɪst/	-Words that end in any other sound:
Wanted /ˈwɒn.tɪd/	Laughed /lɑːft/	Closed /kloʊzd/
Needed /ˈniː.dɪd/	Asked /ɑːskt/	Saved /seɪvd/
Started /ˈstɑːrtɪd/	Stopped /stɒpt/	Travelled /ˈtræv.əld/
Decided /dɪˈsaɪ.dɪd/	Watched /wɒtʃt/	Opened /ˈəʊ.pənd/
	Washed /wɒʃt/	Climbed /klaɪmd/

Remember!

Useful language:

This word is pronounced _____.

The ending of this word sounds _____.

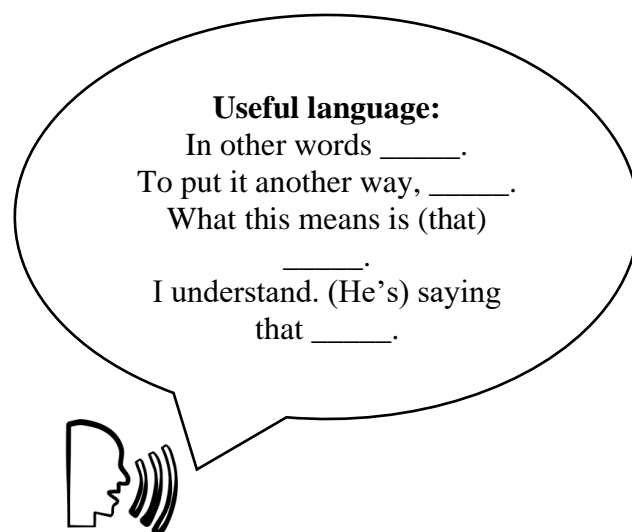
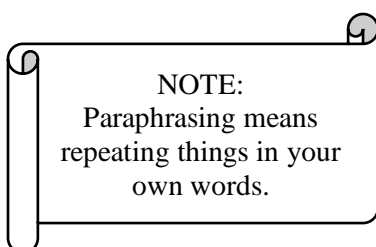
I don't quite get the pronunciation of this word.

Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 7. Handout 12
 Instructors: Arroyo, Morera & Torres



Instructions: Listen to the extracts of the talk. Choose the option that rephrases the idea you hear.

6. So one night after a great game, _____
 c) A friend and I watched the sunset by the ocean and talked.
 d) A friend and I sat together to see the water and the sun.
7. _____, and it's all I've ever known.
 c) My hearing impairment created a good kid
 d) My hearing impairment built my early life
8. _____
 c) My point of view and my life has involved circumstances that many auditive people have never dealt with.
 d) My viewpoint and my life deals with situations not many auditive people have heard about.
9. _____
 c) I never felt limited. My life was as normal as yours was.
 d) I did not have any impediments. I lived a life any person would like to have.
10. _____
 c) Non- verbal communication opens the world to me.
 d) Non- verbal communication is easier than verbal communication.



Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 7. Handout 13
 Instructors: Arroyo, Morera & Torres



Instructions: Restate the following extracts from the talk. Use the synonyms from the box as a guide. The first one is done for you.

Something in common	Every time	Resulting in
Non- hearing	Found	People
Education level I had	Met	Lacked
Had trouble	Not complete	Protest
Difficulty	Disappointed	Regime
Get a job	usually	-----

When I would meet Deaf adults, I realized a common thread very quickly. They either didn't have the same level of education I did or their language was incomplete, making it hard to communicate. They'd often complain to me that the system had failed them, and now they struggled to find work.

Every time I met non- hearing people, I found something in common. They either lacked the education level I had or their language was not complete, resulting in difficulty to communicate. They'd usually protest to me that the regime disappointed them, and now they had trouble to get a job.

Finished early? Now you try! Paraphrase the following extract. Remember to use your own words. Underline the words you replace.

- Those children without language and access to education exhibit signs of brain damage. In my research, I also found that I'm a part of an even smaller group. Ten percent of Deaf children come from Deaf parents like mine. Only 10 percent. I'm incredibly lucky.



University of Costa Rica
 Master's in TEFL
 Arroyo, Morera & Torres

Unit 2 Engaging in talks, who's in?

Teacher: Daniela Arroyo
 Assistants: Rocío Torres, Devi An Morera

Lesson plan 8
 Date: October 2nd, 2019

Unit goal: By the end of the lesson, students will be able to successfully show understanding and communicate ideas to colleagues in order to exchange information about disabilities and/or gerontology by using the appropriate register, structures, and communication skills.

General Objective: By the end of the lesson, students will be able to properly communicate knowledge about disabilities and/or gerontology to colleagues in conferences to exchange information using the appropriate register.

Specific objectives: By the end of the lesson, students will be able to:

1. adequately differentiate between formal and informal register in expressions in order to recognize formality in spoken language.
2. successfully classify formal expressions according to their function in order to recognize the basic parts of a presentation.
3. successfully identify transition words in a text in order to connect ideas in formal speaking.
4. successfully recognize the importance of outlining a speech to deliver a successful presentation.
5. effectively identify tips to prepare and deliver a professional presentation.
6. effectively recognize how to link sounds in spoken language to improve speech production.
7. Consciously reflect on the learning process to identify areas to improve.
8. accurately deliver a formal, well- structured informative speech about a disability by incorporating the tips to deliver a formal presentation, expressions for each part of the speech and transition words to exchange ideas with colleagues.

Notes:

- Most Ss do not arrive on time due to different circumstances. Therefore, the instructors wait 5 minutes. That means the starting time is 6:05
- T gives back Ss' journal entries 2

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Materials	Time
1	Warm-up -T projects some expressions used to present on the board, one by one. -Ss classify the expressions as formal or informal.	S/L	Useful language: That expression is formal/informal. Formal expressions: Good morning/ afternoon, everyone. I'd like to welcome everybody. I'd like to thank everyone for coming today. Thank you very much for your attention. I'll be happy to answer your questions now. Informal expressions: Hi, people! Questions? Thanks a ton!	Recognizing formality in spoken language	PPP Projector Computer	10 m
2	Pre- task 1	L/S/R/ W	Useful language: I think this expression belongs to _____.	---	Handout 15	15 m

	<p>-T explains the three parts of a conference: introduction, body, and conclusion.</p> <p>-Ss are given Handout 14. They classify the formal expressions according to the part of the conference.</p>		<p>I agree/ disagree.</p> <p>Formal expressions: Same as in the warm-up, plus: I want to share some information about ... The presentation will cover ... To restate the main point ... In summary ... As a conclusion ...</p>			
3	<p>Pre- task 2</p> <p>-T introduces the concept and function of transition words in a friendly way (words that help to connect ideas in a logical way) and provides examples.</p> <p>-Ss provide more examples.</p> <p>-Ss are given Handout 15. They classify the transition words according to their function.</p>	L/S/R/ W	<p>Useful language: I think that we need to write _____. What do you think about this one? I'm not sure.</p> <p>Transition words Let's start with Especially In fact After Finally Obviously To illustrate that point Because Therefore</p>	---	PPP with transition words Handout 16	15 m

4	Pre- task 3 -Ss receive handout 16 that contains an outline with the parts of a speech. They write the ideas in the correct part of the outline	L/S/R/ W	Useful language: I think this idea belongs to this section. What do you think? In my opinion this idea fits better here.	Organizing ideas in an outline	Handout 17	15 m
5	Pre- task 4 -Ss brainstorm on the board tips to deliver a professional presentation. -Ss receive handout 17 where tips to deliver a professional presentation are presented. They read it with the T and includes the ones they brainstormed in case those are not in the handout.	L/S/R/ W	Useful language: Always _____ It is important to ____ Remember to _____ It's a good idea to _____	Self- reflection	Handout 18	15 m
6	Pre- task 5 -T introduces the concept of linking as an important feature of pronunciation. -T models with formal expressions for presenting. -Ss drill.	L/S	Example sentences: Formal expressions from warm up and pre- task	---	PPP Projector Computer	10 m
8	Main task: -Ss look for information about one disability chosen by them (T will have a bank of disabilities in case a St cannot decide for one). -Ss will prepare a very short speech they will present in front of the class. They will also prepare a PPP.	L/S/R/ W	Useful language: _____ is _____ The cause(s) is/are _____ The consequences of _____ are _____. Possible treatments include	---	Handout 19 Ss' laptops Ss' cellphones Projector	40 m

7	Post- task 1: -Ss complete a <i>can do</i> evaluation. -They share with a classmate.	R	Useful language: In my case _____ I can _____	Self- reflection	Handout 20	10 m
---	Post- task 2: -Ss complete two surveys. The first survey is a course evaluation, and the second survey is a student-teacher performance. These surveys are in Spanish.	---	---	---	Surveys	5 m

T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L= Listening, S= Speaking, PPP= Power point presentation



Parts of a Conference

Instructions:

1. Work with a partner
 - A. Read the expressions below.
 - B. Classify each expression according to the part of the conference they belong to.

a. Introduction	b. Body	c. Conclusion

Expressions:

- | | |
|--|---|
| <p>a. I'll be happy to answer your questions now.
...</p> <p>b. I'd like to thank everybody for coming today.</p> <p>c. Good morning/ afternoon, everyone.</p> <p>d. Thank you very much for your attention.
everybody.</p> <p>e. I want to share some information about ...</p> <p>f. The most important points are ...</p> | <p>g. The presentation will cover</p> <p>h. As a conclusion ...</p> <p>i. In summary ...</p> <p>j. I'd like to welcome</p> <p>k. One example of this is ...</p> <p>l. To restate the main point ...</p> |
|--|---|



Useful language:

This expression is part of the _____.

I agree / I don't think so.

Hmmm. I think it belongs to _____.

"_____ " is part of the _____.



Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 8- Handout 16
 Instructors: Arroyo, Morera & Torres



Speaking fluently

Instructions: Use the words in the boxes to complete the sentences in the extract below.

Let's start with

Especially

In fact

After

Finally

Obviously

Sentences

1. If the monster wants you, the monster's gonna get you. _____ (emphasis) if you're me, 'cause Alzheimer's tends to run in families. So I'm preparing to get Alzheimer's disease.
2. _____ (order) the hobbies. When you get dementia, it gets harder and harder to enjoy yourself.
3. _____ (order), the third thing. I'm trying to become a better person.
4. And in that small coastal town, I was the only deaf resident. _____ (emphasis), the closest deaf person was a few hours away by car.
5. He could hear that. _____ (emphasis), I couldn't. My entire world is completely silent.
6. _____ (order) graduating high school, I was accepted into the only Deaf university in the world: Gallaudet University in Washington, D.C.

Useful language:

I think that we need to write _____.
 What do you think about this one?
 I'm not sure.



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 8. Handout 17
Instructors: Arroyo, Morera & Torres



Instructions: Read the sentences below. Write them in the correct part of the outline and in a logical order.

summarize how to prepare for Alzheimer's cognitive and physical effects
people with Alzheimer's around the world presentation's main points salutation
taking care of a person with Alzheimer's thank audience
my personal opinion

Outline for presentation about Alzheimer's disease

Introduction _____

Body _____

Conclusion _____



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 8. Handout 18
Instructors: Arroyo, Morera & Torres



Instructions: Read this handout with the instructor. Include any other tip of your choice that is not included here.

Tips to deliver a professional presentation

Previous to present:

1. Do not include too much information on the slides.
2. Choose appropriate font (easy to read).
3. Avoid slide backgrounds with images.
4. Rehearse.
5. _____
6. _____
7. _____
8. _____



When presenting:

1. Keep eye contact with the audience.
2. Do not read your power point. Keep an outline as a guide.
3. Project your voice so that people listen to you clearly.
4. Use body language. Do not exaggerate.
5. Pause at moments. Do not rush.
6. _____
7. _____
8. _____
9. _____



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 8. Handout 19
Instructors: Arroyo, Morera & Torres



Instructions:

1. Choose a disability
2. Use your cellphone/ computer to do research (use the guide below)
3. Prepare a power point presentation
4. Prepare an outline to guide your presentation
5. Present

What to include in your presentation?

- ❖ The description of the disability
- ❖ Causes
- ❖ Consequences
- ❖ Possible treatment

Remember:

- *The parts of a presentation
- *Use formal expressions
- *Follow the tips to deliver a professional presentation.



Presentation outline

Introduction

Body

Conclusion

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 8. Handout 20
Instructors: Arroyo, Morera & Torres



Instructions: Check the box(es) of the things you can do.

I can...	---	
recognize formal expressions.		
name the 3 parts of a presentation.		
use transition words.		
make an outline for a presentation.		
name 3 tips for delivering professional presentations.		
link sounds in English.		
deliver a short formal presentation.		

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 8. Handout 20
Instructors: Arroyo, Morera & Torres



Instructions: Check the box(es) of the things you can do.

I can...	---	
recognize formal expressions.		
name the 3 parts of a presentation.		
use transition words.		
make an outline for a presentation.		
name 3 tips for delivering professional presentations.		
link sounds in English.		
deliver a short formal presentation.		

Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 8- Handout 14- Answer key
 Instructors: Arroyo, Morera & Torres



Parts of a Conference

Instructions:

2. Work with a partner
- C. Read the expressions below.
- D. Classify each expression according to the part of the conference they belong to.

d. Introduction	e. Body	f. Conclusion
B C E F G	K E F	A B D H I L F

Expressions:

- | | |
|--|------------------------------------|
| g. I'll be happy to answer your questions now. | g. The presentation will cover ... |
| h. I'd like to thank everybody for coming today. | h. As a conclusion ... |
| i. Good morning/ afternoon, everyone. | i. In summary ... |
| j. Thank you very much for your attention. | j. I'd like to welcome everybody. |
| k. I want to share some information about ... | k. One example of this is ... |
| l. The most important points are ... | l. To restate the main point ... |



Useful language:

This expression is part of the _____.
 I agree / I don't think so.
 Hmm. I think it belongs to _____.
 " _____ " is part of the _____.



Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 8- Handout 15- Answer key
 Instructors: Arroyo, Morera & Torres



Speaking fluently

Instructions: Use the words in the boxes to complete the sentences in the extract below.

Let's start with

Especially

In fact

After

Finally

Obviously

Sentences

1. If the monster wants you, the monster's gonna get you. Especially (emphasis) if you're me, 'cause Alzheimer's tends to run in families. So I'm preparing to get Alzheimer's disease.
2. Let's start with (order) the hobbies. When you get dementia, it gets harder and harder to enjoy yourself.
3. Finally (order), the third thing. I'm trying to become a better person.
4. And in that small coastal town, I was the only Deaf resident. In fact (emphasis), the closest deaf person was a few hours away by car.
5. He could hear that. Obviously (emphasis), I couldn't. My entire world is completely silent.
6. After (order) graduating high school, I was accepted into the only Deaf university in the world: Gallaudet University in Washington, D.C.

