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Task Based Language Learning
Can this add something relevant to the design of the Swedish
textbooks for Spanish as Second Language?

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Abstract

Purpose: The purpose of this essay is to investigate specifically whether or not Spanish textbooks based on Task Based Language Learning (TBLL) can add something relevant to the design of the Swedish textbooks for Spanish as Second Language (SSL).

Methodology: This is a comparative study between two Swedish series for SSL and one from Spain. By series I mean the textbook, book of exercises, the teacher's book and extra material that come all together for the teaching of a whole course. The small number of series to be compared is due to the limited extension of this work. However, it was decided to use two Swedish series instead of one in order to have a better sample.

This study compares neither the series of all levels nor all the details of the books. Each of these issues is beyond the characteristics of this essay.

The research is limited to compare series of the first level and focus only on some of their characteristics. In the first part of the analysis it sees concisely some general information of the series and in the second part it goes on to the structure and content of the textbooks. In this second and main part I will go through the following five elements of each textbook: structure of the whole book, index, structure of units, the way of working grammar and assessments.

Results: The most decisive contribution of TBLL to Swedish textbooks of SSL is the changing of approach, from linguistic contents to communicative competence. TBLL would also increase the implementation of two fundamental values of the Swedish curriculums: democracy and autonomy of learners.

Proposals: Investigate the pedagogical methods used in the teaching of other languages as SL in Sweden, including English.

Examensarbete inom lärarutbildningen

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1. INTRODUCTION

1.1 Aim

In the course of Didactics of Spanish as Second Language (SSL) that I took during my studies of Spanish in the spring of 2010¹ the teacher, Esther Fernández Incognito, gave us a practical introduction to the *Task Based Language Learning* approach (TBLL)² because this is the approach used in Spain to design the teaching of SSL and to design the appropriate educational material. However, TBLL seems absent in Swedish training for teachers.

According to Fernandez, she has reviewed the programs and the literature of all pedagogical courses at the Swedish universities and sees that none had any training or literature on TBLL. From what was seen in the course of Fernández, TBLL is suited to apply the *Common European Framework of Reference for Languages*³ (CEF) general guidelines as well as the concrete ones of the Cervantes Institute. Cervantes Institute has even taken on this approach to all its work and didactic production.

This situation raises the following question: can textbooks based on TBLL contribute to the design of Swedish textbooks for SSL? In this work I will investigate specifically whether TBLL based Spanish textbooks can add something relevant to the design of the Swedish textbooks for SSL.

Since the main key to understand the differences between the approaches behind the Swedish and Spanish textbooks lies on grammar, I will pay special attention to this.

1.2 Hypothesis

Spain has become a pioneer in applying the broad lines of the CEF in the teaching of a language that is growing in importance in the world, and has invested heavily in the dissemination of the language and produced much literature on research and the application of TBLL. It would be reasonable to expect that there is something valuable to learn from this experience- embodied in the teaching *series*- that can enrich the teaching materials of SSL in Sweden. By “series” I mean the textbook, book of exercises, the teacher’s book and extra material that comes all together for the teaching of a whole course.

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² This is the approach which has been used from the '80 to teach English as a Second Language, and from the '90 to teach SSL. Its main feature is to replace the starting point for the design of the teaching of foreign languages. Previous approaches design their teaching from the linguistic contents, task-based approach replaces it by tasks and so the former is submitted to the later.

³ I will explain shortly what this is in the next chapter.

1.3 Methodology

I am going to make a comparative study between two Swedish series of SSL and one from Spain. The small number of series to be compared is due to the limited extension of this work.

I decided to use two Swedish series instead of one in order to have a better sample.

I compare neither the textbooks of all levels nor all the details of the books. Each of these issues is beyond the characteristics of this essay.

I will limit myself to compare series of the first level and focus only on some of their characteristics. In the first part I will see concisely some general information of the series and in the second part I will go on to the structure and content of the textbooks. In this second and main part I will go through the following five elements of each textbook: structure of the whole book, index, structure of units, the way of working grammar and assessments.

Although a comparison between specific exercises of the three series would show important differences, I will not dwell on it because the analysis of the extra material provide similar results and the analysis of assessments and the way of working grammar will reveal the fundamental difference between the Swedish and the Spanish series.

Since the Spanish book used in this research is based on the TBLL approach and this seems to be unknown among Swedish teachers and among my classmates, this work begins- in chapter 2- with a short explanation of the TBLL approach and a clarification of some concepts and observations regarding this approach. In other words, chapter 2 is the necessary theoretical framework for the body of the essay, chapter 3.

In chapter 3 I will compare two Swedish series with one from Spain. As I mentioned above I will do it in two parts, *Prior Information* and *Structure and Contents*.

After comparing the elements mentioned above I will have a discussion about the information I have found. I will not leave the discussion to a separate chapter because there are so many details that it would be hard for the reader to remember all of them.

The fourth and last chapter contains the conclusions and final reflections.

In the rest of this section I will explain the reasons for each of these choices.

1.3.1 First Level Textbooks

Since the Swedish and Spanish levels of the programs for SSL are different and do not correspond to each other, it would be inconsistent to compare other levels rather than the first one.

However, to work with the *first level*⁴ also has a disadvantage. In this level it is harder to appreciate two important characteristics of TBLL: the authenticity of both the texts and tasks, and the deductive way of working with grammar. Authenticity means that the texts used should not be manipulated or adapted and the tasks should represent authentic communicative situations of the everyday Spanish-speaking culture. The deductive way of teaching grammar implies that students have to try to understand the new grammar rules by doing some exercises and then compare their guess with the grammar explanations, those in the textbook or those given by the teacher. However, in the first level there is not much of this kind of exercises.

All this is due to the fact that the learners have very basic knowledge or no knowledge at all, of the new language.

However, I think this limitation is much better than to compare two materials that do not correspond to the same level of education.

1.3.2 Structure and Content

I will look at the general information of each series just to lay some groundwork to the rest of the chapter. The structure of the textbooks give us an idea about the book as a whole and give me the opportunity to mark one detail which is going to be useful later. The indexes of the textbooks show the first consequence of the differences between the approaches that the series are based on. Then the structure of units and how the series treat the grammar give us the fundamental difference between both approaches on teaching foreign languages. Finally, evaluations reveal the “real” educational priorities of the authors.

1.3.3 Which textbooks and why?

I chose the Swedish series *Caminando 1*, by publisher Natur och Kultur, and *Buena Idea 1*, by publisher Bonnier, and the Spanish *Gente Joven 1*, by publisher Difusión.

⁴ It means *beginners*, but I use first level because in Spain and Sweden they use different classifications and words to the first level. See the chart on p. 10.

I used *Caminando* (Walking) because from my teaching experience in Gothenburg I think it is one of the best among the Swedish series, and *Buena Idea* (Good Idea) because it is one of the newest collection, if not the newest. In any case, which Swedish books I use here is not so important because all of them have very similar structures and are based on very similar approaches.

In the case of the Spanish series the situation is different. There are books that are presented as TBLL based but they are not really. However, during the Teaching course I mentioned on Aim (1.1), *Gente Joven 1* (Young People 1) was one of the books we analyzed and we concluded it is really based on TBLL. In addition *Gente Joven 1* is designed for teenagers as well as *Caminando 1* and *Buena Idea1*. So *Gente Joven 1* meets all requirements to be used in this essay.

Once I have explained the choice of books I will work with, I have to clarify that I will use the term *serie-s* instead of *textbook-s*. To find out the approach and to understand the real priorities behind the books and the ultimate consequences of the differences between the Swedish and Spanish books, the analysis should be done on different elements (structure, contents, grammar, etc.) and each series offers materials distributed in different way, as shown in the following table:

	Gente Joven 1	Buena Idea 1	Caminando 1
Pedagogical theory	Teacher's book	Teacher's book	Teacher's book
Texts	Text book	Text book	All in one book
Vocabulary			
Grammar	Text book		
Review	Text book and Supplementary prinChart material	Work book	
Exercises	Exercise book		
Tasks	Text/Exercise books	Student/Work books	
Transliterations		Student key	
Key	Teacher's book		
Extra material	Supplementary prinChart material	Teacher's book	

Observe there is no vocabulary in *Gente Joven 1*. I will come back to this in the section 3.1.3.

1.3.4 Three setbacks

The first setback I met was the difficulty of finding Swedish literature related to the TBLL approach. This became an obstacle also when I started to write, because the terminology was in English or Spanish. To write everything in Swedish would become a considerable problem. That is why I decided to write this essay in English.

The second inconvenience was also about terminology. In the Spanish theory of teaching and learning languages there is a huge lack of definition of terminology. Marta Baral says "Too often we find confusing terminology related to language teaching. One speaks, for example, about curriculum design, communicative approach, task-based approach, syllabus, schedule, program, at the same time and with different criteria, and assigning different meanings to the same word." (My translation from CVC 1, p. 134)

Moreover, in Spanish literature there are some methods that present themselves as new but in fact they are varieties of TBLL (CVC 9).

This problem puzzled me considerably when I started researching these issues. When I realized the extent of the confusion of terminology, much of what I had read made more sense to me.

A third difficulty concerned structure. One of the main elements in my research- *Task Based Language Learning*- is something we did not see in our course *Korta lärarprogrammet* (HT2010-HT2011). As a consequence, I wrote from the very beginning about things and using concepts we did not study during the course, but at the same time I could not start the essay clarifying that terminology. In the end I had to modify the introduction and add a chapter on theoretical framework. However, I could not avoid starting the Introduction using concepts that had nothing to do with our course.

2. THEORETICAL FRAME OF REFERENCE

Since TBLL was not studied at "Korta lärarprogrammet" (HT2010-HT2011), it does not seem to be well known in Sweden, and different authors use concepts in different ways, therefore first of all I must provide a theoretical framework for the comparison of the books to be understood.

