

**A task-based curriculum proposal for the SFL class (Spanish as a Foreign Language)
oriented to a heterogeneous group of learners with beginner level of Spanish language skills
at the Port Washington Public Library, in Long Island, New York.**

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Licenciatura en Lenguas Extranjeras Inglés – Francés

Santiago de Cali – Colombia

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Introduction

This research was submitted in partial fulfillment of the requirements for the bachelor's degree in foreign languages at Universidad del Valle. It was carried out within the framework of the research component of the “*Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés*”.

A Task-based curriculum proposal for the SFL class of beginners was designed after one of the authors’ teaching experience at the Port Washington Public Library in Long Island, New York. It came into being in response to the growth of the Spanish speaking population in recent decades which has awoken interest in learning Spanish for different reasons, including travel, communication with native speakers in the U.S and enjoy learning a foreign language. It aims to promote the use of authentic material, provide tutors with resources to develop lesson planning, and tools to select and sequence content to develop meaningful tasks and activities.

This is a qualitative research which is established within the framework of Action Research. It started from an analysis of teaching and learning practices at the PWPL by collecting information through diaries, surveys and interviews. Once analyzed the data, content and methods were selected, and the syllabus and some materials were designed. Afterwards, materials and activities were implemented, evaluated, subject to discussion, reflections and minor changes. The proposal includes a task-based syllabus, its first unit along with the sequencing lessons ready to be developed, a record of some materials and resources that might be used in other units and a lesson planning format.

1. Research Problem

Nowadays, the possibility of communicating with other communities to establish good relationships in different fields (such as the educational, cultural, economic, etc.) implies the need to learn, at least, one foreign language. Developing a high level in all the skills of the language to be learned facilitates access to employment and educational opportunities to help improve people's quality of life.

For this reason, the P.W.P.L (Port Washington Public Library) in Long Island, New York, offers an ESOL program (English for Speakers of Other Languages) to serve Port Washington's foreign born residents who want to improve their English skills. In addition, the library offers courses in other languages, such as Japanese, Chinese, Italian, Spanish, etc. However, these courses are occasional and temporary, usually when foreign volunteers teach as long as their stay lasts as occurred with the Spanish course, in which one of the authors of this project volunteered as a tutor for a short period.

The Spanish course was implemented in response to the growing Hispanic population in recent decades. According to Krogstad (2014) from the Pew Research Center:

Since 1970, the Hispanic population has grown 592%, largely because of the arrival of new immigrants from Latin America — especially Mexico. By comparison, the U.S. population overall has grown 56% over the same period. Between 2000 and 2010 alone, Hispanics made up more than half of U.S. population growth.

This being said, creating Spanish courses has become a necessity and all kinds of students appeared. There are those who are native English speakers and want to learn Spanish because their jobs demand it, or they may be current travelers who plan to visit Spanish speaking countries, or just because they find it interesting to learn it. Moreover, there are also foreign people who, besides learning English, are interested in learning a different language.

From the experience of teaching the Spanish course, the volunteer found that there was neither a prescribed curriculum nor were there prescribed course books. Even though there was only a general outline that the director recommended for the classes, it was not complete enough to carry out any course. Neither was any syllabus.

Consequently, teachers had to deal with several challenges in classes in which the students' knowledge of the language significantly varies. Furthermore, since there is no specific plan to be followed, current teachers do not know what the previous teachers had taught before. This means, teachers had total freedom to prepare their lessons. In terms of materials and resources available for the English classes, only a few of them are useful for the classes in other languages. Teachers bring in their own material and work based on their learners' particular needs.

From this lack of program for the Spanish course, emerged the idea of creating a curriculum design that built up the classes. This curriculum took into account most of the difficulties a teacher might find in class such as the continuing variation of the number of students in the group (anyone who lives or works in the community can enroll or drop out of the classes at any time), and the change of teachers (volunteers do not stay for long periods).

2. Justification

The idea of designing a curriculum for the SFL (Spanish as a Foreign Language) class came into being after the teaching experience of one of this project's authors at the Port Washington Public Library. She was an English student of the ESOL program at the P.W.P.L when she became a Spanish tutor there. It was a challenge for this inexperienced teacher to start teaching without a prescribed curriculum, syllabus or course books, but she wrote a diary about her classes and it was through that introspection process that she discovered herself as a teacher and questioned her teaching work; it encouraged her to correct her mistakes on the spot. She learned a lot from it. Thanks to that experience, she fell in love with teaching.

Besides the teaching experience, the author received the benefit of being part of the English program where teachers are volunteers and the classes are free. She was pleasantly surprised because even if there was not a curriculum and most of the teachers did not have a teaching background, the program has successfully helped many people to learn and improve their English skills. She felt very lucky to be part of that program.

Developing a curriculum for the basic Spanish course was just a way to show her teachers how grateful the author was for them, their English classes, the library services and her whole experience there.

From another perspective, the curriculum design emerged in response to the growing Spanish speaking population in the US, a reality that the authors experienced during their stay there.

Learning Spanish becomes a need for people who live there since they need to interact with the Spanish speaking community either for work, travel or just for fun.

The immersion experience lived by the authors in the United States during their cultural exchange year enriched their teacher training achieved at Universidad Del Valle and made them qualified English teachers in their country. That was one more reason to make this contribution to SFL course, and they as native Spanish speakers and future teachers, had the tools to enrich the Spanish learning and teaching processes in the US.

3. Research Questions

This research aims to answer the following questions:

- What kind of language teaching approaches and methods are needed to guide the curriculum design?
- Which materials and/or teaching practices should be taken into account to design a curriculum that works as a reference to plan future classes?
- What kind of materials and resources can be included in the curriculum to integrate a cultural component in the learning process?

4. Objectives

4.1. General Objective

To design a curriculum proposal for the basic Spanish course at the Port Washington Public Library in N.Y, which helps tutors with their lesson planning and promotes the use of varied and authentic materials.

4.2. Specific Objectives

- To design a task-based syllabus for Spanish as a Foreign Language course (SFL) focused on the basic user: breakthrough (A.1) of the Common European Framework.
- To carry out a needs analysis to identify students' preferences and use the results to propose activities, design suitable material and suggest methodological strategies.
- To design a class planning format and create a series of sample lessons to develop the first unit of the syllabus, including materials and others useful resources.
- To create a bank of resources with some materials that will help future teachers to plan their classes.

5. Literature Review

The research related to our object of study that has been offered to or implemented in different schools or institutions brought out local and international results. Below, there are the reviews of some previous researches whose aim was to create a curriculum or a syllabus in order to help the teaching and learning processes in several institutions.

5.1. Reviews

García, Martínez & Matellanes (2003) made a curriculum proposal for the mandatory Spanish as L2 to immigrant students in Spain. In order to provide students of foreign language with access to the best school curriculum, they focused their project on clarifying objectives, contents selections and the most appropriate evaluation procedures in school contexts. Their proposal has a communicative approach that mainly aims to favor the development and social integration of middle and high school students as future adults and citizens through task-based learning.

Their research is divided into five sections: 1) Curriculum proposal for teaching and learning Spanish as an L2 within the framework of mandatory teaching. 2) Theoretical and methodological basis. 3) Teaching planning. 4) How to integrate the four language skills? 5) Didactic resources.

The authors used the Common European Framework of Reference for languages (CEFR) as a reference to define objectives of their curriculum proposal; those objectives were based on

activities and linguistic processes that students must do to satisfy their personal needs as well as the school's needs. Once they had the objectives, they selected the content based on the Plan curricular del Instituto Cervantes (PCIC) The PCIC classified the content into 4 blocks:

- 1) Language and communication: functional content (discourse competence: coherence and cohesion).
- 2) System Language: grammatical content (grammatical competence: correction).
- 3) Language, culture and society: thematic content (sociolinguistic competence: adequacy).
- 4) Language and learning: pedagogical content (strategic competence: negotiation).

For the evaluation, they took into account the language proficiency in different communicative situations within the school context: In the Spanish class, in the science class and in other school situations. The authors took the evaluation indicators from some descriptors of the CEFR and they proposed formative and summative assessment. They gave examples of evaluation grids for a particular task and general grids to evaluate the communicative competence. They also proposed an evaluation grid for the teachers which purported to help them systematize their observations, and reflect and evaluate their teaching.

Finally, the authors suggested tasks as well as books, manuals and other resources that could be useful to accomplish their objective.

Within the framework of the Bachelor's in Modern Languages at Universidad Del Valle in Colombia, **Álzate & Gómez (2001)** did their teaching practicum with a group of seven foreign-born potential students who had minimal contact with the Valle del Cauca environment and wanted

to learn Spanish as a second language. From that experience, they came out with the idea of designing a methodological proposal with a cultural perspective; it aimed to develop the communicative competence in beginner-level students and to serve as a guide for future Spanish L2 teachers.

During their practicum, the authors wrote a diary. They made a record of the students' cultural interests, reactions to each activity the teachers brought in to class and some difficulties in both teaching and learning Spanish as an L2. Once the authors looked into appropriate teaching/learning methods and analyzed the information collected in their diaries, they decided to design the proposal with a cultural perspective based on activities that revolved around the Valle del Cauca culture and some Colombian aspects.

In order to define the contents, the authors surveyed ten native English speakers about the most interesting topics related to Colombian culture. From that survey, they chose five: 1) Geography of Colombia, 2) Colombian food, 3) Music and Dance, 4) Pre-Colombian Art and 5) Armed conflict. From them and bearing in mind the communicative approach, they designed five units which encouraged students to interact with the language. Each unit included cultural, grammatical and lexical content supported with authentic materials. The authors also suggested a handout with teaching strategies and some activities that sought to ensure meaningful learning.

The authors concluded that learning a second language through a communicative approach and with a cultural perspective can provide valuable tools to carry out the process of learning. They

also mentioned that learners must have authentic materials which help them to put their linguistic and communication needs in context.

The study carried out by **Carvajal (2010)** at the bilingual school Lauretta Bender in Santiago de Cali (Colombia) aimed to observe, describe and analyze the pedagogical practices of teaching French as a foreign language in order to design a curriculum proposal for the sixth grade. To do so, first, an ethnographic study was made to have a wide view of teaching this language in this institution. Then, the curriculum plan for this grade was created, implemented and evaluated (two out of 4 units), based on an intercultural-communicative approach, bearing in mind the context and the school's specific needs.

This work can be defined as a qualitative research framed in an action-research approach since the author observed and identified a problem which was attempted to be solved by making an ethnographic study and creating a curriculum proposal later. As a first step, some observations to the sixth graders' French classes were made – and registered in a diary – and so were some interviews to the school staff (such as the academic and bilingual coordinators and the French teachers). Then, the author (who played two roles in this study – French teacher and researcher), checked the institution's official documents about teaching French there.

The analysis of the data collected through observations, interviews and checks of the school's papers showed that the French curriculum was not well planned or established due to its very recent set up at school. The documents said a communicative approach was followed, but that was not reflected in the practice since most of the time the teacher focused on isolated grammar exercises.

In class, French was not used as a vehicle for communication in the classroom. Instead, the students always asked and answered in English, their second language. The oral production and the cultural component were set aside in the classroom. Moreover, the two hours per week of French class were not enough to develop the desired skills in this language and the teachers and students did not count on enough material in French – a textbook or audiovisual material. Therefore, the teachers had to create it or look for it on their own.

According to these results, a proposal was designed in terms of methodological aspects since the timing per week for the classes and the acquisition of a textbook depended on the school policies and not on the author. She proposed a plan, for the whole school year, divided it into four units, which consisted of communicative, linguistic and sociocultural contents. Two of the four were carried out and evaluated. This proposal followed a significant intercultural communicative approach based on the *Common European Framework of Reference (CEFR)* and *Los Lineamientos de Idiomas Extranjeros del MEN*. This means the students would just not develop the four basic skills for communication, but also because their learning would be contextualized in real speech acts.

Finally, after the design, implementation and evaluation (of the first two units) of the curriculum proposal, the author concluded that: a) communicative activities were more attractive to students because they felt more involved in the learning process since they were exposed to real speech acts in which they needed to communicate and did their best to achieve it; b) the cultural component that she proposed let the students have the opportunity to know a new culture, reflect upon their own and value it.

5.2. Contributions to the Research

The three studies reviewed above contributed to this research proposal providing information on both theoretical and methodological aspects:

Regarding the theoretical aspects, those researches provided us with a complete list of concepts and authors that helped us to support our proposal. They stressed the importance of following a communicative approach, which means taking into account the context and the students' needs and interests. The material brought in to class must aim to produce real and meaningful communication. It is also necessary to place more emphasis on working on the skills, in an integrated way, than on systems.

Likewise, these studies suggested that it was important to include a cultural component in the activities and authentic material to create an appropriate second language learning environment. Moreover, those researches also reinforced the desire to raise our own at the Port Washington Public Library, since figuring out how to handle the great degree of heterogeneity of the students who it will be apply to be a challenging situation worth working for.

As far as the methodological aspect is concerned, the studies reviewed previously fostered in our proposal the use of data collecting instruments such as observation records, diaries, surveys and interviews to approach and become familiar with the difficulties of teaching Spanish and learning the processes at the library. They helped to point out the existing problems there and find a way to get them solved along with the criteria to evaluate.

6. Theoretical Framework

To carry out the curriculum design, it was necessary to define the key concepts that made its development possible, such as: curriculum, communicative language teaching, communicative competence, task-based syllabus, task-based learning, task-based teaching, teachers' and learners' roles, differentiated instruction, lesson planning, authentic material, cultural component, Spanish as Foreign Language (SFL) and English for Speakers of Other Languages (ESOL). This research is supported by those concepts. Here we mention authors who have made reference to the concepts in previous works.

6.1. Curriculum

Throughout history the notion of curriculum has been assigned different meanings by linguists, researchers and/or teachers. For example, Nunan (in Graves 1996) provides three ways in which curriculum can be understood: “[1] as a product or set of items to be taught, [2] as a process for deriving materials and methodology, and [3] as the planning (as opposed to the implementation or evaluation) phase of a program” (p. 3).

Brumfit (in Nunan, 1988) suggests that curriculum involves consideration of the whole complex of philosophical, social and administrative factors, which contribute to the planning of an educational program. According to Candlin (in Nunan, 1988), the following aspects will be added to the definition above: “general statements about language learning, learning purpose and experience, evaluation, the role relationships of teachers and learners, banks of learning items and suggestions about all these might be used in class” (p. 3-6). In other words, the curriculum

combines the processes of planning, implementing and evaluating learning programs. It includes *syllabus design* (selecting, sequencing and justifying contents), *methodology* (selecting and sequencing learning tasks and activities) and *evaluation* (which incorporates assessment and evaluation). To delimit the general and complex concept, the different perspectives to study the curriculum mentioned by Nunan (1988, p. 4) are found relevant:

Table 1. Different perspectives of curriculum by Nunan (1988).

Curriculum <u>planning</u>	Curriculum <u>“in action”</u>	Curriculum relates to <u>assessment and evaluation</u>	Curriculum relates to <u>management of the teaching institution</u>
It refers to decision making in relation to	*The teaching/learning process is observed.	It aims:	It focuses on:
*Identifying learners’ needs and purposes.	*it is a study of the ways in which the intentions of the curriculum planners, which were developed during the planning phase, are translated into action.	*to find out what students had learned and what they had failed to learn in relation to what had been planned.	*Looking to the resources available and how these are utilized.
*Establishing goals and objectives.		*to find out whether they had learned anything which had not been planned.	*how the institutions relates to and responds to the wider community.
*Selecting and grading content.		*to account for all findings, to make judgments about why some things had succeeded and others had failed.	*how constraints imposed by limited resources and the decisions of administrators affect what happen in the classroom, and so on.
*Organizing appropriate learning arrangements and learners groupings.			
*Selecting, adapting, or developing appropriate materials, learning tasks, and assessments and evaluation tools.		*to make recommendations about what changes might be made to improve things in the future.	

In this research, the concept of curriculum was studied from the first perspective, curriculum planning. Due to the time limitation, it was not possible to study the curriculum from all perspectives. However, the curriculum proposal designed for the SFL class, as the personal project that it is, is not considered done yet and it is at the teachers’ disposal at the library.

6.2. Communicative Language Teaching

Currently, it is accepted that language is not only a system of rules, language is a dynamic communication tool that allows human beings to create meaning. Nunan (2004) confirms that in terms of learning, it is generally accepted that we need to distinguish between “learning that” and “knowing how”. In other words, we need to distinguish between knowing various grammatical rules and being able to use them effectively and appropriately.

Breen (in Nunan, 1988), proposes that:

“with communication at the center of the curriculum, the goal of that curriculum (individuals who are capable of using the target language to communicate with others) and the means (classroom activities which develop this capability) begin to merge; the syllabus must take account of both the ends and the means” (p. 13).

Once defined the language as a tool, the learning as a process that goes beyond the grammatical knowledge and regarding the implications that communication at the center of the curriculum has, Communicative Language Teaching is defined “as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”. (Richards, 2009, p. 3).

In this regard, it is considered important to define the goals of a language teaching program from a need’s analysis that shows what the learners need the language for, as well as some possible setting, roles and functions to be developed according to the learner’s level, interests and needs. In addition, it is sought to ensure a positive learning environment through well-thought out classroom activities focused on meaning rather than form and in which the diverse learners’ learning styles

that may be found in a class are taken into account. Furthermore, since learners are seen as the main characters of their learning process and they are expected to learn by exploring, interacting, negotiating meaning and helping each other, they are expected to learn by using the language. Besides, within this context, teachers become guides who give learners the tools to develop and master their language skills.

6.3. Task-Based Syllabus

White, Long & Crookes (cited in Torres, 2014) describe task-based syllabus as a syllabus in which what is learned is subordinate to how it is learned. They use tasks as the units around which the course is organized. The units, according to Littlewood (in Torres, 2014), “provide a link between outside-classroom reality (target tasks) and inside-classroom pedagogy (pedagogical tasks)” (p.12). With task as its point of departure, task-based syllabus (TBS) focuses not on “particular words or grammar rules the learner will need to acquire, but rather the purposes for which people are learning a language, i.e. the tasks that learners will need to be able to perform” (Van den Branden in Torres, 2014, p. 12).

According to Bouzid (2012), “this approach favours the use of real life tasks which engage learners in meaningful, authentic, goal-oriented communication to achieve a well-defined outcome. Besides, this type of syllabus promotes real communication situations in the target language.” (p. 23).

One of the aims of this proposal is to help teachers plan their lessons based on tasks. Teachers will have a wide set of tasks and activities to orient their classes. Students will be aware from the beginning what they will be able to do at the end of each unit in terms of goals and objectives connected to the tasks.

Long (in Nunan, 1988) proposes four steps to develop a task-based syllabus:

1. Conduct a needs analysis to obtain an inventory of target tasks.
2. Classify the target tasks into task types.
3. From the task types, derive pedagogical tasks.
4. Select and sequence the pedagogical tasks to form a task syllabus.

6.4. Task-Based Learning

A task-based learning implies to talk about activities where the target language is used by the learner with a communicative purpose in order to achieve an outcome. During the stage of the task (pre-task, task cycle and language focus) the target language is used in a meaningful way.

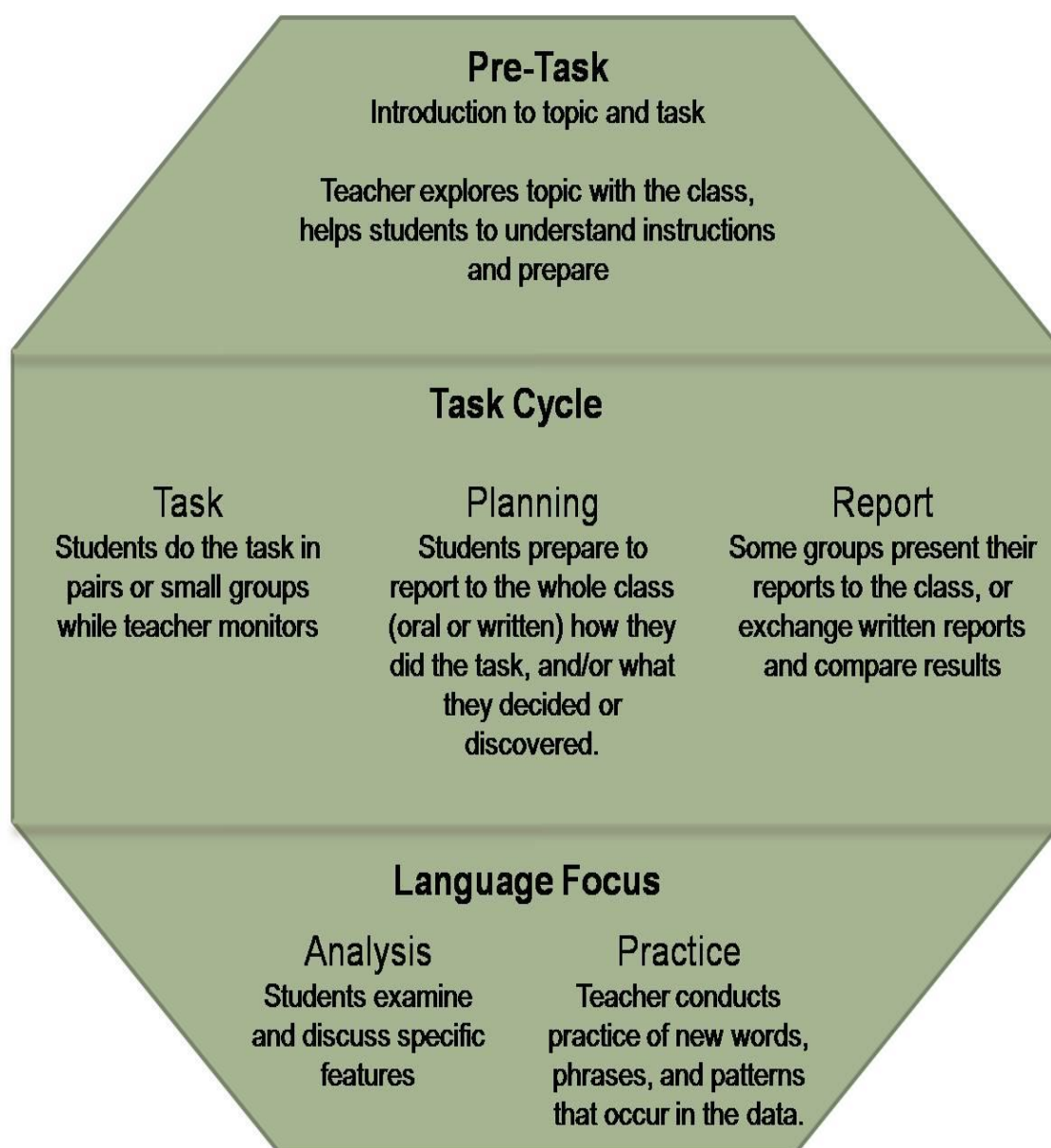


Figure 1. Components of the task-based learning framework by Willis (1996, p. 38)

Willis categorizes tasks into six types:

Table 2. Types of task by Jane Willis (1996, p. 26, 27).

TYPE OF TASKS					
Listing	Ordering and sorting	Comparing	Problem solving	Sharing personal experiences	Creative tasks
They may see unimaginative, but in practice, listing tasks tend to generate a lot of talk as learners explain their ideas.	They involve four main processes : • Sequencing • Ranking • Categorizing • Classifying	They involve comparing information of a similar nature but from different sources or versions. The processes involve are: • Matching. • Finding similarities. • Finding differences.	They make demands upon people's intellectual and reasoning powers, and, through challenging. Ex: • Short puzzles. • Expressing hypotheses. • Describing experiences. • Comparing alternatives. • Evaluating and agreeing on a solution.	They encourage learners to talk freely about themselves and share experiences with others.	They are often called projects and involve pairs or groups of learners in some kind of activity work. The can involve combinations of task types. Out-of-class research is sometimes needed. The outcome can often be appreciated by a wider audience than the students who produce it.

For this research, some of these types of tasks will be taken into account when planning the lessons. However, not all will be included.

6.5. Task-Based Teaching

According to Richards (2006), task-based teaching is:

Another methodology that can be regarded as developing from a focus on classroom processes.

In the case of TBI, the claim is that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks. (p. 6).

Task work may well serve to develop fluency at the expense of accuracy. In order to do that, Richards (2006) suggests eight types of activities that are designed to be carried out in pairs or small groups:

- Information-Gap Activities: students are divided into two or more groups. Each group has specific information that the others do not. Learners are expected to communicate in order to obtain information.
- Jigsaw activities: It is similar to the information-gap activities, but in this case, each group has a part of the information that belongs to a whole. Learners are expected to organize the pieces together.
- Task-completion activities: Students solve puzzles, play games, read maps. Learners are expected to use diverse language resources to complete the task.
- Information-gathering activities: Students make surveys and carry out interviews. Learners are expected to collect information by using their linguistic resources.
- Opinion-sharing activities: Students compare and rank different kind of information (opinions, beliefs, values).