Useful language:

I think that we need to write _____.
 What do you think about this one?
 I'm not sure.



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 8. Handout 17- Answer key
Instructors: Arroyo, Morera & Torres



Instructions: Read the sentences below. Write them in the correct part of the outline and in a logical order.

summarize how to prepare for Alzheimer's cognitive and physical effects
 people with Alzheimer's around the world presentation's main points salutation
 taking care of a person with Alzheimer's thank audience
 my personal opinion

Outline for presentation about Alzheimer's disease

Introduction Salutation

People with Alzheimer's around the world

Presentation's main points

Body Cognitive and physical effects

Taking care of a person with Alzheimer's

How to prepare for Alzheimer's

Conclusion Summarize

My personal opinion

Thank audience



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 8. Handout 18- Answer key
Instructors: Arroyo, Morera & Torres



Instructions: Read this handout with the instructor. Include any other tip of your choice that is not included here.

Tips to deliver a professional presentation

Previous to present:

1. Do not include too much information on the slides.
2. Choose appropriate font (easy to read).
3. Avoid slide backgrounds with images.
4. Rehearse.
5. _____
6. _____
7. _____
8. _____



Answers vary

When presenting:

1. Keep eye contact with the audience.
2. Do not read your power point. Keep an outline as a guide.
3. Project your voice so that people listen to you clearly.
4. Use body language. Do not exaggerate.
5. Pause at moments. Do not rush.
6. _____
7. _____
8. _____
9. _____



Answers vary

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 8. Handout 19- Answer key
Instructors: Arroyo, Morera & Torres



Instructions:

1. Choose a disability
2. Use you cellphone/ computer to do research (use the guide below)
3. Prepare a power point presentation
4. Prepare an outline to guide your presentation
5. Present

What to include in your presentation?

- ❖ The description of the disability
- ❖ Causes
- ❖ Consequences
- ❖ Possible treatment

Remember:

- *The parts of a presentation
- *Use formal expressions
- *Follow the tips to deliver a professional presentation.



Presentation outline

Introduction _____

Body _____

Answers vary

Conclusion _____

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 8. Handout 20- Answer key
Instructors: Arroyo, Morera & Torres



Instructions: Check the box(es) of the things you can do.

I can...	---	
recognize formal expressions.		
name the 3 parts of a presentations.		
use transition words.		
make an outline for a presentation.		
name 3 tips for delivering professional presentations.		
link sounds in English.		
deliver a short formal presentation.		

Answers vary

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 8. Handout 20- Answer key
Instructors: Arroyo, Morera & Torres



Instructions: Check the box(es) of the things you can do.

I can...	---	
recognize formal expressions.		
name the 3 parts of a presentations.		
use transition words.		
make an outline for a presentation.		
name 3 tips for delivering professional presentations.		
link sounds in English.		
deliver a short formal presentation.		

Answers vary



University of Costa Rica
 Master's in TEFL
 Arroyo, Morera & Torres

Unit 2 Engaging in talks, who's in?

Teacher: Devi An Morera
 Assistants: Daniela Arroyo, Rocío Torres

Lesson plan 9
 Date: October 9th, 2019

Unit goal: By the end of the lesson, students will be able to successfully show understanding and communicate ideas to colleagues in order to exchange information about disabilities and/or gerontology by using the appropriate register, structures, and communication skills.

General Objective: By the end of the lesson, students will be able to properly communicate knowledge about disabilities and/or gerontology in conferences to exchange information with colleagues in formal oral presentations.

Specific objectives: By the end of the lesson, students will be able to:

1. consciously reflect on the learning process to identify areas to improve.
2. accurately recognize right and wrong behaviors in order to properly communicate ideas in an oral presentation.
3. properly classify expressions according to the delivered part of the speech they belong in order to get familiar with different ways to introduce, develop, and conclude formal presentations.
4. accurately identify the information given in the different parts of an outline to deliver an organized oral presentation.
5. accurately deliver a formal, well- structured informative speech about a disability by incorporating the tips to deliver a formal presentation, expressions for each part of the speech and transition words to exchange ideas with colleagues.

Notes:

- Most Ss do not arrive on time due to different circumstances. Therefore, the instructors wait 5 minutes. That means the starting time is 6:05

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Materials	Time
1	Warm-up -Ss make a semicircle. T throws a die to a person for him/her to say what he/she can do (can do statements from last class). The student who was selected throws the die to another student and so on.	L/S/R	Useful language: I can _____ _____, what can you do?	---	Handout 20 (class 8)	10 m
2	Pre- task 1 -Ss receive handout 21. -They have to watch a video in order to check wrong and right behaviors in an oral presentation. -Ss compare with a classmate and check as a class.	L/S/R	Useful language: Something he does wrong is ____ Something he does well is ____ He should (not) ____ In the presentation about ____ he ____	---	Video Computer Speakers Handout 21	20 m
3	Pre- task 2: -Each S is given a slip of paper containing one expression. Ss paste their expression under the correct part of the speech (introduction, body, and conclusion). T and Ss check. -Ss receive handout 22 which they have to complete with the information of the activity with the slip of papers.	L/S/R/ W	Useful language: I think this expression belongs to ____. I agree/ disagree. What do you think? In my opinion, this expression fits better here.	---	Handout 22 Slips of paper	15 m
4	Pre- task 3 -Ss receive handout 23.	L/S/R/ W	Useful language: This aspect is part of the _____.	Organizing ideas in an outline	Handout 23	15 m

	<p>-They have to classify the characteristics of each section of an outline accordingly. -Ss compare with a classmate and then check as a class.</p>		<p>I agree / I don't think so. Hmm. I think it belongs to _____. "_____" is part of the _____.</p>			
5	<p>Main task: -Ss finish and/ or improve the presentation they started last class. -T and Asts will provide Ss with the opportunity to rehearse their presentation in front of them for feedback. -Ss present.</p>	L/S/R/ W	<p>Useful language: The language studied throughout the class. _____ is _____. The causes of _____ include/ are _____ The consequences of _____ include/ are _____ _____ In regards to the treatment, _____, _____, and _____ are some of them. _____</p>	--	<p>Handout 24 Ss' laptops Ss' cellphones Projector</p>	1 hr

T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L= Listening, S= Speaking, PPP= Power point presentation

Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 8. Handout 21
 Instructors: Arroyo, Morera & Torres




Instructions: Watch a video about an oral presentation. Pay close attention to the presenter's delivery of speech. Check (✓) the boxes according to the information asked.

What to do and what not to do in an oral presentation


A) What does Ranjit do wrong in the presentation about "Public speaking"? He... 

1. includes too much information on the slides.	
2. does not keep the attention of the audience.	
3. reads from his notes.	
4. speaks with a low or monotonous voice.	
5. does not make eye contact.	
6. talks too fast.	
7. leaves the cell phone on.	
8. takes too much time.	

B) What does Ranjit do right in the presentation about "Causes and effects of stress"? He... 

1. greets the audience.	
2. tells a personal experience as an example.	
3. maintains eye contact.	
4. smiles more.	
5. keeps the presentation simple. Does not include too much text.	
6. does not read from the power point presentation or paper.	
7. speaks louder.	
8. engages the audience.	

Useful language:

Something he does wrong / well is to ____ 
 He should / should not ____
 In the presentation about ____ he ____

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 9. Handout 22
Instructors: Arroyo, Morera & Torres



Instructions: Read the expressions below. Write I for introduction, B for body or C for conclusion according to the part where each expression belongs. The first one is done for you.

1. Today I'm here to talk to you about _____	I
2. Well that's it from me. Thanks a lot.	
3. Well, that brings me to the end of my presentation, thanks so much for listening.	
4. The causes of _____ are _____, _____, and _____.	
5. Firstly I'll talk about _____	
6. Then I will look at _____	
7. It was a real pleasure being here today. Goodbye and thank you.	
8. Some of the consequences of _____ are _____, _____, and ____.	
9. One example of this is _____	
10. Welcome everybody, my name is _____ and I am _____ (occupation).	
12. _____ is _____. (e.g. dementia is a mental disorder)	
13. Good morning/afternoon/evening ladies and gentlemen, I'm _____.	
14. Hello, everyone. Thank you for coming today.	
15. Thank you for your attention.	
16. This leads me to my next point, which is _____	

Practice the expressions with a classmate.



Useful language:

I think this expression belongs to _____.

I agree/ disagree.



Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 9. Handout 23
 Instructors: Arroyo, Morera & Torres



Speech Outline

Instructions: Classify the information from the box below in the right part of the outline:
 Introduction, Body or Conclusion. There is an extra option that shouldn't be used.

Introduction:

Body:

Conclusion:

Greeting and attention getter	Introduce yourself and establish credibility	Thank the audience
Main points	Thesis statement (a summary of what your speech is about)	Examples, details, anecdotes.
Summary of the points discussed	Supporting evidence or arguments	Prepare notes with key points



Useful language:

This aspect is part of the _____.
 I agree / I don't think so.
 Hmm. I think it belongs to _____.
 " _____ " is part of the _____.



Unit 2. Engaging in talks, who's in?
Lesson 9- Handout 24
Instructors: Arroyo, Morera & Torres

Instructions:

1. Finish/ Improve the presentation you were preparing last class.
2. Study your presentation.
3. Rehearse your presentation with one of the instructors.
4. Present.

Useful language:

_____ is _____.

The causes of _____ include/ are _____.

In regards to the treatment, _____, _____, and _____
 are some of them.



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 9- Handout 24
Instructors: Arroyo, Morera & Torres

Instructions:

1. Finish/ Improve the presentation you were preparing last class.
2. Study your presentation.
3. Rehearse your presentation with one of the instructors.
4. Present.

Useful language:

_____ is _____.

The causes of _____ include/ are _____.

In regards to the treatment, _____, _____, and _____
 are some of them.



Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 9. Material 1
 Instructors: Arroyo, Morera & Torres



Today I'm here to talk to you about _____

Well that's it from me. Thanks a lot.

Well, that brings me to the end of my presentation, thanks so much for listening.

The causes of _____ are _____,
 _____, and _____.

Firstly I'll talk about _____

Then I will look at _____

It was a real pleasure being here today. Goodbye and thank you.

Some of the consequences of _____ are
 _____, _____, and _____.

One example of this is _____

Welcome everybody, my name is _____ and I am _____ (occupation).

_____ is _____. (e.g. dementia is a mental disorder)

Good morning/afternoon/evening ladies and gentlemen, I'm _____.

Hello, everyone. Thank you for coming today.
Thank you for your attention.

This leads me to my next point, which is _____

Universidad de Costa Rica
Speaking project
Instructors: Arroyo, Morera & Torres.



Rubric for speaking project:

Name: _____ Gotten pts: _____ Gotten percentage: _____ Grade: _____

Criteria	4 Excellent	3 Very good	2 Good	1 Needs improvement
Pronunciation	Pronunciation of vocabulary and expressions studied in class was clear.	A few minor pronunciation problems with words and expressions previously studied in class.	Some unclear pronunciation of most of the words and expressions studied in class.	Unclear pronunciation of most of the words and expressions studied in class.
Fluency	Linking is used in the expressions studied in class. Pauses are natural.	Linking is used in most of the expressions studied in class. Pauses are longer than expected.	Linking is used in some of the expressions studied in class. There may have been a few long pauses.	Linking is not used in any of the expressions studied in class. There may have been many long pauses. Reading may have been required.
Content	The information included in the presentation is fully related to what it was asked.	Most of the information included in the presentation was related to what it was asked.	Some of the information included in the presentation was related to what it was asked.	The information included in the presentation was not related to what it was asked.
Vocabulary	Plenty of useful language/ expressions and vocabulary studied in class are incorporated as part of the presentation.	Much of useful language/ expressions and vocabulary studied in class are incorporated as part of the presentation.	Some of useful language/ expressions and vocabulary studied in class are incorporated as part of the presentation.	Few of useful language/ expressions and vocabulary studied in class are incorporated as part of the presentation.
Delivery of speech	The student has frequent eye contact with the audience. Voice projection is adequate.	The student sometimes keeps eye contact with the audience. Voice projection is somewhat adequate.	The student rarely keeps eye contact with the audience. Voice projection is little adequate.	The student avoids eye contact with the audience. Voice projection is not adequate.
Visual aids	Visual aids are professional and support the presentation. Slides are not overloaded.	Visual aids support the presentation. Some unnecessary text might be included.	Visual aids support little the presentation. Slides might be overloaded. Some images might be included unnecessary.	Visual aids do not support the presentation. Slides are overloaded with text and/ or unnecessary

Comments:

Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 8. Handout 20
 Instructors: Arroyo, Morera & Torres



Instructions: Watch a video about an oral presentation. Pay close attention to the presenter's delivery of speech. Check (✓) the boxes according to the information asked.

What to do and what not to do in an oral presentation

C) *What does Ranjit do wrong in the presentation about "Public speaking"? He...*



9. includes too much information on the slides.	
10. does not keep the attention of the audience.	✓
11. reads from his notes.	✓
12. speaks with a low or monotonous voice.	✓
13. does not make eye contact.	✓
14. talks too fast.	
15. leaves the cell phone on.	✓
16. takes too much time.	

D) *What does Ranjit do right in the presentation about "Causes and effects of stress"? He...*



9. greets the audience.	✓
10. tells a personal experience as an example.	✓
11. maintains eye contact.	✓
12. smiles more.	✓
13. keeps the presentation simple. Does not include too much text.	✓
14. does not read from the power point presentation or paper.	✓
15. speaks louder.	✓
16. engages the audience.	✓

Useful language:

Something he does wrong / well is to ____

He should / should not ____

In the presentation about ____ he ____



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 9. Handout 21
Instructors: Arroyo, Morera & Torres



Instructions: Read the expressions below. Write I for introduction, B for body or C for conclusion according to the part where each expression belongs. The first one is done for you.

1. Today I'm here to talk to you about _____	I
2. Well that's it from me. Thanks a lot.	C
3. Well, that brings me to the end of my presentation, thanks so much for listening.	C
4. The causes of _____ are _____, _____, and _____.	B
5. Firstly I'll talk about _____	I-B
6. Then I will look at _____	I-B
7. It was a real pleasure being here today. Goodbye and thank you.	C
8. Some of the consequences of _____ are _____, _____, and ____.	B
9. One example of this is _____	B
10. Welcome everybody, my name is _____ and I am _____ (occupation).	I
12. _____ is _____. (e.g. dementia is a mental disorder)	B
13. Good morning/afternoon/evening ladies and gentlemen, I'm _____.	I
14. Hello, everyone. Thank you for coming today.	I
15. Thank you for your attention.	C
16. This leads me to my next point, which is _____	B

Practice the expressions with a classmate.



Useful language:

I think this expression belongs to _____.