I will begin with a very brief description of the TBLL approach and how it has changed the concept of communicative competence. Then I will define the meaning of the concept task and the difference between this and exercise, as they will be used in this research. The third step will be to explain the institutional situation of the TBLL approach in Spain. I will finish this short chapter with a discussion that will lay the foundations for the most important topic in this research, i.e., whether or not it is convenient to start the SSL lessons with grammar explanations.

2.1 TBLL

With regards to the approach by tasks, David Nunan briefly defines it as "An approach to language teaching organized around tasks rather than language structures" (Nunan 2004, p.216).

The TBLL is not intended to deny the communicative theory. On the contrary, it takes many of its elements. The basic difference, as it tries to highlight the previous definition (chapter 2), is that while the second theory continues building education from linguistic content, the TBLL says that it should not be the case. On the other hand, TBLL generates its aims, chooses the content, decides the sequence and designs the assessments from final tasks.

2.2 Communicative Competence

The meaning of *communicative competence* that I will use in this work is the one used by TBLL. The reason is that in TBLL this concept collects what has been said by relevant authors like Jürgen Habermas and Dell Hymes and also combines all relevant variables in human communication in such a way that it achieves a holistic and dynamic sense.⁵

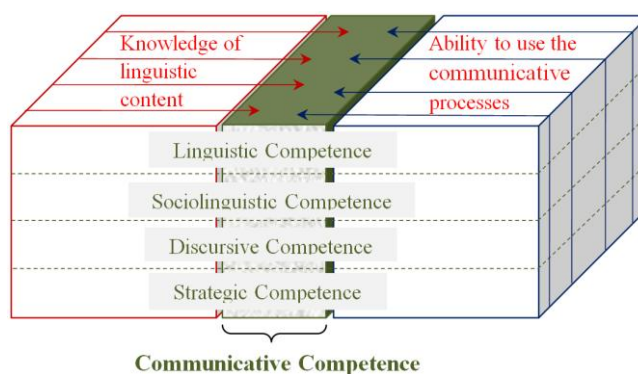
On the one hand, given that communication is conceived essentially as interpersonal, communicative competence becomes the combination between the knowledge of the linguistic content and the ability to use communication processes.

⁵ The following is a personal presentation based on ideas taken from CVC 16; CVC 9; Tornberg 2009, pp. 39-40.

On the other hand, the communicative competence is realized through the fields of

- linguistic competence, i.e., the knowledge of the syntax, the lexicon and phonology;
- socio-linguistic competence, where the produced meanings are controlled according to the situation in which they are used;
- discursive competence, where the rules of discourse are applied; and strategic competence, in which communication strategies are used to compensate/balance the deficiencies in the three previous dimensions of competence.

The conjugation of the four areas in which the communicative competence takes place has an important consequence for the aims of communicative teaching. As these four aspects are deeply connected to each other, their development must be simultaneous. This seems to be better achieved through authentic communicative tasks (Figure 1).



Consequently, the development of communicative competence can only be carried out through the achievement of the outcomes proposed by the tasks of each stage. These tasks (the re-creation of real-life communicative situations) have three functions: to create the different dimensions of the linguistic instrument to be developed; to provide the criteria to decide the contents, activities, phases and all the necessary elements to develop those tasks; to be the point of reference for evaluation (personal and as a group) during and at the end of the whole process.

2.3 Task and Exercise

Two crucial and recurrent concepts in this work are *task* and *exercise*. Thus their meanings must be clarified here before the discussion.

2.3.1 Definition of task

In the TBLL approach task is defined as:

... a piece of classroom work that involves learners comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.” (Nunan 2004, p. 4)

It is to say, a pedagogical task is characterized by being directed toward the learning of a SL; by being representative of real-life communicative situations; by being able to see as a unit within the work in the classroom; and by being designed with a purpose, structure and sequence of work (CVC 16). It should be added that an indispensable factor for a task to be authentic- not just mock/a fake- is that reactions or responses must have, at least, some degree of unpredictability. The unpredictability is what generates the mechanisms of interaction, such as negotiations, cooperation, elections, etc. (Fernández red. 2001, pp. 18)

2.3.2 Differences between task and exercise

To see the differences between task and exercise I offer the following synoptic chart.⁶

A task...	An exercise...
is directed towards learning a SL	does not have to be directed towards learning a SL
represents communicative situations from real life and as such it is contextualized	Is not contextualized and do not have to represent a situation from real life
can be defined as a unit within the classroom work	is never a unit within the classroom work
focuses on how to communicate (content)	focuses on linguistic elements (form)
focuses on multiple language elements and skills	focuses on a particular language element or/and skill
students are free to choose the way of carrying it out.	has a defined way to be solved and usually there are not many choices
entails at least some degree of unpredictability in the reactions	the answers or reactions to an exercise are used to be pre-defined
its assessment is done through observation and raised awareness	as a rule it can be corrected directly by an exercise key.

Example of a task:⁷

8 Express Yourself

Pair work

A Call your partner and leave messages for three people in your class. Also note the messages your partner gives you on a piece of paper.

Mr. Dithers? I'm sorry. He's not available right now. Can I take a message?

B Pass on the three messages to the correct people in your class. Also note any messages you receive from other people.

C Check the messages you received with the original senders. Were the messages correct?

⁶ I made the chart with information from Fernández red. 2001, p. 16; Nunan 2004, pp. 1-4; Willis, Willis 2007, pp. 12-14; Giovannini (2005) 1996, pp. 92-103.

⁷ Nunan 2004, p. 192.

Example of an exercise:⁸

1. Write the missing words. Choose from the box below.

could, shall, would, idea, what, wondering,
feel, to, fancy, don't, like, how, rather, afraid

- a) - you like to go for a ride?
-I'd love , but I'm I can't.
- b) - What we do tonight? Do you going out?
- I'm very tired. I think I'd stay at home this evening.
- c) ...

2. Complete the dialogues with a suitable word.

- a) I'm sorry being late.
- b) I'm sorry the mess. I'll clear it .
- c) -...

In the rest of this work I will use the terms “exercise” and “task” as I described them above.

2.4 Institutional Situation of the TBLL in Spain

Since the TBLL approach is something essential for the comparison of the collections that must be put into Spain's context.

2.4.1 Common European Framework of Reference for Languages.

The *Common European Framework of Reference for Languages* (CEF) is the actual general guiding document to standardize language teaching as a second language (SL) in the European Community (Tornberg 2009, pp. 41-42). It says about itself that it is the instance that

... provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe (...). The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. (CEF 2001, p. 1)

The CEF also assumes that people learn foreign languages by using them (in a conscious and self-regulated way) through tasks⁹ and conceives the use of the language as follows:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. (CEF 2001, p. 2)

⁸ This sample was taken from <http://www.englishexercises.org/makeagame/viewgame.asp?id=3021> Downloaded 2011-11-20.

⁹ See Llorián, Susana, p. 7

All this means that:

- a. the CEF is based on the Communicative Theory, centred on tasks, and
- b. this is the method the CEF expect to be used in whole Europe in teaching languages as foreign languages (SL).

2.4.2 Cervantes Institute's Curricular Plan

In January 2007, the *Cervantes Institute*¹⁰ published a vast and detailed three-volume work entitled *Plan Curricular del Instituto Cervantes* (PCIC).¹¹ This is the detailed realization of those broad lines proposed by the CEF, and aims to be a guide for all teaching institutions and for those who produce materials for teaching-learning Spanish as a second language (SSL). That is to say, it provides the detailed guidelines for the creation of programs, materials, contents of tests, etc. In this sense it provides a detailed list of material (both skills and language structures) to be taken into account in each of the stages of SSL teaching.

2.4.3 Consequences to this research

Consequently in Spain courses and textbooks of SSL are following the Cervantes Institute's guidelines, and to do so they are based on the Notional-functional or on the TBLL approaches. Both of them emerged from the Communicative Theory.

Nevertheless in Sweden the situation seems to be very different. First of all because, as I mentioned above, TBLL seems to be unknown among the SSL teaching environment. But also because the levels of such SSL programs in Spain and Sweden are different and do not correspond to each other. See the chart bellow.

<i>Sweden</i>	<i>Spain</i>
Steg 1	A1
Steg 2	
Steg 3	A2
Steg 4	A3
Steg 5	

¹⁰ This started working in Madrid in 1991 with the objective of promoting the Spanish and the cultures of the countries which has the Spanish as their official language. See Cervantes Institute's website: http://www.cervantes.es/sobre_instituto_cervantes/informacion.htm

¹¹ Until 2007, in the case of the English language, it had been described only three of the six levels set by the CEF, A2, B1 and B2.

2.5 Whether it is Convenient to Start SSL lessons with Grammar

One of the clearest differences between the collections is about how they work with grammar.

Despite the fact that the main point is not the difference in itself but what this implies in teaching.

For this reason, the key question is how important it is to start lessons of SSL with explanations of grammar¹². As this clarification cannot be done inside the analysis I will do it here.

Firstly, I would like to say something about the science of languages. Since the decades of the sixties and seventies, the studies about the learning of languages have come to the agreement that in the learning of an SL the person puts a series of strategies into motion, influenced by the linguistic forms, but not directed by them. This does not deny the need of linguistic forms, but it does impose the need to go over them after the communicative drill.

Another aspect to be taken into account is that, in grammar, that which in theory seems easy, it is difficult to apply in communicative situations. One example is the addition of “s” in the third person singular in the present tense in English. Although it seems as something extremely simple, it is one of the morphemes harder to integrate in practical use for the students of this language as SL (CVC 11).

Third, in Willis and Willis there is a very enlightening explanation. They argue that SL lessons usually follow the next scheme:

- 1st Explanation of one or a few isolated linguistic elements (content).
- 2nd Practice with repetitive drills (structuralism).
- 3rd Communicative activities (form).¹³

It is intended that learning pays similar attention to both, form and meaning. Begoña Perez López adds that in this scheme it is assumed that learning itself is in the teacher's explanations and that repetition and production drills correct errors and give fluidity, respectively (CVC 14). However, all three authors agree that this scheme ignores the findings of research on acquisition, which show that human mind cannot concentrate on the content and form of the language at the same time.