- Information-transfer activities: Students take the information given in one form and present it in another one.
- Reasoning-gap activities: Students inference information from a given material by making practical reasoning.
- Role plays: Students improvise scenes by acting out given roles.

The activities mentioned above will be illustrated in this research. They will be explained in the class plans. Nevertheless, even if all of them are suitable to accomplish the goals proposed on the syllabus, it might not be possible to see all of them in the units that will be developed in this study.

6.6. Communicative Language Competence

According to the Common European Framework of Reference (CEFR), “Communicative language competence can be considered as comprising several components: *linguistic*, *sociolinguistic* and *pragmatic*. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how” (p. 13).

Table 3. *Communicative competence regarding the CEFR.*

Linguistic competence	Sociolinguistic competence	Pragmatic competence
It refers to the knowledge of the formal resources of the language and the ability to use them. This competence includes: • Grammatical competence: (knowledge of, and ability to use, the vocabulary of a language) • Semantic competence: (deals with the learner's awareness and control of the organization of meaning.) • Phonological competence: involves a knowledge of, and skill in the perception and production of the sound-units (phonemes) of the language and their realization in particular contexts (allophones); the phonetic features which distinguish phonemes (distinctive features); the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones); sentence phonetics (prosody); phonetic reduction. • Orthographic competence: involves a knowledge of and skill in the perception and production of the symbols of which written texts are composed. • Orthoepic competence: knowledge and skills about spelling conventions, conventions dictionaries phonetic representation, punctuation, etc., required in various situations such as reading aloud and articulation of pronunciation based on a written text.	It is concerned with the knowledge and skills required to deal with the social dimension of language use. The matters treated within this competence are those specifically relating to language use and not dealt with elsewhere: linguistic markers of social relations; politeness conventions; expressions of folk-wisdom; register differences; and dialect and accent.	It is related to the functional use of linguistic resources. It also concerns the mastery of discourse, cohesion and coherence, the identification of types of texts, irony, and parody. This competence includes: • A discursive competence: the ability to organize sentences in sequence to produce consistent fragments of language. • A functional competence: the use of spoken and written texts in communication for particular functional purposes.

6.7. Teachers' Roles

In a task-based approach, teachers, according to Willis (1996), have different roles: teachers are *facilitators*, they balance both the exposure and the use of language, it means the input they provide and the output that students are expected to produce. Teachers are also *guides*, they set tasks up, ensure that learners understand and get on with them. Moreover, teachers act as *language guides* when they focus on language form.

During the task cycle, teachers perform different roles: teachers are *monitors*; they stand back and let the learners get on with the task on their own, but they stay close enough to encourage students to help each other, make sure learners are doing what they are supposed to do and also help them to solve any requested doubts. Furthermore, teachers are *language advisors*; they help students shape their meanings and express more exactly what they want to say. They try to get learners to correct themselves when they make mistakes of form and only point out errors selectively; they correct those which make the meaning unclear. In addition, teachers are *chairpersons*. They introduce presentations, set a purpose for each activity, nominate who speaks next, sum up, make notes and give the feedback tactfully and positively.

Besides the roles mentioned above, there are other specific roles that teachers should assume when teaching beginners: it is important that teachers establish a relaxed, anxiety-free atmosphere in the classroom and provide a lot of exposure to ensure learners can develop language skills build on what they know. Teachers should not force students to speak at first or expect perfection outcomes; they better reassure learners of their progress, and generally boost their confidence.

6.8. Learners' Roles

Learners are expected to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Within a communicative approach, students have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. Moreover, as Richards (2006) proposes, they are expected to take on a greater degree of responsibility for their own learning.

6.9. Lesson planning

It is essential, as a part of the curriculum proposal, to develop a lesson plan model for the tutor to plan the classes. According to Farrell (in Richards and Renandya, 2002) “a lesson plan is a description of how students will move toward attaining specific objectives. It describes the teaching behavior that will result in students learning” (p. 30). Regarding that definition, in this section the importance of planning will be mentioned as well as the steps to develop a plan.

Planning a class is one of the responsibilities teachers have. Even if there are teachers who write clear and well-structured lesson plans and teachers who basically have their plan inside their minds, teachers usually have a plan before entering the classroom. Richards (1998) suggests that lesson plans help the teacher think about the lesson in advance “to resolve problem and difficulties, to provide a structure for a lesson, to provide a ‘map’ for the teacher to follow, and to provide a record of what has been taught” (p.103).

The benefits of planning mentioned by McCutcheon and Purgason (in Richards and Renandya 2002), added to the benefits experienced by the authors of this proposal, are listed below:

- Allow teachers to have time to master the subjects that will be taught, anticipate difficulties and develop teaching strategies to address the coming problems. It translates into a confident teacher feeling before the class.
- Help teachers think about objectives, content, materials, sequencing, timing, projects, tasks, activities and homework.
- Provide teachers with a “dynamic map of the lesson” which can be changed before, during and after each unpredictable class environment.
- Substitute teachers can implement a lesson already planned.

The activities mentioned above will be illustrated in this research. They will be explained in the class plans. Nevertheless, even if all of them are suitable to accomplish the goals proposed on the syllabus, it might not be possible to see all of them in the units that will be developed in this study.

6.10. Differentiated instruction

No matter if it is the classroom or the subject, teachers will always agree students are unique. They are not only physically different, they differ in personalities, backgrounds, experiences, likes, preferences, interests, cognitive abilities, learning preferences, learning needs, and social development. This fact implies that everyone learns differently. Thus, teachers should use differentiated strategies and activities in classrooms. Gregory & Chapman (2007) define differentiation as:

Philosophy that enables educators to plan strategically in order to reach the needs of the diverse learners in classrooms today to achieve targeted standards. Differentiation is not a set of tools, but a belief system educators embrace to meet the unique needs of every learner. Supporters of differentiation as a philosophy believe:

- All students have areas of strength.
- All students have areas that need to be strengthened.
- Each student's brain is as unique as a fingerprint.
- It is never too late to learn.
- When beginning a new topic, students bring their prior knowledge base and experience to the learning.
- Emotions, feelings, and attitudes affect learning.
- All students can learn.
- Students learn in different ways at different times. (p. 2)

Teachers can strategically and effectively differentiate content, assessment tools, performance tasks and instructional strategies:

Table 4. What teachers can differentiate in the classroom.

Differentiating Content	Differentiating Assessment Tools	Differentiating Performance Tasks	Differentiating Instructional Strategies
• Using different genres. • Leveling materials. • Using a variety of instructional materials. • Providing choice. • Using selective abandonment	• Assessment during and after the learning. • Assessment knowledge and interests prior to the learning. • Dispense a blending of formal and informal tools for ongoing assessment	• Provide various opportunities and choices for learners to show what they know.	• Targeting diverse intelligences and learning styles, teachers can label learning activities in ways that help students choose when to work with their areas of strength and when to work with areas that still need strengthening. • Using research-based best practices (Marzano, Pickering, & Pollack, 2001) will help ensure that more students develop the concepts and skills targeted. • Rehearsal in a variety of ways helps learning become part of long-term memory.

6.11. Authentic material

Several studies (Rogers, 1988; Harmer, 1991; Jordan, 1997; Peacock, 1997; Widdoson, 1990) cited in Tamo (2009), suggest that authentic materials are materials designed to fulfill social purposes within a community. They contain real language and that is why they provide a natural and real language and culture exposure for foreign languages students. Clarke and Silberstein (In Richards 2006, p. 20) argue in favor of the use of authentic materials into the language classroom because they provide cultural information about the target language, provide exposure to real language, relate more closely to learners' needs and support a more creative approach to teaching. "Bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the student's learning experience" (Tamo, 2009, p.75).

6.12. Spanish as Foreign Language (SFL)

According to the Diccionario de términos clave de ELE of the Centro Virtual Cervantes (1997), the SFL acronym stands for Spanish as a Foreign Language and is commonly used among teachers, researchers, materials producers and other specialists in teaching Spanish to native speakers of other languages.

The sixteenth century laid the foundations of SFL. Because of the colonization of Central and South America and the political supremacy of the Spanish Empire in Europe under Charles V., the teaching of Spanish grew, expanded and consolidated. The need for communicating in Spanish was particularly felt in the Low Countries due to intense trading and business in the region.

In the first part of the seventeenth century the consolidation of SFL had reached a reasonable degree of strength, at least in the essentials: there were basic teaching materials available, there were relevant authors in the most important countries of Europe, and the interest abroad in learning Spanish had increased significantly. Throughout the seventeenth and eighteenth centuries, the teaching and learning of SFL developed consistently in most European countries.

Spanish is an official language in more than twenty countries, mainly in Central and South America, but also in the US, Spain, Equatorial Guinea and Western Sahara. It is the third international language in cultural, political and economic forums, the second as the language of international communication. Moreover, it has an important presence in magazines and

newspapers. Therefore, it is understood that it is increasingly important for foreigners, either for professional or personal reasons.

6.13. English for Speakers of Other Languages (ESOL)

ESOL is the abbreviation that stands for English for Speakers of Other Languages. According to Mcmillan online dictionary (2002), it is “English taught to people whose first language is not English, but who live in an English-speaking country and need English to communicate in daily life”.

6.14. Cultural Component

Nowadays, learning any language implies the knowledge of the culture lying beneath grammatical rules, lists of words, pronunciation patterns and writing models. Tseng (in Kilickaya 2004), suggests that culture effects changes in individual perception and is vital for expanding an individual’s perspective of the world.

The cultural component should be part of foreign language classrooms. Shanahan cited by Kilickaya (2004), states that cultural content provides exposure to living language that a foreign language student lacks. So, culture is not something consisting of facts to be learnt, but a helpful tool to make learners feel the need to speak and use the target language.

In focusing on SFL, teachers should include a variety of culture in the materials, they should avoid overloading any culture because Spanish is an international language. It is important to

clarify the purpose of materials in the class. Culture content must be seen as a tool to motivate students' learning process, rather than something to be taught. According to Kilickaya (2004), learning about a culture does not mean accepting that culture. The role of the culture in the materials is just to increase learners' interest, prevent learners from having the fear of assimilation into a specific culture, and help them respect other people's cultures.

7. Methodology

This section is divided into two parts: a. methodological approach and b. methodological framework and data collection. In the first section, the methodological approach is defined and the research is delimited. In the second section, the research process is described; it includes the context related to the Spanish teaching situation at the library, the research participants and the research instruments.

7.1. Methodological approach

A clear definition of the objectives and methodology of the research is essential to determine the techniques and tools for a better data collection and analysis. This is a qualitative research which is established within the framework of Action Research. Elliott (in Sandín, 2003) defines *action research* as a study of a social situation with the purpose of improving it. We can also consider Ferrance's definition (2000, p. 3): "It involves people working to improve their skills, techniques, and strategies. Action research is not about learning why we do certain things, but rather how we can do things better. It is about how we can change our instruction to impact students".

Cohen and Manion (in Sandín, 2003) group into five wide categories the purposes of the action research in education:

- It is a way to solve identified problems in specific situations or to improve a series of circumstances in a certain sense.
- It is a way of knowledge in continuous training.

- It is a way to inject innovative and new approaches into the teaching and learning practices.
- It is a way to improve the interaction between human subjects and researchers.
- It allows solving problems in the classroom. (p. 163)

Sandín (2003) recognizes action research as a cyclical process and mentions its four steps:

1. To clarify and define a research problem.
2. To draw up strategies to solve the problem.
3. To implement and evaluate the strategies in action and verify hypothesis.
4. To clarify and define the research problem. To start a reflection again. (p. 167)

This research presents the development of each of the steps mentioned above. However, due to the time limitations, the materials and the teaching strategies were not implemented and evaluated at the PWPL, but in Cali in a similar context. This study will remain open to be modified by the authors themselves and future SFL teachers at the PWPL.

Our research lead us to develop a curriculum proposal for the SFL class of beginners. It started from an analysis of teaching and learning practices at the PWPL. The proposal included a task-based syllabus highly based on student's needs and interests, a series of lessons to develop the first unit of the syllabus with materials and other useful resources. Moreover, some written and oral texts were collected as well as some useful links that can be used by the tutors to plan their future units.

The curriculum proposal is divided into five phases, as follows:

- Diagnostic phase: the research problem as well as the teaching and learning context were described.

- Analysis and interpretation phase: the collected information was independently evaluated and its results were expounded.
- Designing phase: the results of second phase guided the curriculum proposal. Content and methods were selected.
- Implementation and evaluation phase: the materials and activities were implemented, and evaluated.
- Decision making phase: the curriculum proposal was subject to discussion, reflections and minor changes.

7.2. Methodological Framework and Data Collection

In this part, the context in which this research was carried out is shown, who its members are, which instruments were used to collect enough data to get to know the context of the Spanish teaching and learning processes at the library in order to create the curriculum proposal that might get the problems solved.

7.2.1. Context.

The Port Washington Public Library has been serving the community since 1892 when it was housed in a local family's front parlor. Today it is a modern service-oriented institution placed in an affluent suburb named Port Washington in Nassau County, New York on the North Shore of Long Island. Its address is One Library Drive, Port Washington, NY 11050.

Besides book-borrowing services, the library also offers English and other languages courses to the Port Washington community. In 1992, the English as a Second Language program (henceforth ESL program) was established to serve the town residents who want to improve their skills in English. Nowadays, the ESL program has become ESOL (English for Speakers of Other Languages) and the Spanish classes are new within the old English program.

Based on the author's teaching experience, her lessons, her diary, her students' reasons and motivations to learn Spanish as well as class observations and some interviews and surveys, this research seeks to develop a curriculum for the Spanish course at the Port Washington Public Library N.Y. It attempts to enrich the Spanish teaching context through a task-based syllabus that takes into account the needs of the students and is used as a good reference to the lesson planning. It also attempts to strengthen the Spanish learning in meaningful contexts where activities will include varied and authentic material which let students achieve their personal goals.

According to the United States Census Bureau (2014), the Hispanic population of the United States, as of July 1st 2013, was the largest ethnic or racial minority. Hispanics constituted 17% of the nation's total population. New York was one of the states with a population of 1 million or more Hispanic residents in that year. The SFL course came into being in response to that growing Spanish speaking population in the US, which according to the Bureau, will constitute 31% of the nation's population in 2060.

In addition to that demographic change, it is important to mention that Spanish is the native language of Puerto Rico, and Puerto Ricans are native U.S. citizens. Moreover, the large size of

the Spanish-speaking population worldwide, the social media revolution and the emergence of a global economy bring to light diverse opportunities to use the language. All realities mentioned above, motivate United States residents to develop bilingual fluency.

7.2.1.1. Physical setting and available materials and resources.

The public library is a beautiful and spacious place, centrally located, accessible by local bus, and with ample parking and a bike rack. It has different areas and rooms (teen space, kids' room, conference rooms, exhibitions space, meeting rooms, local history center and study rooms).

The English as a Second Language program includes a collection of books and book-and-DVD packets that may be used by students, instructors and the general public. The material may be borrowed for 28 days with a library card. To help students select materials that are appropriate for their level, the materials are color coded. ESL professional books are also available to provide teaching ideas and techniques. Games, flash cards and other teaching material can be found in the technology equipped classrooms. Only a few of the materials and resources available for the English classes are useful for the classes in other languages. Teachers of those courses should bring their own material. The program also offers ESL and SFL instruction through computer programs which can be used as self-help tools to develop skills such as grammar, vocabulary, idioms, spelling, pronunciation and reading. Computers are available to all students on a first-come first-served basis.

Within the large collection of books that the library has, there is a small collection of books in Spanish. There are novels, short stories, children's literature, manuals and dictionaries.

Besides the language classes, diverse services are offered, most of them are free of charge. Port Washington residents can:

- Get a library card to borrow books, movies and magazines.
- Participate in book and film discussions.
- Sign up for lectures.
- Take part in diverse presentations carried out by different guests/specialists.
- Engage in games and fun activities such as scrabble and chess.
- Listen to concerts.
- Enjoy films shown on a big screen.
- Sign up for job and careers workshops (Example: Resume and cover letter workshop for job seekers; financial workshop).
- Sign up for Yoga and Tai Chi classes.
- Access to health programs.
- Enjoy story times (for kids).
- Get museums passes.
- Be part of the book club (including clubs for adults with intellectual disabilities).
- Use the computer room.
- Receive free homework help.
- Join trips to landmarks in New York.
- Enjoy exhibitions and art galleries.
- Access to digital resources, such as language learning apps, audio books such as Mango (a language lessons guide).

- Get daily updates of upcoming events, new arrivals and all services mentioned above, through the library's website: <http://www.pwpl.org/>
- Get a monthly newspaper.

The ESOL program and its other languages courses have access to a large meeting room, a medium conference room, two small study rooms and two classrooms, one of which is exclusively dedicated to the program. This classroom is equipped with a large, portable whiteboard, a computer, and a television monitor for tapes and DVDs. Workbooks, dictionaries, and teaching materials for the whole program, such as games and flash cards, are stored there. The room is adorned with maps and flags and cultural objects from around the world. It is dominated by a centrally placed oval table that seats up to twelve adults, including the teacher. There are additional chairs lining the walls.

The ESOL program also has a newspaper which has adapted news, as well as crosswords and other learning materials for ESOL students and tutors.

7.2.1.2. *Language policy.*

According to Crawford (2000), language policy is:

What government does officially – through legislation, court decisions, executive action, or other means – to (a) determine how languages are used in public contexts, (b) cultivate language skills needed to meet national priorities, or (c) establish the rights of individuals or groups to learn, use, and maintain languages.

Government regulation of its own language use, including steps to facilitate clear communication, train and recruit personnel, guarantee due process, foster political participation, and provide access to public services, proceedings, and documents. (p. 1).

Ronald Schmidt, professor of California State University, Long Beach, in his essay *Assimilation via Liberal Individualism: Law and Language Policy in the USA* points out that “there have been instances of outright suppression of minority languages in U.S. history, but mostly these have been confined to the education of minority youth and not to the direct prohibition of the use of non-English languages in the public sphere. During the nineteenth and twentieth centuries (until the 1960s), for example, the policy of the U.S. government’s Bureau of Indian Affairs was to place as many indigenous youth as possible in “Indian schools” where they were punished for speaking their native tongues and urged to master the English language as one of the central pillars of their becoming “civilized” Americans. Similarly, testimony at legislative hearings on behalf of bilingual education policies in the 1960s and 1970s was replete with statements by Hispanics that they and/or their children had been punished in public schools for speaking Spanish on the playgrounds or in classrooms. And, of course, African American history contains many documented instances of the deracination of slaves through their punishment for speaking African languages and the simultaneous prohibition of their being taught English literacy”.

In the United States, there is neither a language clause in the Constitution nor a language law. However, the First Amendment of the Bill Rights guarantees freedom of speech among other things: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people

peaceably to assemble, and to petition the Government for a redress of grievances” (U.S. Const. amend. I).

The U.S. government spends, by rough estimate, more than \$1.5 billion each year to support various forms of language education. For example, over the past three decades the U.S. Department of Education has poured billions of dollars into bilingual education, mainly the transitional variety designed to replace the languages of minority children with English. Meanwhile, other federal programs were spending billions to support “foreign” language instruction – that is, to teach many of these same tongues to English speakers. Neither approach has been very successful in cultivating fluent bilingualism.

The SFL course aims to exploit and develop the natural linguistic resources of Spanish communities in the U.S.

7.2.1.3. *The Community.*

The whole town is invested in the success of the library ESOL program in the sense that all residents pay taxes which go to support the library, which also receives individual and corporate contributions. It is in everyone’s best interests that new individuals and groups who come to the town assimilate quickly and comfortably, participating as fully as possible in the community, thereby enriching everyone here, including themselves.

7.2.1.4. *Time Frame.*

The library ESOL program typically supports about 35 different classes which are divided by ability in English, determined by an intake test (the “NYS Place”) into various levels of Beginner, Intermediate, or Advanced. Students can sign up for more than one class at their level and consequently have the advantage of being taught by more than one person, which can potentially enhance their learning experience.

Courses in other languages, such as Japanese, Chinese, Italian, Spanish, etc. are also available. However, they are occasional and temporary, usually when foreign people volunteer for a short stay, as the author did during her au-pair year. The sporadic condition of those courses makes it difficult to have more than one level of the same language.

The time frame (number of days and hours per week) is set up by the volunteer teacher. Classes usually meet once a week, Monday to Saturday, for two or three hours at a time. The classes do not have a mandatory starting or ending date; however, they usually go from September until June, with some classes continuing over the summer.

The class time and length as well as the students can change with frequency. Anyone who lives or works in the community can enroll in a class at any time.

7.2.1.5. *Institutional Guidance.*

There is no external or program-defined limits in setting the scope of the courses. There is neither prescribed curriculum nor are there prescribed course books. There are not exams except for the initial placement exam. There is only a general outline that the director recommends for all classes. It's very general, but it seems tutors find it helpful. (*See appendix A*).

Courses are open to interpretation by each individual tutor. In an informal interview carried out by email, some volunteer tutors shared details of their classes with respect to conceptions of teaching and learning, objectives, methodology, materials, lesson planning and challenges. See some examples below:

- “...Aside from compiling a list of about 100 topic questions, which my advanced students, for the most part, chose to ignore, *The Ethicist* book plus some photographs that they write about, my method doesn't require any preparation. That's why I am able to teach five classes per week in two libraries, have some students come to my home for lessons and plan and moderate a bi-weekly discussion group of my peers on ethical matters” (Ted, writing class).
- “I worked for forty years at ABC News, so I had a strong background in journalism. I hit on the idea of bringing my class copies of several selected news stories off the internet and having the students read and discuss them. In this way, they got some small dose of important current affairs in stories I thought might interest them. They read in English, absorbing the news and encountering challenges of pronunciation and vocabulary in every paragraph. The stories also expand each student's knowledge of geography, American politics and important issues relating to health and child care.

These stories also give us an opportunity to explore some of the differences between written English and spoken English. I am very happy with this particular tool for more advanced English studies. We also look at individual vocabulary words as a way to explore the oddities of English –how the same word can mean many things, how words with the same spellings can have different pronunciations, and how we employ “helping words” such as *up*, *of*, *off* and others in English speech. We look at words to describe the seasons, holidays, the weather, foods and even the Traffic court system as a way to broaden student exposure to the new and sometimes confusing world they inhabit.” (Mike, reading and speaking class).

- “I thought I might want to develop a course that focused exclusively on grammar, but it didn’t seem to fit the context. I reached the conclusion that probably half of each lesson could be spent on grammar practice with the subsequent half being spent on communicative activities that put the grammar forms into use in context”. (Linda, teacher of high-beginning to low-intermediate adult learners).

Classes at the same level are not always clearly differentiated according to skills taught, but rather only by the individual preferences and teaching styles of the volunteer instructors. There is no strict progression from one level to the next and sometimes one class with a core group of long-term students will naturally progress and metamorphose to the next level. There are not established methods or processes to determine if a student is ready to switch to a higher level class or not (*see appendix B*).

7.2.1.6. *Tutor training.*

English classes are taught by about 50 different volunteers. The courses in other languages commonly have only one teacher. Initial training sessions include about 16 hours of workshop training taught by the director herself and about 16 hours of in-class observation training. Once the workshop and observation training are finished, the director observes tutors teach a lesson, gives them constructive feedback, and assigns them their own classes, in which they have free reign. Two or three times a year teachers attend workshops and presentations given at the library by outside educators or by our fellow teachers.

7.2.2. *Research participants.*

As a part of the needs analysis, in this section, the research participants (students, program director, teachers and researchers) are introduced.

7.2.2.1. *Students.*

In the Spanish course, the heterogeneity of the students is at hand in several aspects such as age, nationality, Spanish language level, motives to study this language, etc. All this variety makes the teaching and learning processes get really challenging to the tutor since all his/her students would be in the same classroom at the same time. This means, it is possible to find in the same place a low-intermediate level person who has traveled to Spanish speaking countries with a person who has just started his/her process. Below, there are examples of some different reasons and

motivations the students have to learn Spanish. The following are examples of some of the students who took the Spanish class offered by the library and taught by one of the author's project in 2013. They were a starting point to orient the needs analysis.

John, from Ireland, and Phyllis, from the US, are current travelers who want to be able to communicate in everyday situations such as meeting new people and introducing themselves and others, asking for directions, eating in a restaurant, etc., when they visit Spanish speaker countries. Linda, from the US, is an English teacher and some of her beginner students are native Spanish speakers. She wants to be able to speak in Spanish when her students cannot understand well in English. Pijush from India is a languages lover and wants to learn Spanish because he likes it. Daniel from Korea is a pastor in a Methodist church and he is planning to travel to Cuba with an evangelist mission.