I agree/ disagree.



Universidad de Costa Rica
 Unit 2. Engaging in talks, who's in?
 Lesson 9. Handout 22
 Instructors: Arroyo, Morera & Torres



Speech Outline

Instructions: Classify the information from the box below in the right part of the outline:
 Introduction, Body or Conclusion. There is an extra option that shouldn't be used.

Introduction:

- Greeting and attention getter _____
- Introduce yourself and establish credibility _____
- Thesis statement (a summary of what your speech is about) _____

Body:

- Main points _____
- Examples, details, anecdotes _____
- Supporting evidence or arguments _____

Conclusion:

- Thank the audience _____
- Summary of the points discussed _____

Greeting and attention getter	Introduce yourself and establish credibility	Thank the audience
Main points	Thesis statement (a summary of what your speech is about)	Examples, details, anecdotes.
Summary of the points discussed	Supporting evidence or arguments	Prepare notes with key points



Useful language:

This aspect is part of the _____.
 I agree / I don't think so.
 Hmm. I think it belongs to _____.
 " _____ " is part of the _____.



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 9- Handout 23
Instructors: Arroyo, Morera & Torres



Instructions:

5. Finish/ Improve the presentation you were preparing last class.
6. Study your presentation.
7. Rehearse your presentation with one of the instructors.
8. Present.



Useful language:

_____ is _____.

The causes of _____ include/ are _____.

In regards to the treatment, _____, _____, and _____
 are some of them.



Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 9- Handout 23
Instructors: Arroyo, Morera & Torres



Instructions:

5. Finish/ Improve the presentation you were preparing last class.
6. Study your presentation.
7. Rehearse your presentation with one of the instructors.
8. Present.

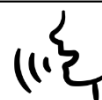


Useful language:

_____ is _____.

The causes of _____ include/ are _____.

In regards to the treatment, _____, _____, and _____
 are some of them.



Appendix J

Unit 3



University of Costa Rica
Master's in TEFL
Arroyo, Morera & Torres

Unit 3

What's in your inbox?

Teacher: Rocío Torres Paniagua
Assistants: Daniela Arroyo, Devi An Morera

Lesson plan 10
Date: October 16th, 2019

Unit goal: By the end of the unit, students will be able to:

1. successfully show understanding and communicate ideas to colleagues in order to exchange information about disabilities and/or gerontology by using the appropriate register, structures, and communication skills.
2. successfully write a formal email related to disabilities and/or gerontology in order to exchange different types of information by using proper register, vocabulary, and correct email structure.

General Objective: By the end of the lesson, students will be able to:

- 1) properly communicate knowledge about disabilities and/or gerontology to exchange information with colleagues in formal oral presentations.
- 2) successfully structure a formal email in order to request or/and provide information about topics related to disabilities and/or gerontology.

Specific objectives: By the end of the lesson, students will be able to:

- 1) accurately deliver a formal, well- structured informative speech about a disability by incorporating the tips to deliver a formal presentation, expressions for each part of the speech and transition words to exchange ideas with colleagues.

- 2) successfully identify formal and informal characteristics of email writing in order to become familiar with formal register when communicating via email.
- 3) successfully identify the different parts of an email in order to consider all of them when writing a formal email.
- 4) correctly match fixed expressions with the corresponding part of an email in order to recognize common language used in formal email writing.
- 5) appropriately identify different levels of formality in email writing to use formal language correctly to write emails.
- 6) successfully identify the function of fixed expressions to use formal language appropriately to write email.
- 7) successfully write an email by using the correct structure, register, and formal language to write formal emails.
- 8) adequately apply the criteria about formal and informal email writing to determine the formality of an email.
- 9) attentively proofread an email written in order to improve the ability to write formal emails.

Note:
 In Pre-task 5, Handout 4 would be used in case of problems with technology. Still, Ss receive Handout 4 after de activity for further practice at home.

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Materials	Time
1	<p>Warm-up -T presents what they are going to do during the class.</p> <p>Evaluation phase #2 -Some Ss will volunteer to present the formal speech they presented the previous class in order to be recorded. The rest of the class receive a checklist to give constructive feedback to their presenters. -One of the Asts records the presentation after Ss give the permission.</p>	R/S/L	<p>Useful language: The language studied throughout the class.</p> <p>_____ is _____.</p> <p>The causes of _____ include/ are _____</p> <p>The consequences of _____ include/ are _____</p> <p>Regarding the treatment, _____, _____, and _____ are some of them.</p> <p>_____</p>	Presenting a speech	Handout 23 Ss' laptops Ss' cellphones Projector Tablet to record the presentation Handout 24	15m

2	<p>Pre- task 1</p> <p>Ss are given some UNO cards. The Ss who take the cards that match work together.</p> <p>-In pairs, Ss receive Handout 1 (a) and (b) with two emails, a formal one and an informal one. They determine which one is formal and which one is informal.</p> <p>-Ss indicate the characteristics of each type of email according to their prior knowledge.</p>	R/L/S	<p>Useful language:</p> <p>(To pair up Ss)</p> <p>Show me your card.</p> <p>I think this is formal/ informal because ____.</p> <p>This email has _____, so it is formal / informal.</p> <p>It also has _____.</p> <p>What do you think?</p> <p>I agree / disagree.</p>	<p>Activating prior knowledge</p> <p>Identifying formality in email writing</p>	<p>UNO cards</p> <p>Handout 1 (a) and (b)</p>	10m
3	<p>Pre- task 2</p> <p>-T introduces the topic of formal email writing regarding the structure, sections, and register.</p> <p>-Ss are divided into two groups. -</p> <p>An email is projected on the board.</p> <p>-Each group is given four of the parts of an email. Ss paste the parts of the email in the corresponding section.</p> <p>Note: the parts of the email are handwritten.</p>	R/L/S	<p>Useful language:</p> <p>I think this is the ____.</p> <p>The ____ is this.</p> <p>What do you think?</p>	<p>Making associations</p>	<p>Projector</p> <p>Material 1</p>	5m
3 4	<p>Pre- task 3</p> <p>-Ss receive Handout 2.</p> <p>-They match the parts of the email with the corresponding description.</p> <p>-Ss volunteer to read the responses aloud.</p>	R	<p>Useful language:</p> <p>Same as in the previous activity, plus:</p> <p>This expression is part of the _____.</p>	<p>Making associations</p>	<p>Handout 2</p>	15m

	<p>-Ss cut and paste examples of fixed expressions in the corresponding email part.</p>	<p>What do you think? I agree / disagree.</p> <p>Vocabulary: -Titles: <i>Mr., Ms., Mrs., Dr., Professor, sir, madam.</i></p> <p>Fixed expressions: <i>To whom it may concern, I am writing to..., I am writing in reference to..., In regard to..., I would like to..., If you have any..., please let me know / do not hesitate to contact me, I look forward to..., Thank you in advance, Sincerely yours, Sincerely, With appreciation, With gratitude, Warm regards.</i></p> <p>Parts of an email: recipient, subject line, salutation, introduction, body, pre-closing, closing, signature.</p>			
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	-In pairs, each St sends the email to a partner to receive further feedback. -T and Asts monitor that each St has a partner to send the email.					
8	Post- task 1 -Ss are given Handout 6 for peer-email- writing assessment. -Each St is going to assess the email that another St sent in the Main-task. -Ss give feedback to their classmates.	R/W/S/ L		Proofreading	Handout 6	10m
9	Post- task 2 -Ss rewrite the email they sent in the Main-task. -Ss who do not have to rewrite their emails will help others. -Ss must keep the email for the portfolio.	R/W		Proofreading		15m

T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L= Listening, S= Speaking

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 9- Handout 24
Instructors: Arroyo, Morera & Torres



Rubric for Peer- assessment

What does your classmate do right in the presentation about one disability?

She / He	Yes	Comments
1. greets the audience.		
2. tells a personal experience as an example.		
3. maintains eye contact.		
4. smiles to the audience.		
5. keeps the presentation simple.		
6. does not read from the power point presentation.		
7. speaks aloud.		
8. engages the audience.		

Universidad de Costa Rica
Unit 2. Engaging in talks, who's in?
Lesson 9- Handout 24
Instructors: Arroyo, Morera & Torres



Rubric for Peer- assessment

What does your classmate do right in the presentation about one disability?

She / He	Yes	Comments
1. greets the audience.		
2. tells a personal experience as an example.		
3. maintains eye contact.		
4. smiles to the audience.		
5. keeps the presentation simple.		
6. does not read from the power point presentation.		
7. speaks aloud.		
8. engages the audience.		

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 10- Handout 1- A
 Instructors: Arroyo, Morera & Torres



Email 1

Read the email below. Decide whether it is formal or informal.

Accommodation for disabled people
— ↗ ✕

ajones@gmail.com

Accommodation for disabled people

Dear Mr. Jones,

I am writing to ask for information about the type of accommodation you may offer to applicants with disabilities. I am a wheelchair user who needs some adjustments to circulate in the workplace. Please let me know if I should direct my request to a human resource representative.

I look forward to hearing your response.

Warm regards,

Scott Johnson Smith

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Why do you think this email is () formal / () informal?

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 10- Handout 1- B
 Instructors: Arroyo, Morera & Torres



Email 2

Read the email below. Decide whether it is formal or informal.

I have an impairment
— ↗ ✕

ajones@gmail.com

I have an impairment

Hello Mr. Jones!

My name's Scott and I'm a wheelchair user. I bet you haven't had a disabled person in your company B4 ;-). That's probably coz we need some xtra help. FYI: I'm a qualified person 4 the position you're offering, but I need some changes. I wanna know if you can solve the situation or if I have to ask somebody else in the human resources department. HAHAHA, u know, to get a faster answer.

ANYWAY. Tell me when u are ready for an outstanding person like me (just kidding 😊).

Thank u, buddy.

Scott Johnson Smith (you can call me Scotty)

↶ ↷ Sans Serif ▾ ⌵ **B** *I* U A ▾ ☰ 1/2/3 ▾

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Why do you think this email is () formal / () informal?

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 10- Handout 2
 Instructors: Arroyo, Morera & Torres




Instructions:

- In pairs, match the name of each part of a formal email in the box with the corresponding description below.

Word bank
*Introduction / Salutation /
 Pre-closing / Closing*

Useful language:



I think this is the ____.
 The ____ is this.
 What do you think?

1. _____	The sentence before ending the email to thank again and to add some closing remarks. Examples:
----------	---

2. _____	Expression to greet the recipient. It is usually followed by the title and last name of the recipient. Examples:
3. _____	Sentence to state the reason for writing. Examples:
4. _____	A short expression before the signature. Examples:

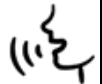
2. Cut the fixed expressions and sentences in the next page.
3. Paste them as examples in the corresponding part of the email.

Useful language:

This expression is part of the _.

What do you think?

I agree / disagree.



<i>To whom it may concern,</i>	<i>Dear Sir/ Madam,</i>	<i>I am writing in reference to...</i>
<i>Dear Ms. <u>Alvarez</u>,</i>	<i>I look forward to...,</i>	<i>Thank you in advance.</i>
<i>Sincerely yours,</i>	<i>In regard to...,</i>	<i>I would like to...</i>
<i>Dear Mrs. <u>Anderson</u>,</i>	<i>With appreciation,</i>	<i>If you have any..., do not hesitate to contact me.</i>
<i>If you have any..., please let me know.</i>	<i>With gratitude,</i>	<i>Warm regards,</i>
<i>Sincerely,</i>	<i>I am writing to...</i>	<i>Dear Mr. <u>Vargas</u>,</i>

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 10- Handout 3
 Instructors: Arroyo, Morera & Torres



Being polite in email writing

Some modals make the expressions more polite.

Level of politeness		Modal
Very polite	↑ ↓	Would
Polite		Could
Less polite		Can

When you are polite, you are more likely to get a positive response from your reader.



Polite expressions:

- Would it be possible to have.....?
- Could you send me
- I am writing to.....
- I look forward to
- I would appreciate it if you

Instructions:

In pairs, restate the underlined phrases in the following email draft with an appropriate polite expression above. Some sentences change into questions.

Dear Mrs. Arguedas,

- I have to write to (_____) ask for information about the position of Sales Manager. I am interested in applying for this job.
- Can you send me (_____) the list of requisites needed for this position? Additionally, since I am a wheelchair user, I need some adjustments in the workplace.
- I also want you to (_____) include the policies of accommodation for disabled people in the company.
- I need (_____) to have the information before Friday. That is the last day to apply for the job.
- I am eager to (_____) hearing from you.

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 10- Handout 4
Instructors: Arroyo, Morera & Torres



Let's play Kahoot!

Instructions:

1. Indicate whether the following expressions are (F) formal or (I) informal.
2. If the expression is formal, indicate the part of the email it belongs to.
3. If the expression is informal, correct it.

Fixed expressions:	Level of formality	Correction
1. Hey, Lilliam,	_____	_____
2. I look forward to	_____	_____
3. Do you want to send me ...?	_____	_____
4. I need that you	_____	_____
5. I am writing to	_____	_____
6. Thanks, buddy!	_____	_____
7. To whom it may concern:	_____	_____
8. Can you give me ...?	_____	_____
9. Sorry for	_____	_____
10. Please contact me at any time.	_____	_____
11. Don't hesitate to call me.	_____	_____
12. Dear Mrs. Smith,	_____	_____

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 10- Handout 5
Instructors: Arroyo, Morera & Torres



Let's write!

Instructions:

1. Imagine that you are experiencing the situation below.
2. Write a formal email explaining the situation.
3. Send the email to a classmate, as the recipient, to ask for accommodation.

Situation:

You are the therapist for Carlos Sandoval. Carlos is having severe hearing problems accompanied with strong headaches. He often experiences episodes of disorientation and dizziness. Therefore, he needs permission to take short breaks to recover.

Ask Carlos's employer for accommodation.

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 10- Handout 5
Instructors: Arroyo, Morera & Torres



Let's write!

Instructions:

1. Imagine that you are experiencing the situation below.
2. Write a formal email explaining the situation.
3. Send the email to a classmate, as the recipient, to ask for accommodation.

Situation:

You are the therapist for Carlos Sandoval. Carlos is having severe hearing problems accompanied with strong headaches. He often experiences episodes of disorientation and dizziness. Therefore, he needs permission to take short breaks to recover.

Ask Carlos's employer for accommodation.

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 10- Handout 5-A
Instructors: Arroyo, Morera & Torres



Let's write!

Instructions:

1. Imagine that you are experiencing the situation below.
2. Write a formal email explaining the situation.
3. Send the email to a classmate, as the recipient, to ask for accommodation.

Situation:

You are the therapist for Carlos Sandoval. Carlos is having severe hearing problems accompanied with strong headaches. He often experiences episodes of disorientation and dizziness. Therefore, he needs permission to take short breaks to recover.