Willis and Willis explain this in a very simple and clear way through the game "neither yes nor no." The game consists of one person (*quizmaster*) asking another for a few minutes and the other can answer anything but "yes" and "no". In practice, no matter the age or grade level, the respondent usually loses and often within the first few minutes. The explanation is that it is extremely difficult for a person in their mother tongue, to simultaneously focus on what he or she wants to mean (meaning) and how he or she wants to say it (the way).

¹² To answer this question I will base my arguments on Willis, Willis 2007, 16-18, 22-33, 113-133. You can see also Tornberg 2009, p. 63.

¹³ My experience as student and teacher in Gothenburg realtes perfectly with this approach.

If this happens using the mother tongue and with something as simple as avoiding the use of only two words as short as "yes" and "no", how can we expect an initiate in SL do this with grammatical structures much more complex after hearing his explanations for just a few minutes? This is the same that is experienced, continue Willis and Willis, after exercising a lot in English courses interrogative forms as "What do you want?" or "What do X mean?". No matter how much students practices these interrogative forms, many of them spontaneously use the incorrect forms "What you want?" or " What you mean? ", without the personal pronoun.

The authors argue that given this evidence, there are only two alternatives:

- pupils concentrate on reproduction the form. Which leads to an artificial and hesitant communication, or
- the student focuses on meaning. Thus contradicting the instructions of the book and the teacher and, from the point of view of the latter, has failed in the aim of helping students to incorporate such structure in the spontaneous use of the SL.

The spontaneity in the use of new linguistic structures takes time and practice for a person to assimilate.

Consequently, if one starts a lesson focusing on the form, the student will always fail at something, in achieving a fluent communication (which is the ultimate goal of language study) or in achieving the target set by the book and the teacher. One result of this is that this may affect the self confidence of the apprentice and therefore to make it difficult for him the use of SL outside the classroom.

All this has an indirect consequence that decisively affects teaching-learning. In the study of SL, grammar must be subordinated to the communication of meaning in authentic situations.

3. COMPARING BOOKS

This is the main part of this work, the comparison of the two Swedish series with the Spanish one. I will do it in two parts. First in *Prior Information*, I will analyze general information of the series such as the addressee, aims, material they contain and their pedagogical ethos. It is a short part and it gives us essential information to understand the second part.

In the second part, *Structure and Contents*, I will go through out the text/student-books (their structures, indexes, structures of their units and their ways of working grammar) and their different types of assessments.

3.1 Prior Information

Before analyzing the details of the students' books I will show some general information about each series. Given that the names and content of the books are in Spanish and that each series has a different number of books and different names for each of them, I will use the names *textbook*, *exercise book* and teacher's book to refer respectively to the book with the texts, the book with exercises and the book of the teacher. In the case of *Caminando 1* I will use just *student book* and teacher's book because the former includes both text and exercises. Then I will address four issues of the series: their addressees, aims, materials and pedagogical ethos.

3.1.1 Addressee

The first general information is the addressee. *Caminando* and *Buena Idea* are addressed to teenagers as well as adults while *Gente Joven* is addressed just to teenagers. If we assume that a key factor in learning is motivation and that this depends a lot on if the instruction is based on the interests of the students (Fernández red . 2003, p. 20; Forssell red. 2005, pp. 79.93), it is quite questionable that textbooks address both teenagers and adults. These two groups are at different stages in their life. Therefore, their interests, needs and the way they see things are equally dissimilar or unlike. As a result, the same texts and activities cannot equally be interesting for teenagers and adults. Besides, adolescents and adults approach a subject in different ways and use diverse language to talk about it.

3.1.2 Aims

It is important to be clear about the aims of each series because it will show later (3.2.5) if the assessments have some positive or negative effects on students. Evaluations have positive effects if they show whether or not students have reached the planned goals. On the contrary, assessments have negative effects if they do not evaluate on the bases of the aims (Tornberg 2009, p. 151).

The second issue is the aim of the series. The following Chart shows this information compiled.

	<i>CAMINANDO 1</i>	<i>BUENA IDEA 1</i>	<i>GENTE JOVEN 1</i>
AIM: Students should be able to:	After the whole book ¹⁴ : - understand the essential content of clear speech - participate in simple conversations about everyday life and familiar topics - tell something about themselves or another person in a simple form - read the main contents of simple instructions and descriptions - make themselves understood in very elementary writing.	After the whole book ¹⁵ : - make themselves understood and to understand what other people say in Spanish - to gain knowledge of Spanish culture and daily life.	After the whole book ¹⁶ : - have a very limited repertoire, rehearsed and organized lexical phrases to be used in specific and predicChart situations - interact easily, provided that the interlocutor collaborate - have resources that enable them to meet immediate needs related to everyday situations such as asking very specific things and to get information about its location, ask for the directions, give information on personal issues and cope with quantities, prices and schedules. After each unit ¹⁷ : <u>Unit 1:</u> make small presentations of them and others. <u>Unit 2:</u> talk about schools and make short interview with other teenagers about their schools.

Regardless of what the series say explicitly, the important issue here is that the aims of the Swedish series are based on the guidelines of *Skolverket*, as it is shown in the five points of *Caminando 1*. Even more, *Caminando 1* begins talking about its aims with “In the *Skolverket* objective for step 1 is the communicative aspect (...) See www.solverket.se” (My translation from Waldenström, Westerman, Wik-Bretz 2007b, p. 3).

¹⁴ Waldenström, Westerman, Wik-Bretz 2007b, p. 3.

¹⁵ Håkanson, Álvarez M., Beeck 2006b, p.3.

¹⁶ See Centro Virtual Cervantes (CVCe), Plan Curricular del Instituto Cervantes. España. Downloaded 2011-10-29. http://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/niveles/01_objetivos_relacion_a1-a2.htm
 The curriculum of the Cervantes Institute presents a very detailed list of goals that students must achieve both as social agent, intercultural speaker and autonomous learner, as well as in different aspects (grammar, pronunciation and prosody, spelling, functions, tactics and pragmatic strategies, general and specific notions, etc.). I am however not going into so many details because it is out of the goal of this work.

¹⁷ Alonso, Sans 2004, p. 7

In contrast, the aims of the Spanish series are based on the Cervantes Institute's guidelines, which in turn are the realization of the general guidelines of the Common European Framework. Also, unlike the first two series, in *Gente Joven*, the goals of each unit are specific and clear. E.g.: In the Swedish series there are no aims for every chapter, just the information about the content in the index (see Appendix A), while in every chapter of *Gente Joven 1* there is something like the following from chapter 1: "In this unit we are going to: exchange information about us and our friends. For this we are going to learn:..." (My translation from Alonso, Sans 2004, p. 7)

The first consequence of all this is that the assessment of chapters of *Caminando* and *Buena Idea* could have negative effects on students' motivation and responsibility in their own learning. If those series say that their main general aim is to develop the students' communicative competence but instead they assess linguistic contents, students can lose their credibility on the teacher or on the evaluations and so decrease their motivation in the course. On the other hand, if there are no goals to the chapters students do not know where and how to go in their learning. As a consequence, it becomes harder for the students to take responsibility of their own learning if they do not know where and how to go (Tornberg 2009, p. 151).

3.1.3 Materials

I will now move on to the material provided in each series.

	<i>CAMINANDO 1</i>	<i>BUENA IDEA 1</i>	<i>GENTE JOVEN 1</i>
MATERIAL	- Student book ¹⁸ + CD	- Textbook + CD - Exercise book - Key	- Textbook + CD - Exercise book
	- Teacher's book + CD	- Teacher's book + CD	- Supplementary material ¹⁹ + Key

It is interesting to note two aspects. The first one is the amount of extra material supplied by *Gente Joven 1*. It has one extra book for personal training and another one with exercises, tasks and pedagogical games. However a great amount of extra material is not good in itself. According to TBLL it should focus on the communicative competence, spring from the pupil's interests, be based on learning by doing, be suitable for the target group and the proposed aims (Fernández López red. 2003, pp.19-21.23-24). In this case the two extra books give the students the opportunity to work in their own way and rhythm both individually and

¹⁸ Unlike the other two series, the text of this textbook contains texts, exercises, grammar, vocabulary, the keys and self assessment, all in one book.

¹⁹ It calls *Material Complementario PrinChart* and consists of exercises, tasks and pedagogical games.

in groups, and the four competences concerning to SSL (see illustration on p. 7). This is a great help to educators. There are professional Swedish and Spanish extra materials²⁰ already done, but the point is it takes a lot of time for them to prepare extra materials for the needs of each student. However if teachers already have those two extra books with extra material with all the characteristics I mentioned above, teachers do not have to spend so much time preparing it. What they have to do is just to check if the students are doing what they need. As a consequence of what I have just said, *Gente Joven 1* is not just helping teachers to save time but also giving more responsibility to students about their own learning. As it says in the Swedish curriculum²¹, with the extra book with personal exercises of *Gente Joven 1*, pupils must decide which aspects of their learning they need to work with and in which way they want to do it.

The second aspect is the absence of CD for the teacher in the *Gente Joven* series. It is a consequence of the fact that this series gives more prominence and responsibility to the students over their own learning and thus leaves it to the student to decide when to use all the audio material. For example, in *Gente Joven* there is no listening exercise where the audio is hidden by the teacher because it is the students who have to decide how to develop their learning. As Olga Dysthe says- when talking about *multivoiced classroom*- teachers must relax their control over the process of education (Tomberg 2009, p. 18).

It could be thought also that teacher's CD has a different purpose than the student CD and has, for example audios for the evaluation. As will be seen later (3.2.5), assessments in TBLL are totally different than those in *Caminando* and *Buena Idea* and therefore there is no need for audios to be hidden by the educator.

Gente Joven 1 lacked a list with the new vocabulary for each unit. It is this way because this series was made in Spain. In Sweden, especially in the first level, it is better if books have vocabulary as *Caminando 1* and *Buena Idea 1*.