7.2.2.2. *Program director & teachers.*

The program director lives in the community and works for the library. Teachers are volunteers who live in the immediate and surrounding communities. Most are retired professionals, some from the education field. A couple of teachers have had professional ESOL teaching experience. The other languages' teachers are also volunteers, currently foreign people who stay for a short period of time or residents who have dual citizenship.

7.2.2.3. *Researchers.*

Jennifer was a six-month Spanish tutor at the Port Washington Public Library in New York. During her experience as a tutor there, she realized the need for a well-established curriculum, one which would help the volunteer teachers to plan the classes and carry out the whole course bearing in mind the students' needs.

Back in Colombia, Katerine joined her on the idea of designing a task-based syllabus proposal and they started working together.

Both Jennifer and Katerine are tenth semester students of foreign languages (English – French) at Universidad del Valle in Cali, Colombia. They both have a C1 English level and had the opportunity to live abroad for one year. They also have experience working with children, young and adult learners.

Jennifer's teaching experience in the U.S was equivalent to her teaching practicum. She is a current English teacher at public and private institutions. Moreover, as a SFL teacher, she tutors foreign tourists in Cali. She also has acting training which she received years ago at Instituto Departamental de Bellas Artes.

On the other hand, Katerine did her practicum at two public institutions in Cali (INEM Jorge Isaacs and Normal Superior Farallones de Cali). She has been a Spanish tutor for some months and is also a current English teacher at public and private institutions.

7.2.3. Research instruments.

With the purpose of collecting information to guide the design of the curriculum proposal, a needs analysis was carried out. Below the research instruments that were employed are introduced:

7.2.3.1. *Surveys.*

Lynn (2011) suggests: “you should use surveys if you want to learn about a general trend in people’s opinions, experiences, and behavior. Surveys are particularly useful to find small amounts of information from a wider selection of people in the hopes of making a general claim” (p. 164).

For this research, two surveys were designed: one for current or future Spanish students (this includes English tutors or volunteers and the library stuff) and another one for tutors and the library stuff who do or will not take Spanish classes (Spanish native speakers who work at the library), but consider it very important for the PWPL.

As many ESOL students as possible and some tutors were surveyed in order to find out their interests, their reasons to learn Spanish as a foreign language and their time availability to go to the classes. The results were categorized and independently evaluated.

7.2.3.2. *Diary.*

According to Ricoy, Feliz & Feliz (2011) “The diary is defined as a qualitative, narrative technique that helps to understand the processes that are being developed in intervention contexts,

describing facts and including reflections and valuations” (p. 148). The diary is a tool that helps teachers to become aware of their teaching performance and classroom occurrences, reflect on them and make decisions.

Zabalza (2004) mentions four scopes of impact of diaries:

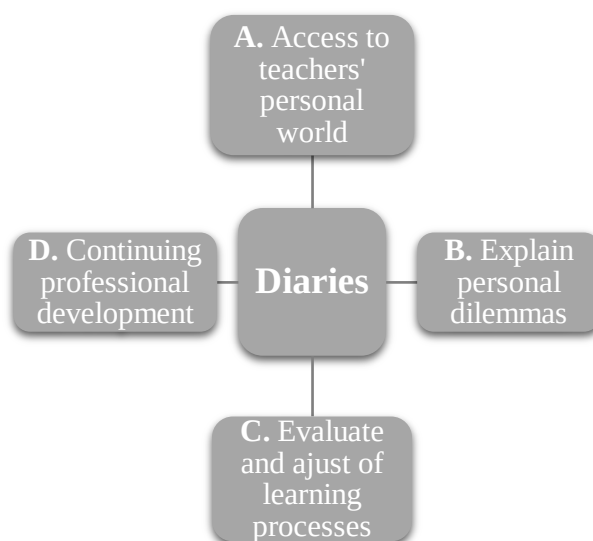


Figure 2. Scopes of impact by Zabalza (2004, p. 19)

One of the project’s authors wrote a diary about her Spanish classes at the PWPL. It was an introspective process which helped her to discover herself as a teacher, to question her teaching work and it encouraged her to correct her mistakes on the spot. She learned a lot from it. Thanks to that experience, she fell in love with teaching.

Her diary was analyzed to identify characteristics of the teaching and learning practices and to contextualize the Spanish class. Common patterns were categorized and independently interpreted.

7.2.3.3. Interview.

“Interviews, or question and answer sessions with one or more people, are an excellent way to learn in-depth information from a person for your primary research project” (Lynn, 2011, p. 164). In order to get closer to the context in which the proposal was developed, some teachers were interviewed. Questions were focused on methodology used in the courses, teaching experiences, difficulties they deal with and possible ideas they might have to contribute to create the proposal. The interview was done in an informal way via e-mail.

8. Needs Analysis Results

Below, the analysis of the information collected with the research instruments (surveys, diary, interview, etc.)

8.1. Surveys

8.1.1. Survey A. (See Appendix C)

This survey was completed by people who took or are currently taking the Spanish course at the library and also by those who would like to take it in the future.

Total Respondents: 17

Occupations

Thirteen different professions and/or occupations were identified among the Respondents.

Table 5. Survey A. Respondents' occupations.

Respondents' Occupations	# People
Retired	4
Librarian	2
Teacher	1
Au pair	1
Human Resources Director	1
Salesperson	1
Bartender	1
Court Reporter	1
Clerk	1
Administrative assistant	1
Lawyer	1
Editor	1
Medical Researcher	1

The fact that most of the learners are professionals makes us infer they have already developed learning skills and it is a positive aspect that will provide favorable environment teaching and learning. Moreover, most of the professions need communication skills; it makes us consider that students will easily get involved in cooperative learning. However, this reality also points out possible difficulties when proposing tasks because the learners' needs may widely vary.

Age

Table 6. Survey A. Respondents' age rank.

Age Rank	# People
People between 18 and 30 years old	2
People between 30 and 50 years old	3
People older than 50 years old	12

Even if there are some young people who are interested in taking Spanish classes, most of the students (twelve out of seventeen respondents) are in their fifties or older. It suggests that the learning process may be slow and may require repetition. Furthermore, extra time during the first and last part of the task (pre-task and language focus) may be needed.

Link with the library

Table 7. Survey A. Respondents' link with the library.

Link	# People
People being tutors at the library	4
People working at the library	4
People who are current Spanish students at the library	4
People taking Spanish classes at the library	2
People who are interested in taking Spanish classes at the library	2
Person who is a sponsor of the library	1

The fact that a large number of people that work at the library is very interested in taking Spanish classes, shows that learning Spanish is one of the immediate needs for the library staff's everyday activities.

Need to learn or improve Spanish

Table 8. Respondents' needs to learn/improve Spanish.

	My work demands it	To understand my co-workers	To understand my students (Spanish speakers)	To be able to communicate with people when traveling to Spanish speaking countries	I just enjoy learning a second language	To recall more of the Spanish I once spoke quite well, and no longer do	To continue with my current Spanish classes	Other	It is primary language in many parts of NY	Daughter-in-law and sister-in-law are Spanish speakers
1	X									
2	X									
3				X						
4	X				X					
5					X					
6		X		X	X					
7			X	X	X					
8					X					
9						X				
10			X		X					
11				X						
12				X						
13					X					
14							X			
15					X			X		
16			X							X
17	X									
Total	4	1	3	5	8	1	1	1	1	1

As you can see in the table above, 6 out of 17 people gave more than one reason (2 or 3) why they need or want to learn/improve Spanish.

- There were eight (8) people who reported they just enjoy learning a second language. Among the comments they made, it was said that they find learning another language very interesting. Some of them consider learning Spanish a need and want to communicate with native speakers in the U.S. Others, who took Spanish classes before, want to refresh their knowledge.

- Four (4) people need to learn Spanish for work. They want to be able to converse in Spanish with native Spanish speakers who feel more comfortable speaking their language rather than English. Their careers demand it (e.g. International law and political science).
- Another five (5) people need Spanish when traveling to Spanish speaking countries to communicate with people from there. One of them reported he has Spanish relatives he would like to communicate with.
- Three (3) people need it to understand their students (Spanish speakers). One also needs to understand some of her family members.
- One (1) person wants to continue with her current Spanish classes.
- One (1) person needs it to understand co-workers. He believes they can help him to learn.

It is possible to classify the reasons mentioned above into two categories:

1. People who want to learn Spanish because they want to interact with native Spanish speakers in everyday situations (at work, at home, on a trip).
2. People who find it fun and interesting but didn't have external motivations.

Bearing in mind that more than a half of the people interviewed want to learn Spanish to communicate with Spanish speakers in diverse contexts; problem solving as well as sharing personal experience tasks should prevail over other tasks. Additionally, for those who plan to travel to Spanish speaking countries, comparing tasks should be added to the list too.

For the second group, it can be considered to command creative tasks, which probably will increase learners' motivation.

Cultural topics rank

Table 9. Respondents' topics of interest.

Interests	R a n k	1	2	3	4	5	6	7	8	9	10	11	12	13	No rank
Traditional food			4	1	2	2	2		1		1	1			3
Arts		5	1	3	1	1	2	1		1					2
Fest, festivals and carnivals		1	1	2	4	1	1		1	1	1		1		3
Politics		2				1	1	2	5	1	1	2			2
Sports						1	4	1	2	1	1	2	2		3
Religion		1	1		1	1		1		3	3	2	1		3
Architecture				2		1	1	1			3	3	3		3
Geography			1	3	3	2		4	1	1					2
Guerrilla Armed forces						2	1	1		3		2	4	1	3
Customs and holidays		1	6	2	3					2					3
Traditional dance		1	1	1	1	1			4	1	3	2			2
History		3	2	2		2	2	2			1		1		2
Other: signing of legal documents		1													16
Other: Literature														1	16
Respondents															

Regarding the cultural topics, students' opinions varied. Nine out of the thirteen categories were found to be the most important ones: the arts, customs and holidays, traditional food, geography, fairs, festivals and carnivals, sports, politics, dance and guerrilla armed forces.

It is possible to establish new categories by bringing together the cultural topics ranked as the most important ones:

- Art + Geography
- Customs and holidays + Sports
- Fairs, festivals and carnivals + Traditional food + Traditional Dance
- Politics + Guerrilla armed forces

Additionally, it is possible to integrate the categories ranked as the least important ones to the new categories:

- Art + Geography + Architecture
- Customs and holidays + Sports + History
- Fair, festivals and carnivals + Traditional food + Dance
- Politics + Guerrilla armed forces + Religion

The new categorization embraces all students' interests. Each category was deeply explored to guide the development of the syllabus design as well as the search of authentic documents.

It is suggested to choose authentic written and oral texts from different Spanish speaking countries in order to provide students with a cultural variety. It's important to consider the cultural aspects as valuable as the linguistic components of the learning language process.

When talking about culture, they might recognize as more visible forms such as holidays, art, literature and food, but also those invisible forms of culture that permeate the language: cultural norms, non-verbal language symbols, lifestyles, etc.

Availability to take Spanish classes

Table 10. *Respondents' availability to take Spanish classes.*

	Weekdays in the morning		Weekdays in the afternoon		Weekdays in the evening		Weekend in the morning	Weekends in the afternoon	
1	X	Wed.	X	Wed. – Fri.					
2	X	All					X		
3	X	All							
4	X	Mon. Thurs. Fri.	X	Mon. – Thurs.					
5					X	Thurs.			X
6			X	Mon. Tues.	X	Mon. Tues.			
7	X	Mon. Tues. Wed. Fri.							
8			X	Mon. – Thurs					
9	X	Wed. Thurs.	X	Wed. Thurs.	X	Mon. – Thurs			
10					X	Tues. Wed. Fri.			X
11	X	Mon.							
12			X	Tues. Thurs.					
13					X	All			
14					Not sure				
15					X	Tues. Thurs.			
16							X		
17	X	Mon. – Thurs.							
Total	8		6		6		2		2

As you can see in the table above, 7 out of 17 people gave more than one option (2 or 3) to take Spanish classes at the library. Just one person did not answer since she was not sure.

- As the table shows, there are eight (8) people who are available during weekdays in the morning. Each of these people gave different days but six of them could attend on Wednesdays.
- Another six (6) people agreed to weekdays in the afternoon, Wednesdays being the day all of them have in common.
- There are five (5) people who were willing to take classes on weekdays in the evening. Four of them could do it on Tuesdays and one just on Thursdays.
- On weekends, four (4) people could attend, two (2) of them in the morning and two (2) in the afternoon.

Although the class schedule will be set up by the volunteer tutor, knowing the students' availability can help him/her to make a decision. It is suggested to program at least a two-hour class a week to maintain a good rate of learning.

When designing the syllabus, it was very important to take into account not only the results found here, but the 90 to 100 hours that a basic user A.1.1 should accomplish according to the CEFR. Regarding the minimum time frame that the courses at the library usually run (two hours a week) a 120-hour course divided into 60 sections of two hours each was designed.

8.1.2. Survey B. (See Appendix D)

This survey was completed by staff members who will not be taking Spanish, but do consider it very important for the library (this would include people who already speak Spanish).

Total Respondents: 11

Occupations

Six different professions and/or occupations were identified among the Respondents.

Table 11. Survey B. Respondents' occupations.

Respondents' Occupations	# People
Librarian	5
Computer assistant	2
ESOL assistant coordinator	1
ESOL coordinator	1
Retired	1
Tutor	1

Age

Table 12. Survey B. Respondents' age rank.

Age Rank	# People
People between 18 and 30 years old	1
People between 30 and 50 years old	3
People older than 50 years old	7

Even if some young people took the survey, most of the Respondents (seven out of eleven) are in their fifties or older.

Links with the library

Table 13. Survey B. Respondents' link with the library.

Link	# People
People working at the library (See occupations table above).	10
Volunteer tutor at the library (he teaches writing).	1

Reasons to have Spanish classes at the Port Washington Public Library

Table 14. Survey B. Importance of Spanish classes.

Reasons	R a n k						
		1	2	3	4	5	No rank
1. Because there are a lot of Spanish speakers in the area who do not speak English.		4	5	0	0	0	2
2. Because in the US, the Spanish speaking population is maturing and it is increasingly necessary to speak Spanish.		4	2	4	0	0	1
3. Because Americans are interested in going to Spanish speaking countries.		0	1	1	2	6	1
4. Because the community demands Spanish classes all the time.		1	0	1	4	2	3
5. Because we have Spanish speaking students in our ESOL program.		1	2	4	2	1	1
		Respondents					

In this part of the survey, the respondents should rank in order of importance five reasons to have Spanish classes. They also had the opportunity to add more reasons (though no one included any) and justify their ranking. It is showed in the following table:

- Four (4) out of eleven agreed that the first option was the most important one. One person said there are Spanish speakers in the community who go to the library to educate and entertain themselves and there are also native Spanish speaking employees at the library. She felt it would be wonderful for her to be able to converse with them in their language.

Another person wanted to be able to communicate with non-English speaking Spanish speakers in their language because it would make them feel welcome in local political and civic organizations. On the other hand, five people concurred with this reason (option #1) to be the second most important one. One person justified this ranking saying that: *“Speaking Spanish is especially important for people in human services professions, so that they can relate to people in their native language”*.

- The second option was selected as the most important one by four people, as the second one by two and as the third by another four. This means that most of the respondents agreed with the need to learn Spanish because of the growth of the Spanish speaking population. One person supported his answer by referring to a research made by The Pew Research group.
- No one selected the third option as the most important. On the contrary, six people chose this option as the least important one. This result was totally different from the one in survey A, in which the current and future students concurred with traveling to Spanish speaking countries as one of the main reasons to learn Spanish.
- The fourth option was chosen as the second least important by four people and as the most important by one person.
- Finally, the last option was selected as the most important reason to take Spanish classes at the library. She considered it is very important to welcome the new immigrants by learning to speak their language as most of them learn English.

Benefits of Spanish classes at the PWPL

In this part of the survey, the respondents were to list five benefits of having Spanish classes at the library. They could provide more or less than that amount. The table below shows the ten benefits they came up with and the number of people who chose them.

Table 15. Survey B. Benefits of Spanish classes.

	Benefits	#People
1	It is free.	7
2	It is accessible, convenient and centrally located.	6
3	Better communication with Spanish patrons and colleagues.	5
4	Being able to tolerate and appreciate the increasing Hispanic culture	4
5	To keep up with this population culture	4
6	It will transform their travel experiences	2
7	Because it is fun and/or interesting	2
8	Skilled and diverse tutors	1
9	It is a way to continue education.	1
10	It makes PWPL expand/grow	1

As it can be seen, almost everyone indicated that the benefits of the class were its gratuitousness, accessibility, convenience and central location. Five people said it would help them better communicate with Spanish patrons and colleagues while eight respondents agreeing that having Spanish classes would let them tolerate, appreciate and keep up with the increasing Hispanic culture in the United States. The benefits listed by one or two people were that the classes were fun and interesting and given by skilled tutors, which would transform their travel experiences and expand the library.

Comments or suggestions

A space was given for comments and suggestions that the interviewee could have. Here, they expressed how glad they felt to have a Spanish class within the ESOL program because it was a need of the community. Some of the respondents suggested methodological procedures: they emphasized the importance of having a course focused on developing communication skills rather than only teaching grammar structures. There were also those who, besides the basic level lessons, showed interest in having intermediate and high level classes.

8.2. Diary

The diary had eighteen entries. The first two are about some English class observations done by the Spanish teacher one month before starting teaching (they were analyzed in another section). The others show the process of teaching SFL during six months. In order to organize and analyze the information gathered, four categories were established and some sections of the diary taken to support each category (*see appendix E*)

Table 16. Categories of the diary.

1.	Teacher's reflection about learning and teaching processes.
2.	Teacher's feelings and training.
3.	The teacher's role and activities descriptions.
4.	Students' characteristics and their learning processes.

In the first, it was include the appreciation that the teacher has for different activities, materials and other resources used in class, as well as the appropriateness of some topics and grammar aspects.

“I think ‘aprenderespañol.org’ is a good website because I can find videos where people from a Spanish-speaking countries talk about different topics. Those videos are useful even for me because I can learn lexical and cultural varieties. It was nice that my students could listen to different Spanish accents (Mexico, Peru, Chile, and Ecuador) this time.” (Entry #13, p. 219)

“It was hard because some sentences were in past simple, but they don't know that yet...” (Entry #5, p. 213).

She realized that there is a number of ways teachers can explore materials and she gave ideas to improve her performance.

“Comics’ time! It was a fun activity, just reading and laughing. I should do more with this material next time. It could be good, for instance, to ask one of the high level students to look at the pictures and to make predictions about them or ask the beginners for words, just words related to the images.” (Entry #7, p. 214).

To teach Spanish was a challenge for the teacher. The diary shows how she grew up as a teacher on the fly. She re-discovered her language and explored her teaching skills.

“I was having a hard time trying to explain those verbs like ‘levantarse’ why ‘me levanto’ instead of ‘levanto’? OMG I don't think that is something you explain in the first class. I need to be very careful about the topic and I can't pretend to teach everything at once. Maybe it would be enough to know how to use it with the 1st person ‘yo me levanto’ I think! I guess!” (Entry #3, p. 211).

“Well, I really need to work hard to become a great Spanish teacher. First of all, I need to familiarize myself with Spanish grammar; second, I must plan more than one thing for every class just in case; and third, keep enjoying what I am doing. And even if it's good for me, I should stop speaking English in class.” (Entry #3, p. 211).

She recognized that to teach SFL implicates to learn more than one culture. She explored the language and included her discoveries in her class.

“I just discovered that the word ‘sudadera’ is a t-shirt for Mexicans and a kind of pants for Colombians.” (Entry #9, p. 216).

She evaluated her teaching methods and strategies and made decisions about them. She understood how different a class was when the focus was on cultural aspects rather than on grammar. She learned to teach implicit grammar and tried to make her lessons meaningful to everybody.

“Sometimes as a student you don't want someone to make you stop during a conversation, next time a good strategy could be to take some notes and explain them to her at the end.” (Entry #3, p. 211).

“How to plan a class for intermediate students and beginners at the same time, in the same room?” (Entry #4, p. 212).

“I think songs should be always part of the lesson. They help to teach grammatical aspects implicitly, they have cultural content and they help to improve students’ pronunciation and to enrich their vocabulary.” (Entry #15, p. 220).

In the second category, the moods the teacher experienced have been included as well as her reactions and actions taken before, during and after teaching SFL. Most of her worries, doubts and negative feelings were about Spanish grammar and her difficulties in becoming a teacher. However, she also felt sad when her students missed a class or left the course.

“I was working so hard to figure out how to use the verb ‘to be’ in Spanish (ser y estar). The uses of these two verbs in Spanish are really hard to understand for the students and I just realized that there are a bunch of rules about them and I never had thought about them.” (Entry #4, p. 212).

“Daniel is leaving in May. Today he asked me to help him to check his application to join a Spanish course in Cuba. I am happy for him but I will miss him a lot, so I feel sad” (Entry #13, p. 219).

From a different perspective, the experience gained through the classes made the teacher feel positive emotions. She studied her mother tongue and started feeling comfortable teaching SFL. Moreover, it was satisfying for her to see her students’ progress.

“I was happy to see how my students, even the two beginners, could follow the letters while they were listening to the song. Their scared faces turned into smiling faces and I felt good.” (Entry #4, p. 212).

“Today, it was the best class ever. For the first time I felt I was totally in charge, I mean, I knew what and how to do, what I wanted to do” (Entry #6, p. 213).

The teacher ended up enjoying her lessons and fell in love with teaching.

“It was funny that a couple of times I told them to figure it out with the pronoun ‘I (yo)’ and when they said it, I replied “yo también; yo tampoco; yo no” so they just laughed a lot. It was fun!” (Entry #9, p. 216).

“I never taught before, I never pictured myself as a teacher. I did 9 semesters at Univalle and I never felt like teaching but now everything changed my mind. I have enjoyed every class I have taught. I don't know how to describe the feeling inside me when I see my students learning and enjoying the classes. It's such a good feeling. I discovered myself as a teacher!” (Entry #17, p. 221).

In the third category, the teacher's role and activities descriptions were grouped together. There were recurring materials used in the SFL class: 'songs'. They allowed the students not only to enrich their vocabulary, but also to explore language and cultural aspects.

"The song of the day was: 'El problema by Ricardo Arjona'. I explained not only new vocabulary but grammar (regular 'ar' verbs; reflexive pronouns)." (Entry #5, p. 213).

"...we started with the song "A Mi Burro". First, we took a look at the new vocabulary..." "I explained the expression 'tener dolor de...' which is quite different in English when you hear 'stomachache', 'headache' and 'sore throat' I also explained that in Spanish, the adjectives go after the noun, well, most of the time. Sometimes they go before. Then we listened to it. On the second listening, I enumerated the paragraphs and the students so they had to sing their part. I gave Linda the fastest parts in purpose. However, it was tough for all of them to sing without listening. It was not that bad." (Entry #9, p. 216).

Other authentic materials were exploited.

"Today I brought some tongue twisters for my students, it was so fun..." "We discussed some vocabulary, I made them memorize some lines and repeat them together as a group. For homework I asked them to learn one by heart (en la ciudad de Pamplona...)" (Entry #5, p. 213).

"Today I brought a menu (authentic material) for each of my students, we discussed the vocabulary and I encouraged them to talk about their food preferences. That was cool, it took the whole class. Two hours just talking about food." (Entry #16, p. 221).

There was not a specific order to teach the course and the way the teacher selected the topics and connected them with the language aspects was spontaneous.

“In pairs, beginners and advance students together wrote a description of a famous person. Then they shared it with the group. When Phyllis said: “ella tiene la nariz muy grande” I said: “ella es narizona”. I explained them how to form that kind of adjectives. I also explained how to use the diminutive, which is very common in Spanish to reduce the value of a negative adjective (gordito, flaquito, perezocito...)” (Entry #15, p. 220).

Different strategies to explain any point were needed. At the beginning, in certain ways, the translation seemed an easy solution. However, the teacher discovered other ways to make her students understand.

“I did with her the third part of the text “the song”; we tried to translate to English ever phrase, it was hard, then I asked her to read it for me and then sang together.” (Entry #3, p. 211).

“I wrote on the board “¿qué tienes puesto hoy?” And then I answered to myself like an example, so they understood the meaning of the question. Pijush and Daniel told me what they were wearing. They did it using also the colors and taking into account if it was singular or plural, feminine or masculine” (Entry #9, p. 216).

Below is shown the teacher’s approach to deal with her mixed-level class.