Ask Carlos's employer for accommodation.

State the subject line.....

Greet the recipient.....

State the purpose for writing.....

Tell who you are.....

Tell what Carlos needs.....

Thank the recipient in advance...

Use a formal closing.....

Sign the email.....

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 10- Handout 6
Instructors: Arroyo, Morera & Torres



Rubric to assess a formal email

Instructions:

1. Check your partner's email that you received.
2. Read each question. Tick either *Yes* or *No*.

<i>Does the email...</i>	<i>Yes</i>	<i>No</i>
use a formal greeting? (Dear...)		
use titles when possible? (Mr. Mrs. Dr.)		
state the purpose for writing?		
have a formal closing?		
include a signature?		

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 10- Handout 6
Instructors: Arroyo, Morera & Torres



Rubric to assess a formal email

Instructions:

1. Check your partner's email that you received.
2. Read each question. Tick either *Yes* or *No*.

<i>Does the email...</i>	<i>Yes</i>	<i>No</i>
use a formal greeting? (Dear...)		
use titles when possible? (Mr. Mrs. Dr.)		
state the purpose for writing?		
have a formal closing?		
include a signature?		

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 10- Material 1
 Instructors: Arroyo, Morera & Torres



The basic parts of an email

Instructions:

In groups, match the parts of an email with the corresponding section.

Introduction - Closing - Recipients - Pre-closing
Signature - Subject line - Body (content) - Salutation

The screenshot shows an email composition window titled "Information for an article". The email content is as follows:

1. (points to the subject line)

2. (points to the recipient's email address: dreynolds@gmail.com)

3. (points to the salutation: Dear Dr. Reynolds,)

4. (points to the opening of the body text: I am a university student from Costa Rica. I am writing to see if it is possible to meet through a video call for an interview. I am currently writing an article about elderly people with disabilities and you are an expert in the field.)

5. (points to the closing: Thank you in advance for your time.)

6. (points to the signature: Warm regards,)

7. (points to the sender's name: Mag. Karina Calderón Sanabria)

8. (points to the footer area)

The interface includes a rich text editor with a toolbar containing options for font style (Sans Serif), font size, bold, italic, underline, text color, bulleted list, numbered list, and a "Send" button.

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 10- Material 2
Instructors: Arroyo, Morera & Torres



Material 2

Informal	Formal
Can you ...?	I would appreciate it if you ... / Would you be able to ...?
Do you know ...?	Would you happen to know ...?
Can I ask you for ...?	May I make a request? / Would it be possible to have ...?
Can you tell me if I have to...?	Could you tell me if I should ...?
Feel free to	Please contact me at any time.
Thanks	Thank you
Sorry for ...	I would like to apologize for ...

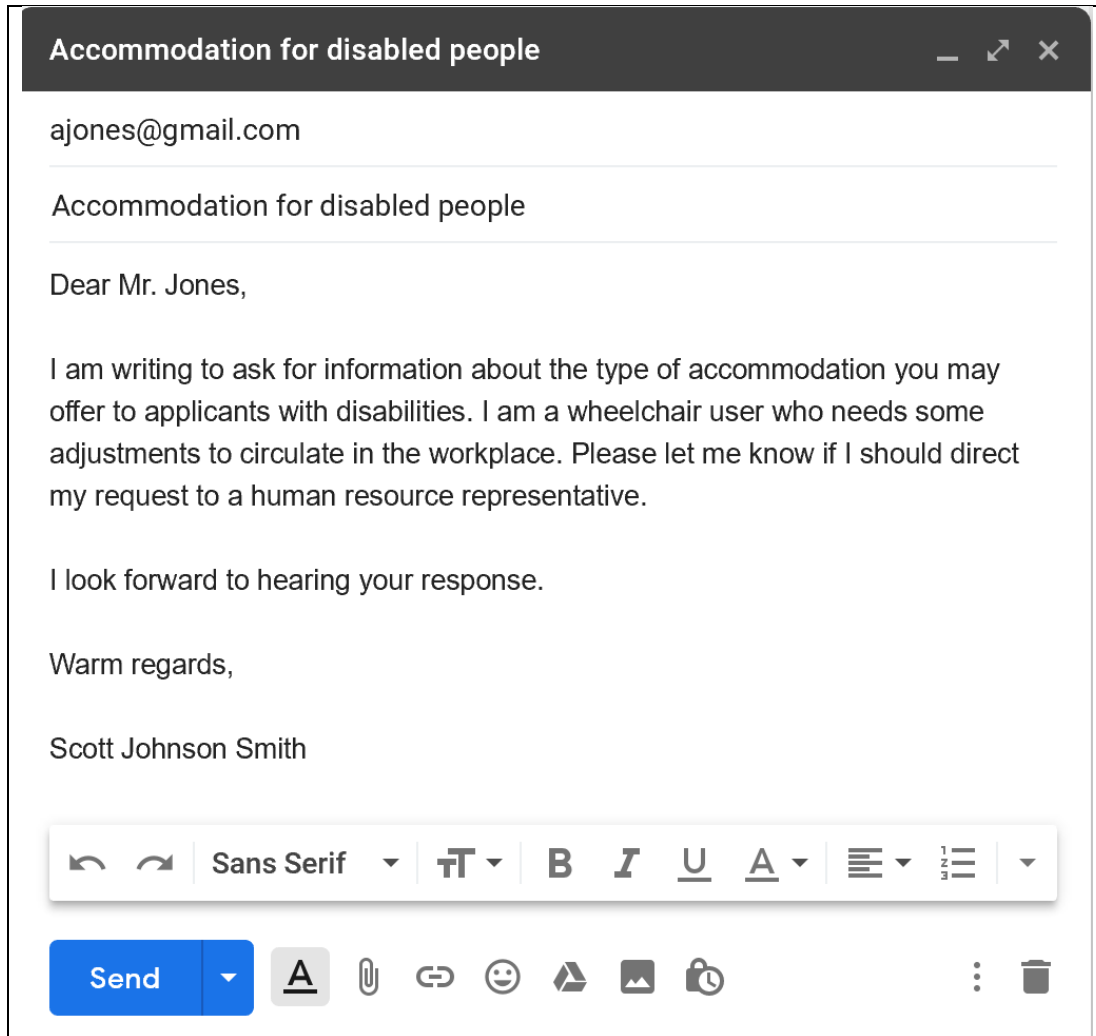
Material adapted from: https://elt.oup.com/elt/students/result/pdf/brupp_formality.pdf

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 10- Handout 1-A- Answer key
 Instructors: Arroyo, Morera & Torres



Email 1

Read the email below. Decide whether it is formal or informal.



Why do you think this email is (X) formal / () informal?

Answers vary

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 10- Handout 1- B- Answer key
 Instructors: Arroyo, Morera & Torres



Email 2

Read the email below. Decide whether it is formal or informal.

I have an impairment
— ↗ ✕

ajones@gmail.com

I have an impairment

Hello Mr. Jones!

My name's Scott and I'm a wheelchair user. I bet you haven't had a disabled person in your company B4 ;-). That's probably coz we need some xtra help. FYI: I'm a qualified person 4 the position you're offering, but I need some changes. I wanna know if you can solve the situation or if I have to ask somebody else in the human resources department. HAHAHA, u know, to get a faster answer.

ANYWAY. Tell me when u are ready for an outstanding person like me (just kidding 😊).

Thank u, buddy.

Scott Johnson Smith (you can call me Scotty)

↶ ↷ Sans Serif ▾ ⌲ **B** *I* U A ▾ ☰ 1/2/3 ▾

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🗑️

Why do you think this email is () formal / (X) informal?

Answers vary

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 10- Handout 2
 Instructors: Arroyo, Morera & Torres




Instructions:

4. In pairs, match the name of each part of a formal email in the box with the corresponding description below.

Word bank
*Introduction / Salutation /
 Pre-closing / Closing*

Useful language:




I think this is the ____.
 The ____ is this.
 What do you think?

<p>5. <u>Pre-closing</u></p>	<p>The sentence before ending the email to thank again and to add some closing remarks. Examples: <i>I look forward to..., / Thank you in advance. / If you have any..., do not hesitate to contact me. / If you have any..., please let me know.</i></p>
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<p>6. <u>Salutation</u></p>	<p>Expression to greet the recipient. It is usually followed by the title and last name of the recipient. Examples: <i>To whom it may concern, / Dear Sir/ Madam, / Dear Ms. <u>Alvarez</u>, / Dear Mrs. <u>Anderson</u>, / Dear Mr. <u>Vargas</u>.</i></p>
<p>7. <u>Introduction</u></p>	<p>Sentence to state the reason for writing. Examples: <i>I am writing in reference to... / In regard to..., / I would like to... / I am writing to...</i></p>
<p>8. <u>Closing</u></p>	<p>A short expression before the signature. Examples: <i>Sincerely yours, / With appreciation, / With gratitude, / Warm regards, / Sincerely,</i></p>

5. Cut the fixed expressions and sentences in the next page.
6. Paste them as examples in the corresponding part of the email.

Useful language:



This expression is part of the _____.
 What do you think?
 I agree / disagree.

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 10- Handout 3- Answer key
 Instructors: Arroyo, Morera & Torres



Being polite in email writing

Some modals make the expressions more polite.

Level of politeness		Modal
Very polite	↑ ↓	Would
Polite		Could
Less polite		Can

When you are polite, you are more likely to get a positive response from your reader.



Polite expressions:

- f. Would it be possible to have.....?
- g. Could you send me?
- h. I am writing to.....
- i. I look forward to
- j. I would appreciate it if you

Instructions:

In pairs, restate the underlined phrases in the following email draft with an appropriate polite expression above. Some sentences change into questions.

Dear Mrs. Arguedas,

6. I have to write to (*I am writing to*) ask for information about the position of Sales Manager. I am interested in applying for this job.
7. Can you send me (*Could you send me*) the list of requisites needed for this position? Additionally, since I am a wheelchair user, I need some adjustments in the workplace.
8. I also want you to (*I would appreciate it if you*) include the policies of accommodation for disabled people in the company.
9. I need (*Would it be possible*) to have the information before Friday. That is the last day to apply for the job. (?)
10. I am eager to (*I look forward to*) hearing from you.

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 10- Handout 4- Answer Key
 Instructors: Arroyo, Morera & Torres



Let's play Kahoot!

Instructions:

1. Indicate whether the following expressions are (F) formal or (I) informal.
2. If the expression is formal, indicate the part of the email it belongs to.
3. If the expression is informal, correct it.

Fixed expressions:	Level of formality	Correction
1. Hey, Lilliam,	I	Dear Ms. (last name)
2. I look forward to	F	Pre-closing
3. Do you want to send me ...?	I	Would you send me...
4. I need that you	I	I would appreciate ...
5. I am writing to	F	Introduction
6. Thanks, buddy!	I	Thank you, Sir / Madam
7. To whom it may concern:	F	Salutation
8. Can you give me ...?	I	Could you give me ...
9. Sorry for	I	I would like to apologize
...		
10. Please contact me at any time.	F	Pre-closing
11. Don't hesitate to call me.	I	Please contact me at any time
12. Dear Mrs. Smith,	F	Salutation



University of Costa Rica
 Master's in TEFL
 Arroyo, Morera & Torres

Unit 3 What's in your inbox?

Teacher: Rocío Torres Paniagua
 Assistants: Daniela Arroyo, Devi An Morera

Lesson plan 11
 Date: November 6th, 2019

Unit goal: By the end of the unit, students will be able to successfully write a formal email related to disabilities and/or gerontology in order to exchange different types of information by using proper register, vocabulary, and correct email structure.

General Objective: By the end of the lesson, students will be able to successfully identify the correct register used in email writing in order to communicate properly when writing emails.

Specific objectives: By the end of the lesson, students will be able to:

- 1) adequately apply the criteria about formal and informal email writing to identify the proper register in email writing.
- 2) successfully recognize the importance of using punctuation marks appropriately in order to avoid misunderstandings when writing ideas.
- 3) adequately select the correct punctuation marks in email writing to use the proper register to communicate ideas effectively.
- 4) successfully identify the relevance of using transition words in email writing to express ideas fluently.
- 5) appropriately select transition words in context in order to communicate ideas correctly.
- 6) successfully identify fixed expressions to use formality in email writing.
- 7) appropriately analyze the register used in an email to determine the level of suitability in formal email writing.
- 8) adequately apply the criteria about formal and informal email writing to determine the formality of an email.
- 9) attentively proofread an email in order to improve the ability to write formal emails.

Notes:

- Material used in handout 7 is adapted in handout 7-A for high-intermediate Ss.
- After the Warm-up, T takes some few minutes to remind Ss about the portfolio.
- At the end of the class, T takes some minutes to talk about the graduation ceremony.