3.1.4 Pedagogical Ethos

It is important to see what each series expresses about their ethos because it will help us to check whether there is coherence between what the authors point out as important and how this is implemented in the series - the material, methodology and what and how they evaluate. That is, I will compare their ethos with the content of the next section (content, linguistic content, assessments).

²⁰ Like those from Libers, Bonniers, Difusión, Edelsa and Eli.

²¹ Lgr 11 Gr, pp. 8, 14-15 and Lgr 11 Gy pp. 13-15.

I will not get lost among the details of what each series says but instead I will take a general perspective. I have translated what each series says about its pedagogical ethos and put it together in the following table.

As shown in the Chart below, the ideas used by *Caminando 1* and *Buena Idea 1* are found in the communicative theory, while *Gente Joven 1* is based on the TBLL approach.

Consequently the basic question is: what are the criteria from which these series select and organize all their material?

	<i>CAMINANDO 1</i>	<i>BUENA IDEA 1</i>	<i>GENTE JOVEN 1</i>
PEDAGOGICAL ETHOS	<ul style="list-style-type: none"> - The content is the most important issue in communication - Language is communication and it involves interaction - Rich exposure to language - Authenticity of texts - Awareness of how language is learned - Respect for what the students already know - Responsibility for students own learning. - Works with the four main types of learning (kinaesthetic, tactile, visual and hearing).²² 	<ul style="list-style-type: none"> - The teacher's book this offers fifty pages of didactic terminology.²³ 	<ul style="list-style-type: none"> - It is based on TBLL.²⁴

The first three statements of *Caminando* mean that this series focuses on the development of the communicative competence of the learner.

The whole of the contents of the didactics section of *Buena Idea* reveals that this series is based on the communicative approach and keeps some aspects from previous methodologies such as the grammar translation and audio-lingual (Tornberg 2009, p. 27-29.34-38).²⁵ For instance, the didactic section starts talking about what is included in the communicative competence. It describes those four competences TBLL has taken from the communicative approach and adds two more (Chapter 2.2; CVC 9, CVC 16): linguistic, socio-linguistic, discursive, strategic, socio-cultural and social competence. Then adds that this series focuses on the students' learning rather than the teacher's teaching, students have great responsibility in their learning and the students will be asked to reflect on how they learn (Håkanson, Beeck 2006, pp. 5:1-2). On the other hand, it explains why it frequently uses exercises to listen and repeat the words or new phrases, and it dedicates also two pages to justify the frequent use of translations, both from Spanish to Swedish and from Swedish to Spanish (Håkanson, Beeck 2006, pp. 5:22.5:25-6). However, Tornberg argues that translation exercises could be an obstacle to some students because they solve problems in other way (Tornberg 2009, pp. 28).

²² This bulleted list is a personal translation from Waldenström, Westerman, Wik-Bretz 2007b, p. 3

²³ Håkanson, Beeck 2006, pp. 5:1-5:50.

²⁴ Alonso, Sans 2004, p. 4.

²⁵ Buena Idea writes it very clear on Håkanson, Beeck 2006, pp. 5:1-5:2.5:16-5:17.5:25-5:26. Compara it with what it is said on Giovannini 2005 (1996), pp. 5-7.

Finally, *Gente Joven* also collects the elements of the communicative approach but it puts as centre and point of departure the final tasks, as can be deduced from what was said in Chapter 2.

In conclusion it can be said that the main ethos of the three series is the development of their materials on the achievement of the communicative competence of students.

In the next section this must be collated with which materials series work with, how they work it, and what and how they evaluate.

3.2 Structure and Content

I will now move on from general information about each series to the details of them. I will compare the following aspects of the series:

1. the structures of the text/student-books
2. indexes
3. structures of units
4. ways of working the grammar
5. assessments

3.2.1 Structure of textbooks

I start with the books in their entirety. The student book of *Caminando 1* is divided into five units and designed so that the lessons follow what eight young people²⁶ are telling us. At the end the book is provided with a key and a student self-diagnosis for every unit, the Swedish translation of all texts, and a Swedish-Spanish and Spanish-Swedish glossary.

The latest edition of this series is from 2007. The biggest changes from the previous edition, seven years earlier, are the new drawings, photos, music and everything concerning prices. To my surprise the topics, texts and evaluations were almost identical despite the radical changes in everyday life of the adolescents that has taken place during those years. An observation that I will give some attention to in my conclusion is that although *Gente Joven 1* was using TBLL already in 2004, the authors of *Caminando 1* have not let themselves be influenced by that approach.

²⁶ They are a Latino living in Central America, two Latinos living in USA, a Latino living in Spain and four Spanish living in Spain.

The textbook of *Buena Idea 1* contains 24 chapters. At the end of the textbook there are five pages with colour drawings and their respective names, a Spanish-Swedish glossary.²⁷ At the end of the workbook there is a short Swedish-Spanish glossary²⁸.

The textbook of *Gente Joven 1* consists of six units and each of them finishes with a task for the A1 level. After every three units there is a review that offers self-assessment. This review contains activities for vocabulary, reading, writing and oral communication, as well as tests of grammar, culture.

In my experience with different groups both in high school and adult education, the structure of *Caminando 1* is easy to understand for the students. *Buena Idea 1* on the other hand, despite that it has a similar structure to that of *Caminando 1*, seems complicated for the students at the beginning because all the material is spread out in both the textbook and the workbook. Given that *Gente Joven* is organized from the TBLL perspective, its structure is even more unfamiliar to the students. The experience of me and a fellow teacher when we tried to apply TBLL in groups that never encountered it before was that the students became very confused and did not understand what to do.

There could be a different reason for this problem than the structure of the textbook. One critique against TBLL is that using authentic material is difficult for the students. However, Sonsoles Fernández says it is exactly the opposite and gives two arguments. Firstly, it is because the difficulty is scaffold with the types of selected activities. Secondly, the traditional simplification or adaptation of true materials to the linguistic structures- that are in class- often removes the contextual elements and redundancies, which are precisely the elements to accelerate the understanding of the meanings. (Fernández red. 2001, pp. 19-20)

On the other hand, one can use Michael P. Breen's ideas to argue against Fernández.²⁹ Breen says that TBLL has developed a completely different way- and even opposite way to the previous approaches- on how students process the linguistic material presented in the classroom. He explains that the traditional way starts from a body of linguistic units which are taught gradually to the pupils. Thus the learner must process unit by unit to make a synthesis of the SL system and try to reproduce them to communicate with others. This is what Breen calls *synthetic processing*. On the contrary, TBLL begins from specific communicative and contextualized situations and introduces linguistic forms on their actual uses. So, in this case, the task of the student is to analyze these linguistic forms and exercises in a progressive

²⁷ It presents the new words by chapter.

²⁸ All the new words used in the book together in alphabetic order.

²⁹ The ideas of the rest of this paragraph is based has been taken from Javier. *Los enfoques por tareas para la enseñanza de las lenguas extranjeras*. En *Cable 5*, 1990, págs. 19-27. Downloaded 2011-10-15.

mastery of the system. Breen calls it *analytical processing*. This can be a good explanation why it is so hard for students to change suddenly to TBLL approach in SSL courses. Breen goes even beyond that and concludes that TBLL is a new paradigm

3.2.2 Indexes

I will now go through the content of the indexes of the textbooks, displayed in Appendix A. In the Chart below I show a synoptic comparison between the contents of the three indexes.³⁰

<i>Caminando 1</i>	<i>Buena Idea 1</i>	<i>Gente Joven 1</i>
The title or the explanation after the title in the Swedish books have general or abstract ideas about what the pupils are going to do such as:		After the title, <i>Gente Joven</i> presents concrete tasks. “In this unit we are going to:”
South American countries (1B) Geography of Spain (1C) Spanish in the world (1D) Catalonia (2D) A doctor from Nicaragua (3A)	In Barajas (1) European map (2b) The cousin from Chile (4) Gifts (5) Two brotherly countries (6)	Exchange information about us and our friends. (1) Imagine an ideal school and interview a friend about her/his school (2) Write texts on ourselves to find friends on Internet or by mail (3) Learn how to shop and to decide what to give to our classmates in their birthdays (4) Conduct a survey about what we do during our free time (5) Prepare a small conference on a country or a region (6)
Even when these books use concrete situations it is usually written in impersonal way:		The presentation is always written in a way which include students:
Interview with Eloy. An eighteen-year old teenager from Catalonia (2A) Go to the cafeteria (2B) On the street (3B)	Where is it? (2a) Where are you from? (3)	In this unit we are going to...

I will now show the similarities and discrepancies relevant to this research.

The first difference one notices is that, unlike the Swedish series, the Spanish textbook is based and organized around tasks, e.g. “Write texts about us to find friends on the Internet or by mail”.

The second observation is that the index of *Gente Joven* is written in a personal and concrete way which I think makes it easier for the students to know what they are going to do and what is expected of them. As example, in unit 2: “In this unit we are going to: Imagine an ideal school and interview a friend about her/his school”. This has two consequences. First, it reduces uncertainty among students. Knowing from the very beginning what they are going to do creates a more relaxed atmosphere within the group. Secondly, it is easier to make the

³⁰ I am using personal translations for the contents of indexes.

students feel invited and part of what they are going to do. *Gente Joven* takes into account the emotions of the pupils in order to give them better motivation and provide a more pleasant environment (Forssell red. 2005, p. 79). For instance, “A doctor from Nicaragua” (*Caminando 1*) is less connected to the personal life of Swedish students than “Learn how to shop and to decide what to give to our classmates [in Sweden] for their birthdays”³¹ (*Gente Joven 1*). However the experience of a doctor in Nicaragua could give good information about Nicaragua, there are more interesting topics for Swedish adolescents to reach the same aim. It is crucial that every unit has concrete and clear aims in order to let the students know what they are going to do and because this is the base for the *reliability* of the assessments (Tornberg 2009, p. 70). Given that those aims are missing in the Swedish series, it can be expected that their assessments have low *reliability*.