“We studied one more time the ABC’s and then started to learn the parts of the body. For the beginners I used strategy #1 (I asked them to go to the board, I spelled words and then they tried to guess its meaning) but for my high-intermediate students I used strategy #2 (I ask them in Spanish for some of the hardest part of the body words in this way: “¿cómo se llaman las extensiones superiores de tu cuerpo?” or “¿cuál es la mitad de tu cuerpo?”) When I noticed it was still hard to guess I just used my body language then, for the rest of the parts that were missing I pushed them to ask me: “¿cómo se dice ____ en Español?” (Entry #6, p. 213).

“I brought some videos where native Spanish speakers talk about their families. I encouraged my students to listen to the people twice. The first time, they just listened to some of them (the high beginners) took notes. Then I asked them for the information or words they got. For the second listening, I gave them some questions which helped them to understand the audio” (Entry #13, p. 219).

The teacher always tried to help her students with their personal homework.

“At the end, I helped Phyllis with her own homework about possessives. She got a list of sentences and she had to figure out which possessive went in each gap. It was easy to give her a list: ‘yo’ ‘mi(s)’ ‘tu(s)’ ‘tú’, she got it easily.” (Entry #8, p. 215).

“...He also showed me some Spanish-English expressions which his daughter translated for him. I didn't correct too much, they were well done.” (Entry #8, p. 215).

The fourth category is dedicated to all those descriptions and comments that describe the students; their singularities, their behaviors, their feelings, their doubts and their progress. The group of students was very heterogeneous. There were at different language levels, as well as nationalities and interests.

“Five new students came today. Linda is one of the intermediate students, she is an English teacher but most her students are from Spanish speaking countries. We talked in Spanish and I found she is really good at it; she builds good sentences and pronounces very well.” (Entry #4, p. 212).

“A half hour before the class finished. Two new students came in, Jaret and Daniel from Korea. They looked a little scared and I realized why, when Daniel said: “we are beginners, beginners”” (Entry #4, p. 212).

“Daniel is a Korean Pastor at a Methodist church and he is planning to go to Cuba as a missionary. He is going to Evangelize for 10 years.” (Entry #9, p. 216).

To have a mixed-level class was quite challenging for the teacher, but in another way, it was a positive tool in the classes. The high level students not only helped the others to understand the teacher's instructions, but also gave ideas to the teacher about her performance.

"The high level students helped to illustrate every rule I explained. They came with good examples. (Entry #4, p. 212)

"...Thanks Linda. She said that it would be less difficult if I kept up the papers with the description like 'la hermana de mi mamá es...' So they just had to look for the answer. We did it in that way and it worked better" (Entry #12, p. 218).

Students' attitudes showed their feelings and learning processes. It encourage the teacher to keep improving.

"Pijush looks so happy learning a new language; he was the first to say 'gracias' at the end of the class." (Entry #4, p. 212).

"Some of the students remembered the phrase: "¿Cómo se dice...en Español?" And used it for asking for new information" (Entry #7, p. 214).

Phyllis got more vocabulary than the others students but I was really pleased that my beginners got some too. (Entry #10, p. 217).

Some of the students' doubts were really difficult to explain by the teacher. But they showed the linguistic ability they were developing.

"...it was so funny when Janet asked me: "why we said 'doscientos' like 'dos+cientos' and also 'trescientos' like 'tres+cientos' and so on, but 'quinientos' instead of 'cincocientos'?" Oh my gosh! Plop! And this is one of those cases where teachers just say "because" lol. Well I said: "maybe for that one they use 'quince' as a root... Crazy Spanish, right? As all the languages" (Entry #8, p. 215).

9. Syllabus Design



PORT WASHINGTON PUBLIC LIBRARY

NEW YORK:

SCHEDULE:

TUTOR:

SPANISH COURSE FOR ADULTS A.1

Introduction

Nowadays, either for professional or personal reasons, understanding and communicating in Spanish have become a need in the United States since, according to the Pew Research Center, between 2000 and 2010 alone, Hispanics have made up more than half of the U.S. population growth. Moreover, as stated by the migration data from the United Nations Population Division, the Americans' most preferred destinations are Mexico, Ecuador, Costa Rica, Panama Guatemala and Nicaragua, all of them Spanish speaking countries. In a few words, the growth of the Hispanic population in the United States along with the Americans' tourism preferences are the two main reasons to consider the idea of learning Spanish as essential.

This free course is suitable for beginners and is the first Spanish level, A1, according to the Common European Framework of Reference for Languages (henceforth referred as CEFR). It is offered by the ESOL program in the PWPL (Port Washington Public Library) in New York, and it is open to all the adult residents in the community.

The Spanish course came into being in response to the conclusion reached by the Needs Analysis applied at the Library to some former and/or future Spanish students and some staff members. It aims to develop speaking, listening, reading and writing skills which allow learners to interact with Spanish native speakers in everyday situations (at work, at home and on a trip).

Description

The course was created as a flexible guide to explore and develop the Spanish learning process through communicative activities, tasks and projects to be carried out in groups or individually. Learners are provided with different kind of authentic materials that will enrich their knowledge about the culture in the Spanish speaking world.

The learning process points toward the acquisition of a communicative tool, as well as the development of a widely-open-minded learner, an international citizen who values his culture as others.

This is a 120-hour course designed to be taught in 60 sessions of 2 hours long each every week. Nevertheless, those hours should be reinforced by independent learning. It is expected that learners work independently at least 2 or more hours a week.

Objectives

The following objectives are based on the students' needs and preferences. At the same time, these objectives are supported by the descriptors of the A.1 level specified by the CEFR.

General Objectives

The student should be able to:

- Introduce him/herself and others by asking and answering basic questions in everyday situations (at work, at home and on a trip).
- Interact in a simple way with people from different Spanish speaking countries provided the other person talks slowly and clearly and is prepared to help.
- Understand descriptive, informative and narrative texts, either in oral or written formats, from distinct sources to provide him/her with tools to build his/her own ideas.

Specific Objectives

The student will be able to:

- Understand and produce words and simple sentences concerning himself and his immediate concrete surroundings.

- Follow and understand a well-articulated speech in everyday situations provided the other person is prepared to repeat or rephrase things at a slower rate of speech.
- Understand short descriptive, informative and narrative texts in familiar and work environments by identifying words and very basic phrases concerning his/her immediate concrete surroundings.
- Produce short descriptive, informative and narrative texts by identifying text superstructures and linking words and very basic phrases concerning his immediate concrete surroundings.
- Interact in a simple way by asking and answering questions in areas of immediate needs or on very familiar topics provided the other person is prepared to repeat or rephrase things at a slower rate of speech.
- Identify and discuss sociocultural aspects of the Spanish speaking culture including lifestyles, types of houses, kind of jobs and free-time activities.

CONTENTS (for the students)

The following table shows the contents in terms of tasks:

Table 17. Task-Based Syllabus. Contents for the students.

1. La Entrevista.	2. Exhibición de Arte.	3. Tipos de vivienda y estilos de vida.	4. A la carta.	8. Vacaciones.	9. Hora de leer.
Entrevistar a un miembro hispanohablante (usuarios y/o trabajadores de la biblioteca, familiares u otros) y reportarlo oralmente a la clase dentro de un ámbito personal.	Presentar su rutina diaria, sus gustos y preferencias a través de una manifestación artística plástica (collages, pósteres, pinturas, etc.).	Presentar el tipo de vivienda y el estilo de vida de uno de los cinco distritos de Nueva York.	Elaborar un menú de comidas típicas de países hispanohablantes luego de un tour gastronómico en Nueva York.	Diseñar y presentar un itinerario de viaje de una semana a un país hispanohablante.	Redactar una reseña del libro <i>Niña Bonita</i> .

METHODOLOGY

The course will be taught through a communicative approach in which the language is conceived as a communicative and a learning tool. Students are expected to learn the language while they use it. The foundations of the Task-Based approach will fully orientate the class planning. Due regard should be given to the learning scenarios and tasks designed in favor of skills development; they should be real and meaningful for the learners.

During the classes, various activities revolve around short tasks. Each task can include two or all of the four skills (reading, writing, speaking and listening) where students will use the foreign language appropriately. Therefore, students will do oral presentations, hold exhibitions and write descriptive and informative texts according to their level.

In order to develop strategies to encourage students to become independent learners, tutors must make constant use of social media and/or self-instructional learning (web, library, workshops, etc.) provide they are available.

EVALUATION

The evaluation will be focused on student's competences. The tutor will encourage learners to improve and correct their mistakes as they perform exercises, activities, projects and tasks. It is, therefore, proposed two kinds of evaluation: 1) a formative evaluation which appraises the learning process with a non-quantifiable assessment and 2) a self-evaluation which allows learners to assess

their process in relation to the descriptors of the CEFR defining different aspects of competence at different levels.

The tutor can constantly feed back into the students' strengths and weaknesses and the course planning. Their progress will be evaluated through a variety of assessment strategies such as short presentations, quizzes, role plays, written productions, group work and projects. The tutor should establish clear criteria for evaluation through rubrics designs for oral and written production. As for listening and reading skills, clear guidelines should be defined to evaluate them.

A final assessment guide will be developed to show the level achieved by students at the end of every unit.

Given the nature of the program, the evaluation will not determine whether students pass or fail the course, it simply will give elements to the tutor to continue with higher level contents or deepen knowledge of the previous ones proposed.

MATERIALS AND RESOURCES

It is recommended to use a variety of materials and resources, either available at the library or provided in this program in order to develop the course. A list of resources is listed below:

- **Classroom resources:** portable whiteboards, computers, a television monitor for tapes and DVD's, speakers, markers, as well as some English teaching materials that can be useful for

the classes in other languages such as posters, games, balls, flash cards, maps, flags, and cultural objects from around the world.

- **Collection of books in Spanish:** novels, short stories, children's literature, manuals and dictionaries.
- **Library services:** Diverse services are offered and most of them are free. Taking into account that some staff members are native Spanish speakers. To complement the lessons, it is suggested to use some of these services, provide they are available in Spanish. The services are listed below:
 - Get a library card to borrow books, movies and magazines.
 - Participate in book and film discussions.
 - Sign up for lectures.
 - Take part in diverse presentations carried out by different guests/specialists.
 - Engage in games and fun activities such as scrabble and chess.
 - Attend concerts.
 - Enjoy films shown in a big screen.
 - Sign up for job and careers workshops (Example: Resume and cover letter workshop for job seekers; financial workshop).
 - Sign up for Yoga and Tai chi classes.
 - Access to health campaigns.
 - Enjoy story times (for kids).
 - Get museums passes.

- Be part of the book club (for adults with intellectual disabilities).
- Use the computer room.
- Receive free homework help.
- Join in trips to landmarks in New York.
- Enjoy exhibitions and art galleries.
- Access to digital resources, such as languages learning apps, audio books such as Mango (a language lessons guide).
- Get daily update of upcoming events, new arrivals and all services mentioned above, through the library's website: <http://www.pwpl.org/>
- Get the library's Monthly Newsletter.

It is suggested to the tutors and the ESOL coordinators to take advantage of the services listed above to complement the SFL classes. Here are mentioned some ideas:

- To design a task in which the students use Spanish to obtain a library card. Staff members, who are native Spanish speakers, can help to carry out this activity.
- To promote games, book discussions and other fun activities in Spanish.
- To project subtitled films in Spanish.
- To plan field trips to some areas in New York City where they can be immersed in the language. For example a trip to a restaurant in Queens, or a trip to join one of the Latin festivals that are celebrated over the year.
- To publish some of the SFL students' written productions in the ESOL newspaper.

Moreover, it is suggested to plan interactive activities and to take advantage of the places in the town where Spanish speakers work. There are some restaurants where students can taste Hispanic food and different types of places, such as supermarkets, gas stations and banks, where people can interact to native speakers in everyday situations.

- **Online materials and resources:**

For the tutor:

- Expresiones y Frases Importantes Para La Clase de Español:
<https://quizlet.com/6173126/expresiones-y-frases-importantes-para-la-clase-de-espanol-flash-cards/>
- Miembros de la Familia (vocabulario):
<http://www.spanish.cl/vocabulario/miembros-familia.htm>
- Reglas ortográficas para formar diminutivos regulares e irregulares:
<http://algarabia.com/lengua/reglas-para-usar-diminutivos/>
- Rafael Pombo, el poeta de los niños (poems, songs and short stories):
<http://www.rafaelpombo.org/>
- Español para inmigrantes y refugiados (blogs, grammar exercises, podcasts, songs, vocabulary): <http://espanolparainmigrantes.wordpress.com/canciones/>
- BSCW (Teaching materials):
http://bscw.rediris.es/pub/bscw.cgi/330464?client_size=1366x572
- Cuentos Infantiles (short stories, fables and poems): <http://www.encuentos.com/>
- Tarjetas de Bingo (Download , customize and create fun and educational material in the form of bingo games): <http://www.tarjetasdebingo.com/>

- Relatos Cortos (Fiction, comic and scary stories) <http://www.relatos-cortos.com/>

For the students:

- Aprender español (videos to learn Spanish):
<http://www.aprenderespanol.org/videos/ver-escuchar-leer.html>
- Chocolate de aprendizaje (Plataforma para el aprendizaje de Vocabulario):
http://www.learningchocolate.com/es?st_lang=es
- Diccionario de imágenes (The Internet Picture Dictionary: Spanish):
<http://www.pdictionary.com/spanish/browse.php?db=animals>
- My Spanish Games (stories, games, songs, vocabulary, grammar, books and others):
<http://www.myspanishgames.com/>

Contents (for the tutor)

Table 18. Task-Based Syllabus. Contents for the tutor.

Tarea	Competencia Pragmática	Competencia Lingüística				Competencia Sociolingüística
	Funciones	Vocabulario	Gramática	Pronunciación	Ortografía	
1. La Entrevista. Entrevistar a un miembro hispanohablante (usuarios y/o trabajadores de la biblioteca, familiares u otros) y reportarlo oralmente a la clase dentro de un ámbito personal	• Solicitar y ofrecer información para la interacción en la clase. • Saludar y despedirse en situaciones cotidianas. • Pedir y dar información personal (en un ámbito personal). • Presentarse a sí mismo y a otros • Describirse a sí mismo y a otros. • Hacer una lista de posibles entrevistados. • Acordar una cita vía correo electrónico.	• Expresiones útiles para conversar en clase. • Alfabeto. • Saludos y despedidas. • Información personal (nombre, edad, profesión, estado civil, etc.). • Países y nacionalidades. • Características físicas. • Características de personalidad. • Fechas. • Números cardinales (1-100). • Lazos familiares. • Partes del cuerpo. • Colores.	• Presente simple. • Interrogativos: qué, cuál, cuándo, cómo, cuántos, dónde, por qué (ámbito personal). • Pronombres personales. • Verbos SER & ESTAR (presentación personal y descripción física y de personalidad). • Verbo TENER (Descripción física) • Adjetivos posesivos. • Adjetivos calificativos (descripción de personas). • Género y número de los adjetivos calificativos. • Artículos definidos e indefinidos (un, una, unos, unas, la, el, las, los)	• Entonación de los signos de interrogación. • La entonación en los saludos y expresiones de cortesía básicas. • Correspondencia entre letras y sonidos. • Pronunciación de vocales y consonantes.	• Escritura de la fecha. (orden de los componentes). • Letras mayúsculas para nombres propios y geográficos. • Signos de interrogación de apertura y de cierre.	• Tipos de saludos y despedidas. • Gestos al saludar y despedirse. • Formas de presentar a otros. • Acentos hispanos. • Concepto de belleza.

Tarea	Competencia Pragmática	Competencia Lingüística			Competencia Sociolingüística
	Funciones	Vocabulario	Gramática	Pronunciación	Ortografía
2. Exhibición de Arte. Presentar su rutina diaria, sus gustos y preferencias a través de una manifestación artística plástica (collages, pósteres, pinturas, etc.)	• Identificar manifestaciones artísticas. • Expresar sentimientos y emociones. • Expresar gustos e intereses. • Narrar rutinas diarias. • Solicitar y ofrecer información sobre rutinas diarias. • Dar y pedir la hora.	• Tipos de manifestaciones artísticas. • Sentimientos y emociones. • Rutinas diarias. • Días de la semana. • Meses del año. • La hora. • Deportes y actividades de tiempo libre. • Pasatiempos. • Bellas Artes.	• Presente simple. • Conectores de secuencia. • Verbos SER & ESTAR (para expresar sentimientos y emociones). • Verbos pronominales relacionados a la rutina diaria. • Verbos GUSTAR & SENTIR. • Pronombres objetos • Género y número de los sustantivos. • Adverbios de frecuencia.	• Pronunciación del vocabulario visto en clase. • Silabas tónicas y átonas. • Pronunciación fonemas ‘r’ y ‘rr’.	• Letras minúsculas para días de la semana y meses del año. • Tipos de rutinas. • Rol de los integrantes de la familia. • Acentos hispanos.

Tarea	Competencia Pragmática	Competencia Lingüística			Competencia Sociolingüística	
	Funciones	Vocabulario	Gramática	Pronunciación		Ortografía
3. Tipos de vivienda y estilos de vida. Presentar el tipo de vivienda y el estilo de vida de uno de los cinco distritos de Nueva York.	• Describir viviendas. • Cotizar una vivienda. • Hablar sobre la distribución de una vivienda. • Pedir y dar información para rentar y/o vender una vivienda.	• Clase de viviendas. • Adjetivos calificativos (descripción de viviendas). • Partes de la casa y sus objetos. • Materiales básicos de construcción de una vivienda. • Números cardinales (miles y millones). • Actividades del hogar.	• Verbo TENER (descripción de viviendas) • Verbos SER & ESTAR (descripción de la casa y sus alrededores). • Verbo HABER. • Preposiciones de lugar. • Artículos determinados e indeterminados.	• Pronunciación del vocabulario visto en clase.	• Formas contractas <i>al</i> y <i>del</i>. • Expresión de cifras y números.	• Tipos de vivienda y sus distribuciones.

Tarea	Competencia Pragmática	Competencia Lingüística			Competencia Sociolingüística
	Funciones	Vocabulario	Gramática	Pronunciación	Ortografía
4. A la carta. Elaborar un menú de comidas típicas de países hispanohablantes luego de un tour gastronómico en Nueva York.	• Aceptar y rechazar ofertas. • Ordenar en un restaurante. • Expresar gustos alimenticios. • Dar y seguir instrucciones para preparar una receta. • Dar y pedir direcciones. • Interactuar en situaciones cotidianas a través de expresiones de cortesía básicas.	• Alimentos. • Hábitos alimenticios. • Medios de transporte. • Medidas y pesos en recetas de cocina.	• Tiempo imperativo	• Pronunciación del vocabulario visto en clase.	• Hábitos alimenticios.

Tarea	Competencia Pragmática	Competencia Lingüística				Competencia Sociolingüística
	Funciones	Vocabulario	Gramática	Pronunciación	Ortografía	
5. Vacaciones. Diseñar y presentar un itinerario de viaje de una semana a un país hispanohablante.	• Cotizar y comparar tiquetes y hospedaje. • Comparar destinos. • Hablar de deportes y actividades de tiempo libre. • Pedir y dar información personal (en un ámbito público). • Describir lugares. • Identificar estaciones climáticas. • Solicitar información turística. • Hacer operaciones matemáticas. • Evaluar opciones alimentarias. • Identificar países hispanohablantes	• Hitos, puntos de referencia, lugares turísticos. • Medios de transporte (bus, moto, carro, etc.) • Números cardinales (miles y millones). • Adjetivos para describir lugares y objetos. • Estaciones climática. • Prendas de vestir. • Actividades de tiempo libre. • Países. • Comida (desayuno, almuerzo, entre comidas y cena). • Tipos de turismo. • Sistema monetario.	• Interrogativos: qué, cuánto, dónde, cómo, con quién (Ámbito personal y público). • Presente simple. • Verbo TENER para hablar de lugares. • Verbo HACER en tercera persona del singular para hablar del clima. • Verbos SER & ESTAR (ubicación de lugares y actividades, estaciones climáticas). • Verbo HABER. • Futuro próximo IR A • Verbo LLEVAR (prendas de vestir).	• Entonación de los interrogativos. • Pronunciación fonemas ‘m’, ‘n’, ‘ñ’. • Pronunciación del vocabulario visto en clase	• Expresión de cifras y números.	• Expresiones idiomáticas relacionadas con el clima. • Normas de cortesía. • Preguntas con negación.

Tarea	Competencia Pragmática	Competencia Lingüística				Competencia Sociolingüística
	Funciones	Vocabulario	Gramática	Pronunciación	Ortografía	
6. ¡Hora de leer! Redactar una reseña del libro <i>Niña Bonita</i> .	• Hacer inferencias textuales y situacionales. • Crear hipótesis y hacer anticipaciones. • Identificar las características de un texto narrativo.	• Identificación de campos semánticos y tipos de palabras. • Animales.	• Pasado simple. • Pretérito imperfecto. • Repaso de tiempos verbales.	•Pronunciación del vocabulario del libro.	• Marcas de diálogo (el guión) • Usos del punto y la coma. • Signos de exclamación.	• La historia del racismo y su evolución en la actualidad.

10. Unit

Here, the first unit is presented. It is divided into 10 classes of two hours each. The classes are developed around a topic, which aims to accomplish the main task: “*to interview a Spanish speaker (family members, friends or library’s users and/or workers)*”.

Every class has its own lesson plan which follows a format made by the authors (*see appendix F*). It is important for the tutor to use the lesson plans as guides to understand the unit since they consist of information about the students’ and tutor’s roles and specific objectives; they also include descriptions about the activities and exercises proposed and their length.

11. Bank of Resources

Each of the other five units has some materials which can be used by the tutor to plan their classes. They were designed based on authentic materials and in relation to the tasks proposed.

(See digital material organized by units).

12. Implementation and Evaluation

Some of the activities proposed in the first unit were used by one of the project's authors during her experience in The United States. However, they were used without a defined context and clear purposes. For the curriculum proposal, those activities were recovered and organized within the sequence of a lesson plan.

Some of the materials designed and the methodological approaches suggested were implemented in Cali, Colombia with some foreigners. Tutors taught one *by* one and two students together.

The learners' characteristics were very similar to those students in the PWPL. They were beginner adults, most were tourists interested in learning the language skills needed to communicate in daily situations during their visits. Others were English teachers involved in learning Spanish for their own pleasure.

After the sections were taught, students filled out a form to evaluate the activities, resources, the tutor and their own learning experience (*see appendix G*). Tutors received good comments about the activities and the teaching strategies. Learners liked learning topics in context as well as developing language skills while being involved on meaningful activities. Few suggestions were made; one student suggested considering a longer warm-up. Another commented that the tutor's language speed was difficult to follow, but she recognized it was good practice.

Aspects related to the timing as well as the sequence of some activities were modified after reflecting on the classes taught and the learners' comments. However the materials selected, designed and implemented were kept without changes.

13. Conclusions

- The communicative and the task-based approaches that guided the curriculum design provide learners and tutors with a good learning and teaching environment: students, being considered the main characters of their learning process, are provided with tools to learn the language while using it in meaningful and real contexts; and tutors are regarded as guides who help students to develop their skills. Tutors become active participants who, besides planning, teaching and evaluating, are able to identify their students' needs, learning styles, interests, and can continually reflect on their teaching practices to modify or change tasks, activities, lessons, evaluations and also adjust their strategies at any time; even when teaching the same level and using the same given syllabus, teaching and learning are processes in constant change.
- Teaching a foreign language is very important to provide students with assorted input, not only regarding grammar and vocabulary, but also in terms of sociological aspects. Spanish is not the exception, and knowing the variety that exists throughout the world, it is important to offer students diverse authentic materials that include those cultural aspects that permeate the language. It does not only increase learners' motivation, but also expands their knowledge of the world and grants them tools to use the targeted language.
- Besides the content of the materials selected in planning classes, it is also essential to provide materials appropriate for the learners' levels, and use them along with activities that integrate at least two of the four language skills (reading, listening, speaking and writing).

- Even when having the standards settled in the CERF for a basic user (A.1), it was hard to make decisions necessary for organizing the content within the syllabus. Without the needs analysis that was carried out, it would have been impossible to create meaningful and appropriate tasks for the library's SFL course.
- A series of specific content in relation to pragmatic, linguistic and sociolinguistic competence for each of the units of the syllabus was established. Furthermore, the first unit was developed, which includes diverse types of activities and exercises. It will hopefully help tutors plan the following classes and units and even propose new tasks.
- Testing and evaluating some of the materials designed for the first unit showed the strengths of the activities and teaching approaches. It provided the authors with a sense of confidence with respect to the proposal. Nevertheless, regarding the suggestions made, it is also important to recognize how useful it is to keep testing and updating the teaching tools and strategies according to the learner's needs.
- To have a lesson planning format helps tutors to structure the class, to be aware of their roles, to anticipate difficulties, to know the objective and to have a good sense of timing. In addition, because a class cannot be completely predictable, once the activities are planned and organized in a sequence, it is easier to modify and improvise on the spot.
- Being a native tutor can be more difficult than being a bilingual teacher. There are so many language aspects that a native speaker knows and uses naturally; however he does usually not know how to explain them. Native tutors have to reflect on their language and learn how it

works before teaching. Moreover, to be a native speaker does not imply being a good teacher. Tutors have to develop teaching skills and keep their knowledge updated; teaching is a lifelong learning process.