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Materials	Time
1	<p>Warm-up</p> <p>-Ss rewrite the email (from previous class) to improve it. Then, they send it to the instructors for the portfolio.</p> <p>-If Ss do not have to make any correction to the email, they can help others to improve their email version.</p>	L/S/R/W	<p>Useful expressions:</p> <p>I think you could improve / add / _____.</p> <p>It is better if you _____.</p> <p>I believe your email is well structured /complete / well organized.</p>	Proofreading	Handout 6 (previous class)	15m
2	<p>Pre- task 1</p> <p>-Some pictures that highlight the importance of punctuation are projected.</p> <p>-Ss indicate the difference between using or not a comma in each picture.</p> <p>-In pairs, Ss are given handout 7 with some pictures. They select the meaning of the pictures without the comma, semicolon, and question mark.</p> <p>-Ss who receive handout 7-A provide the meaning of the pictures with and without punctuation.</p>	L/S/R/W	<p>Useful language:</p> <p>Without the comma, this sentence means ____.</p> <p>The meaning is totally different.</p> <p>This sentence shows the meaning with/ without the comma.</p>	Proofreading	Material 3 Handout 7 Handout 7-A	15m

3	<p>Pre- task 2</p> <p>-Some punctuation marks commonly used in email writing are projected on the board.</p> <p>-Ss identify the correct punctuation mark according to the description.</p> <p>-T projects an email without punctuation marks on the board. - Ss, as a group, place the first two marks.</p> <p>-Ss receive handout 8 with the explanation of the punctuation rules as well as an email to complete with the corresponding punctuation marks.</p> <p>-In pairs, Ss complete the email.</p>	L/S/R/W	<p>Useful language:</p> <p>After ____ there is a ____.</p> <p>I think we need a ____ here.</p> <p>What do you think?</p> <p>I agree.</p> <p>Hmmm. I don't think so.</p> <p>Grammar focus:</p> <p>Punctuation rules in email writing</p>	Proofreading Activating prior knowledge	Material 4 Handout 8	15m
4	<p>Pre- task 3</p> <p>-Ss are given handout 9 with information about transition words.</p> <p>-Ss read the information and add more examples of transition words.</p>	L/S/R/W	<p>Useful language:</p> <p>-Do you know any other transition words for ____ (addition/ contrast/ cause and effect/ sequence)?</p> <p>-No, I don't.</p> <p>-Yes. I think ____ is another transition word for ____ (addition/ contrast/ cause and effect/ sequence).</p> <p>Grammar focus:</p> <p>Transition words</p>	Proofreading Activating prior knowledge	Handout 9	10m

5	<p>Pre-task 4</p> <p>-In pairs, Ss are given handout 10 with an email.</p> <p>-Ss complete the email with the correct transition word.</p>	L/S/R/W	<p>Useful language:</p> <p>_____ goes well here because it is _____ (adding, contrasting, showing cause and effect, sequencing) information.</p> <p>What do you think?</p> <p>I agree/ disagree.</p>	Proofreading	Handout 10	15m
6	<p>Pre- task 5</p> <p>-Ss are given handout 11 with a set of fixed expressions used in email writing.</p> <p>-Ss use the fixed expressions to write sentences based on the information provided.</p>	L/S/R	<p>Useful language:</p> <p>Grammar focus:</p> <p>Collocations used in fixed expressions</p>	Proofreading	Handout 11	15m
7	<p>Main- task</p> <p>-Individually, Ss are given handout 12 with an email.</p> <p>-Ss correct the email with the appropriate punctuation marks, transition words, and fixed expressions.</p> <p>-In pairs, each St sends the email corrected to a partner to receive further feedback.</p> <p>-T and Asts monitor that each St has a partner to send the email.</p>	R/W	<p>Useful expressions:</p> <p>What's your email address?</p> <p>It's _____.</p>	Proofreading	Handout 12	20m
8	<p>Post- task 1</p> <p>-Ss are given handout 6 for peer-email- writing assessment.</p>	L/S/R/W		Proofreading	Handout 13	10m

	-Each St is going to assess the email that another St sent in the Main-task. -Ss give feedback to their classmates.					
9	Post- task 2 -Ss rewrite the email they sent in the Main-task with the corrections. -If Ss do not have to make any correction to the email, they can help others to improve their email version. -Ss must keep the email for the portfolio.	R/W		Proofreading		15m
	Post- task 3 -T takes some minutes at the end of the class to tell Ss about the graduation ceremony.	L/S				10m

T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L= Listening, S= Speaking

Pictures included in this lesson plan were taken from:

https://www.google.com/search?q=punctuation+matters&sxsrf=ACYBGNSCcaNNteWuc46dBuICv5tQ5LjEAQ:1571798075424&source=lnms&tbm=isch&sa=X&ved=0ahUKewjuycPrLHIAhVrpVvkKHYIkBPkQ_AUIESgB&biw=1280&bih=607&dpr=2#imgrc=Q3cVzd1XsMc6KM:

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 10- Handout 6
Instructors: Arroyo, Morera & Torres



Rubric to assess a formal email

Instructions:

3. Check your partner's email that you received.
4. Read each question. Tick either *Yes* or *No*.

<i>Does the email...</i>	<i>Yes</i>	<i>No</i>
use a formal greeting? (Dear...)		
use titles when possible? (Mr. Mrs. Dr.)		
state the purpose for writing?		
have a formal closing?		
include a signature?		

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 10- Handout 6
Instructors: Arroyo, Morera & Torres



Rubric to assess a formal email

Instructions:

3. Check your partner's email that you received.
4. Read each question. Tick either *Yes* or *No*.

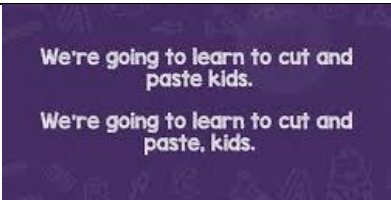



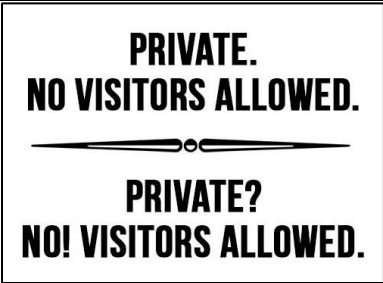

<i>Does the email...</i>	<i>Yes</i>	<i>No</i>
use a formal greeting? (Dear...)		
use titles when possible? (Mr. Mrs. Dr.)		
state the purpose for writing?		
have a formal closing?		
include a signature?		

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Handout 7
 Instructors: Arroyo, Morera & Torres



Punctuation Matters

Instructions: Mark with an (X) the sentences under the pictures that represent the meaning without the comma, semicolon, or question mark.

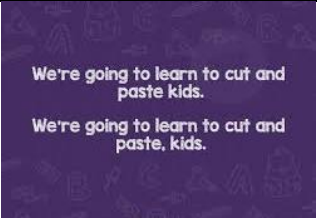





<p>1. </p> <p>a. We are going to learn how to cut and paste the kids. _____</p> <p>b. The kids are going to learn how to cut and paste. _____</p>	<p>2. </p> <p>a. I love three things: baking, family, friends. _____</p> <p>b. I love baking people: family, friends. _____</p>	<p>3. </p> <p>a. I feel sorry because I don't want to love you. _____</p> <p>b. I feel sorry, but I love you. _____</p>
<p>4. </p> <p>a. The person can't eat diarrhea. _____</p> <p>b. The person has diarrhea. _____</p>	<p>5. </p> <p>a. Visitors are allowed. _____</p> <p>b. Visitors are not allowed. _____</p>	<p>6. </p> <p>a. Hunters are hunting pedestrians. _____</p> <p>b. Hunters are hunting, and pedestrians are nearby. _____</p>

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 11- Handout 7-A
Instructors: Arroyo, Morera & Torres



Punctuation Matters

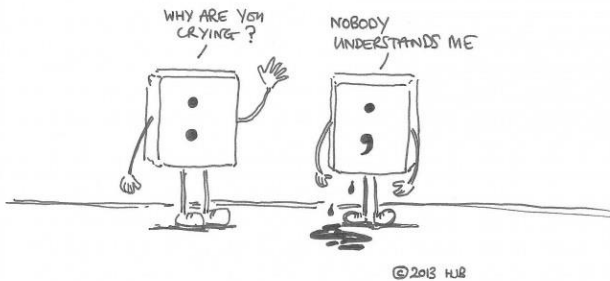
Instructions: Write the meaning of the sentences under the pictures: a) with the comma, semicolon, or question mark. b) without the comma, semicolon, or question mark.

<p>1. </p> <p>a. _____</p> <p>b. _____</p>	<p>2. </p> <p>a. _____</p> <p>b. _____</p>	<p>3. </p> <p>a. _____</p> <p>b. _____</p>
<p>4. </p> <p>a. _____</p> <p>b. _____</p>	<p>5. </p> <p>a. _____</p> <p>b. _____</p>	<p>6. </p> <p>a. _____</p> <p>b. _____</p>

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Handout 8
 Instructors: Arroyo, Morera & Torres



Punctuation in email writing



Useful language:



After ___ there is a ____.
 I think we need a ____ here.
 What do you think?
 I agree.
 Hmm. I don't think so.

Instructions:

In pairs, write the correct punctuation mark in each space.

Information for an article
— ↗ ✕

dreynolds@gmail.com

Information for an article

Dear Dr ___ Reynolds ___

I am writing to ask for some information that I need to complete a project ___ I am a university student from Costa Rica ___ I am currently writing an article about elderly people with disabilities ___ and you are an expert in the field ___ The article refers to the aging process ___ it also considers the treatment elderly people receive ___ Would it be possible to meet through a video call for an interview ___ I would really appreciate it if you give me an interview ___

Thanks in advance for your time ___

Best regards ___

Mag ___ Karina Calderón Sanabria

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Transition words

Transition words are used, among other things, to connect, contrast, show cause/effect relationships, and indicate chronology between ideas to make the message more organized and easier to understand.

Instructions:

1. Read the following transition words, their use, and the punctuation needed in each case.
2. If you know other transition words, add them in the spaces provided.

Use / Category	Transition words	Punctuation rule / Examples Sentence + (;/.) + transition word + (,) sentence.
Addition	Additionally Also Furthermore _____ _____	<ul style="list-style-type: none"> - I am writing to ask for information needed to complete a project. Additionally, I would like to meet you through a video call for an interview. - The article refers to the aging process; also, it considers the treatment elderly people receive.
Cause and effect	Consequently Hence Therefore Thus _____ _____	<ul style="list-style-type: none"> - I am writing an article about elderly people. Consequently, I am looking for some information to complete the project. - You are an expert in the field; therefore, I would like to meet you through a video call for an interview.
Contrast	Nonetheless However Nevertheless _____ _____	<ul style="list-style-type: none"> - I am writing an article about elderly people with disabilities. Nevertheless, I do not have enough information. - I would like to meet you personally; however, I live far away.
Sequence /Chronology	First Second Third Finally _____ _____	<ul style="list-style-type: none"> - I am writing for some different reasons; first, I need some information for an article. - Finally, I would like to ask you for a video call.

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Handout 10
 Instructors: Arroyo, Morera & Torres



Instructions:

Fill in the blanks. Complete the following email by writing the correct transition word to complete the idea in each case.

Accommodation for disabled people _ ↗ ✕

ajones@gmail.com

Accommodation for disabled people

Dear Mr. Jones,

I am writing to ask for information about the type of accommodation you may offer to applicants with disabilities. I am interested in applying for the position of sales manager assistant. 1. _____, I am a wheelchair user; 2. _____, I need some adjustments to circulate in the workplace. I already sent you my résumé; 3. _____, I attached the medical recommendations that I should follow. 4. _____, I would need a preferential parking space. 5. _____, I would need a ramp to access the building. 6. _____, I would like to know if there is an elevator to take me up and down the offices.

I look forward to hearing your response.

Warm regards,

Scott Johnson Smith

Send

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Useful language:

-_____ goes well here because it is _____ (adding, contrasting, showing cause and effect, sequencing) information.

-What do you think?

-I agree/ disagree.



Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Handout 11
 Instructors: Arroyo, Morera & Torres



Information gap: Fixed expressions in email-writing
Student A:

Instructions:

In pairs, ask your partner for the missing information in your email.

1. Asking for additional information
— ↗ ✕

jblack@gmail.com

1. Asking for additional information

2. _____,

3. I am writing in reference to the advertisement I saw for your English school in 'World Teens Today' magazine. 4. _____ taking one of your courses. 5. I really appreciate it if you could provide some further information. For example, your advert mentions accommodation with the host families.

6. _____ there would be other students staying there as well?

7. I look forward to hearing from you.

8. _____,

Pablo Suárez Navarro

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Useful language:



What do you have as a subject/ salutation/ introduction/ closing, etc.?

I have _____.

What do you have in # ____?

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Handout 11
 Instructors: Arroyo, Morera & Torres



Information gap: Fixed expressions in email-writing
Student B:

Instructions:

In pairs, ask your partner for the missing information in your email.

1. _____

jblack@gmail.com

1. _____

2. Dear Mr. Black,

3. _____ the advertisement I saw for your English school in 'World Teens Today' magazine. 4. I am interested in taking one of your courses.

5. _____ if you could provide some further information. For example, your advert mentions accommodation with the host families.

6. Could you tell me if there would be other students staying there as well?

7. _____ hearing from you.

8. Yours sincerely,

Pablo Suárez Navarro

Send [dropdown] [text] [attach] [link] [emoji] [image] [video] [more] [trash]

Useful language:

What do you have as a subject/ salutation/ introduction/ closing, etc.?

I have _____.

What do you have in # ____?



Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Handout 12
 Instructors: Arroyo, Morera & Torres



Let's proofread the email!

@ = at
 .com = dot.com

Instructions:

4. Imagine that you are writing the email below.
5. Proofread your writing before sending it to the recipient.
 - a. Fill in the blanks with the corresponding transition word according to the context.
 - b. Write the appropriate punctuation marks in each case.
 - c. Correct the fixed expressions that are wrong.

Accommodation for disabled people
— ↗ ✕

mbrown@gmail.com

Accommodation for disabled people

Dear Mrs. Melanie Brown!

I am the treating psychologist of Jennifer Thomson Miller, a person who is currently working in your company. I am writing for ask for some accommodations for my client. Mrs. Thomson has Asperger's syndrome. She is extremely sensitive to distractions including noise; colors; and light _____ she can work very efficiently without distractions _____ Jennifer needs some adjustments in the workplace in order to help her to be more productive at work _____ she might need some medication that I would prescribe.

Thanks for everything.

Warm appreciation,

Eduardo Bustamante Alvarez

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Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 11- Handout 13
Instructors: Arroyo, Morera & Torres



Rubric to assess email- proofreading

Instructions:

1. Check the corrections that your partner made to the email.
2. Read each question. Tick the appropriate box.

<i>Does the email...</i>	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Never</i>
contain the appropriate transition words?				
use punctuation marks correctly?				
use formal fixed expressions correctly?				

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 11- Handout 13
Instructors: Arroyo, Morera & Torres



Rubric to assess email- proofreading

Instructions:

1. Check the corrections that your partner made to the email.
2. Read each question. Tick the appropriate box.

<i>Does the email...</i>	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Never</i>
contain the appropriate transition words?				
use punctuation marks correctly?				
use formal fixed expressions correctly?				

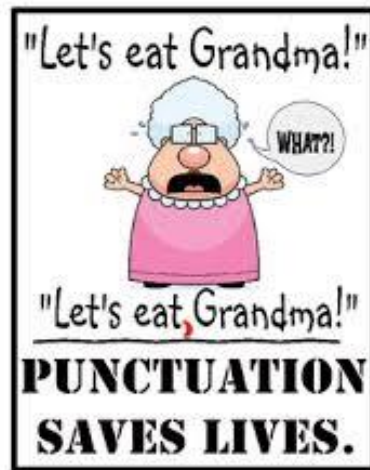
Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Material 3
 Instructors: Arroyo, Morera & Torres



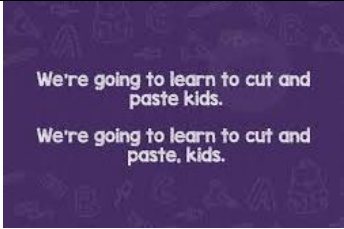





Punctuation Matters

Instructions:

1. Indicate the meaning of the sentences in the pictures with or without the commas.
2. Why is it important to use correct punctuation?



Instructions: Choose the sentences under the pictures that represent the meaning without the commas.