3.2.3 Structures of Units

From this moment I am going to focus mainly on the first two units of every series on the grounds that the rest of the units follow the same structure and use the same kind of grammar explanations, exercises, etc.

After the structure and indexes of the textbooks I am going to the third element of my work, the structures of the units. I summarize them in the Chart below.

STRUCTURE (See Appendixes A and B- charts 5-6)			
	<i>CAMINANDO 1</i>	<i>BUENA IDEA 1</i>	<i>GENTE JOVEN 1</i>
EACH UNIT	<p>Each unit is divided in four subunits (a, b, c, d). The three first parts have the same structure, i.e.:</p> <ul style="list-style-type: none"> - A dialogue or presentation with its respective audio. - Grammar explanation (<i>Comentarios</i>) with a little extra information, often about some Spanish expressions. - Exercises to be done sometimes individually and sometimes in pairs. - Subunits “d” are just texts with information about Spanish speaking countries. 	<ul style="list-style-type: none"> - Some dialogues and/or readings with their respective audios (in the textbook) and exercises or occasionally small tasks (in the work book). It has the new vocabulary translated (Spanish-Swedish) next to every text. 	<ul style="list-style-type: none"> - One carries out every unit through numerous different activities of communicative interaction and formal reflection. Those activities include various Tables of simple grammar explanation (<i>chuletas gramaticales</i>) located beside the texts that contains such structures. - Then comes a section (<i>La revista loca</i>) including two pages of texts about culture and civilization, music, hobbies, articles and comic strips with the contents of the unit. - At the end of each unit there is the dossier of the class. It proposes some final tasks through which the students develop a product using everything they have learned in the previous two parts and that they can add to their Portfolio. The tasks are recreations of actual situations that teenagers encounter in everyday Spanish life.

³¹ The content between square brackets is mine.

Caminando has a very clear structure: introductory text³², grammar explanation and exercises. The teacher can swap the order of the two first parts, but not the third because the exercises are inductive so the students need to have already seen the linguistic elements before.

Buena Idea has no grammar explanation neither in the units nor within the exercises. This series only has a grammar section at the end of the textbook. However, since its exercises are inductive, teachers have to explain the linguistic contents before the students come to the exercises. The textbook inserts something called task (*Tarea*) among the texts but usually they are just exercises. For example, in all the tasks from unit two to six and *Tarea B* and *Tarea C* in unit 1, the pupils are required to repeat small extracts from dialogs replacing some data. This is far from complying with the requirements of a task, as it was defined in the chapter 2. It is to say, in order to represent a real-life communicative situation, a task needs to be a unit within the work in the classroom- designed with a purpose, structure and sequence of work- and to have some degree of unpredictability of the reactions or responses. Some tasks comply with all these characteristics but they are exceptions. One example of a task is *Tarea A* of unit 1, where a person has to introduce him or herself and a friend. To introduce oneself or another person is a representation of a real-life communicative situation, it could be seen as a unit, could be designed with a purpose, structure and a sequence of work, and the reactions of the interlocutor could also have a degree of randomness.

Gente Joven on the other hand starts every unit with activities, work grammar parallel with the activities, continues with a section of Spanish culture, and finishes with a final task. As a result I see three main differences between the first two textbooks and the third textbook. The first difference is the way in which they treat the linguistic contents. As it was seen in chapter 2, Willis and Willis argument that lessons of SL should not be begin with grammar and that this should be submitted to the communication of meaning in authentic situations. It is done by *Gente Joven 1* but not by the other two. I will go further with this point in the next section, Ways of Working Grammar.

The second difference is the special section for cultural issues in *Gente Joven*. This goes into general issues but also, and mainly, treats culture through specific topics that are in the interest of adolescents. Some examples of this are entertaining things like jokes, hobbies and horoscopes in the section *La Revista Loca* (Alonso, Sans 2004, pp. 26-27.36-37). *Caminando 1* offers some cultural text after every three units and they are not so related with what Swedish teenagers do, like 66 words about the Spanish royal family on page 33, some general

³² I use here the word "text" to refer to both dialogs and presentations.

data about Cataluña, Nicaragua and Cuba (Waldenström, Westerman, Wik-Bretz 2007a, pp. 64-65.96-97.126). Despite this, *Caminando 1* has two interesting parts: one page with an explanation of how Spanish people celebrate Christmas and four Spanish songs (Waldenström, Westerman, Wik-Bretz 2007a, pp. 160.128-131). Buena Idea 1 has two Latino songs- chapter 5 and 15- and two texts with data about Spain and Chile- chapter 6. Three chapters towards the end of the book, chapters 21, 23 and 24, are dedicated to the Spanish films, Argentina and Latin America respectively. However, among the teachers I know that work with the book no one covers any chapters after chapter 19. I see two reasons for this. Firstly there is too much material in total, and secondly, the last chapters do not have any new linguistic content, which seems to be the priority for the teachers.

The Swedish textbooks take Spanish culture into account but they offer short texts .

The last difference is that *Gente Joven* finishes every unit with a task where pupils have to do something that teenagers do in Spain or Latin America and where they have to use everything they have learned during the previous parts. The tasks teach them not just the linguistic contents but also how to relate to and within Spanish speaking cultures. At the beginning of the first level the tasks are very simple as in unit one where the pupils have to make a poster about themselves. When Spanish is taught to foreigners in Spain the exercises come to be about Spanish culture. A difficulty applying the method in Sweden is that several of the tasks come to be about Swedish culture instead of Spanish. E.g., to interview a friend about her/his school (unit 2) and to make a survey about what our classmates do during weekends (unit 5) ends up being mainly tasks about Swedish schools and hobbies. Nevertheless, there are good examples in unit 3 and 6, where students have to look for a friend in Spain or Latin America on the Internet and to prepare in groups a small presentation about a Spanish speaking country or region. However, even when the task is very simple and, in our case, is going to be carried out in Sweden, the previous parts of the units provide students with Spanish cultural material such as the popular use of nicknames (unit 1) and diminutives and several Spanish common names (including for pets) and two different types of schools and names of some subjects in Spanish schools (unit 2). The relevance of this discussion is that a SL must be taught in a way that learners can see the relationship between what they learn inside the classroom and real life in those environments where they are going to use Spanish (Tornberg 2009, p. 17).

To summarise, I can say that the units of Swedish textbooks have the following Presentation-Practice-Production (PPP) structure:³³

- 1st Dialogue or presentation (text and audio).
- 2nd Explanation of one or a few linguistic elements (content).
- 3rd Practice with repetitive exercises (structuralism).
- 4th Communicative activities (form).

Which means that: a) it centres on one or two linguistic content, b) that these are explained by the teacher and are normally integrated later as *discrete-point-items*, c) linguistic content comes before the communicative activities, d) it is the educator who has the control over the students language, and e) the students work is evaluated according to their ability to reproduce the linguistic content.³⁴

On the other hand, the Spanish textbook has the following structure:³⁵

- 1st Title page with the explanations of what the students are going to do and what they are going to need. These explanations are missing in the Swedish books. As it was mentioned before these explanations are important because in preparing the subjectivity of students enrich their motivation.
- 2nd Different kinds of activities where the students explore how Spanish works and use it to communicate with each other.
- 3rd Different kinds of texts related with the themes of the unit and where the students can learn more about the language and the countries which has Spanish as an official language.
- 4th Final task. Although it is placed at the end of the unit, this is the heart of the unit and generates the objectives, content, organization and evaluation of the unit.

All these observations lead to the conclusion that Swedish textbooks begin with linguistic content and students have little control over their own learning. While in the Spanish textbook the pupils are clear from the beginning what is expected from them and students are learning the Spanish language and culture by developing activities that represent activities of daily life of Spanish culture.

³³ See Willis, Willis 2007, pp. 4-6.

³⁴ It is based on Willis, Willis 2007, p. 4.

³⁵ Alonso, Sans 2004, 4-5.

3.2.4 Ways of Working with Grammar

In Appendix B there are examples of grammar exercises from the three series. The following work will refer to them.

Caminando 1: In the first Chart of the Appendix B one has to find the right word in the dialogue at the beginning of the sub-unit and then write it over the empty line. In the second Chart (exercise 5) there are 13 words and the pupil has to try to understand which of them are masculine and which are feminine. Then the student should make a hypothesis about the rule for that. In the third exercise (# 6) the pupil is supposed to fill in the plural of the word on the left. These are mainly *discrete-point-items* exercises. The good thing is that there is an attempt to work the grammar in a deductive manner, despite grammar already explained previously and a subsequent discussion is missing.

Buena Idea 1: Chart 3 is presented as an exercise, but at a closer look, it is only an explanation, since it does not include any activity. In the next exercise (Chart 4) the student has to read the grammatical rule and afterwards translate the Swedish words on the left to Spanish with their definite articles. Finally the pupil has to compare how both languages construct the definite form.

On page 5:17 of the teacher's book the authors recognise that there are different ways to learn grammar and that every person has her or his own way to do it. The series puts forward working with two alternatives: working with discrete-point-items³⁶ exercises where the teacher gives detailed instructions to everybody and with open³⁷ exercises where the students can choose their own way of learning. There are examples in Chart 5, exercise 1-2 for the former and exercise 3 for the latter. In exercise 3 students write their own sentences.

The great majority of the exercises in this series are discrete-point-items. Sometimes *Buena Idea* uses deductive grammar exercises, but they are designed with so little guide that it may work for adults but not for teenagers. My experience is that teenagers need to be addressed step by step. It is important to remember that in this series there are no grammar explanations neither in the textbook nor the exercise book. This means that the pupils have to look for the information they need in the whole grammar section, select just the information which is relevant for the exercise they are working with (e.g. verb conjugation of a specific group of irregular verbs) and then come back to the texts.

³⁶ With "*discrete-point-items exercises*" I want to note that there is no other choice but just one correct answer.