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APPENDICES

Appendix A: General Outline.

This is the general outline recommended for all classes by the library director.

General ESL Conversation Group Outline

1. Free Conversation- Allow students to talk freely among themselves, without correction
 - Make sure all students have an opportunity to speak and try to avoid one student monopolizing the conversation.
 - Encourage students to ask questions to each other.
 - Tutor should try to facilitate a discussion and try to talk only when necessary to clarify.
 - Tutor should come prepared with a stimulus for discussion (current events, a controversial topic, conversation wheel, family issues, an idea from Conversation Inspirations, etc.).

2. Structured Activity- grammar, vocabulary, pronunciation, writing, reading, conversation and listening activities
 - Tutor should correct mistakes during this part of the lesson.
 - Try to get students to self-correct when possible.
 - Try to include pair work or small group (3 or 4 students) activities.
 - Vary the 4 basic skills (conversation, listening, reading, and writing) with emphasis on speaking and listening.
 - Vary techniques of teaching.

3. Authentic Material- real, everyday material should be included in the lesson

- Have students fill out a Needs Assessment Form in the beginning of the year. Try to base authentic materials on the students' suggestions.
- Ask students to bring in authentic material from home (e.g. letters from school, bills or notices from utility companies, flyers, coupons etc...).
- Expand on authentic materials with role plays and/or follow up homework.

4. Games

- Plan an activity that reinforces the structural part of the lesson (Friends of the Port Washington Public Library) or just plan a creative, fun activity that will relax the group.

Appendix B. Interview.

Interview via email.

Wed, Oct 23, 2013 at 9:15 PM

From: Jennifer Rojas.

To: Michael Duffy; Susan Lerner; Ted Goldsmith; Peggy O'Hanlon; Linda Lerner; Phyllis.

Hi everybody,

I write to you because I need your help so badly. I'm writing a project about my experience teaching Spanish there. Right now I'm writing a description of the ESL program. The idea is to contextualize the project... how old is it? Who are the students? Who are the teachers? Etc.

There is a specific point where I have to describe the curriculum, the class plans, but I know teachers are free to teach whatever you want, so question is: do you have any guide or class plan that I can see to write my description? Or can you please let me know what was/is the structure of your classes? What were/are your objectives? How do you plan the class? What do you have into account to plan class?

If you know other teacher at the library who can help me with this, please let them know.
Thank you for your help.

Jen.

Colombia.

Abrazos de oso para todos! Los extraño mucho!

Wed, Oct 23, 2013 at 9:15 PM

From: Ted Goldsmith.

To: Jennifer Rojas Silva.

Hi Jen, it's wonderful to hear from you and I'm glad you are involved in such an interesting project.

I'm probably the last one to ask. Aside from compiling a list of about 100 topic questions, which my advanced students, for the most part, chose to ignore, The Ethicist book plus some photographs that they write about, my method doesn't require any preparation. That's why I am able to teach five classes per week in two libraries, have some students come to my home for lessons and plan and moderate a bi-weekly discussion group of my peers on ethical matters.

However, I know several tutors who prepare extensively for each class and Peggy knows of a lot more. If you don't get a sufficient response from the others you emailed, I could ask a few to share with you how they prepare.

Good Luck on your project and one of these days, I'll send you an update on my new group plus I'd like to hear more of what you are up to.

Thu, Oct 24, 2013 at 8:00 AM

From: Linda Lerner.
To: Jennifer Rojas Silva.

Hi Jennifer,

I hope you are doing well! I really miss you and the wonderful Spanish class we had.

I just got your email and I'm putting together some information for you. I am teaching today, but I should have everything for you by this evening. Good luck. A very good book for teachers regarding this subject is "Designing Language Courses: a Guide for Teachers" by Kathleen Graves.

Here is a link to the book on line:

<http://www.scribd.com/doc/160870166/Kathleen-Graves-Designing-Language-Courses-a-Gu>

And a link to the Amazon page:

<http://www.amazon.com/Designing-Language-Courses-Guide-Teachers/dp/083847909X>

Take care! I'll get back to you soon!

Linda.

Thu, Oct 24, 2013 at 8:23 AM

From: Michael Duffy.
To: Jennifer Rojas Silva.

Good morning Jen... it is great to hear from you and also great to know that you are pursuing your teaching studies.

I will try to answer what I can for you, but Peggy is probably your principal resource here.

When I first began ESOL teaching at the Library nearly five years ago (!), I was surprised that there was no syllabus, no pathway prepared for me to follow in conducting the classes. But I had good preparation from Peggy's seminars and a powerful mentor in Peter Bengelsdorf so I felt that I could come up with a program for a class.

It took some trial and error. My students were all rated "high intermediate" level in English and I wanted to talk with them not only about speaking English but also about American culture, history, geography, politics and customs... subjects that I hoped would enrich their experience here whether they were one-year *au pairs*, or older adults with their own families who would be here for a longer period.

At first, I wanted to discuss as part of our class the American novel *The Great Gatsby* as a window into beautiful language and American culture situated right here in Port Washington and Great Neck. I was certain that the romance and tragedy of this beloved novel would be a powerful magnet for my foreign readers. To my surprise, the vocabulary and the cultural references

in *Gatsby* were just too difficult for the students and I finally, regretfully, put Mr. Fitzgerald back on the shelf.

You know that I worked for forty years at ABC News, so I had a strong background in journalism. I hit on the idea of bringing my class copies of several selected news stories off the internet and having the students read and discuss them. In this way, they got some small dose of important current affairs in stories I thought might interest them. They read in English, absorbing the news and encountering challenges of pronunciation and vocabulary in every paragraph. The stories also expand each student's knowledge of geography, American politics and important issues relating to health and child care. These stories also give us an opportunity to explore some of the differences between written English and spoken English. I am very happy with this particular tool for more advanced English studies.

We also look at individual vocabulary words as a way to explore the oddities of English -- how the same word can mean many things, how words with the same spellings can have different pronunciations, and how we employ "helping words" such as *up*, *of*, *off* and others in English speech. We look at words to describe the seasons, holidays, the weather, foods and even the Traffic court system as a way to broaden student exposure to the new and sometimes confusing world they inhabit.

Finally, I like to include some classic American poetry in what we read. Poets are among the best writers in choosing the exactly the right word or phrase to describe an emotion or a perfect moment. Last week we read a free-verse poem by a woman who wished she had learned to cook in the traditional Italian way that her grandmother did, and felt that in failing to learn she had lost some of her own cultural history. Among my favorite poets for the class have been Robert Frost, Carl Sandburg, Edna St. Vincent Millet, Judith Viorst and Shel Silverstein,

One day, I will give *The Great Gatsby* another try, but for now I think what we have is a good mix for what is certainly a wonderful group of smart, ambitious and challenging students. You know, students just like yourself!

Best wishes, Mike.

Thu, Oct 24, 2013 at 8:29 AM

From: Peggy O'Hanlon
To: Jennifer Rojas Silva.

Hi Jen,

Great to hear from you and it's nice to know your experience in Port Wash. is still with you!

For a description of the program, you can go to www.pwpl.org, scroll down to Quick Links and click on ESOL. You'll see a drawing of the Statue of Liberty. Click on that and you'll get some info. about the program. I've also attached other services we offer through the ESOL program.

Here's the breakdown of students according to language: 50% Spanish speaking, 25% Japanese, 10% Korean, 5% Chinese and 10% mixed (Russian, Arabic, Czech, German, French (au pairs), Portuguese, etc.). Most Spanish speakers come from Ecuador, El Salvador, and Guatemala, but there are people from Honduras, Chile, COLOMBIA, Peru, Bolivia, Argentina, and Mexico. Almost all our Spanish speaking students are here to stay or would like to remain in the US. The Japanese students are mostly women whose husbands are working here on a 3 to 5 year contract. For the other students- it varies. As you know there are nannies who typically stay one year and there are Korean students who are here for schooling for their children.

All tutors are volunteers (except me, Paola and Haydee). Most do not have a teaching background, but as you know, are very caring, intelligent and giving people who make excellent teachers.

I've attached a general outline that I recommend for all classes. It's very general, but tutors find it helpful.

Hope this is helpful,

Xoxo,

Peggy

Thu, Oct 24, 2013 at 8:45 AM

From: Linda Lerner.

To: Jennifer Rojas Silva.

Hi, again, Jennifer

I would like to send you a copy of my final project that I did last year for my "Curriculum Development" Course at the New School - as this covers all of your questions - perhaps in more detail than you need. However, the document is too big (60 MB) for me to email. When I find out how to do it, I'll try to email the whole thing. (If you have "Dropbox," let me know and I can send it via Dropbox.) In the meantime, to get you started, I will send you the first part: "Defining the Context," which I'm attaching. Hope it helps.

Appendix C. Surveys A.

This survey was carried out by current or future Spanish students (tutors and the library staff are included).

Survey A

A syllabus design for the SFL course

Within the framework of the degree in foreign languages Jennifer Rojas and Katherine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the students' needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name:	Name:
Occupation:	Phone number:
E-mail:	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old _____ More than 50 years old

2. What is your link with the library?

- _____ I took Spanish classes at the library.
 _____ I'm a current Spanish student at the library.
 _____ I'm interested in taking Spanish classes at the library.
 _____ I'm a tutor at the library.
 _____ I work at the library.
 _____ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- _____ My work demands it.
 _____ To understand my co-workers.
 _____ To understand my students (Spanish speakers).
 _____ To travel to Spanish speaking countries and be able to communicate with people.
 _____ I just enjoy learning a second language.
 _____ Other, which one? _____

Explain and/or justify your answer _____

- 4. Read through the list given below of thirteen possible cultural topics and rank all of them in order of importance to you, being 1 your most important topic and 13 your least important topic.**

- _____ Traditional food
- _____ Arts
- _____ Fest, festivals and carnivals
- _____ Politics
- _____ Sports
- _____ Religion
- _____ Architecture
- _____ Geography
- _____ Guerrilla armed forces
- _____ Customs and holidays
- _____ Traditional dance
- _____ History
- _____ Other, which one? _____

- 5. What is your availability to take Spanish classes?**

- _____ Weekdays in the morning. Which day? _____
- _____ Weekdays in the afternoon. Which day? _____
- _____ Weekdays at night. Which day? _____
- _____ weekends in the morning. Which day? _____
- _____ Weekends in the afternoon. Which day? _____

- 6. Do you have any comments or suggestions?**

Thank you for your valuable cooperation!

Survey A. Respondent #1**Survey A****A syllabus design for the SFL course**

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PERSONAL INFORMATION

Last Name: Anchico	Name: Denise
Occupation: Librarian	Phone number: 516-883-4400 x117
E-mail: Anchico@pwpl.org	

1. How old are you?

☐ 18 to 30 years old ☐ 30 to 50 years old ☒ More than 50 years old

2. What is your link with the library?

- ☐ I took Spanish classes at the library.
- ☐ I'm a current Spanish student at the library.
- ☐ I'm interested in taking Spanish classes at the library.
- ☐ I'm a tutor at the library.
- ☒ I work at the library.
- ☐ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- ☒ My work demands it.
- ☐ To understand my co-workers.
- ☐ To understand my students (Spanish speakers).
- ☐ To travel to Spanish speaking countries and be able to communicate with people.
- ☐ I just enjoy learning a second language.
- ☐ Other, which one? _____

Explain and/or justify your answer _____

_____ There are many Spanish speaking library patrons who are more comfortable speaking in their native language and can express their needs more clearly in their native language. _____

3. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

___6___ Traditional food

___1___ Arts

___4___ Fest, festivals and carnivals

___9___ Politics

___10___ Sports

___11___ Religion

___7___ Architecture

___8___ Geography

___12___ Guerrilla armed forces

___2___ Customs and holidays

___3___ Traditional dance

___5___ History

___ Other, which one? _____

4. What is your availability to take Spanish classes?

___X___ Weekdays in the morning. Which day? ___Wednesday___

___X___ Weekdays in the afternoon. Which day? ___Wed. Thurs, or Friday___

___ Weekdays at night. Which day? _____

___ weekends in the morning. Which day? _____

___ Weekends in the afternoon. Which day? _____

5. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey A. Respondent #2

Survey A

A syllabus design for the SFL course

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PERSONAL INFORMATION

Last Name: BAYIHA	Name: MEGGY
Occupation: AUPAIR	Phone number: (516) 880-3474
E-mail: bayiha_meggy@hotmail.fr	

1. How old are you?

☒ 18 to 30 years old ☐ 30 to 50 years old ☐ More than 50 years old

2. What is your link with the library?

- ☐ I took Spanish classes at the library.
- ☐ I'm a current Spanish student at the library.
- ☒ I'm interested in taking Spanish classes at the library.
- ☐ I'm a tutor at the library.
- ☐ I work at the library.
- ☐ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- ☒ My work demands it.
- ☐ To understand my co-workers.
- ☐ To understand my students (Spanish speakers).
- ☐ To travel to Spanish speaking countries and be able to communicate with people.
- ☐ I just enjoy learning a second language.
- ☐ Other, which one? _____

Explain and/or justify your answer I'm majoring in international law and political science so I need to speak at least two languages. My French so I need two more and I choose English and Spanish.

3. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 11 Traditional food
- 2 Arts
- 8 Fest, festivals and carnivals
- 1 Politics
- 7 Sports
- 4 Religion
- 12 Architecture
- 3 Geography
- 5 Guerrilla armed forces
- 9 Customs and holidays
- 10 Traditional dance
- 6 History
- 13 Other, which one? literature

4. What is your availability to take Spanish classes?

- ☒ Weekdays in the morning. Which day? every weekdays
- ☐ Weekdays in the afternoon. Which day? _____
- ☐ Weekdays at night. Which day? _____
- ☒ weekends in the morning. Which day? Saturday / Sunday
- ☐ Weekends in the afternoon. Which day? _____

5. Do you have any comments or suggestions?

This class might be a very good thing. It might give the possibility to workers and Spanish lovers to improve Americans their Spanish.

Thank you for your valuable cooperation!

Survey A. Respondent #3**Survey A****A syllabus design for the SFL course**

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PERSONAL INFORMATION

Last Name: Charable	Name: Michael
Occupation: Medical Researcher	Phone number: 3473365583
E-mail: mikewushu@hotmail.com	

1. How old are you?

_____ 18 to 30 years old ☒ 30 to 50 years old _____ More than 50 years old

2. What is your link with the library?

- _____ I took Spanish classes at the library.
- ☒ I'm a current Spanish student at the library.
- _____ I'm interested in taking Spanish classes at the library.
- _____ I'm a tutor at the library.
- _____ I work at the library.
- _____ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- _____ My work demands it.
- _____ To understand my co-workers.
- _____ To understand my students (Spanish speakers).
- ☒ To travel to Spanish speaking countries and be able to communicate with people.
- _____ I just enjoy learning a second language.
- _____ Other, which one? _____

Explain and/or justify your answer I have Spanish heritage. I would like to be able to communicate with them better.

4. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 5 Traditional food
- 6 Arts
- 12 Fest, festivals and carnivals
- 1 Politics
- 11 Sports
- 2 Religion
- 10 Architecture
- 3 Geography
- 9 Guerrilla armed forces
- 4 Customs and holidays
- 8 Traditional dance
- 7 History
- Other, which one? _____

5. What is your availability to take Spanish classes?

- X Weekdays in the morning. Which day? M-F
- Weekdays in the afternoon. Which day? _____
- Weekdays at night. Which day? _____
- weekends in the morning. Which day? _____
- Weekends in the afternoon. Which day? _____

6. Do you have any comments or suggestions?

I would like to attend other higher level classes in the future.

Thank you for your valuable cooperation!

Survey A. Respondent #4

Survey A

A syllabus design for the SFL course

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

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PERSONAL INFORMATION

Last Name: Fox	Name: Rachel
Occupation: Children's librarian	Phone number: 516-883-4400
E-mail: foxr@pwpl.org	

1. How old are you?

_____ 18 to 30 years old ☒ 30 to 50 years old _____ More than 50 years old

2. What is your link with the library?

- _____ I took Spanish classes at the library.
- _____ I'm a current Spanish student at the library.
- _____ I'm interested in taking Spanish classes at the library.
- _____ I'm a tutor at the library.
- ☒ I work at the library.
- _____ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- ☒ My work demands it.
- _____ To understand my co-workers.
- _____ To understand my students (Spanish speakers).
- _____ To travel to Spanish speaking countries and be able to communicate with people.
- ☒ I just enjoy learning a second language.
- _____ Other, which one? _____

Explain and/or justify you answer _____

4. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- _____ Traditional food
- _____ Arts
- _____ Fest, festivals and carnivals
- _____ Politics
- _____ Sports
- _____ Religion
- _____ Architecture
- _____ Geography
- _____ Guerrilla armed forces
- _____ Customs and holidays
- _____ Traditional dance
- _____ History
- _____ Other, which one? _____

5. What is your availability to take Spanish classes?

- ☒ Weekdays in the morning. Which day? M, TH, FR
- ☒ Weekdays in the afternoon. Which day? M, TU, WE, TH
- _____ Weekdays at night. Which day? _____
- _____ weekends in the morning. Which day? _____
- _____ Weekends in the afternoon. Which day? _____

6. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey A. Respondent #5**Survey A****A syllabus design for the SFL course**

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PERSONAL INFORMATION

Last Name: Garza	Name: Angela
Occupation: Clerk	Phone number: 516 883-4400
E-mail: garzaa@pwpl.org	

1. How old are you?

_____ 18 to 30 years old ☒ 30 to 50 years old _____ More than 50 years old

2. What is your link with the library?

- _____ I took Spanish classes at the library.
- ☒ I'm a current Spanish student at the library.
- _____ I'm interested in taking Spanish classes at the library.
- _____ I'm a tutor at the library.
- _____ I work at the library.
- _____ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- _____ My work demands it.
- _____ To understand my co-workers.
- _____ To understand my students (Spanish speakers).
- _____ To travel to Spanish speaking countries and be able to communicate with people.
- ☒ I just enjoy learning a second language.
- _____ Other, which one? _____

Explain and/or justify your answer.

I took Spanish in high School and I would like to refresh my knowledge

4. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 3 Traditional food
- 8 Arts
- 4 Fest, festivals and carnivals
- 7 Politics
- 9 Sports
- 1 Religion
- 10 Architecture
- 5 Geography
- 6 Guerrilla armed forces
- 2 Customs and holidays
- 11 Traditional dance
- 2 History
- Other, which one? _____

5. What is your availability to take Spanish classes?

- Weekdays in the morning. Which day? _____
- Weekdays in the afternoon. Which day? _____
- X Weekdays at night. Which day? Thursday
- weekends in the morning. Which day? _____
- X Weekends in the afternoon. Which day? Wednesday

6. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey A. Respondent #6**Survey A****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

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PERSONAL INFORMATION

Last Name: Hallman	Name: Jeanne
Occupation: Bartender	Phone number: 516-695-4537
E-mail:	

1. How old are you?

____ 18 to 30 years old ____ 30 to 50 years old ☒ More than 50 years old

2. What is your link with the library?

- ☒ I took Spanish classes at the library.
 ____ I'm a current Spanish student at the library.
 ____ I'm interested in taking Spanish classes at the library.
 ____ I'm a tutor at the library.
 ____ I work at the library.
 ____ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- ____ My work demands it.
☒ To understand my co-workers.
 ____ To understand my students (Spanish speakers).
☒ To travel to Spanish speaking countries and be able to communicate with people.
☒ I just enjoy learning a second language.
 ____ Other, which one? _____

Explain and/or justify your answer My co-workers all speak Spanish and can help me

3. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 4 Traditional food
- 5 Arts
- 3 Fest, festivals and carnivals
- 11 Politics
- 8 Sports
- 10 Religion
- 6 Architecture
- 9 Geography
- 12 Guerrilla armed forces
- 2 Customs and holidays
- 1 Traditional dance
- 7 History
- Other, which one? _____

4. What is your availability to take Spanish classes?

- _____ Weekdays in the morning. Which day? _____
- ☒ Weekdays in the afternoon. Which day? Mon., Tues.
- ☒ Weekdays at night. Which day? Mon., Tues
- _____ weekends in the morning. Which day? _____
- _____ Weekends in the afternoon. Which day? _____

5. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey A. Respondent #7**Survey A****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

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PERSONAL INFORMATION

Last Name: <u>Herrmann</u>	Name: <u>Jordis</u>
Occupation: <u>Student / Babysitter</u>	Phone number: <u>516 254 1444</u>
E-mail: <u>jordis@gmx.net</u>	

1. How old are you?

☒ 18 to 30 years old ☐ 30 to 50 years old ☐ More than 50 years old

2. What is your link with the library?

☐ I took Spanish classes at the library.

☐ I'm a current Spanish student at the library.

☒ I'm interested in taking Spanish classes at the library.

☐ I'm a tutor at the library.

☐ I work at the library.

☒ Other, which one? Tutor / Student, cardholder

3. Why do you need to improve or learn Spanish?

☐ My work demands it.

☐ To understand my co-workers.

☒ To understand my students (Spanish speakers).

☒ To travel to Spanish speaking countries and be able to communicate with people.

☒ I just enjoy learning a second language.

☐ Other, which one? _____

Explain and/or justify your answer: I like to be able to communicate with everyone even though his English might not be so good. Because of that I strive to learn foreign languages and I enjoy that very much.

3. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 8 Traditional food
- 4 Arts
- 2 Fest, festivals and carnivals
- 1 Politics
- 6 Sports
- 5 Religion
- 11 Architecture
- 7 Geography
- 9 Guerrilla armed forces
- 2 Customs and holidays
- 10 Traditional dance
- 3 History
- Other, which one? _____

4. What is your availability to take Spanish classes?

- ☒ Weekdays in the morning. Which day? Monday, Friday, exception Wednesday before 2:30 p.m.
- _____ Weekdays in the afternoon. Which day? _____
- _____ Weekdays at night. Which day? _____
- _____ weekends in the morning. Which day? _____
- _____ Weekends in the afternoon. Which day? _____

5. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey A. Respondent #8**Survey A****A syllabus design for the SFL course**

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PERSONAL INFORMATION

Last Name: Holloway	Name: Patricia
Occupation: Retired	Phone number: 576-944-7950
E-mail: pmh1107@verizon.net	

1. How old are you?

☐ 18 to 30 years old ☐ 30 to 50 years old ☒ More than 50 years old

2. What is your link with the library?

☐ I took Spanish classes at the library.

☐ I'm a current Spanish student at the library.

☒ I'm interested in taking Spanish classes at the library.

☐ I'm a tutor at the library.

☐ I work at the library.

☒ Other, which one? I am a patron of the library.

3. Why do you need to improve or learn Spanish?

☐ My work demands it.

☐ To understand my co-workers.

☐ To understand my students (Spanish speakers).

☐ To travel to Spanish speaking countries and be able to communicate with people.

☒ I just enjoy learning a second language.

☐ Other, which one? _____

Explain and/or justify your answer _____

3. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 2 Traditional food
- 6 Arts
- 1 Fest, festivals and carnivals
- 11 Politics
- 8 Sports
- 9 Religion
- 12 Architecture
- 5 Geography
- 7 Guerrilla armed forces
- 3 Customs and holidays
- 4 Traditional dance
- 10 History
- _____ Other, which one? _____

4. What is your availability to take Spanish classes?

- _____ Weekdays in the morning. Which day? _____
- X Weekdays in the afternoon. Which day? anyday except Friday
- _____ Weekdays at night. Which day? _____
- _____ weekends in the morning. Which day? _____
- _____ Weekends in the afternoon. Which day? _____

5. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey A. Respondent #9

Survey A

A syllabus design for the SFL course

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the students' needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Laurence	Name: Barbara
Occupation: Editor	Phone number: 944-5767
E-mail: barblaurance@gmail	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old [X](#) More than 50 years old

2. What is your link with the library?

- _____ I took Spanish classes at the library.
- _____ I'm a current Spanish student at the library.
- _____ I'm interested in taking Spanish classes at the library.
- [X](#) I'm a tutor at the library.
- _____ I work at the library.
- _____ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- _____ My work demands it.
- _____ To understand my co-workers.
- _____ To understand my students (Spanish speakers).
- _____ To travel to Spanish speaking countries and be able to communicate with people.
- _____ I just enjoy learning a second language.