<p>1. </p> <p>a. We are going to learn how to cut and paste the kids. _____</p> <p>b. The kids are going to learn how to cut and paste. _____</p>	<p>2. </p> <p>a. I love three things: baking, family, friends. _____</p> <p>b. I love baking people: family, friends. _____</p>
<p>3. </p> <p>a. I feel sorry because I don't want to love you. _____</p> <p>b. I feel sorry because I love. _____</p>	<p>4. </p> <p>a. The person can't eat diarrhea. _____</p> <p>b. The person has diarrhea. _____</p>
<p>5. </p> <p>a. Visitors are allowed. _____</p> <p>b. Visitors are not allowed. _____</p>	<p>6. </p> <p>a. Hunters are hunting pedestrians. _____</p> <p>b. Hunters are hunting, and pedestrians are nearby. _____</p>

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 11- Material 4
Instructors: Arroyo, Morera & Torres



Punctuation in email writing

What is the purpose of each of the following punctuation marks?

Instructions:

1. Write the correct punctuation mark according to the description of its function.

(.) period (,) comma (?) question mark (;) semicolon

Punctuation mark	()	()	()	()
Function	- To separate three or more phrases, words, or clauses. - After transition words.	- At the end of the sentences to separate them. - At the end of some abbreviations.	- To separate sentences which are very related. - To separate sentences which contain transition words.	- At the end to indicate that it is an interrogative sentence.

Universidad de Costa Rica
Unit 3. What's in your inbox?
Lesson 11- Material 5
Instructors: Arroyo, Morera & Torres



Fixed expressions in email-writing

Instructions:

Match each statement in column A with the corresponding word or phrase in column B to form a correct fixed expression. There are two extra options in column B.

Column A

1. _____ whom it may concern:
2. I look forward _____
3. I am interested _____
4. I really appreciate it _____
5. I am writing _____
information.
6. Warm _____

Column B





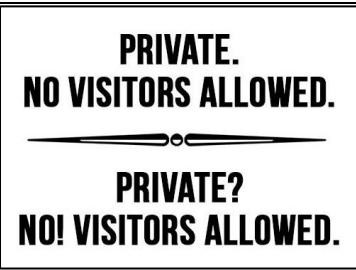

- a. in reference to...
- b. For
- c. regards,
- d. to meeting you.
- e. in obtaining more
- f. if you could send me ...
- g. To
- h. appreciation,

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Handout 7 and 7-A Answer key
 Instructors: Arroyo, Morera & Torres



Punctuation Matters

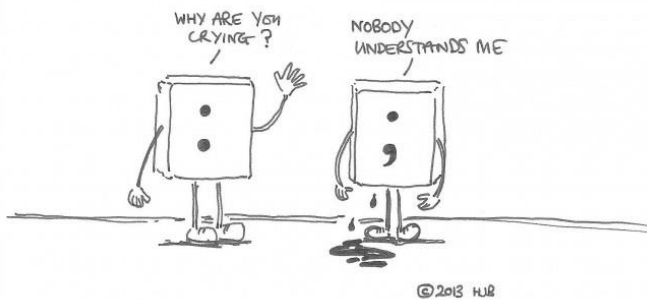
Instructions: Mark with an (X) the sentences under the pictures that represent the meaning without the comma, semicolon, or question mark.

<p>1. </p> <p>a. We are going to learn how to cut and paste the kids. <u> X </u> b. The kids are going to learn how to cut and paste. _____</p>	<p>2. </p> <p>a. I love three things: baking, family, friends. _____ b. I love baking people: family, friends. <u> X </u></p>	<p>3. </p> <p>a. I feel sorry because I don't want to love you. <u> X </u> b. I feel sorry, but I love you. _____</p>
<p>4. </p> <p>a. The person can't eat diarrhea. <u> X </u> b. The person has diarrhea. _____</p>	<p>5. </p> <p>a. Visitors are allowed. _____ b. Visitors are not allowed. <u> X </u></p>	<p>6. </p> <p>a. Hunters are hunting pedestrians. <u> X </u> b. Hunters are hunting, and pedestrians are nearby. _____</p>

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Handout 8- Answer key
 Instructors: Arroyo, Morera & Torres



Punctuation in email writing



Useful language:



After ____ there is a ____.
 I think we need a ____ here.
 What do you think?
 I agree.
 Hmmm. I don't think so.

Instructions:

In pairs, write the correct punctuation mark in each space.

Information for an article
— ↗ ✕

dreynolds@gmail.com

Information for an article

Dear Dr . _ Reynolds , _

I am writing to ask for some information that I need to complete a project . _ I am a university student from Costa Rica . _ I am currently writing an article about elderly people with disabilities . _ and you are an expert in the field . _ The article refers to the aging process ; _ it also considers the treatment elderly people receive . _ Would it be possible to meet through a video call for an interview ? _ I would really appreciate it if you give me an interview . _

Thanks in advance for your time . _

Best regards , _

Mag . _ Karina Calderón Sanabria

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Transition words

Transition words are used, among other things, to connect, contrast, show cause/effect relationships, and indicate chronology between ideas to make the message more organized and easier to understand.

Instructions:

3. Read the following transition words, their use, and the punctuation needed in each case.
4. If you know other transition words, add them in the spaces provided.

Use / Category	Transition words	Punctuation rule / Examples Sentence + (;./) + transition word + (,) sentence.
Addition	Additionally Also Furthermore _____ _____ <i>Answers may vary</i>	<ul style="list-style-type: none"> - I am writing to ask for information needed to complete a project. Additionally, I would like to meet you through a video call for an interview. - The article refers to the aging process; also, it considers the treatment elderly people receive.
Cause and effect	Consequently Hence Therefore Thus _____ _____ <i>Answers may vary</i>	<ul style="list-style-type: none"> - I am writing an article about elderly people. Consequently, I am looking for some information to complete the project. You are an expert in the field; therefore, I would like to meet you through a video call for an interview.
Contrast	Nonetheless However Nevertheless _____ _____ <i>Answers may vary</i>	<ul style="list-style-type: none"> - I am writing an article about elderly people with disabilities. Nevertheless, I do not have enough information. - I would like to meet you personally; however, I live far away.
Sequence /Chronology	First Second Third Finally _____ _____ <i>Answers may vary</i>	<ul style="list-style-type: none"> - I am writing for some different reasons; first, I need some information for an article. Finally, I would like to ask you for a video call.

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Handout 10- Answer key
 Instructors: Arroyo, Morera & Torres



Instructions:

Fill in the blanks. Complete the following email by writing the correct transition word to complete the idea in each case.

Accommodation for disabled people
— ↗ ✕

ajones@gmail.com

Accommodation for disabled people

Dear Mr. Jones,

I am writing to ask for information about the type of accommodation you may offer to applicants with disabilities. I am interested in applying for the position of sales manager assistant. 1. However, I am a wheelchair user; 2. therefore, I need some adjustments to circulate in the workplace. I already sent you my résumé; 3. additionally, I attached the medical recommendations that I should follow. 4. First, I would need a preferential parking space. 5. Second, I would need a ramp to access the building. 6. Finally, I would like to know if there is an elevator to take me up and down the offices.

I look forward to hearing your response.

Warm regards,

Scott Johnson Smith

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Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Handout 11- Answer key
 Instructors: Arroyo, Morera & Torres



**Information gap: Fixed expressions in email-writing
 Student A and Student B**

Instructions:

In pairs, ask your partner for the missing information in your email.

1. Asking for additional information

jblack@gmail.com

1. Asking for additional information

2. Dear Mr. Black,

3. I am writing in reference to the advertisement I saw for your English school in 'World Teens Today' magazine. 4. I am interested in taking one of your courses. 5. I really appreciate it if you could provide some further information. For example, your advert mentions accommodation with the host families. 6. Could you tell me if there would be other students staying there as well?

7. I look forward to hearing from you.

8. Yours sincerely,

Pablo Suárez Navarro

Send A 📎 🔗 😊 📷 🔒 ⋮ 🗑️

Useful language:



What do you have as a subject/ salutation/ introduction/ closing, etc.?

I have _____.

What do you have in # ____?

Universidad de Costa Rica
 Unit 3. What's in your inbox?
 Lesson 11- Handout 12- Answer key
 Instructors: Arroyo, Morera & Torres



Let's proofread the email!

@ = at
 .com = dot.com

Instructions:

6. Imagine that you are writing the email below.
7. Proofread your writing before sending it to the recipient.
 - d. Fill in the blanks with the corresponding transition word according to the context.
 - e. Write the appropriate punctuation marks in each case.
 - f. Correct the fixed expressions that are wrong.

Accommodation for disabled people
— ↶ ✕

mbrown@gmail.com

Accommodation for disabled people

Dear Mrs. Brown,

I am the treating psychologist of Jennifer Thomson Miller, a person who is currently working in your company. I am writing to ask for some accommodations for my client. Mrs. Thomson has Asperger's syndrome. She is extremely sensitive to distractions including noise, colors, and light. However, she can work very efficiently without distractions. Therefore, Jennifer needs some adjustments in the workplace in order to help her to be more productive at work. Finally, she might need some medication that I would prescribe. Thank you in advance for your attention.

I look forward to hearing from you.

With appreciation,

Eduardo Bustamante Alvarez

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University of Costa Rica
Master's in TEFL
Arroyo, Morera & Torres

Unit 3 What's in your inbox?

Teacher: Devi An Morera
Assistants: Daniela Arroyo, Rocío Torres

Lesson plan 12
Date: November 13th, 2019

Unit goal: By the end of the unit, students will be able to successfully write a formal email related to disabilities and/or gerontology to colleagues in order to exchange different types of information by using proper vocabulary and email structure.

General Objective: By the end of the lesson, students will be able to properly extract information about disabilities and/or gerontology from written texts and oral presentations to communicate knowledge to colleagues.

Specific objectives: By the end of the lesson, students will be able to:

9. effectively recognize vocabulary extracted from a text to recall words previously studied by playing a game.
10. successfully identify specific information from a video about a conference to show understanding of spoken input by taking notes.
11. correctly classify ideas in a graphic organizer to successfully show understanding of the main idea and supporting details of a text.
12. accurately match questions with information provided in order to properly recognize information from an email.
13. effectively communicate written ideas in a series of exercises to show understanding of topics related to disabilities/gerontology.

Notes:

- Most Ss do not arrive on time due to different circumstances. Therefore, the instructors wait 5 minutes. That means the starting time is 6:05

Objectives	Procedures	Macro skills	Language (vocabulary, grammar, expressions)	Strategies	Materials	Time
1	<p>Warm-up</p> <ul style="list-style-type: none"> -Ss play a game. -They have to throw the dice. The number will correspond to an image from a PPP. -The image tells the students the action he/she has to do: draw with the weak hand the word given, mime the word or describe it. 	L/S	Handicap Disability Wheelchair Deaf Sign language Braille	Activating schemata	PPP Dice Words	10 m
2	<p>Pre- task 1</p> <ul style="list-style-type: none"> -T shows some question words in a PPP. Ss say their meaning. -Ss receive handout 14. They have to watch a video about a conference to complete a graphic organizer. -They watch the video twice. -They compare their answers with a partner and then check as a group. 	L/S	<p>Useful language:</p> <ul style="list-style-type: none"> -The conference is about _____ -_____ came to the convention. -I heard it is _____. -It is important because _____ -I have the same. -I did not quite get that part. 	<ul style="list-style-type: none"> -Activating prior knowledge -Taking notes 	PPP Handout 14 Video	20 m
3	<p>Pre- task 2:</p> <ul style="list-style-type: none"> -Ss receive handout 15. -They have to complete a graphic organizer with supporting details. -The main idea is provided along with numbers to guide the student. 	L/S/R/ W	<p>Useful language:</p> <ul style="list-style-type: none"> -This is a supporting detail because it talks about _____. -That's right! -I don't think so! 	-Identifying main idea and supporting details.	Handout 15	15 m

	-Each number represents one supporting detail that Ss have to find in the text. -Ss compare their answers with a partner and then check as a group.					
4	Pre- task 3 -Ss receive handout 16. -They have to match the questions with their corresponding information. -They have to write the number of the question that is related to the information provided. For example: price and how much.	L/S/R	Useful language:	-Activating prior knowledge		15 m
5	Main task: -Ss take their final exam.	L/R/W	Useful language:	---		1 hr.

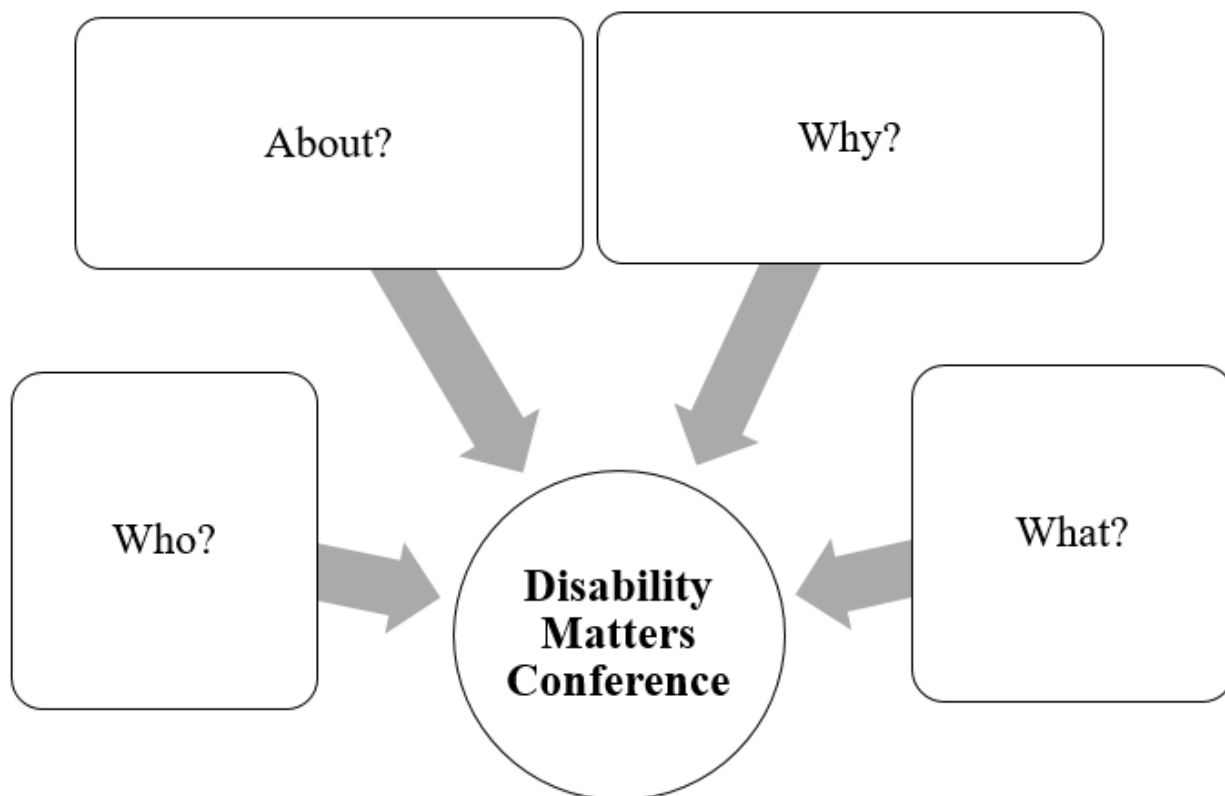
T= Teacher, Asts= Assistants, St= Student, Ss= Students, R= Reading, W= Writing, L= Listening, S= Speaking, PPP= Power point presentation

Universidad de Costa Rica
 Unit 3. What's in your Inbox?
 Lesson 12. Handout 14
 Instructors: Arroyo, Morera & Torres



Disability Matters Conference

Instructions: Individually, take notes from the video you are going to watch. Use the questions below as a guide.