³⁷ With "*open exercises*" I want to note that there are different possibilities to answer them.

Gente Joven 1: In Appendix B the exercises 2 and 3 are for groups of four. In number 2, first (A) the student tries to spell out her/his own name and surname and after that (B) one of them spells out the name of a famous person. The one who needs the fewest letters to guess the name wins the game.

In exercise 3 there is a pedagogical game. (A) The group writes down the names of the cities they hear from a recording and (B) compares their lists and try to guess which cities are spelled with *v* and which with *b*.³⁸ Finally in chart 7 there is an exercise where students compare an imaginary extraterrestrial school with their own school. With the help of some questions (A) the students write down the things they find in the picture of the imaginary school and things they do not see in the picture. Then the pupils form groups of three and write, for one minute, comparing which things are in which school or in both. The winner is the group which writes the highest number of correct sentences. Chart 8 contains the grammar needed for the previous exercise.

There is a difficulty with the grammar section in *Gente Joven*. It is located at the end of the textbook without an index and this makes hard to find what one needs.

As the description shows, *Caminando* and *Buena Idea* work grammar mainly in an inductive way, while *Gente Joven* does it by deduction. Another point, which is even more important, is the place these series give to grammar in the whole material. Since the Swedish series work grammar inductively students need to know how the grammar content works to perform the grammar exercises. See the example below.

Ejercicio 1

Negationen **no**, §26 A

A Översätt till svenska: Salamanca no está en la costa.

B Jämför den spanska och den svenska meningen. Hur placeras det nekande ordet?

(Håkanson, Álvarez M., Beeck 2006c, p. 11)

³⁸ In Spanish there is no difference between the pronunciation of *v* and *b*. Both are pronounced as *b*.

In contrast, Gente Joven uses an inductive way to go through grammar as the example below.

B. Fíjate que en este cuadro hay palabras que son iguales pero unas llevan tilde y las otras, no. ¿Cuáles son? Márcalas con un rotulador.

C. Ahora, escribe una frase para cada una de estas palabras:

mí A mí me gusta el fútbol.

mi

tú

tu

él

el

4 Este es MX3. ¿Puedes escribir tú lo que dice de sus amigos?

(Alonso, Martínez Sallés, Sans 2004, p. 26)

Here the pupil has to compare words which are distinguished only by the written accent (mí-mi, tú-tu, él-el), mark them with a marker and write sentences with them. The idea is that the students can figure out by themselves when those words use the accent and when they do not.³⁹

As I pointed out in the Introduction (1.4.1), there are not much of these inductive grammar exercises in the first level because of the learners' very basic or absent knowledge of the new language.

Why the series work grammar in different ways? The answer to this question is the main point not just here but for the whole investigation. The reason for that difference is that the Swedish series arrange all their material, like almost all the approaches do, based on the linguistic content. Unlike them, the TBLL is based on final tasks. In this case, the final tasks determine how the material is organized, the order of the material within the units, what the goals are and hence what to assess.

If you look at the index of *Buena Idea 1* (Appendix A) the main element there is the linguistic content. From three columns of the index, one is for the topic addressed in the unit, while two are dedicated to linguistic content. Even more important is the fact that the linguistics content is organized from basic forms to more complex structures, e.g.: verbs appear in the book from the first to the third group and from regular to irregular form, and pronouns appear from just the first three singular persons to all of them. At the same time the topics of the units are not following any special order, e.g.: In an airport, European map, Where is?, The gifts, Two

³⁹ There is other good example in Alonso, Sans 2004, p. 72.

brotherly countries, etc. These and the rest of the topics could be put in a different order without any problems. If I want to find a reason for the organization of the topics, the only criterion I see is this: how suitable each of them is to use the linguistic content of each unit and avoid using more complicated linguistic content which has not yet been presented by the teacher.

In short, the material is organized by the linguistic content.

Also the use of the PPP structure in the units of the Swedish series (3.2.3) makes them arrange all their material according to the linguistic content.⁴⁰

In contrast, in the index of *Gente Joven* there are no topics but tasks to be done and the linguistic content (in bold type) is only one part of all the content the students need to learn.

As an example I will translate the index of chapter three:

To do that we are going to learn:

- to describe the physical appearance and the character
- to talk about personal and family relationships
- to talk about tastes and interests: to like
- express frequency
- the present indicative of regular verbs
- the possessives
- very, quite, a little bit, nothing

In addition, from the very beginning the students start using all the personal pronouns, verbs from first and second groups (chapter 1) and in the Chart 2 there is a difficult verb to learn such as “to like”. As a comparison this verb appears in unit 6 of *Gente Joven 1* whereas *Buena Idea 1* it is not introduced until unit 15. Verbs “ser” and “estar” (two different forms of “to be”) are placed in the beginning of the Swedish books (units 1 and 3 in both *Gente Joven 1* and *Buena Idea 1*). In *Gente Joven 1* they come in the last chapter and together with the future “going to”, which in the Swedish series always come after the verbs “ser” and “estar” (going to is in unit 7 in *Gente Joven 1* and in unit 22 in *Buena Idea 1*).

The different bases on which all the material is organized is the crucial difference between the TBLL approach and all the previous communicative approaches (CVC 16).⁴¹

I think we have to take into account how all this affects students’ process of learning. As Ulrika Tornberg explains, firstly students must notice something in order to remember it. Then they have to internalize what they have noticed in order to process and understand it.

⁴⁰ Willis, Willis 2007, 4-6.

⁴¹ See also Giovannini 2005 (1996), pp. 8-16.

After that learners must structure what they have understood to relate it to what they already know. Finally they have to integrate this relation into their personal knowledge. That means that it is important that pupils have the possibility to: discover linguistic rules by themselves, make their own proposal of those rules and give examples of it.

It is also important to remember that students often think in different way as the educator does. It means that grammatical explanations frequently become- to the students- a chaos of words without any sense and discourage them (Tornberg 2009, pp. 68.16).

In short, if teachers explain the grammatical rules in the beginning of lessons, they prevent this process of learning and they might discourage several students.

3.2.5 Assessments

I will start analyzing only the assessment after one or a group of units, and at the end of this section I will move to the extra assessments.

The evaluations after the units in the three series use different types of exercises and go through all the material they have worked with across the units and work with the hearing, writing and reading expressions. See Appendix C, you need it to follow what I write bellow.

Caminando 1: The assessments of *Caminando 1* have the following structure:

A) Listening comprehension, B) Reading comprehension, C) Grammar and Vocabulary, D) Writing. Leaving aside the writing part, the rest of the test is about *discrete-point-items* (Tornberg 2009, p. 154). Even the writing part is about following specific information but pupils can choose between two or three options. To offer different choices is important because what we want to test is what students know and not what they ignore or have forgotten. These evaluations are graded, except the writing part, by checking if the student wrote the word or expression expected by the key. The writing part has around half points of the whole assessment. In short, here there are *psichometric-structural tests* and *psicholinguistic-sociolinguistic* (writing part) traditions (Tornberg 2009, pp. 153-154) centred in linguistic content and by *discrete-point-items*.

Buena Idea 1: This series offers assessment for three different types of expression/comprehension (reading, writing and listening) at various stages of the course as it is shown in the Chart on the next page. The advantage of this distribution is that it gives an alternative to the problem of having no time to evaluate all three types of expression/comprehension every time one wants to evaluate one or a group of units. However

they are organized in such a way, and the hearing and reading evaluations are so short, that all the teachers I have seen using this series feel lost and do not follow that scheme. Instead they mix one writing test with one or two of the others (hearing and reading). You can see an example of each of them in the Appendix C.

Tester – Översikt: 6–8

Efter kapitel	Skriftliga tester Flick 6	Hörförståelsetester Flick 7	Läsförståelsetester Flick 8
4	Test 1	Hörförståelsetest 1	
6			Läsförståelsetest 1
8	Test 2	Hörförståelsetest 2	
11	Test 3		
12	Test 4	Hörförståelsetest 4	
14			Läsförståelsetest 2
15	Test 5	Hörförståelsetest 5	
17			Läsförståelsetest 3
18	Test 6	Hörförståelsetest 6	
21			Läsförståelsetest 4

(Till skriftligt Test 3 finns inget hörförståelsetest.)

The writing tests are made mainly by *discrete-point-items* out of context and even the dialogues are so directed that sometimes they become items of translations instead of making dialogues. The last point in the writing test is a composition following instructions. Listening tests are mostly about filling in empty spaces or writing very concrete information. Reading examinations consist principally of comprehension items. I have found some mistakes in some writing tests of Buena Idea 1. For instance, one picture is not clear and one ambiguous dialogue- in test 3, and not enough clear instructions- test 6 A. Errors like these confuse students and lead them to answer differently as it is predicted in the key. I am not going forward with this because what I want to stress is just that there are some important mistakes in this kind of assessment in this collection and they confuse both teachers and students.

In conclusion, *Buena Idea* uses the *psychometric-structural* and *psycholinguistic-sociolinguistic* traditions (Tornberg 2009, pp. 153-154) and are centred in linguistic content out of context and by discrete-point-items or asking for very specific information.

If I return to what was said in *Aims* (3.1.2), assessment of *Caminando* and *Buena Idea* can have negative effect on students because these series do not specify the goals of each chapter.

Even more important, they could have negative impact because these assessments are not focusing on the communicative competence but on linguistic content.

Gente Joven 1:

Since these assessments are totally different from those of *Caminando 1* and *Buena Idea 1* I present a translation of the index of *Gente Joven 1* followed by the analysis/comments.