X Other, which one? To recall more of the Spanish I once spoke quite well – and no longer do!

Explain and/or justify your answer. Lots of years ago I lived in Madrid where I taught English .and also studied Spanish. I enjoyed using the language for years...but had few opportunities; I would love to renew my use of Spanish and, yes it would often be useful when I tutor.

4. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- Traditional food
- 1 Arts
- Fest, festivals and carnivals
- 5 Politics
- Sports
- Religion
- Architecture
- 4 Geography
- Guerrilla armed forces
- Customs and holidays
- 2 Traditional dance
- 3 History
- Other, which one? _____

5. What is your availability to take Spanish classes?

- X Weekdays in the morning. Which day? Wed, Thurs
- X Weekdays in the afternoon. Which day? Wed, Thurs
- X Weekdays at night. Which day? No Fri
- weekends in the morning. Which day? _____
- Weekends in the afternoon. Which day? _____

6. Do you have any comments or suggestions? Just lots of thanks. Great idea.

Thank you for your valuable cooperation!

Survey A. Respondent #10**Survey A****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the students' needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Lerner	Name: Linda (Hi Jennifer!)
Occupation: teacher	Phone number: 516 570-0005
E-mail: lernerandstnuss@cs.com	

1. How old are you?

☐ 18 to 30 years old ☐ 30 to 50 years old ☒ More than 50 years old

2. What is your link with the library?

- ☒ I took Spanish classes at the library.
☐ I'm a current Spanish student at the library.
☐ I'm interested in taking Spanish classes at the library.
☒ I'm a tutor at the library.
☐ I work at the library.
☐ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- ☐ My work demands it.
☐ To understand my co-workers.
☒ To understand my students (Spanish speakers).
☐ To travel to Spanish speaking countries and be able to communicate with people.
☒ I just enjoy learning a second language.
☐ Other, which one? _____

Explain and/or justify your answer _____

3. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 6 Traditional food
- 3 Arts
- 4 Fest, festivals and carnivals
- 10 Politics
- 12 Sports
- 9 Religion
- 5 Architecture
- 7 Geography
- 11 Guerrilla armed forces
- 1 Customs and holidays
- 8 Traditional dance
- 2 History
- 13 Other, which one? _____

4. What is your availability to take Spanish classes?

- _____ Weekdays in the morning. Which day? _____
- _____ Weekdays in the afternoon. Which day? _____
- ☒ Weekdays at night. Which day? T, W, F
- _____ weekends in the morning. Which day? _____
- ☒ Weekends in the afternoon. Which day? M - Th

5. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey A. Respondent #11**Survey A****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the students' needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Maher	Name: John
Occupation: Retired	Phone number: 516-767-7537
E-mail: maherj47@gmail.com	

1. How old are you?

☐ 18 to 30 years old ☐ 30 to 50 years old ☒ More than 50 years old

2. What is your link with the library?

- ☐ I took Spanish classes at the library.
☒ I'm a current Spanish student at the library.
☐ I'm interested in taking Spanish classes at the library.
☐ I'm a tutor at the library.
☐ I work at the library.
☐ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- ☐ My work demands it.
☐ To understand my co-workers.
☐ To understand my students (Spanish speakers).
☒ To travel to Spanish speaking countries and be able to communicate with people.
☐ I just enjoy learning a second language.

____ Other, which one? _____

Explain and/or justify your answer _____

3. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

____2__ Traditional food

____7__ Arts

____6__ Fest, festivals and carnivals

____8__ Politics

____5__ Sports

____9__ Religion

____10__ Architecture

____3__ Geography

____12__ Guerrilla armed forces

____4__ Customs and holidays

____11__ Traditional dance

____1__ History

____ Other, which one? _____

4. What is your availability to take Spanish classes?

__X__ Weekdays in the morning. Which day? __Monday__

____ Weekdays in the afternoon. Which day? _____

____ Weekdays at night. Which day? _____

____ weekends in the morning. Which day? _____

____ Weekends in the afternoon. Which day? _____

5. Do you have any comments or suggestions?

Survey A. Respondent #12**Survey A****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katherine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the students' needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Moessner	Name: Lynn
Occupation: Administrative Assistant	Phone number: 516-883-4400 X101
E-mail: moessner@pwpl.org	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old [X](#) More than 50 years old

2. What is your link with the library?

_____ I took Spanish classes at the library.
 _____ I'm a current Spanish student at the library.
 _____ I'm interested in taking Spanish classes at the library.
 _____ I'm a tutor at the library.
[X](#) I work at the library.
 _____ Other, which one? _____

3. Why do you need to improve or learn Spanish?

_____ My work demands it.
 _____ To understand my co-workers.
 _____ To understand my students (Spanish speakers).
[X](#) To travel to Spanish speaking countries and be able to communicate with people.
 _____ I just enjoy learning a second language.
 _____ Other, which one? _____

Explain and/or justify your answer _____

4. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 2 Traditional food
- 1 Arts
- 10 Fest, festivals and carnivals
- 7 Politics
- 6 Sports
- 11 Religion
- 3 Architecture
- 4 Geography
- 12 Guerrilla armed forces
- 9 Customs and holidays
- 8 Traditional dance
- 5 History
- Other, which one? _____

5. What is your availability to take Spanish classes?

- Weekdays in the morning. Which day? _____
- X Weekdays in the afternoon. Which day? Tue/Thurs
- Weekdays at night. Which day? _____
- weekends in the morning. Which day? _____
- Weekends in the afternoon. Which day? _____

6. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey A. Respondent #13

Survey A

A syllabus design for the SFL course

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the students' needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: <i>Rojas</i>	Name: <i>Nancy</i>
Occupation: <i>Sales</i>	Phone number: <i>516 883 0855</i>
E-mail: <i>nancy.rojas@gmail.com</i>	

1. How old are you?

☐ 18 to 30 years old ☐ 30 to 50 years old ☒ More than 50 years old

2. What is your link with the library?

- ☐ I took Spanish classes at the library.
- ☒ I'm a current Spanish student at the library.
- ☐ I'm interested in taking Spanish classes at the library.
- ☐ I'm a tutor at the library.
- ☐ I work at the library.
- ☐ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- ☐ My work demands it.
- ☐ To understand my co-workers.
- ☐ To understand my students (Spanish speakers).
- ☐ To travel to Spanish speaking countries and be able to communicate with people.
- ☒ I just enjoy learning a second language.
- ☐ Other, which one? _____

Explain and/or justify your answer _____

It's necessary to speak Spanish in the
USA nowadays

3. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- _____ Traditional food
- _____ Arts
- _____ Fest, festivals and carnivals
- _____ Politics
- _____ Sports
- _____ Religion
- _____ Architecture
- _____ Geography
- _____ Guerrilla armed forces
- _____ Customs and holidays
- _____ Traditional dance
- _____ History
- _____ Other, which one? _____

4. What is your availability to take Spanish classes?

- _____ Weekdays in the morning. Which day? _____
- _____ Weekdays in the afternoon. Which day? _____
- ✓ Weekdays at night. Which day? Mon-Fri
- _____ weekends in the morning. Which day? _____
- _____ Weekends in the afternoon. Which day? _____

5. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey A. Respondent #14**Survey A****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katherine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the students' needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: SICKERMAN	Name: PHYLLIS
Occupation: RETIRED TEACHER	Phone number: 516 941 5861
E-mail: VEGAN 28 @ YAHOO . com	

1. How old are you?

☐ 18 to 30 years old ☐ 30 to 50 years old ☒ More than 50 years old

2. What is your link with the library?

- ☐ I took Spanish classes at the library.
- ☐ I'm a current Spanish student at the library.
- ☒ I'm interested in taking Spanish classes at the library.
- ☒ I'm a tutor at the library.
- ☐ I work at the library.
- ☐ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- ☐ My work demands it.
- ☐ To understand my co-workers.
- ☐ To understand my students (Spanish speakers).
- ☐ To travel to Spanish speaking countries and be able to communicate with people.
- ☐ I just enjoy learning a second language.
- ☐ Other, which one? TO CONTINUE WITH MY

CURRENT ¹ SPANISH CLASSES

Explain and/or justify your answer _____

3. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 4 Traditional food
- 1 Arts
- 3 Fest, festivals and carnivals
- 8 Politics
- 12 Sports
- 10 Religion
- 11 Architecture
- 7 Geography
- 9 Guerrilla armed forces
- 2 Customs and holidays
- 5 Traditional dance
- 6 History
- Other, which one? _____

4. What is your availability to take Spanish classes? NOT SURE

- _____ Weekdays in the morning. Which day? _____
- _____ Weekdays in the afternoon. Which day? _____
- _____ Weekdays at night. Which day? _____
- _____ weekends in the morning. Which day? _____
- _____ Weekends in the afternoon. Which day? _____

5. Do you have any comments or suggestions?

I LOVED YOUR PREVIOUS CLASS

Thank you for your valuable cooperation!

Survey A. Respondent #15**Survey A****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the students' needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: SOLOFF	Name: ROBERT ROBERT
Occupation: COURT REPORTER	Phone number: 516 220 5239
E-mail: SOLEYBOY1@YAHOO.COM	

1. How old are you?

☐ 18 to 30 years old ☐ 30 to 50 years old ☒ More than 50 years old

2. What is your link with the library?

- ☐ I took Spanish classes at the library.
- ☐ I'm a current Spanish student at the library.
- ☐ I'm interested in taking Spanish classes at the library.
- ☒ I'm a tutor at the library.
- ☐ I work at the library.
- ☐ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- ☐ My work demands it.
- ☐ To understand my co-workers.
- ☐ To understand my students (Spanish speakers).
- ☒ To travel to Spanish speaking countries and be able to communicate with people.
- ☒ I just enjoy learning a second language.
- ☐ Other, which one? IT IS PRIMARY LANGUAGE
IN MANY PARTS OF NY

Explain and/or justify your answer _____

3. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 5 Traditional food
- 9 Arts
- 4 Fest, festivals and carnivals
- 8 Politics
- 6 Sports
- 7 Religion
- 12 Architecture
- 2 Geography
- 11 Guerrilla armed forces
- 3 Customs and holidays
- 10 Traditional dance
- 1 History
- ____ Other, which one? _____

4. What is your availability to take Spanish classes?

- ____ Weekdays in the morning. Which day? _____
- ____ Weekdays in the afternoon. Which day? _____
- ____ Weekdays at night. Which day? TUESDAY THURSDAY
- ____ weekends in the morning. Which day? _____
- ____ Weekends in the afternoon. Which day? _____

5. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey A. Respondent #16**Survey A****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katherine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the students' needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Walzer	Name: Aylene
Occupation: Lawyer	Phone number: 516-708-7250
E-mail:	

1. How old are you?

☐ 18 to 30 years old ☐ 30 to 50 years old ☒ More than 50 years old

2. What is your link with the library?

- ☐ I took Spanish classes at the library.
- ☐ I'm a current Spanish student at the library.
- ☐ I'm interested in taking Spanish classes at the library.
- ☒ I'm a tutor at the library.
- ☐ I work at the library.
- ☐ Other, which one? _____

3. Why do you need to improve or learn Spanish?

- ☐ My work demands it.
- ☐ To understand my co-workers.
- ☒ To understand my students (Spanish speakers).
- ☐ To travel to Spanish speaking countries and be able to communicate with people.
- ☐ I just enjoy learning a second language.
- ☐ Other, which one? daughter-in-law, sister-in-law
1 are Spanish speakers

Explain and/or justify your answer _____

3. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 10 Traditional food
- 7 Arts
- 9 Fest, festivals and carnivals
- 6 Politics
- 11 Sports
- 12 Religion
- 3 Architecture
- 4 Geography
- 5 Guerrilla armed forces
- 2 Customs and holidays
- 8 Traditional dance
- 1 History
- Other, which one? _____

4. What is your availability to take Spanish classes?

- _____ Weekdays in the morning. Which day? _____
- _____ Weekdays in the afternoon. Which day? _____
- _____ Weekdays at night. Which day? _____
- _____ weekends in the morning. Which day? T WTH Fri
- _____ Weekends in the afternoon. Which day? _____

5. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey A. Respondent #17**Survey A****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the students' needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Wanna	Name: Debbie
Occupation: HR Director	Phone number: 516-883-4400
E-mail: wannad@pwpl.org	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old [X](#) More than 50 years old

2. What is your link with the library?

_____ I took Spanish classes at the library.
 _____ I'm a current Spanish student at the library.
 _____ I'm interested in taking Spanish classes at the library.
 _____ I'm a tutor at the library.
[X](#) I work at the library.
 _____ Other, which one? _____

3. Why do you need to improve or learn Spanish?

[X](#) My work demands it.
 _____ To understand my co-workers.
 _____ To understand my students (Spanish speakers).
 _____ To travel to Spanish speaking countries and be able to communicate with people.
 _____ I just enjoy learning a second language.
 _____ Other, which one? _____

Explain and/or justify your answer.

I am a notary at the library and frequently have Spanish Speaking patrons come in to have things notarized. Knowing the language would help a great deal in helping the patrons. Also we have Spanish speaking patrons applying for jobs and this would help in interviewing them.

4. Read through the list given below of thirteen possible cultural topics and rank all twelve in order of importance to you, being 1 your most important topic and 13 your least important topic.

- 2 Traditional food
- 3 Arts
- 5 Fest, festivals and carnivals
- 8 Politics
- 6 Sports
- 10 Religion
- 11 Architecture
- 7 Geography
- 13 Guerrilla armed forces
- 4 Customs and holidays
- 9 Traditional dance
- 12 History
- 1 Other, which one? Signing of legal documents

5. What is your availability to take Spanish classes?

- X Weekdays in the morning. Which day? Mon thru Thursday
- Weekdays in the afternoon. Which day?
- Weekdays at night. Which day?
- weekends in the morning. Which day?
- Weekends in the afternoon. Which day?

6. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Appendix D. Survey B.

This survey was designed for tutors and the library staff who do or will not take Spanish classes, but consider it very important for the PWPL (Spanish native speakers who work at the library).

Survey B

A syllabus design for the SFL course

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name:	Name:
Occupation:	Phone number:
E-mail:	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old _____ More than 50 years old

2. What is your link with the library?

_____ I'm a volunteer tutor at the library. What do you teach? _____
 _____ I work at the library. What do you do? _____

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

_____ Because there are a lot of Spanish speakers in the area who do not speak English
 _____ Because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.
 _____ Because Americans are interested in going to Spanish speaker countries
 _____ Because the community demands Spanish classes all the time.
 _____ Because we have Spanish speaker students in our ESOL program.
 _____ Other _____

Explain and/or justify your answer

4. List five benefits of having Spanish classes at the PWPL?

1.

2.

3.

4.

5.

5. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey B. Respondent #1**Survey B****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Schaefer	Name: Jason
Occupation: Computer Center Aide	Phone number: 516-526-0464
E-mail: jasonshade@gmail.com	

1. How old are you?

☒ 18 to 30 years old ☐ 30 to 50 years old ☐ More than 50 years old

2. What is your link with the library?

☐ I'm a volunteer tutor at the library. What do you teach? _____

☒ I work at the library. What do you do? [Computer Center Aide](#)

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

- ☒ 2 Because there are a lot of Spanish speakers in the area who don't speak English
- ☒ 1 Because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.
- ☒ 5 Because Americans are interested in going to Spanish speaker countries
- ☒ 3 Because the community demands Spanish classes all the time.
- ☒ 4 Because we have Spanish speaker students in our ESOL program.
- ☐ Other _____

Explain and/or justify your answer.

The Ability to speak Spanish is becoming an essential skill for virtually all professions within a diverse community like Nassau County, this town and New York. Speaking Spanish is especially important for people in human services professions (the profession I aspire to) so that they can relate to people in their native language.

4. List five benefits of having Spanish classes at the PWPL?

1. It provides a convenient location to suppliment Spanish speaking skills
2. There are many Spanish speaking people at the library to converse with and practice
3. The library offers a program that is affordable compared to class elsewhere
4. There are other resources at the library to aide in the Spanish learning process
5. _____

5. Do you have any comments or suggestions?

I believe regular Spanish classes can be an essential and valuable program.

Thank you for your valuable cooperation!

Survey B. Respondent #2

Survey B

A syllabus design for the SFL course

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Fertitta	Name: Lee
Occupation: Librarian	Phone number: 516-883-4400
E-mail: fertitta@pwpl.org	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old [X](#) More than 50 years old

2. What is your link with the library?

_____ I'm a volunteer tutor at the library. What do you teach? _____
[X](#) I work at the library. What do you do? [Director of Adult Services](#)

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

- [1](#) Because there are a lot of Spanish speakers in the area who don't speak English
[3](#) Because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.
[5](#) Because Americans are interested in going to Spanish speaker countries.
[4](#) Because the community demands Spanish classes all the time.
[2](#) Because we have Spanish speaker students in our ESOL program.
 _____ Other _____

Explain and/or justify your answer.

Most speakers of other languages in our community speak Spanish and they are learning to come to the library as a way to educate and entertain themselves. We also have employees who speak Spanish as their first language so it would be wonderful to converse with them in their language

4. List five benefits of having Spanish classes at the PWPL?

1. In person instruction.
2. Outreach to an increasing population.
3. Interest in learning other language.
4. Ability to converse with colleagues and patrons.
5. Being able to be welcoming

5. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey B. Respondent #3**Survey B****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katherine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Bracchi	Name: Reno
Occupation: public librarian	Phone number: (516) 996-9026
E-mail: rbracch@hotmail.com	

1. How old are you?

____ 18 to 30 years old ☒ 30 to 50 years old ____ More than 50 years old

2. What is your link with the library?

____ I'm a volunteer tutor at the library. What do you teach? _____
☒ I work at the library. What do you do? I am a librarian in the media department.

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

- 1 Because there are a lot of Spanish speakers in the area who don't speak English
3 Because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.
4 Because Americans are interested in going to Spanish speaker countries
5 Because the community demands Spanish classes all the time.
2 Because we have Spanish speaker students in our ESOL program.
 ____ Other _____

Explain and/or justify your answer It is important to communicate with non-English speaking Spanish speakers for the following reasons - to make them feel ~~be~~ welcome in the community; to ~~communicate with~~ to tell them about all of the wonderful services, events and resources that are ~~offered~~ offered by both the community and the library; to get them more involved in local politics and civic organizations.

4. List five benefits of having Spanish classes at the PWPL?

1. It would help me communicate with patrons who speak only Spanish.
2. It would benefit Port residents because they wouldn't need to travel far to get to a class.
3. It would foster better relations and community ties between Spanish and non-Spanish speakers.
4. It would allow students to greatly enhance their travel experience when visiting a Spanish-speaking country.
5. It would be a low cost option for those potential students who don't have a lot of money.

5. Do you have any comments or suggestions?

No.

Thank you for your valuable cooperation!

Survey B. Respondent #4

Survey B

A syllabus design for the SFL course

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Ley	Name: Jessica
Occupation: Adult Programs	Phone number: 883-4400, ext. 123
E-mail: ley@pwpl.org	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old [X](#) More than 50 years old

2. What is your link with the library?

_____ I'm a volunteer tutor at the library. What do you teach? _____
[X](#) I work at the library. What do you do? [Plan cultural programs for adults](#)

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

- [X](#) Because there are a lot of Spanish speakers in the area who don't speak English
- [X](#) Because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.
- [X](#) Because Americans are interested in going to Spanish speaker countries
- _____ Because the community demands Spanish classes all the time.
- [X](#) Because we have Spanish speaker students in our ESOL program.
- _____ Other _____

Explain and/or justify your answer_____

4. List five benefits of having Spanish classes at the PWPL?

1. [Centrally located](#)

2. [Free](#)

3. [Skilled teachers](#)

4. _____

5. _____

5. Do you have any comments or suggestions?

[PWPL is offering an excellent resource to those who wish to learn English.](#)

Thank you for your valuable cooperation!

Survey B. Respondent #5**Survey B****A syllabus design for the SFL course**

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With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Vora	Name: Chaula
Occupation: Computer Asst.	Phone number: 516-883-4400 X 171
E-mail: vorac@pwpl.org	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old X More than 50 years old

2. What is your link with the library?

_____ I'm a volunteer tutor at the library. What do you teach? _____

 X I work at the library. What do you do? [Computer Assistant @ the Computer Center](#)

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

 1 Because there are a lot of Spanish speakers in the area who don't speak English

 2 Because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.

 5 Because Americans are interested in going to Spanish speaker countries.

 4 Because the community demands Spanish classes all the time.

 3 Because we have Spanish speaker students in our ESOL program.

_____ Other _____

Explain and/or justify your answer_____

4. List five benefits of having Spanish classes at the PWPL?

1. [Convenient.](#)
2. [Free.](#)
3. [Good location.](#)
4. [Staff needs to help Spanish speaking visitors.](#)
5. [Small group.](#)

5. Do you have any comments or suggestions?

Thank you for your valuable cooperation!

Survey B. Respondent #6**Survey B****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katherine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Diaz	Name: Paola
Occupation: ESOL assistant coordinator @the PWPL	Phone number: 516-8834400#149
E-mail: diazp@pwpl.org	

1. How old are you?

_____ 18 to 30 years old ☒ 30 to 50 years old _____ More than 50 years old

2. What is your link with the library?

_____ I'm a volunteer tutor at the library. What do you teach? _____

☒ I work at the library. What do you do? [I work in the ESOL program](#)

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

☒ **1** Because there are a lot of Spanish speakers in the area who don't speak English

☒ **2** Because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.

☒ **5** Because Americans are interested in going to Spanish speaker countries.

☒ **4** Because the community demands Spanish classes all the time.

☒ **3** Because we have Spanish speaker students in our ESOL program.

_____ Other _____

Explain and/or justify your answer _____

4. List five benefits of having Spanish classes at the PWPL?

1. [Better communication with our Spanish patrons.](#)
2. [To keep up with this popular culture.](#)
3. [Will transform your travel experiences.](#)
4. [Better appreciation of The Hispanic Culture.](#)
5. [Because is fun!!!!](#)

5. Do you have any comments or suggestions?

[The reason that I will not be taking Spanish classes here at the Library is because I am native Spanish speaker.](#)

Thank you for your valuable cooperation!

Survey B. Respondent #7**Survey B****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katerine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: Shodell	Name: Elly
Occupation: Librarian	Phone number: 516-883-4400x168
E-mail: shodell@pwpl.org	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old [X](#) More than 50 years old

2. What is your link with the library?

_____ I'm a volunteer tutor at the library. What do you teach? _____

[X](#) I work at the library. What do you do? Local History Center Director

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

[2](#) Because there are a lot of Spanish speakers in the area who don't speak English

[1](#) because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.

[5](#) Because Americans are interested in going to Spanish speaker countries.

[???](#) Because the community demands Spanish classes all the time.

[3](#) Because we have Spanish speaker students in our ESOL program.

_____ Other _____

Explain and/or justify your answer _____

4. List five benefits of having Spanish classes at the PWPL?

1. Convenient.
2. Free.
3. Spanish speakers on staff.
4. A global effort.
5. Creating more tolerance of the Latino community on Long Island.

5. Do you have any comments or suggestions?

Will you have only basic Spanish or intermediate as well? Many of us already have the basics but need more.

Thank you for your valuable cooperation!

Survey B. Respondent #8**Survey B****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katherine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: GALDSMITH	Name: TED
Occupation: VOLUNTEER TEACHER	Phone number: 516 627 6830
E-mail:	

1. How old are you?

____ 18 to 30 years old ____ 30 to 50 years old ☒ More than 50 years old

2. What is your link with the library?

☒ I'm a volunteer tutor at the library. What do you teach? WRITING

____ I work at the library. What do you do? _____

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

- ____ Because there are a lot of Spanish speakers in the area who don't speak English
- 1 Because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.
- 2 Because Americans are interested in going to Spanish speaker countries
- ____ Because the community demands Spanish classes all the time.
- 3 Because we have Spanish speaker students in our ESOL program.
- ____ Other _____

Explain and/or justify your answer

THE WORLD IS GROWING
SMALLER & THERE IS GREATER CONTACT
BETWEEN PEOPLE WHO ARE FROM SPANISH SPEAKING
COUNTRIES

4. List five benefits of having Spanish classes at the PWPL?

1. SOME PEOPLE WORK WITH SPANISH SPEAKING POPULATION
2. SOME MAY WANT TO WORK IN A " " " "
3. SOME JUST WANT TO KNOW HOW TO SPEAK SPANISH
4. SOME PLAN TRIP TO SPANISH SPEAKING COUNTRIES
5. _____

5. Do you have any comments or suggestions?

THERE IS A NEED FOR THE CLASS IN
THE COMMUNITY - GLAD WE HAVE IT

Thank you for your valuable cooperation!