1. What is the conference about?
2. Who came to the convention?
3. What is a conference?
4. Why is it important?

Useful language:

- The conference is about ____
- ____ came to the convention.
- I heard it is ____.
- It is important because ____
- I have the same.
- I did not quite get that part.



Universidad de Costa Rica
Unit 3. What's in your Inbox?
Lesson 12. Handout 15
Instructors: Arroyo, Morera & Torres



Instructions:

1. Read the text.

Access for Disabled Lags Despite Law

Herald Moya, 29, is deaf, unemployed and discouraged.

A thin, shy man, Moya found work for a time cleaning guns at the Ministry of Public Security. But after several months some of his coworkers began to taunt him about his disability, and he quit, he told The Tico Times in sign language as his mother interpreted. He applied for a job as a mechanic, but when he was turned away because of his disability, he stopped looking for work.

Moya said he wants to work and study, but feels rejected because of his handicap.

His frustrations are common in Costa Rica, where, 10 years after the passage of the Law for Equal Opportunities for People with Disabilities, access for those with disabilities remains extremely limited.

The lack of job opportunities, poorly distributed information about disabled rights and assistance programs, and limited access to public spaces top the list of complaints from advocates for people with disabilities.

According to a 2006 report by the National Council for Rehabilitation and Special Education (CNREE), 26% of disabled people who are able to work and actively seeking jobs are unemployed in Costa Rica. The overall unemployment rate in Costa Rica is about 6%.

José Joaquín Porras, a disabled-rights advocate, told The Tico Times the problem extends far beyond unemployment.

Costa Rica has few wheelchair ramps, sonorous streetlights, Braille telephones and ATMs, wheelchair-accessible buses, banks, hospital beds, hotel elevators, restaurants or movie theaters, said Porras, who is president of the Association for People with Work-related Spinal Cord Injuries.

“Ten years after the law (was passed), this is a sin,” said Porras, who uses a wheelchair.

The equal-access law, or Law 7600, has led to some improvement in special education, and a gradual increase in consciousness about disabled issues, according to Bárbara Holst, executive director of the Rehabilitation Council.

The population of handicapped students enrolled in Costa Rican schools increased from 54,173 in 1999 to 79,600 in 2002, according to a 2004 government report. But improving the quality of special education is still a pressing issue, Holst said.

However, the widely praised law includes few penalties for noncompliance, and the lack of sanctions has allowed key provisions to go unenforced.

The law mandates fines for discrimination against the disabled, and minimal penalties – €10,000-30,000 (\$20-60) – for bus companies who fail to install wheelchair ramps. But it does not penalize institutions that fail to help the handicapped to obtain their broadly defined rights to work and accessible public spaces.

“People comply if they want to and don’t comply if they don’t want to,” said Florizul Aguilar, who heads the Ministry of Labor’s programs for people with disabilities.

Pablo Antonio Ramírez, president of the EFATA Club Association for the Deaf, is among handicapped advocates who praise the law and lament its lack of enforcement.

“The law is there but the problem is more that the private sector has to assimilate it,”

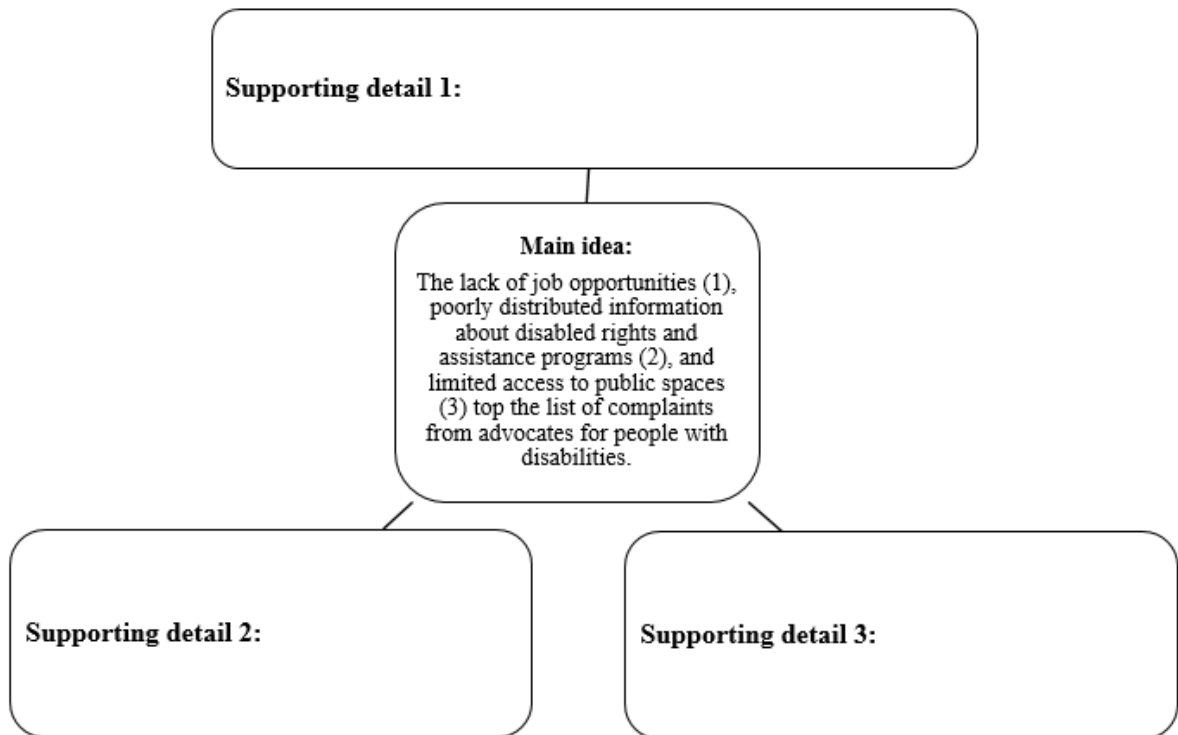
Ramírez said. “They have to open the doors to access to work (for the disabled).”

He said inadequate distribution of information has exacerbated the problem.

“Who do we go to? What organization do we go to? We are not informed,” he said.

Adapted from <https://ticotimes.net/2006/05/26/access-for-disabled-lags-despite-law>

1. Identify the supporting details.
2. Complete the graphic organizer.
3. Compare with a partner. Use the useful language from the box below.



Useful language:

- This is a supporting detail because it talks about _____
- That’s right!
- I don’t think so!

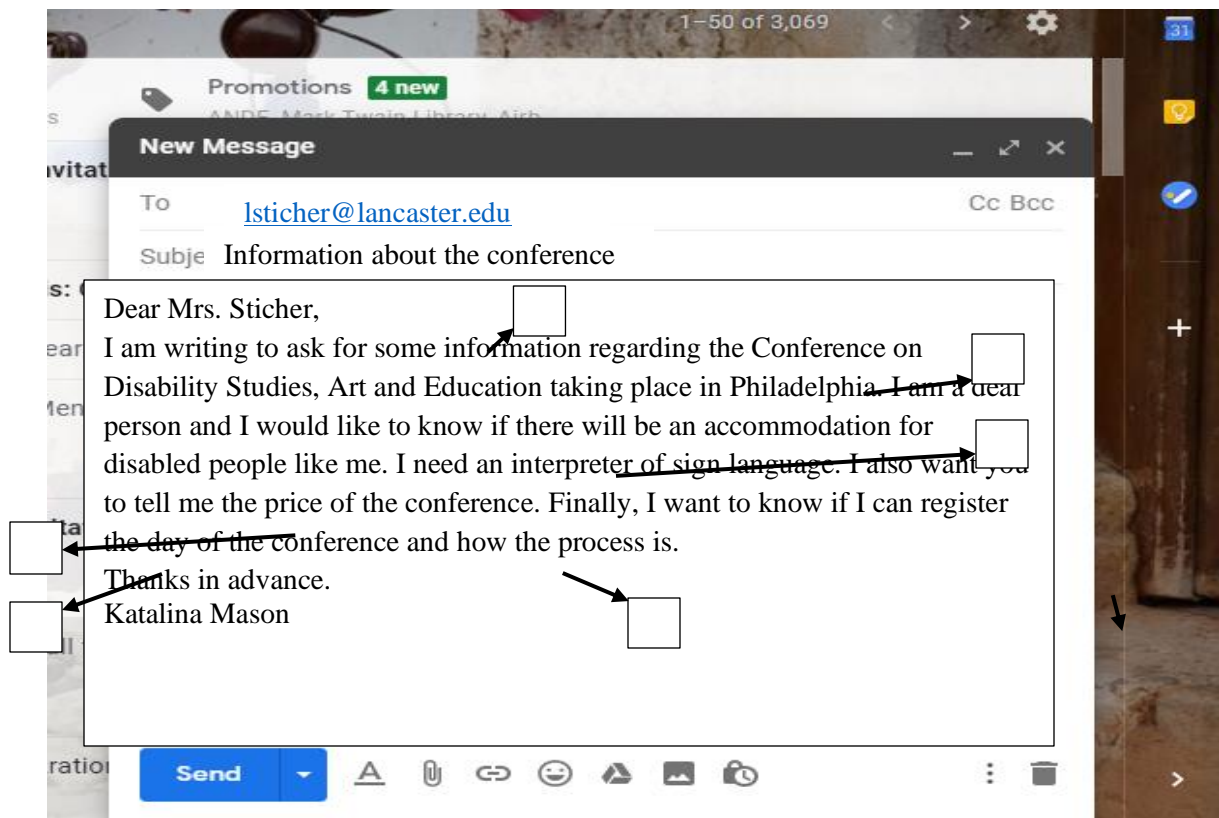


Universidad de Costa Rica
Unit 3. What's in your Inbox?
Lesson 12. Handout 16
Instructors: Arroyo, Morera & Torres



Instructions:

- Read the following email.
- Match the questions below with the information provided by writing the corresponding number.



1. How much does the conference cost?
2. What is the purpose for writing the email?
3. When can the person register?
4. What does the person need?
5. Where will the conference take place?
6. How can the person register?

Universidad de Costa Rica
 Unit 3. What's in your Inbox?
 Lesson 12. Handout 14 Answer key
 Instructors: Arroyo, Morera & Torres



Disability Matters Conference

Instructions: Individually, take notes from the video you are going to watch. 2'



1. What is the conference about?
2. Who came to the convention?
3. What is a conference?
4. Why is it important?

Useful language:

- The conference is about ____
- ____ came to the convention.
- I heard it is ____.
- It is important because ____
- I have the same.
- I did not quite get that part.



Universidad de Costa Rica
Unit 3. What's in your Inbox?
Lesson 12. Handout 15 Answer key
Instructors: Arroyo, Morera & Torres



Instructions:

1. Read the text.

Access for Disabled Lags Despite Law

Herald Moya, 29, is deaf, unemployed and discouraged.

A thin, shy man, Moya found work for a time cleaning guns at the Ministry of Public Security. But after several months some of his coworkers began to taunt him about his disability, and he quit, he told The Tico Times in sign language as his mother interpreted. He applied for a job as a mechanic, but when he was turned away because of his disability, he stopped looking for work.

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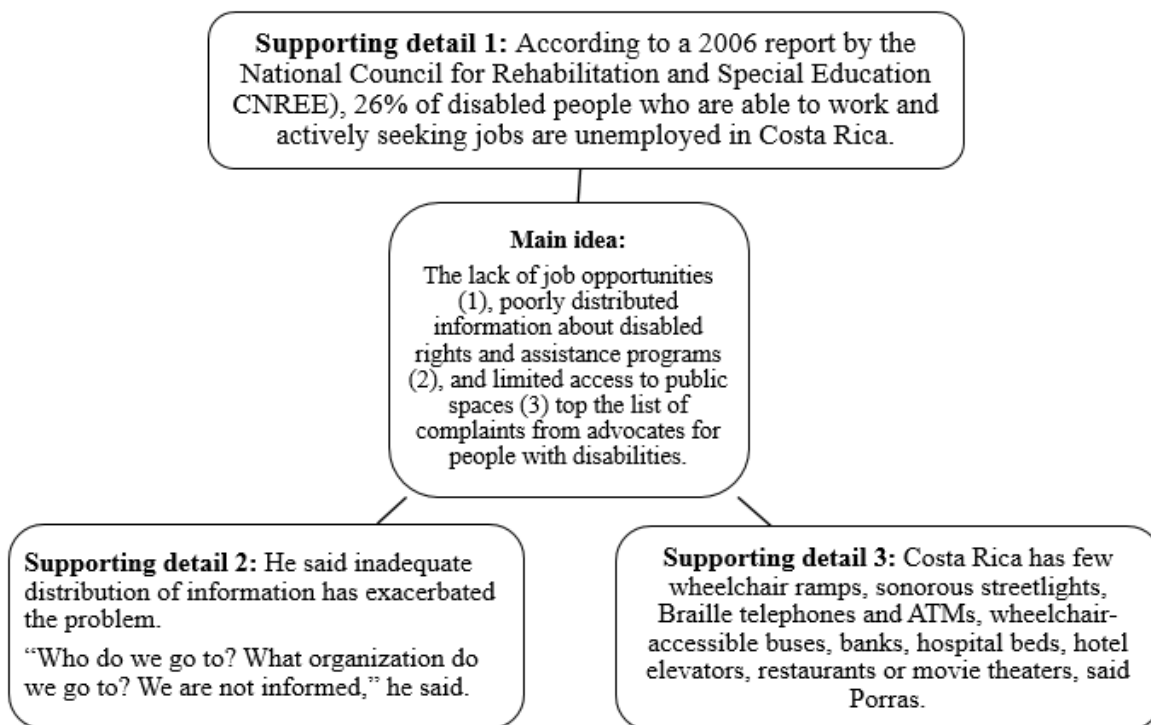
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1. Identify the supporting details.
2. Complete the graphic organizer.
3. Compare with a partner. Use the useful language from the box below.



Useful language:

- This is a supporting detail because it talks about _____.
- That’s right!
- I don’t think so!