Assessment according the following criteria:					
	A. Language	B. Content	C. Presentation	D. Speaking	TOTAL
	Is the grammar correct? Is it spelled correctly? Is there a good range of vocabulary?	Minimum ten sentences. Are they complete? Is the information relevant? Is the information well structured?	Is it clean? Is it original? Is it clear? Can one see the work and effort?	Have the members of the group spoken Spanish while developing the task?	
GRADE	/5	/10	/2	/3	/20

Teacher's comments	Student's comments
-	-
-	-
-	-

This is a different type of assessment both in its content, form and especially in its aim. First of all this evaluates all the work, and communicative competence is given more than twice the importance than linguistic content (10 + 3 vs. 5 points). Here the focus is on the use of the SL in the performance of a simple daily task normal in the life of Spanish youth. That is, in the development of the communicative competence of the pupils. As a consequence there is no key in this assessment. There cannot be because the grade is not about specific answers but about communicative competence and results.

Another thing that draws my attention is the pupils' participation in their evaluations. It gives both the teacher and the learner a chance to hear each others' opinion and to discuss and learn about it. It gives the teacher a good opportunity to teach democracy to the scholar through practicing it, something that is crucial in Swedish Pre-school and Non-compulsory Curriculums 2011 (Skolverket 2011 3, pp. 7-8.12-15, Skolverket 2011 e, pp. 5-6.10-12) In conclusion, *Gente Joven's* evaluations are influenced only by the *psycholinguistic-sociolinguistic* traditions (Tornberg 2009, pp. 154).

As it was mentioned before in the introduction, I analyze the assessments because, beyond what the authors of the series write, evaluations reveal their real priorities. One assesses what is believed to be most important. In saying this I am not referring to the details but to the entire examination. In our case, on the basis of the

pedagogical ethos (Chart in 3.1.4) and aims (Chart in 3.1.2) of series *Caminando* and *Buena Idea*, their focus is supposed to be on the communicative competence of the pupils. However, their assessments reveal that their real main focus is the linguistic contents.

For example, in our case, the Swedish series focuses on linguistic content (vocabulary, grammar, syntax), while the Spanish focuses on the communicative competence.

In the case of *Gente Joven* its evaluations show that this series focuses on communicative competence which is consistent with what was analyzed in its aims (3.1.2) and pedagogical ethos (3.1.4).

Comparing the three series, the Swedish's evaluations are more or less half *achievement* and half *proficiency test*, while the Spanish's evaluations are entirely *proficiency test* because they evaluate in a holistic way and focus on the assessment of the communicative competence (Tornberg 2009, pp. 152). The Swedish's assessments are based on *discrete-point-items*, it is not clear what the aims of each unit are, it does not evaluate what the series say is their priority, the communicative competence. As a consequence these evaluations have high *reliability* but low *validity* (Tornberg 2009, pp. 154-155). From what I just said above, the Spanish series has high *validity*, but the *reliability* must be analyzed. Due to the aims of every unit and the criteria of the assessment being clear and concrete, and the evaluation is made by both- the educator and the learner, it could be said that the Spanish evaluations have an acceptable *reliability*.

To complete this section I will take a short look at some extra assessments of the series. You find a copy of all the extra assessment these series have in Appendix E.

Caminando 1: This book has one extra evaluation which provides a simple way to measure the students' accomplishment of the aims for this course. It exclusively assesses the communicative competence with the advantage that both teacher and student understand the ideas of each other in this respect and they are printed on paper. This part complements what was missing in the evaluations of each unit.

The disadvantage is that the communicative evaluation happens just once, after all the detailed tests on the linguistic components and without any grade, which at the end of the day is the most important thing for the great majority of the pupils. In this sense this series does not neglect the communicative competence but the great error is that it is not reflected in the final grade of the students.

Buena Idea 1: It has two extra evaluations, one for the learner's final result and another for the pupil to make an assessment of the course.

The one for the learner's final result has two parts, one about the individual performance of the student and one about her/his ability to work both individually and in group, as well as about planning and self-valuation. The first part contains five questions in relation to the reading, writing, listening and oral skills and two on linguistic contents (vocabulary and grammar rules). This indication suggests this assessment must be done a couple of times during the course. Something original is that the learner must fill it in personally, followed by discussing it with a classmate and then go through all this with the educator. In short, this assessment follows the other summative exams and balances them because it is not graded and takes into account aspects of how the pupil works in group and the student checks her or his work in group with a classmate and then with the teacher. Something good about this evaluation is that it is simple and well guided, so that the learner can fill it in without a problem. The weakness is, as well as the previous tests of this collection, it does not take into account the communicative competence as such. It means that instead of testing if pupils can carry out tasks with the new language, *Buena Idea 1* assesses the four skills⁴² separately, which does not happen in real life and therefore does not represent a real communicative competence (Giovannini 2005, p. 128; Fernández red. 2001, p. 21; Myndigheten för skolutveckling 2004, p. 266).

The second extra material is an individual evaluation the students do of the whole course. The learners must write the things they think worked well in the course, those which did not, what they would like to be changed and some suggestions. On one hand, it is good that the series offers a proposal for the student to evaluate the entire course, but on the other hand this particular proposal is made with too general questions such as: "Vad tycker du har varit bra i spanskundervisningen?" or "Vad tycker du har varit mindre bra i spanskundervisningen?" (Appendix E, Chart 3). Teenagers do not have enough knowledge or pedagogical experience to evaluate by themselves according to the different aspects surrounding the teaching of a language course. These types of questions are appropriate for teachers or university students in intermediate or advanced levels. For an assessment like this to be effective it must be guided with more details, leading the teenagers to review the most relevant aspects of the course such as the teacher's performance, use of time, methodology, and so on (Tornberg 2009, p. 57-58).

⁴² Listening, reading, oral and written.

Gente Joven 1: This includes three extra evaluations. Each of them clarifies who should lead them, their purpose and how they should be carried out.⁴³

The first is addressed to the teacher and is intended/aimed to control the frequency and quality of the spontaneous interventions in Spanish of all students in the classroom. I made a translation of the evaluation that you can see below.

⁴³ There is a copy of each of them at the end of Appendix E.

Students' Name	Makes effort /tries to speak in class	Speaks Spanish in class spontaneously	Correct and fluent intonation	Correct phonetics	Has difficulties

What the teacher must do is to write an “X” in the respective column every time he/she observes something relevant in an oral participation of any learner. In theory this is a good idea because it would help to overcome the problem of subjectivity which makes teachers focus more on some aspects than others, to ignore other details and to focus on some pupils more than on others. So with this chart the teacher would be more objective and accurate about the Spanish oral interventions of the learners during classes. However it does not work in reality. Such an assessment implies that the teacher should be carrying that chart or keep it handy to be able to write an “X” every time a pupil say something important in Spanish. This would distract the teacher from her/his main role which is to pay attention to the performance of the students and to help them properly when they need it. This assessment is particularly inappropriate when working with group activities because the teacher should walk from group to group to observe how the students work and practice Spanish. This chart can be functional only with small groups, but in the vast majority of cases this is neither real nor practical.

The second extra evaluation is an assessment of oral activities in groups. Next there is a translation of the assessment done by myself.

	Group 1	Group 7
Preparation: Has there been much previous work?		
Clarity, intonation and gesture: Is it understood because it is well toned? Do they vocalize well?		
Agility and speed: Do they speak fluently? Do they speak hesitantly?		
Originality: Do they have any distinctive detail? Do they have imagination?		
Most relevant errors		

This is for both pupils and teachers and it is made to grade different aspects of oral presentations in groups. This checks both the preparation of the presentation, the clarity and agility of speech of the pupils and the originality of the group. At the end there is an empty

row for the educator to write any additional observation. This is a practical guide for the teacher to grade the oral presentations of learners. The clarity and fluency in spoken language are personal issues and, therefore, it cannot be assessed in groups. It is important especially when the teacher does not know several of the people in the group. It is easy to lose relevant details from the presentations when the educator has to give the pupils personal feedback (orally or by writing) of their presentations if the former does not know all the pupils.

The third is an assessment of the general development of the student made at the end of the course and between the pupil and the teacher. I show below a personal translation.

CO-EVALUATION TABLE		
	My own grade	Teacher's grade
I understand the audios		
I understand what the teacher says		
I speak Spanish in class		
I participate in group works		
I hand in the homework		
I organize my work		
Recordings I made		
Date:	Student's signature	Teacher's signature

This takes into account both communicative aspects and the students' ability to work in group, if they deliver their homework and if they have order in their work. To do this the students start grading themselves individually in all these aspects. After that the teacher grades pupils personally. Next the teacher and the student discuss their reasons for their own grades, especially when there are differences between both grades. Finally they write the date and both sign it.

This assessment gives the students a clear and detailed idea of their progress in the new language and which things they need to work harder on. This is also useful for the parents who get an objective and detailed record of achievement of their children and the aspects that need more attention.

This series lacks a final assessment which the students- individually or in groups- do on the course in general, and with items such as the explanations and support from the teacher, the materials which were used, the degree of democracy in the decisions and evaluation, etc.

4. CONCLUSION

In the introduction it was said that the aim of this work was to investigate if TBLL based Spanish textbooks could add something relevant to the design of the Swedish textbooks for SSL. Now, after the theoretical explanation and the analysis I come to the following conclusions.

4.1 Contributions

First of all, the most decisive contribution of *Gente Joven 1* to the Swedish textbooks of SSL is the changing of approach, from linguistic contents to communicative competence.

The linguistic contents have an important role in learning of a SL, but what determine that learning is the development of a communicative competence. However, and despite what the Swedish series say (3.1 Prior Information), these series prioritize linguistic content. The structure of their units subordinate the communicative competence to the linguistic content, and their assessments reveal that the most important thing in these series is the linguistic content.

This contradiction of the Swedish series between what they say in their pedagogical ethos, on the one side, and the structure of their units, and what they prioritize in their assessments is a consequence of what it has been criticized to several approaches previous to the TBLL: the division between their contents and their methodologies (CVC 16). TBLL offers a solution making the task as the starting point that organize the whole process of teaching –learning. This is why the teaching collection *Gente Joven 1* shows coherence between all its elements.

Such a change in approach of teaching materials that I have just spoken about would result in helping students to more entirely develop their different linguistic skills. As Fernández states, to use a language in specific situations stimulates the use of all linguistic skills. Thus, textbooks based on authentic tasks or problem solving, will help students to fully develop all the necessary linguistic skills (Fernández red. 2001, p. 21).