Survey B. Respondent #9**Survey B****A syllabus design for the SFL course**

Within the framework of the degree in foreign languages Jennifer Rojas and Katherine Tabares plan to design a curriculum proposal for the SFL course. It was taught for six months in 2013 at the Port Washington Public Library by one of this project's authors.

With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: O'Hanlon	Name: Peggy
Occupation: ESOL Coordinator	Phone number: 516 883-4400
E-mail: ohanlonp@pwpl.org	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old [X](#) More than 50 years old

2. What is your link with the library?

_____ I'm a volunteer tutor at the library. What do you teach? _____

[X](#) I work at the library. What do you do? ESOL Coordinator.

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

[2](#) Because there are a lot of Spanish speakers in the area who don't speak English

[3](#) Because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.

[5](#) Because Americans are interested in going to Spanish speaker countries

[4](#) Because the community demands Spanish classes all the time.

[1](#) Because we have Spanish speaker students in our ESOL program.

_____ Other _____

Explain and/or justify your answer.

There are many Spanish speakers living in our community and throughout the United States. We should be welcoming our new immigrants by learning to speak their language, as they learn ours. In other foreign countries, people speak more than one language so they can communicate with each other (e.g. in Switzerland most people know at least 2 of the 3 languages spoken there -German, French and Italian). In many countries people speak English even though not many English speakers live there, so why shouldn't we speak the language of people who do live here?

4. List five benefits of having Spanish classes at the PWPL?

1. It's a need in the community.
2. The library is a central area in Port Washington and easy to get to.
3. The classes are free.
4. Volunteers have offered to teach Spanish – we'll have more space in the near future.
5. The library staff has expressed an interest in learning Spanish. It has become a necessity!

5. Do you have any comments or suggestions?

I'd love to offer several levels of Spanish, but the library doesn't have enough space right now. There is a new design being developed which will move the computers to other parts of the building. The ESOL area will then be enlarged and we can offer several classes at the same time. I'm very excited about offering Spanish classes to the library staff and the community. I would take a Spanish class here if a higher level was available.

Thank you for your valuable cooperation!

Survey B. Respondent #10**Survey B****A syllabus design for the SFL course**

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With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: HAUSDORFF	Name: RICHARD
Occupation: LIBRARIAN	Phone number: 516-883-4400
E-mail: hausdorf@pwpl.org	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old ☒ More than 50 years old

2. What is your link with the library?

_____ I'm a volunteer tutor at the library. What do you teach? _____
☒ I work at the library. What do you do? I AM A REFERENCE LIBRARIAN

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

- 2 Because there are a lot of Spanish speakers in the area who don't speak English
1 Because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.
3 Because Americans are interested in going to Spanish speaker countries
5 Because the community demands Spanish classes all the time.
4 Because we have Spanish speaker students in our ESOL program.
 _____ Other _____

Explain and/or justify your answer THE LATEST STATISTICS SHOW
THAT SPANISH IS SO PREVALENT IN THE US THAT IT IS
THE ONE LANGUAGE SPOKEN BY MORE NON-HISPANICS IN
US HOMES THAN ANY OTHER LANGUAGE OUTSIDE OF ENGLISH,
ACCORDING TO THE PEW RESEARCH GROUP.

4. List five benefits of having Spanish classes at the PWPL?

1. A BETTER UNDERSTANDING OF SPANISH CULTURE FOR NON-HISPANICS.
2. A WAY FOR HISPANICS AND NON-HISPANICS TO MEET REGULARLY.
3. _____
4. _____
5. _____

5. Do you have any comments or suggestions?

TEACH CONVERSATIONAL SPANISH IN LIEU OF OR IN ADDITION
TO GRAMMATICAL SPANISH, ESPECIALLY FOR THOSE
INDIVIDUALS WHO TRAVEL TO COUNTRIES WHERE
SPANISH IS SPOKEN.

Thank you for your valuable cooperation!

Survey B. Respondent #11**Survey B****A syllabus design for the SFL course**

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With this survey, we expect to identify what the institution needs are in the current context and propose possible ideas to carry out our curriculum design. This survey is confidential and its results will be used solely for academic purposes.

PERSONAL INFORMATION

Last Name: O'Hanlon	Name: Peggy
Occupation: ESOL Coordinator	Phone number: 516 883-4400
E-mail: ohanlonp@pwpl.org	

1. How old are you?

_____ 18 to 30 years old _____ 30 to 50 years old [X](#) More than 50 years old

2. What is your link with the library?

_____ I'm a volunteer tutor at the library. What do you teach? _____

[X](#) I work at the library. What do you do? ESOL Coordinator.

3. Read through the list given below of five reasons that support how important to have Spanish classes at the Port Washington Public Library is and rank all five in order of importance to you, being 1 your most important reason and 5 your least important reason.

[2](#) Because there are a lot of Spanish speakers in the area who don't speak English

[3](#) Because in the US, the Spanish speaker population is growing up and it is increasingly necessary to speak Spanish.

[5](#) Because Americans are interested in going to Spanish speaker countries

[4](#) Because the community demands Spanish classes all the time.

[1](#) Because we have Spanish speaker students in our ESOL program.

_____ Other _____

Explain and/or justify your answer.

There are many Spanish speakers living in our community and throughout the United States. We should be welcoming our new immigrants by learning to speak their language, as they learn ours. In other foreign countries, people speak more than one language so they can communicate with each other (e.g. in Switzerland most people know at least 2 of the 3 languages spoken there -German, French and Italian). In many countries people speak English even though not many English speakers live there, so why shouldn't we speak the language of people who do live here?

4. List five benefits of having Spanish classes at the PWPL?

1. It's a need in the community.
2. The library is a central area in Port Washington and easy to get to.
3. The classes are free.
4. Volunteers have offered to teach Spanish – we'll have more space in the near future.
5. The library staff has expressed an interest in learning Spanish. It has become a necessity!

5. Do you have any comments or suggestions?

I'd love to offer several levels of Spanish, but the library doesn't have enough space right now. There is a new design being developed which will move the computers to other parts of the building. The ESOL area will then be enlarged and we can offer several classes at the same time. I'm very excited about offering Spanish classes to the library staff and the community. I would take a Spanish class here if a higher level was available.

Thank you for your valuable cooperation!

Appendix E. Diary.

The following is the transcription of the diary written by one of the authors of this research during her six months of experience teaching Spanish at the library.

- **Entry #1. November 15th 2012.**

Beginners (A1)

Today I went to observe my first class. I was late because I had too much stuff to do before going. When I arrived, the teacher was trying to explain the difference between ‘her’ and ‘his’ so she was repeating: “his name is.../ her name is...” She took advantage of that to introduce me to the class. “Her name is Jennifer”, she said. I joined the class and helped the teacher to classify some pictures cards (I found them so useful; you can use them to teach or practice prepositions, actions, adjectives, places, etc.). The teacher used them for teaching some adjectives like ugly and beautiful/handsome, noisy and quite, large and short; she asked to the class: “is this short or large?” and students answered to her questions. She also asked questions like: “what places are quite/noisy? What is beautiful for you?” I think it's important to highlight the way the teacher exaggerated her pronunciation because it made easier to understand.

- **Entry #2. November 29th 2012**

One day before the class, I was working with the teacher on the lesson plan for the next day but I realized she doesn't prepare her classes or her lessons. “I like to improvise”, she said. I don't even know how she figures out what her students have already learned and what is missing to be taught, maybe I need more observations. That day she took some textbooks and picked different exercises related to food. We discussed some possible exercises, I gave her some ideas to keep practicing ‘her’ and ‘his’ with the food vocabulary (game “el paseo”).

Today during the class I helped a lot. I participated as a teacher in every activity. I did a personalized work with two of the students who just joined the group and really don't know anything about the language, such a challenging work, not easy at all! I explained the task more than twice and they didn't get it. I was getting frustrated, but I breathed and did it again. I said word by word and used my body language; I also translated some words in Spanish and finally they started doing their task.

- **Entry #3. January 10th 2013**

First class!

Today I was so nervous about the class. I had everything done (my text, my copies and my plan) I arrived early to the library to have time to make copies for my 5 students and to set up the classroom.

The class was supposed to start at 10:00am but it was 10:10am and nobody was still there, but me. I was feeling so disappointed and I started calling my students; two of them told me they were not coming and when I was about to call my third student, someone arrived. It was Phyllis, one of my pupils. She is from the USA, so she has a perfect English accent that makes me feel a little scared, however she is so nice, so we started talking about the parking at the library which was full and that's why she came late to my class.

I gave her the text and she started answering the questions. I noticed she was doing it very quickly so I got nervous again because I didn't have a lesson plan for the first class. I decided to start thinking about what to do next...so much pressure! I did with her the third part of the text ‘the song’; we tried to translate to English every phrase, it was hard, then I asked her to read it for me and then we sang together. I realized that once she started singing, her pronunciation improved, I mean, in regard to the 1st reading. That made me think how music really helps to learn a language.

As soon as she finished the text, I had the idea of correcting the first part with her, so we checked the answers together. I don't think it was a good idea because even if I knew all the answers and I could say it was correct or wrong, I couldn't explain most of them; Spanish grammar was just killing me and I got so frustrated.

When I finished what I had (not too much) I decided to start a conversation, I asked her about her life, her family and she did her best. She knows some verbs in present tense, most of them ending with 'ar', so I took advantage of that and I made a review on the board. I didn't like that because I felt it was being boring, I just thought about those grammar classes that I don't like. I feel bad, so I don't want to repeat that kind of "methodology".

Then I asked her about her daily routine and I was having a hard time trying to explain those verbs like 'levantarse', why 'me levanto' instead of 'levanto'? OMG, I don't think that is something you explain in the first class. I need to be very careful about the topic and I can't pretend to teach everything at once. Maybe it would be enough to know how to use it with the 1st person 'yo me levanto' I think! I guess!

We kept talking and every time she made a mistake I tried to explain her how she should say it. I also want to criticize that behavior because maybe I was not leaving her to express and to make her point, was I being annoying? Sometimes as a student you don't want someone to make you stop during a conversation, next time a good strategy could be to take some notes and explain them to her at the end.

Well, I really need to work hard to become a great Spanish teacher. First of all, I need to familiarize myself with Spanish grammar; second, I must plan more than one thing for every class just in case; and third, keep enjoining what I am doing.

And even if it's good for me, I should stop speaking English in class.

- **Entry #4. January 17th 2013**

Round No.2 Mixture level class!

I was working so hard to figure out how to use the verb 'to be' in Spanish (ser y estar). The uses of these two verbs in Spanish are really hard to understand for the students and I just realized that there is a bunch of rules about them and I had never thought about them, well it's my own language, I didn't have to, but now I am teaching it! Oh boy, what a challenge... I love it!

Today, it was so funny that I brought a bunch of materials and I didn't have the chance to use all of them. First, because the time went so fast and second, because I got students with different language levels and it is just tough to me as a teacher. How to plan a class for intermediate students and beginners at the same time, in the same room?

Five new students came today. Linda is one of the intermediate students, she is an English teacher but most of her students are from Spanish speaking countries. We talked in Spanish and I found she is really good at it; she builds good sentences and pronounces very well. She started the text and I worked with Phyllis on her paragraph (the one she wrote last class) but then Valeria and Pijush came in, I gave them their texts and as soon as they took a look of it, they realized that it was too much for them and they let me know it. It was just their first class; they meant they needed to start from the 'beginning. Plop!

I immediately changed my plans (I am really proud of me about this) I improvised in a good way! I gave everybody a copy of the song and I played it in my laptop. I was happy to see how my students, even the two beginners, could follow the letters while they were listening the song. Their scared faces turned into smile faces and I felt good. Then, we looked and defined the unknown words and listened to it again. They are a little shy but they did their best at singing.

Then I started explaining when to use the verb 'ser' and when to use the verb 'estar'. I felt good doing it because I was prepared for that. The high level students helped to illustrate the every rule I explained. They came with good examples. It was also good that even if we were learning the verb to be, every example we got was an opportunity to explain something else:

- ❖ I wrote 'manzana' and Valeria said she had seen that word with an 's' at the end and she asked why. So I just gave them a small piece of plural and singular pie.
- ❖ I wrote 'una mujer...' and Pijush asked how to say 'hombre' in Spanish, so I wrote: "un hombre" and he said: "so 'una' is female and 'uno' is male?"
- ❖ Something similar happened with 'el' and 'la'.

I just remember that before the "to be explanation" we worked on the 'Alphabet' (Thank God I brought those copies) I made them go to the board and spell their classmates' names and then some extra words that I gave them. At the beginning, I felt so weird saying that, I mean, pronouncing each letter sound, but then I got comfortable. It's just a nice feeling to be a teacher. I felt so glad when they understood what I said. Why we didn't play hangman? Damn, next time.

Some questions:

- Am I talking too much in English? But, they are beginners? It doesn't matter, Spanish.
- I talk in Spanish and then I translate, is that alright? No, it's not! Maybe just when it is needed.
- High level and beginners in the same class. How to design/prepare a class?
- Too focused on grammar? Approaches! Should be implicit!

A half hour before the class finished. Two new students came in, Jaret and Daniel from Korea. They looked a little scared and I realized why, when Daniel said: "we are beginners, beginners" I told them it was alright and I asked the class to explain them what I had just explained. It worked very well. "You are 'una profesora' or 'una maestra'?" Students asked. I said 'profesora' but I must check those concepts.

Pijush looks so happy learning a new language; he was the first to say "gracias" at the end of the class.

• Entry #5. January 24th 2013

New student: John, high level

I have a growing class and I love that, the problem is that the classroom is really small but it's not a big deal.

Today I brought some tongue twisters for my students, it was so fun. I think it worked very well for my mixture-level class. We discussed some vocabulary, I made them memorize some lines and repeat them together as a group. As homework I asked them to learn one by heart (en la ciudad de Pamplona...)

However the first exercise I brought (which was last homework) was too much for my beginners. It was a list of sentences and they had to figure out which verb and form of the verb they had to use (either 'ser' or 'estar') It was hard because some sentences were in past and they don't know that yet, but also because according to the rules to use 'ser' or 'estar'. I didn't get how to explain why in the sentence: "la moto de Juan no es nueva, pero está casi nueva". They had to use first 'ser' and then 'estar' (¿es el verbo ser intercambiable en este caso?)

The song of the day was: "El problema by Ricardo Arjona" A little bit fast for them I think, but they tried it and they liked it. It was a good material; I explained not only new vocabulary but grammar (regular 'ar' verbs; reflexive pronouns). I like that because the song is fun and it's an excuse to go deep into some language aspects.

• Entry #6. January 31st 2013

New classroom, new student!

Today, it was the best class ever. For the first time I felt I was totally in charge, I mean, I knew what and how to do, what I wanted to do. I prepared a bunch of materials for my class, but I didn't have the time to use all of them, I felt I didn't want to stop teaching today. I just enjoyed it.

Daniel and Janet came early (a half of hour before) I asked them about homework and it made me feel so happy to know they learned it by heart (en la ciudad de Pamplona...) Daniel did it perfectly (I am not kidding) it was perfect, not that fast but well pronounced. Great!

One by one, my other students arrived. We studied one more time the ABC and then we started to learn the parts of the body. Here is what I liked the most about my way teaching today. For the beginners I used strategy #1 (I asked them to go to the board, I spelled words and then they tried to guess its meaning) but for my high-intermediate students I used strategy #2 (I asked them in Spanish for some of the hardest part of the body words in this way: “¿cómo se llaman las extensiones superiores de tu cuerpo?” or “¿cuál es la mitad de tu cuerpo?”) It was a little bit harder but good for their level. When I noticed it was still hard to guess I just used my body language then, for the rest of the parts that were missing I pushed them to ask me: “cómo se dice...en Español?” They were so excited repeating the question to get as many words as they could.

The song “Me gustas tú by Manu Chao” was next. It was very appropriate for both levels. Easy to follow (they sang) new vocabulary and a pretext to learn some grammar. ‘Me gusta + la(s) or el, los’ or ‘me gusta + verb’ but also ‘me gustan’ if we are talking in plural.

The most excited thing about this activity was that the students also had the opportunity to talk about each of their likes. They wrote them and then shared them with the class. I just remembered that good feeling inside myself when I built my first sentences in French; I saw exactly that feeling on them.

• Entry #7. February 7th 2013

New student, Judy.

John didn't come back.

Valeria and Pijush didn't come today.

- Crucigrama
- Canción
- Presentación
- Historieta
- Verbos ‘ar’ ‘er’ ‘ir’ (hoja)
- Lectura en voz alta (colores, preposiciones)

Daniel and Janet came early and we started to practice the parts of the body that I taught them (word search). This activity was so good because it let the students, not only practice the old vocabulary but also learn new words because the instruction were like: “está en la cara y sirve para respirar” so it was an opportunity to teach them some prepositions and some irregular verbs like: “servir, tener” When the rest of the students came we kept doing it but Linda for example did it by herself so quick (she is not a beginner) When all the students were there, I asked some of them to read the sentences so I said: “horizontal número 12 Phyllis...” But when I asked Janet about number 17, she looked confused; she didn't know what to read, so I realized she only knew the numbers from 1 to 10. My strategy was to show her my fingers and count from 10 to the number we needed and she got it.

Then I was about to explain how to use a conjugation package that I gave them last class (it's like a ‘Becherelle’) when Judy asked the class to know every body's name. I just felt like my teacher Maria Eugenia in my French class (she was always ready with something in her bag to explained anything the students could need)

I immediately gave them a copy about personal information with a dialogue in it. I asked Daniel and Phyllis to read the dialogue and it was so fun, everybody enjoyed it. Then, they worked in pairs to re write the dialogue. I think it was a good activity because students always get interested in talking or writing about themselves, it makes the learning process enjoyable. Some of the students remembered the phrase: “¿Cómo se dice...en Español?” and used it for asking for new information. I also gave them new vocabulary related to the dialogue, such as ‘soltera’, ‘casada’, ‘separada’, ‘viuda’. I finally explained how to use the conjugation package, boring but needed.

Comics' time! It was a fun activity, just reading and laughing. I should do more with this material next time. It could be good, for instance, to ask one of the high level students to look at the pictures and to make predictions about them or ask the beginners for words, just words related to the images.

This time for the song I got 3 out of 10. Too bad, Jen! It was so fast for them "El corazón no tiene cara" by Prince Royce. Linda was the only one who got to fill some of the blankets. Jane got one but it was too fast, they couldn't sing. ☹

The last, but not least! Reading kids' books! I brought some books and I read out loud for my students, it was awesome. I didn't translate anything because images just talked by themselves. I need to do this again.

• **Entry #8. February 14th 2013**

*Valentine's Day
Where are Valeria and her husband?
Two classes missed already
John never came again*

- Numbers
 - Date of birth: ¿Cuántos años tienes? ¿Cuándo cumples años?
- Reading kids' books. FUN
 - Prepositions
 - Colors
 - Animals
- Las siete reglas de la vida.
 - Imperative
- Song "Mi viejo by Vicente Fernández"
 - 'Andar' vs 'caminar'
- Reading "La quisquillosa"
- Phyllis homework (possessive pronouns)
 - 'Mi(s)' 'tu(s)' 'su(s)'

Nice class! Daniel and Janet were already in the classroom when I came in. They brought me chocolates for Valentine's Day (isn't it sweet?) I also brought some cookies for all my students.

We started with a number's sheet (ordinal and cardinal numbers) I asked them to read the list of numbers and also added some numbers of the list. They did it very well, but it was so funny when Janet asked me: "why we said 'doscientos' like 'dos+cientos' and also 'trescientos' like 'tres+cientos' and so on, but 'quinientos' instead of 'cincocientos'?" Oh my gosh! Plop! And this is one of those cases where teachers just say "because" lol. Well I said: "maybe for that one they use 'quince' as a root... Crazy Spanish, right? As all the languages" Since the sheet didn't have all the numbers, but the key ones, I asked them to continue saying some of them. They did it very well.

Janet asked me: "¿cómo se dice 'birthday' en Español? And then she asked me "¿cuándo es tú cumpleaños?" So I took advantage of that and I taught them how to ask and to answer the question: '¿cuándo cumples años?' Or '¿cuándo es tu cumpleaños?' And the answer could be 'mi cumpleaños es el...' 'Yo cumplo años el...' And again Janet made a hard question: "why do you use 'tú' in one question and don't use it in the other?"

So I told her that the subject was implied in the first one because I conjugated the verb but in the second one the verb 'ser' is not related to the person who you are asking about his/her birthday so you have to use 'tu' 'su' to figure out. I think I did it well.

I brought the book "My opposites. Mis opuestos by Rebecca Emberley. 2000. First Edition. Little, Brown and Company Boston, New York, London. I thought it was useful for learning prepositions but I discovered just in the moment I was showing and reading it to my students that the book has more than words like 'under/bajo' 'over/sobre'. The pictures of animals, plants and objects gave me an idea. I started asking them: "¿qué color es el hongo? or ¿dónde está la araña? (I pointed it)" So they learned some prepositions but also, they studied the colors and learned some new

vocabulary. Moreover, they didn't need translation for the questions I made; they didn't need it for anything. That was great!

I also used the book "Opuestos con Jorge el Curioso. Ilustraciones de H.A. Rey. Traducido por Janitza Canetti. 2002" and I kept doing the same, they enjoyed it. All of them participated; it made me feel good, it made me feel happy.

Then, the imperative! The copy that I brought was fun, they enjoyed reading "Las siete reglas de la vida" but when I explained them the imperative, I think they (my beginners) didn't get it so well. Maybe it was inappropriate for them, I don't know but honestly I didn't feel confident in this topic. I realized that if the teacher is not familiarized himself/herself with the topic it will be tough for the students to get it.

The song came next "Mi viejo by Vicente Fernandez". It was also a perfect excuse to see some differences between 'caminar' and 'andar'. I never thought about it, oh gosh!, but I made my research and it was pretty good to learn about it. The song was sad so I am not sure if it was fun or not. They didn't sing aloud.

Reading part 2 "La quisquillosa by Marc Broum" Just Judy and Phyllis were still at the classroom, the others had left. We didn't finish it because the time was over but we enjoyed the short reading and some translation.

At the end, I helped Phyllis with her own homework about possessives. She got a list of sentences and she had to figure out which possessive went in each gap. It was easy to give her a list: 'yo' 'mi(s)' 'tu(s)' 'tú', she got it easily.

• Entry #9. February 21st 2013

I missed Janet!

- Talk to Daniel
- Song "A mi burro"
 - Adjective order and possessives
- Prendas de vestir
 - Look at the picture: "¿Qué lleva puesto?"
 - To have 'tener'
 - Expressions
- Game and 'adivanzas' words game
- Talk to Pijush.

I was prepared for a small class today because Phyllis and Judy were in vacations but when I saw Daniel without his wife, Janet, I felt so disappointed. "What happened with her? Where is she?" I asked. "I don't think she is coming anymore because she said this class is a high level class for her" Daniel replied. I felt so bad, "it was my fault" I said back. I didn't stop talking about how disappointed I was because Janet's decision, I asked Daniel to persuade her to come back (I am doing my diary entry three days after the class... 'Pereza, pereza') ok! The point is that I still feel so bad about it, Janet is a good student ☹. I hope Daniel convinces her to come back. I will behave, I promise!

When Daniel came in, it was too early to start homework so I thought it was a perfect moment to learn a little bit of him, I mean, to ask him why he wants to learn Spanish, a question that I should ask from the very beginning. "Shouldn't I?"

And guess what? Daniel is a Korean pastor at a Methodist church and he is planning to go to Cuba as a missionary. He is going to evangelize for 10 years. OMG!

It was very interesting to know that because my grandma and I joined a Methodist church here and I maybe can bring Daniel there one day. Everything is in Spanish, so we can get involved in the context that he actually needs [SSP]. Moreover, I can use some of the materials we have at the church for the class, "why not?" The bible has stories and I can take advantage of that.

Pijush came in without Valeria. "What's going on? Where are the wives?" I said and they laughed at me. "She is sick but she is coming next class" Pijush replied. When Linda arrived we started with the song "A mi burro". First, we took a look of the new vocabulary. The students were using naturally the expression "¿qué significa...?" I explained

the expression 'tener dolor de...' Which is quite different in English when you hear 'stomachache' 'headache' 'sore throat' I also explained that in Spanish, the adjectives go after the noun, well, most of the time. Sometimes they go before. Then we listened to it. For the second listening, I enumerated the paragraphs and the students so they had to sing their part. I gave Linda the fastest parts in purpose. However, it was tough for all of them to sing without listening. It was not that bad. Thanks to the song, they learned some new vocabulary about clothes like 'bufanda', 'gorrita' so I gave them a paper sheet with a list of clothes and some pictures. We started practicing the pronunciation; I also gave them other ways to name the same clothes and the different meanings. For instance, I just discovered that the word 'sudadera' is a t-shirt for Mexicans and a kind of pants for Colombians.