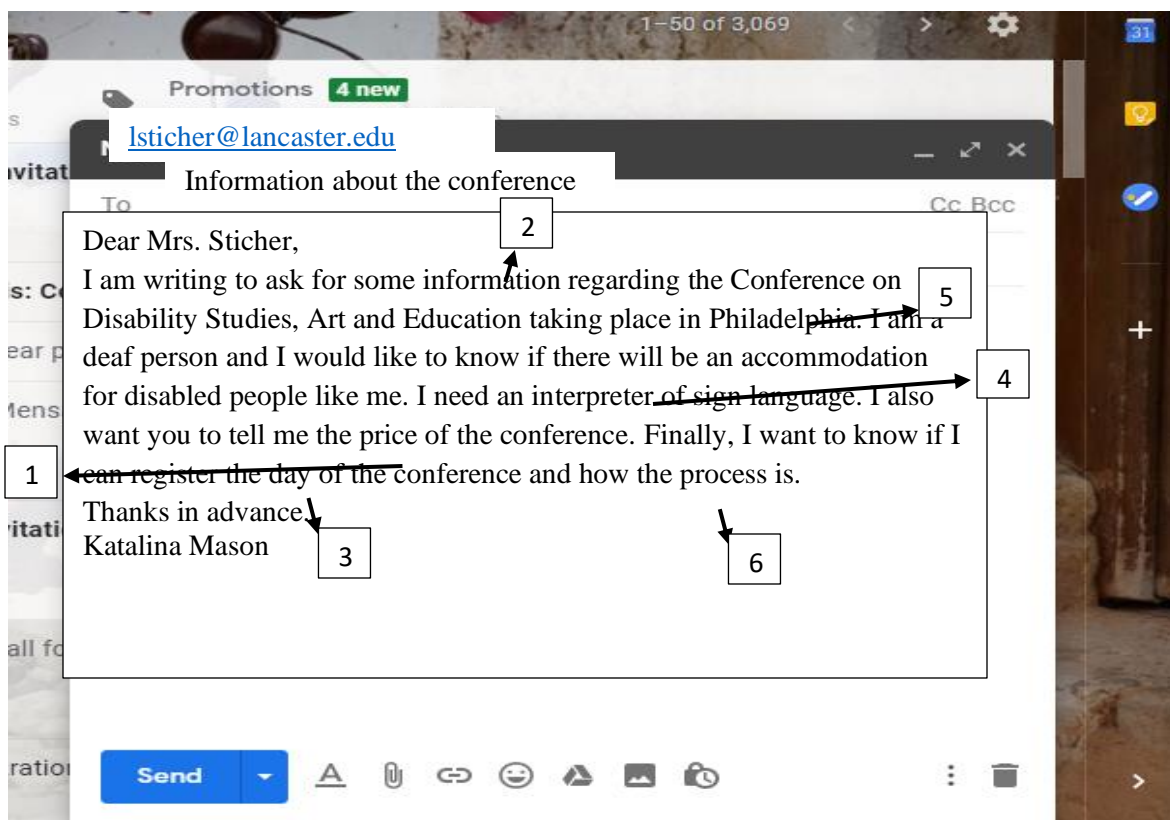
Universidad de Costa Rica
 Unit 3. What's in your Inbox?
 Lesson 12. Handout 16 Answer key
 Instructors: Arroyo, Morera & Torres



Instructions:

-Read the following email.

-Match the questions below with the information provided by writing the corresponding number.



1. How much does the conference cost?
2. What is the purpose for writing the email?
3. When does the person have to register?
4. What does the person need?
5. Where will the conference take place?
6. How does the person register?

Universidad de Costa Rica
Sistema de Estudios de Posgrado
Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera
Everybody in!



Instructors: Arroyo, Morera, & Torres

Name: _____

Points obtained: 30/ _____ **Percentage obtained: 20%/** _____

Grade:

Final Exam

General instructions:

- Check that your exam consists of 4 pages.
- The exam consists of three sections: listening, reading, and writing.
- Read each item carefully.
- The video from the listening section will be played three times.
- The use of dictionaries is allowed.
- The exam is individual.
- Use blue or black ink pen.

Part I. Listening

Answer the questions in the space given based on the information from a video. 7 pts

Disability Matters Conference

1. Who is invited to the conference?

- a) _____
- b) _____
- c) _____
- d) _____

2. When is the conference taking place?

3. What do we need to do to present at the conference?

- a) _____
- b) _____

Part II. Reading

Read the text. Identify the main idea and three supporting details. Complete the spaces provided with the information required. 5 pts

Elderly abandonment peaks during holiday season in Costa Rica

Health officials are expecting the rate of elderly abandonment to grow this month. According to Fernando Morales, director of Hospital Blanco Cervantes (one of four geriatric hospitals in all of Latin America), local hospitals generally see a 20 percent increase in cases in December in which families come, leave their disabled grandma or grandpa and take off. Costa Rican public hospitals report a total of 500 cases annually.

“People want to be in peace with liberty to enjoy the festivities,” said Morales in explaining the Christmastime phenomenon. “They see [their elderly] as an obstacle.”

Morales said the number of reported abandonments has climbed in recent years, as hospital officials have become more vigilant in documenting cases.

If families don’t return to reclaim their relatives, Melba Quesada, director of social work at San José’s Hospital Mexico, said they respond “by knocking on doors.”

“We try to locate their family or neighbors to determine who can best take care of them,” she said. “The best resource is the family, and the last, is typically the institution.”

Quesada said she collaborates with families to draw up solutions in which responsibility is shared, and in which caring for a relative doesn’t fall to just one person.

“Our work is not to punish, but to work with them,” said Quesada, who mentioned that abandonment can come with a sentence with up to two years in prison.

She said, “People need to understand that hospitals aren’t depositories for their elderly.”

Adapted from <https://ticotimes.net/2010/12/14/elderly-abandonment-peaks-during-holiday-season-in-costa-rica>

Main idea: (2 pts)

Supporting details: (1 pt. each)

1.

2.

3.

III Part. Writing.

Read the situation below to write a formal email. Ask for the information from the boxes. Use the fixed expressions studied in class to write the email. 18 pts

Situation:

You are interested in attending a Conference on Disability studies. Read the advertisement below which you saw online. Write an email to Alisson Brown, coordinator of the Conference, to ask for further information.

III Disability Studies Conference 2019
Come and expand your knowledge with us!

- Two days conference starting on December 10th.
- Highly- qualified speakers and researchers specialized on disability studies.
- Reasonable price.
- Register now!

For further information contact Alisson Brown: ali_brown@gmail.com

Can I attend only one?

Where will it take place?

How much exactly?

How do I do it?

New Message _ ↗ ✕

Recipients

Subject

Send

Ⓐ
📎
🔗
😊
📄
🖼️
🕒

⋮
🗑️

Universidad de Costa Rica
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Maestría Profesional en la Enseñanza del Inglés como Lengua
Extranjera
Everybody in!
Instructors: Arroyo, Morera, & Torres



Student name: _____

Rubric to assess a formal email

<i>Does the email...</i>	<i>Always</i> (3)	<i>Most of the time</i> (2)	<i>Some few times</i> (1)	<i>Never</i> (0)
use a formal greeting?				
state the purpose for writing?				
have a formal closing?				
include a signature?				
ask for the information required?				
use formal fixed expressions correctly?				

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 Extranjera
 Everybody in!



Instructors: Arroyo, Morera, & Torres

Nombre: _____ Fecha: _____

Final Exam

General instructions:

- Check that your exam consists of ____ pages.
- The exam consists of three sections: Listening, reading, and writing.
- Read each item carefully.
- The video from the listening section will be played three times.
- The use of dictionaries or any electronic device is not allowed.
- The exam is individual.
- Use blue or black ink pen.

Part I. Listening

Answer the questions in the space given based on the information provided in a video.

Disability Matters Conference

1. Who is invited to the conference?

- e) _____
 f) _____
 g) _____

People with disabilities, families, teachers, farmers, disability services, people from the community, people from business, people who work in policy, people who work in government, people who do research and students of any age.

2. When is the conference taking place?

At the end of this year between 26th of November, 2017 and the 29th of November.

3. What do we need to do to present at the conference?

- c) _____
 d) _____

Decide which articles of the convention you would like to talk about and to write an abstract.

Part II. Reading

Read the text. Identify the main idea and three supporting details. Complete the spaces provided with the information required.

Elderly abandonment peaks during holiday season in Costa Rica

Health officials are expecting the rate of elderly abandonment to grow this month.

According to Fernando Morales, director of Hospital Blanco Cervantes (one of four geriatric hospitals in all of Latin America), local hospitals generally see a 20 percent increase in cases in December in which families come, leave their disabled grandma or grandpa and take off. Costa Rican public hospitals report a total of 500 cases annually.

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Adapted from <https://ticotimes.net/2010/12/14/elderly-abandonment-peaks-during-holiday-season-in-costa-rica>

Main idea:

Supporting details:

4. _____

5. _____

III Part. Writing.

Read the situation below to write a formal email. Ask for the information from the boxes. Use the fixed expressions studied in class to write the email.

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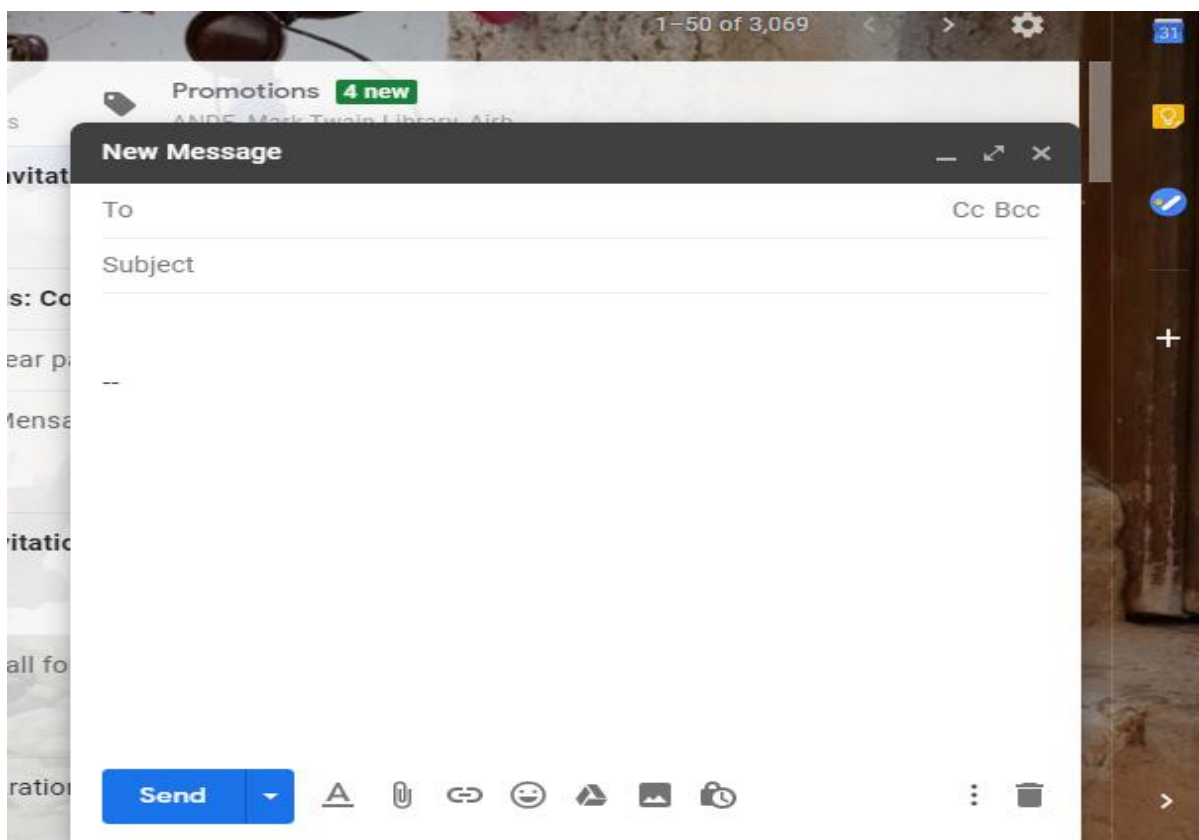
For further information contact Alisson Brown: ali_brown@gmail.com

Can I attend only one?

Where will it take place?

How much exactly?

How do I do it?



Appendix K

Course evaluation data collection instruments

University of Costa Rica
Master's Program in TEFL
Arroyo, Morera, and Torres

Classroom observation form

Class number: _____

Directions: Tally each time any of the following statements happen as instructions are given at any stage of the lesson.

Student	
Student asks the instructor for clarification.	
Student asks the assistant for clarification.	
Student asks another student for clarification.	
Instructor	
The student teacher uses different means to support the delivery of instructions (e.g. drawings, modeling, body language, etc.).	
The student teacher verifies instructions understanding (e.g. asking questions, asking someone to rephrase instructions.)	
The student teacher uses metalanguage.	
The student teacher delivers instructions at a fast speed.	
The student teacher does not break down instructions.	

University of Costa Rica
 Master's Program in TEFL
 Arroyo, Morera, and Torres



Supervisor observation sheet

Directions: Fill out this form at the end of the class based on your overall perception of the delivery of instructions of the student teacher.

Descriptor	Yes	No
1. The student teacher focuses students' attention before instruction delivery.		
2. The expected outcome is evident for the students.		
3. The student teacher avoids using metalanguage.		
4. The student teacher used a variety of techniques to deliver instructions (body language, drawing, modeling, Spanish, etc.).		
5. The student teacher checks if the students understood the instructions.		
6. The student teacher breaks down the instructions.		
7. Instructions are concise.		
8. Instructions include a starting signal.		

Comments

University of Costa Rica
 Master's Program in TEFL
 Arroyo, Morera, and Torres



Cuestionario para el estudiante

Este cuestionario pretende reunir información sobre las instrucciones dadas por las instructoras del curso *Everybody In!* La información obtenida es confidencial y será tratada como tal. Se le solicita que conteste con claridad. Es importante recalcar que no hay respuestas correctas o incorrectas.

Descripción	Frecuencia				Comentarios
	Siempre	Frecuentemente	Rara Vez	Nunca	
1. Las instrucciones dadas antes de cada actividad son claras.					
2. El uso de mímicas le facilita la comprensión de las instrucciones.					
3. El tener las instrucciones escritas le facilita la comprensión de las mismas.					
4. La falta de vocabulario en inglés le dificulta la comprensión de las instrucciones.					

6. ¿Qué otros recursos le facilitan la comprensión de las instrucciones?

7. ¿Hay agentes externos al idioma que le dificulten la comprensión de las instrucciones? Explique.

----- MUCHAS GRACIAS -----