Then I found that it would be useful to explain which verbs use when you are talking about clothes. In English you use the word 'wear' but in Spanish we have a couple of expressions. We not only use the verb 'usar' but 'llevar puesto', 'tener puesto'. I wrote on the board "¿qué tienes puesto hoy?" And then I answered to myself like an example, so they understood the meaning of the question. Pijush and Daniel told me what they were wearing. They did it using also the colors and taking into account if it was singular or plural, feminine or masculine. I taught a 'trick': "if you aren't sure about the gender or the quantity, instead of saying 'unos pantalones rojos' or 'una camisa blanca' say 'unos pantalones de color rojo' and 'una camisa de color blanco'" I said. They used both anyway. Good job!

Next, I wrote on the board "¿qué lleva puesto él/ella?" And I took the book "Family pictures *Cuadros de familia by Carmen Lamas Garza. Paintings by CLG, stones by CLG. As told to by Harriet Rohmer, version in Spanish by Rosalma Zubiarreta. Children's Book Press* San Francisco, California. (Year?) I pointed some people on the pictures and asked to my students to say what the people were wearing. I like that it was spontaneous, I didn't prepare that; it just came up in the moment and worked very well.

Finally, I gave them a paper sheet with expressions with the verb 'tener'. We read each expression one by one, I explained them and then I told them a pronoun, so they have to conjugate the verb and use the expression like, let's say: "ella tiene hambre; tú tienes sed; él tiene calor; yo tengo mala cara" it was funny that a couple of times I told them to figure it out with the pronoun 'I (yo)' and when they said it, I replied "yo también; yo tampoco; yo no" so they just laughed a lot. It was fun!

Time was over but I wanted to keep teaching and they didn't care to stay longer, so we had extra time to play a game that I brought from my host kid, Katie. It was an enjoyable way to remember the colors. It was tough to Daniel to pronounce 'amarillo' but at the end of the game he got it. It was still harder for Pijush because he missed the colors lessons last class so he had to learn and to memorize while he was playing. He got it too.

• Entry #10. February 28th 2013

- Hispanic creed.
- The family.
- Simpsons' family tree.
- Breakfast sheet.
- Family tree (fill the blankets).
- Song.
- Homework.

Janet didn't come. I think she is not coming back anymore.

New student Jaime (high-beginner)

With Daniel and Phyllis, we started reading the 'Hispanic creed'. I thought it would be interesting, above all, for Daniel but I wasn't quite sure how to explore this text as an ELE material. I just asked them to highlight the verbs, look at their tenses and figure out their infinitive form. We didn't need to check the vocabulary because in the other side of the sheet, I print the 'Hispanic creed' in English. I should explore more those materials, I'm sure, even if it is not an authentic material, it is useful in the classroom. I know that and I am doing it pretty well with songs but thumbs down for my performing of the 'Hispanic creed'.

Thirty minutes later and with the rest of the class we started to learn "The family members" [Passport's language guides (publishing group) Spanish for beginners. Angela Wilkes. Illustrated by John Shackel. Designed by Roger

Priddy. Page 14: 'Talking about your family' It was a vocabulary sheet with some dialogues, so I basically made the students read them.

Then, I passed around 'The Simpsons' family tree' and we started having fun. I told them I would ask them some questions like "¿Quién es Marge para Lisa, Maggie y Bart? Or ¿Qué relación hay entre Patty y Selma?" And they had to answer based on the Simpsons' tree (I explained how to answer correctly too). Even if I don't know very well the 'Simpsons' family' the picture were very clear, well, that was what I thought. It wasn't for my new member of the team, Jaime, he looked confused so I decided to draw his family tree on the board. I started asking him: "¿cómo se llama tu abuela/grandma?" It was so that funny some of his relatives have the same name, so it was tough for me. I had to write John 1, John 2; Mary 1;2;3. The class was laughing at this and finally or should I say at least, it helped James to understand and my initial activity kept going. I asked basic questions for my beginners and hard ones for my intermediates and high beginners. Jaime interrupted the exercise to ask me if we use the word 'propaganda' for commercials and then he asked me how to say cup and bowl in Spanish. I don't really know why he came out with those questions when we were talking about family members but I decided to resolve his doubts. I passed around a vocabulary sheet the title 'El desayuno' (a picture which shows people having breakfast. It shows the kitchen and food vocabulary).

Then, we continued working on learning the family members. I gave them a copy with sentences and they had to fill the blankets with the vocabulary in the box. They did it by themselves but then we corrected it together. I had to help them with some of them which were not that easy for example the word 'marido' was new because I taught them 'esposo' so I said it was a synonym but it was used by old people (at least in my country). It also was hard for them to catch the meaning of the expression 'estar casado con'.

Finally, we listened to the song "Canción infantil mi familia" I didn't bring copies this time because I wanted them to try to get the words just by listening. I asked them to write down the family vocabulary they listened. They did it pretty well. Phyllis got more vocabulary than the others students but I was really pleased that my beginners got some too. When we were done checking the words, I wrote the chorus of the song on the board and made them sing.

I left homework for them: to create their own family tree and to complete an exercise where they have sentences like "su...y sus hermanos son cuñados' 1) Padre 2) Yerno 3) Tío 4) Marido. Not easy"

• Entry #11. March 7th 2013

I cancelled the class because of the snow storm. I felt so bad, it's just once a week and I know it's not enough, so to miss one class is the worst. But there is good news: John is gonna be back in the class. He was in Mexico but now he is coming back to New York.

• Entry #12. March 14th 2013

Jude called me last night and said she's not coming back to the class. When I just first listened that I felt so bad and thought that something is going wrong with my teaching but then Jude added: "it's not you, you are a terrific teacher, I have enjoyed every class the problem is that I am doing too many stuff and I don't really need to learn Spanish like the other people, it was just for fun but thank you so much" After that there was a mix of feelings inside me.

She made me feel happy when she said I am a terrific teacher because she is a teacher too and I can see how she looks at me as a workmate. On the other hand, the fact that she is not coming back leaves my heart with an 'empty feeling' that I don't know how to explain.

Well, now the class...

- Daniel and his expressions.
- Check the homework.
- Game "concéntrese".
- Asking questions to the partner, about family his/her family tree (relation between question and answer).
- Saying hello and goodbye.

I arrived early as usual and started setting the game up on the board. Daniel came in and showed me his new Spanish-Korean book. I took a look and imagine how hard would be to learn Korean, new alphabet, new everything. He also showed me some Spanish-English expressions which his daughter translated for him. I didn't correct too much, they were well done.

As soon as Pijush came in I asked Daniel to help him to do his homework because Pijush missed the last class so he didn't have the papers and I let them know we would need to have that done in order to play the game.

Daniel was super helpful, he had just 3 doubts (3 questions) but when I made him think about those problems by imagining his own family he got it, for example: "su...y sus hermanos son cuñados..." I said: "imagine that Janet (his wife) is saying that phrase" so he got the answer "marido".

When the other students came in, we started to correct the whole sheet. I asked them to read one of a time. Some of the questions were hard even for me.

After the 'warming up' the game started, I was so disappointed at the beginning because it was not that easy as I thought. First, five minutes and nobody had got to match a pair of papers. I shouldn't have mixed the questions and the answers, I think it would be easier to write on one of the side of the board the questions and on the other one, the answers. "Good idea!" But too late, it just came up now that I am writing down. Well, but the game worked after all, "thanks Linda". She said that it would be less hard if I kept up the papers with the description like "la hermana de mi mamá es..." So they just had to look for the answer. We did it that way and it worked better. It was fun that they had to pick a paper saying its number, its color, but also they had to say whether it was on the right or on the left, up or down, in the middle of. It was a good way to practice prepositions, well some of them, few of them, but still good.

- **Entry #13. March 21st 2013**

Daniel is leaving on May. Today he asked me to help him to check his application to join a Spanish course in Cuba. I am happy for him but I will miss him a lot, so I feel sad. I checked what he had done and it is pretty good. There weren't a lot of mistakes. I made him change just a few things.

The class!

I brought some videos where native Spanish speakers talk about their families. I encouraged my students to listen to the people twice. The first time, they just listened some of them (the high beginners) took notes. Then I asked them for the information or words they got. For the second listening, I gave them some questions which helped them to understand the audio.

I like that all my students participated in this activity. I think aprenderespañol.org is a good website because I can find videos where people from a Spanish-speaking countries talk about different topics. Those videos are useful even for me because I can learn lexical and cultural varieties. It was nice that my students could listen to different Spanish accents (Mexico, Peru, Chile, and Ecuador) this time.

Every time they finished listening to a video I gave them a copy with the written part. That helps them to correct their answers and complete them.

Next exercise 'writing'

I asked them to write about their families. That was a good activity for all levels, they did their best. I am glad to see how my students are improving.

The song for today was: "300 kilos by Los coyotes". It was a pretext to learn about countries where people speak Spanish. We played 'bingo' and it was very fun.

- **Entry #14. March 28th 2013**

Special diary entry! Private class!

I started teaching a private Spanish class. My student is Peggy, the ESOL program director. When I listened to her speaking Spanish I thought she was an advance student. However she told me she is not. She said: "People think I speak Spanish because I am always repeating the same sentences 'buenos días, cómo se llama? Cuál es su número telefónico?' But when people who don't speak English came into my office because they want to join the English classes and they start talking very fast about their situations, I got lost. But I said 'claro, entiendo' lol" She told me she is good at reading and writing, she understands when someone speaks slowly but she needs to improve her listening and her speaking skills.

I know she loves movies, so I decided to use Spanish movies trailers to plan my classes. I also looked for videos related to students' problems. For the first class, I showed her an interview where a student talked about her situation at school. I prepared some questions to help Peggy to understand better the video. She enjoyed the exercise. It was hard for her to understand everything but she felt good that she answered the questions I asked. Nice class!

The homework: transcribe a part of the interview.

I had to cancel my other class. I was busy in the morning: Au-pair life. It doesn't feel good when I can't teach.

- **Entry #15. April 4th 2013**

- Song: "El noticiero"
- New topic: physical description.
- ¿Cómo soy? ¿Cómo somos?

It's funny that my students already know I always bring a song. Today John asked me: "¿qué canción hoy?"

I think songs should be always part of the lesson. They help to teach grammar aspects implicitly, they have cultural content and they help to improve students' pronunciation and to enrich their vocabulary.

I brought pictures of famous people and I asked my advance students to mention some of their characteristics. I wrote what they said on the board; then I gave them a handout to enrich everybody's vocabulary.

In pairs, beginners and advance students together wrote a description of a famous person. Then they shared it with the group. When Phyllis said: "ella tiene la nariz muy grande" I said: "ella es narizona". I explained them how to form that kind of adjectives. I also explained how to use the diminutive, which is very common in Spanish to reduce the value of a negative adjective (gordito, flaquito, perezocito...) I have started to feel confident about Spanish grammar. I should keep reading though.

Private class

Peggy did her homework. She did a very good job. She transcribed almost everything but she told me it wasn't easy, she watched the interview over and over. I think that was the point because she needs to "educar el oído".

There were some grammar mistakes and a few content mistakes. I corrected them and then I encouraged her to talk about what the student in the interview said. She did it very well. After that I showed her the trailer of the movie "El paseo". She enjoyed it a lot, even if she didn't understand everything, she got the main idea and she was able to report what she understood. It's a pity that this class is just one hour a week and time flies.

Homework: to transcribe the trailer.

- **Entry #16. April 11th 2013**

Happy birthday to me!

I am thinking about a project. I want to bring my students to a Colombian restaurant in Queens, which is a Latin area in NYC. I would like to see them interacting in Spanish there. I think it will be interesting and fun. I know it could be difficult because new students came all the time but right now, I have a regular group. They are coming frequently and I wanna try it. I plan to bring to the class material related to food. We can work every class on a different aspect, not just food vocabulary but expressions useful on the table. Role plays and simulation games are welcome.

Today I brought a menu (authentic material) for each of my students, we discuss the vocabulary and I encouraged them to talk about their food preferences. That was cool, it took the whole class. Two hours just talking about food (I got hungry at the end, actually everybody did)

- **Entry #17. May 16th 2013**

I stopped writing my diary some weeks ago. I signed up for two extra English classes in the city and I have been very busy and to be honest when I had the time, I preferred to rest. Moreover, the Au pair adventures are not always fun...busy working too.

I can't remember all what happened last classes but everything is going well. Role-plays about going to a restaurant worked excellent. We had so much fun doing that. I made a 'Masato' for one of my classes and 'Arepas' for other one. They loved eating Colombian food as much as I do.

We keep singing every class. Actually, Peggy asked me for songs for her private lessons because my other students told her it was fun.

I plan to teach until the end of this month and we are going to the Colombian restaurant in June.

I am leaving this country in two months. It means I will leave the life I built here, my little Katie, my teachers, my students. It's hard; I will leave part of my heart here. I am sad...

I never taught before, I never picture myself as a teacher. I did 9 semesters at Univalle and I never felt like teaching but now everything changed my mind. I have enjoyed every class I have taught. I don't know how to describe the feeling inside me when I see my students learning and enjoying the classes. It's such a good feeling.

I discovered myself as a teacher!

I thought my talent was performing in a theater, but it seems I can have more than one talent, feeling proud of myself now!

- **Entry #18. June 21st 2013**

The trip to the restaurant was a success. Everything was in Spanish; the food was fabulous and we enjoyed it. It was sad too because it was the last Spanish class. Students got presents for me and I couldn't avoid crying. I will miss them a lot.

I learned a lot from this experience, I hope to keep teaching when I get back to Colombia, maybe not Spanish but English.

Appendix F. Lesson Plan Format



PORT WASHINGTON PUBLIC LIBRARY
NUEVA YORK E.E.U

Library
information.

Unidad 5: Mis próximas vacaciones: ¿a dónde ir? ¿Qué tiempo hace? Planeación de clase # 1

Unit number and
title & number of
the lesson plan.

Nivel: Principiantes.
Curso: A1.1.
Número de estudiantes: 6.
Duración: 2h.
Horario: 8:00 - 10:00.
Tutor: Jennifer Rojas Silva

Class information (level, course
name, amount of students,
length, time frame and tutor's

Topic of
the class.

Materials and
resources
needed to
carry out the
activity.

Actividad		
Objetivo	Después de organizar y leer un texto sobre el clima en México, en parejas los estudiantes escribirán un texto corto que responda a una o dos preguntas sobre el clima de su ciudad natal, luego lo socializarán con sus compañeros.	
Tema	El clima.	
Habilidades	Comprensión lectora, comprensión oral, expresión oral, expresión escrita.	
Materiales y recursos	* Canción “300 Kilos” adaptada. (Anexo 1) * Audio de la canción “300 Kilos”, disponible en https://www.youtube.com/watch?v=4j2H1eEzUhQ * Texto “Clima” adaptado. (Anexo 2) * Enlaces para potencializar el buen desarrollo de la actividad. (Anexo 3) * Materiales para el tutor (Anexo 4)	
Tarea previa (Pre-task)	Ciclo de la tarea (While-Task)	Focalización en el lenguaje (Post-task)
1. El tutor motivará a los estudiantes a hablar sobre los países latinoamericanos que reconocen y/o han visitado. 15' 2. Los estudiantes escucharán la canción de los Coyotes “300 Kilos”, y descubrirán países latinoamericanos. 10'	3. El tutor entregará a cada estudiante un fragmento del texto “Clima” o una pregunta relacionada a la información que el texto provee. Los estudiantes deben relacionar preguntas y respuestas para así organizar el texto. 30' 4. Una vez leído y comprendido todo el texto, en parejas y teniendo como ejemplo las preguntas encontradas en él, los estudiantes escribirán un texto corto sobre el clima de su ciudad natal. 15' 5. Los estudiantes socializarán sus textos. 10'	6. El tutor hará énfasis en las expresiones usadas para hablar sobre el tiempo y algunas variaciones entre países. 25' SER vs. ESTAR (uso impersonal) Preguntas con QUÉ y CÓMO Expresiones idiomáticas. 7. El tutor motivará a los estudiantes a hacer preguntas respecto al clima de los países mencionados al inicio de la clase. 15'
Comentarios (opcional)		
Hay actividades opcionales que complementan los ejercicios realizados. Depende del criterio del tutor utilizarlas o no. (Ver actividades c, d y e de la unidad Mis próximas vacaciones).		

The
objective of
the activity
specifying
who, what
and how.

Skills of
communication (listening
speaking
reading and
writing)

Step by step
activity.
(The time as
well as
Learners
and tutors
roles might
be included)

Tutor's comments, notes, recommendations, etc.

Appendix G. Materials Evaluation Grid**Evaluation Grid****Date:****Material:****Unit:****Timing:****Topic:****Full name:****Occupation:****Age:****Phone number:****Nationality:****E-mail:**

Please read the following statements and evaluate the activity, the resources, the tutor and yourself.

	Yes	No	Comments (Optional)
Activities and resources			
The activity was appropriate for my level.			
The materials were attractive and appropriate for the activity.			
The materials were friendly to use and understand.			
The instructions were clear and easy to follow.			
The time required was reasonable.			
Students			
I learned new vocabulary			
I learned new grammar rules			
I learned cultural aspects			
I practiced more than one language skill (reading, writing, speaking, listening)			
Tutor			
The tutor expressed him/herself clearly			
The language used was appropriate (language speed)			
The teaching strategies were accurate (body language, speech, examples, etc.)			

Other comments

Thanks for your cooperation!

Appendix G. Materials Evaluation Grid. Student #1**Evaluation Grid**

Date: October 23, 2015
 Unit: 1. La entrevista.
 Topic: important documents

Material: Visual aids (passports, ID's, pictures).
 Timing: 1h.

Full name: Jill Murdi
 Age: 36
 Nationality: American

Occupation: Teacher
 Phone number: 311-427-623
 E-mail: jmurdi@yahoo.com

Please read the following statements and evaluate the activity, the resources, the tutor and yourself.

	Yes	No	Comments (Optional)
Activities and resources			
The activity was appropriate for my level.	✓		
The materials were attractive and appropriate for the activity.	✓		
The materials were friendly to use and understand.	✓		
The instructions were clear and easy to follow.	✓		
The time required was reasonable.	✓		
Students			
I learned new vocabulary	✓		
I learned new grammar rules	✓		
I learned cultural aspects	✓		
I practiced more than one language skill (reading, writing, speaking, listening)	✓		
Tutor			
The tutor expressed him/herself clearly	✓		
The language used was appropriate (language speed)	✓		
The teaching strategies were accurate (body language, speech, examples, etc.)	✓		

Other comments

I am a teacher. I have 8 years of experience.
 I loved the class I learned in a great
 manner with a context, many different
 strategies were used and many learning
 strategies were used!

Thanks for your cooperation!

Appendix G. Materials Evaluation Grid. Student #2**Evaluation Grid****Date:** November 23rd, 2015**Unit:** 1. La entrevista**Topic:** important documents**Material:** Visual aids (passports, ~~IDs~~), board and mock passports.**Timing:** 4h.**Full name:** Maxwell Richard Warszawski**Age:** 28**Nationality:** United States of America**Occupation:** Primary language (English) teacher**Phone number:** 300-737-7911**E-mail:** maxwell.warszawski@colegioBennett.edu.co

Please read the following statements and evaluate the activity, the resources, the tutor and yourself.

	Yes	No	Comments (Optional)
Activities and resources			
The activity was appropriate for my level.	✓		I am low level, the teacher was very accomodating to make up for my ability.
The materials were attractive and appropriate for the activity.	✓		I loved the visual aid of the mock passport.
The materials were friendly to use and understand.	✓		
The instructions were clear and easy to follow.	✓		very accomodating and kind.
The time required was reasonable.	✓		
Students			
I learned new vocabulary	✓		As well as seeing other things I need to improve.
I learned new grammar rules	✓		dates/ words that can be used differently
I learned cultural aspects	✓		last names, country differences
I practiced more than one language skill (reading, writing, speaking, listening)	✓		well constructed class for multiple learners
Tutor			
The tutor expressed him/herself clearly	✓		TO OUR abilities while pushing us.
The language used was appropriate (language speed)	✓		" "
The teaching strategies were accurate (body language, speech, examples, etc.)	✓		" "

Other comments

Thank you for allowing me to take part in this class. It is hard to think of a way to make better such a well constructed class. My suggestion is to allow the students to be more physically active for at least one activity, as well as a more indept warm-up to better lower affective filters.

Thanks for your cooperation!

Appendix G. Materials Evaluation Grid. Student #3**Evaluation Grid**

Date: Oct/26/15
Unit: 1. La entrevista
Topic: Saludos

Material: Saludos y despedidas. Texto.
Timing: 1h

Full name: Kari Marie Sandbukt
Age: 23
Nationality: Norwegian

Occupation: Tourist
Phone number: +47 452 42 697
E-mail: Kari.sandbukt@hotmail.com

Please read the following statements and evaluate the activity, the resources, the tutor and yourself.

	Yes	No	Comments (Optional)
Activities and resources			
The activity was appropriate for my level.	X		
The materials were attractive and appropriate for the activity.	X		
The materials were easy to use and understand.	X		
The instructions were friendly and easy to follow.	X		
The time required was reasonable.	X		
Students			
I learned new vocabulary	X		
I learned new grammar rules	X		
I learned cultural aspects	X		
I practiced more than one language skill (reading, writing, speaking, listening)	X		
Tutor			
The tutor expressed him/herself clearly	X		
The language used was appropriate (language speed)	X		Only Spanish is hard, but Very good for practice!!!
The teaching strategies were accurate (body language, speech, examples, etc.)	X		

Other comments

Appendix G. Materials Evaluation Grid. Student #4**Evaluation Grid****Date:** August 2015**Unit:** Beginners Spanish**Topic:** Abecedario**Material:** Abecedario**Timing:** Primera leccion**Full name:** Rachel Read**Age:** 24**Nationality:** English**Occupation:** Student**Phone number:** N/A**E-mail:** rachel.read168@gmail.com

Please read the following statements and evaluate the activity, the resources, the tutor and yourself.

	Yes	No	Comments (Optional)
Activities and resources			
The activity was appropriate for my level.	Si		
The materials were attractive and appropriate for the activity.	Si		
The materials were friendly to use and understand.	Si		
The instructions were clear and easy to follow.	Si		
The time required was reasonable.	Si		
Students			
I learned new vocabulary	Si		
I learned new grammar rules	Si		
I learned cultural aspects	Si		las vocals esta confuso
I practiced more than one language skill (reading, writing, speaking, listening)	Si		todo otra vez
Tutor			
The tutor expressed him/herself clearly	Si		Siempre
The language used was appropriate (language speed)	Si		

The teaching strategies were accurate (body language, speech, examples, etc.)	Si		especialmente el deletreo (phonetically)
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Other comments

This exercise was very useful as the alphabet is the basis of the Spanish language and spelling things has proven very useful to me especially in hostels and getting transport. The instructions and explanations were very clear which is helpful as some letters (particularly the vowels) are similar but just a little different in English. It was also very useful to practice some of the sounds that appear in Spanish. For example rolling my "R"s which does not come naturally to me.

Thanks for your cooperation!

Evaluation Grid

Date: August 2015

Unit: Beginners Spanish

Topic: Conozcámonos

Material:

Timing:

Full name: Rachel Read

Age: 24

Nationality: English

Occupation: Student

Phone number: N/A

E-mail: rachel.read168@gmail.com

Please read the following statements and evaluate the activity, the resources, the tutor and yourself.

	Yes	No	Comments (Optional)
Activities and resources			
The activity was appropriate for my level.	Si		Primero hablando practicar
The materials were attractive and appropriate for the activity.	Si		muy util
The materials were friendly to use and understand.	Si		
The instructions were clear and easy to follow.	Si		
The time required was reasonable.	Si		
Students			
I learned new vocabulary	Si		
I learned new grammar rules	Si		
I learned cultural aspects	Si		
I practiced more than one language skill (reading, writing, speaking, listening)	Si		todo
Tutor			
The tutor expressed him/herself clearly	Si		Siempre
The language used was appropriate (language speed)	Si		Difícil, pero bueno para practicar

The teaching strategies were accurate (body language, speech, examples, etc.)	Si		
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Other comments

Para mi, estas muy util.

For me it was very useful as the topics gave me the skills to answer what I have found to be the first questions that everybody asks me. It also gave me confidence to speak to people I didn't know and ask those questions back. Also as I am travelling currently and experiencing lots of different countries accents it was very helpful to listen to the Colombian accent. It was also very good practice of the numbers as well.

Thanks for your cooperation!