In a similar way, that kind of textbook would give greater relevance to the authenticity and spontaneity over the artificial. Authenticity because learning from real tasks places pupils in similar situations to those they will face when they travel to Spanish-speaking countries, and

spontaneity because students must solve genuine situations in their own way, and with at least some level of unpredictability.

Thus, such a change in approach would make textbooks stimulate the strategies of learning in pupils (Giovannini 2005, p. 128; Fernández 2001, p. 20). To solve genuine tasks or problems using the new language forces students to use their own strategies, not only to solve the problem, but also to learn how to communicate in the new language in its own cultural context.

Likewise to focus on communicative competence would compel textbooks to address only grammar which is needed to solve an authentic task or problem. This would help students to not feel that they face linguistic abstractions without palpable useful sense.

There is something implicit in what I have been saying but that must become explicit. Textbooks based on TBLL give priority to the students' objectives and needs. One of the reasons for this is that in TBLL there is no external agenda imposed by linguistic contents.

In addition, this change in approach would lead to greater motivation for the learners. First of all because students participate in the decisions of their educational process, such as in those concerning the content, methodology and assessments. Secondly, because students learn by participating in specific communicative activities, i.e., they experience the functionality of what they are learning at the same time as they are learning. This helps, among other things, the students to discover the practical meaning of linguistic content.

Again, let us look at a topic mentioned previously, the evaluation. With this new approach learners evaluate, and are evaluated, not only from the domain of linguistic content, but from anything that involves their learning. I.e. their individual work, their work assignment, the work of their classmates, the role of the teacher, the resources used, procedure and the results obtained.

In the end, textbooks based on TBLL would increase the implementation of two fundamental values of the Swedish curriculums: democracy and autonomy of learners.

Firstly, students learn by solving tasks in groups in a democratic way. This means to engage in a constant dialogue. Secondly, pupils are given choices in completing their work which will

help them develop their communicative competence. Finally, students are also part of their own assessments.

The last relevant contribution of the implementation of TBLL in textbooks is a further development of responsibility and autonomy of pupils. When students have to carry out a genuine task, and when the choice, and design of this has been their own, it stimulates the formation of hypotheses and makes them more aware of what they need to learn (Fernández 2001, p. 20-21).

4.2 Things to be careful with

As all new methodology Spanish textbooks based on the TBLL approach can generate conflict with the expectations of the students. All students have their own ideas about how a language class should be run and about the best way to learn a second language. Even if the students have not reflected on this matter, those beliefs are deeply ingrained in their minds because of their previous learning experiences. If the course does not fulfil these expectations or even contradicts them, the students are left disoriented and puzzled. Therefore, when using books based on TBLL with a group not familiar with this approach, the best way is to maintain the current Swedish methodology and to introduce the TBLL slowly and patiently. This is especially important when we teach a group sporadically or the lessons are short (CVC 12).⁴⁴

For this reason, to begin using texts based on TBLL, firstly the teacher should have taken courses on the use of this approach. Secondly, in the first lessons the teacher must be particularly sensitive to the students' reactions, which can also be non-explicit.

In our particular case, as we have worked with the A1 level, and especially at the beginning of the book, this material requires an additional effort from the teacher. In several of the sub-tasks and exercises the students will need to use Swedish.

Although this can also be resolved, at least in part, by resorting to images, mimicry, etc.

⁴⁴ I swapped the second and the third elements because it seems to be a more logical order to me.

TBLL not only redefines the structure of teaching materials, classes, and the role of the students, but also the role of the teacher during lesson. This should not be taken lightly because it is not sufficient to rely on good intentions. The experience as students and educators with specific pedagogical models has left us an unconscious model that produces a form of inertia difficult to overcome.

However, if it has been demonstrated the greater advantages of group learning over individual learning, as Tornberg asserts, educators must use all the necessary measures to ensure that in the application of approaches such as TBLL or Problem-Based Learning, the students do not reproduce in their working group the male chauvinistic power structures or lack of solidarity lived out our society. In other words, some students should not merely concentrate on the decisions or on the work they prefer because of their popularity, genre or good grades (Tornberg 2009, p. 65-66).

I would like to conclude this section by recalling that, regardless of how good an approach or a theory can be in a specific geographical area and a specific historic moment, they are not the decisive factor in education. Research has shown that what defines a successful educational institution, regardless of the methodology it uses, is the spirit with which they are directed (Pierre 2007, pp. 67-80). I personally add that another contributing factor, more important than the methodology and materials in the classroom, is the personality of the teacher.

4.3 Proposals

Differences between Swedish and Spanish series are about fundamental things and so clear that my first suggestion is to search if the Swedish textbooks for SSL are following the general guidelines of ECF and those more detailed lines from Cervantes Institute.

Another thing that draws strongly my attention is something related to the Swedish curriculum. The values of practical democracy and self-determination in the students have a central position in the Swedish pre-high school and high school curriculum. This has been put into practice in most of the Swedish education system through,

among other things, the implementation of the Problem-Based Learning approach. However, the teaching of the Spanish SL (as second language) has stalled in a pedagogical model prior to this spirit, while there are other options like the TBLL that fits exactly to these needs and that has already been used in Spain during several years with a variety of resources like the teaching material offered by the Cervantes Institute.

In relation to what I said above, it seems relevant to investigate the pedagogical methods used in the teaching of other languages as SL in Sweden, including English. If the situation with English is similar to what we encounter with Spanish, this problem would be even easier to solve because the United States and the United Kingdom have much more experience and have developed more material than Spain.

In the end, if a group of people decides to develop a teaching collection for SSL in Sweden, I suggest at they should take into account the following aspects. Firstly, make the choices and adaptations of final tasks thinking they will be performed in the Swedish society, and asking those students who have already been to a Spanish-speaking country or who have Spanish or Latin background for their opinions. Secondly, remind educators that if they are going to negotiate the final tasks with their students, the formers should be careful and take into account the differences between culture and resources between Spanish-speaking countries and Sweden when carrying out a task, and invite the students to find innovative alternatives, especially in the field of technology.⁴⁵ Thirdly, design teaching materials for very specific groups of students and not to mix groups with very different ages⁴⁶. Fourthly, maintaining the vocabulary and translations, grouping words by similarities and placing them next to the new text that uses them, as the collection *Caminando* does.

⁴⁵ You can read about one experience with French: García, Marienma , Prieto Rodríguez, Concha , María Jesús Santos. *El enfoque por tareas en la enseñanza/aprendizaje del francés lengua extranjera una experiencia para la reflexión*. CL & E: Comunicación, lenguaje y educación, ISSN 0214-7033, N° 24, 1994. Downloaded 2011-10-15. <http://dialnet.unirioja.es/servlet/articulo?codigo=2941389>

⁴⁶ A good example for adults is the collection *Aula Internacional*, by Difusión.

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APPENDIX A

(Indexes)

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Innehållsförteckning

- 3 Till dig som ska arbeta med Caminando
 8 El mundo hispánico
 10 Una nueva lengua – ¡qué fácil!
 11 El alfabeto

UNIDAD	SIDA	KOMMUNIKATION	GRAMMATIK	REALIA OCH ORDFÖRRÅD
1A –¡Hola! ¿Qué tal? Vi presenterar våra vänner	12	<ul style="list-style-type: none"> Hälsa och presentera sig Ta kontakt Berätta enkelt om sig själv Ställa enklare frågor 	<ul style="list-style-type: none"> Betoning och uttal Frågeord Negation Verb 1:a och 2:a person sing. tú – usted 	<ul style="list-style-type: none"> Hälsningsfraser i den spansktalande världen
1B América del Sur Sydamerikas länder	19	<ul style="list-style-type: none"> Basfakta om Sydamerika Skaffa information från karta 	<ul style="list-style-type: none"> Räkneord 1–41 Bestämd och obestämd artikel Substantiv i plural och genitiv Fler frågeord 	<ul style="list-style-type: none"> Sydamerikas länder, huvudstäder och invånare Väderuttryck
1C España Spaniens geografi	25	<ul style="list-style-type: none"> Skaffa information från karta Berätta om sin hemort och sitt hemland 	<ul style="list-style-type: none"> Räkneord 41–100 Genitiv Presens av estar hay muchos/pocos; bastante Uttal: g, b och v 	<ul style="list-style-type: none"> Spanien: geografi, statskick, turism Väderstrecken
1D El español en el mundo	34			<ul style="list-style-type: none"> Om spanskans ställning i världen
2A Entrevista con Eloy En 18-åring från Katalonien	36	<ul style="list-style-type: none"> Tala om familj, studier och ålder Intervjua och bli intervjuad 	<ul style="list-style-type: none"> Räkneord 100–2000 Adjektivets placering Personliga och possessiva pronomen Presens av ar-verb och tener Frågeord 	<ul style="list-style-type: none"> Spanskt skolsystem Skolämnen Yrken och arbetsplatser
2B En la cafetería Gå på kafé	46	<ul style="list-style-type: none"> Beställa på kafé Tala om väder, veckodagar och datum 	<ul style="list-style-type: none"> Presens av er-verb och saber me gusta/gustan algo – nada 	<ul style="list-style-type: none"> Kafévanor Språken i Spanien Väderuttryck Veckodagar, datum, månader, årstider
2C Vamos de compras Att gå och handla	54	<ul style="list-style-type: none"> Handla kläder Klädvanor och smak Säga vad man tycker om och inte tycker om Helgaktiviteter 	<ul style="list-style-type: none"> Presens av ir-verb och ir Futurum (ir a + infinitiv) Adjektivets böjning me, te, le gusta/n/ 	<ul style="list-style-type: none"> Kläder Mönster, färger och material
2D Cataluña	64			<ul style="list-style-type: none"> Katalonien Barcelona Det katalanska språket
3A Aurora Aragón, de León En läkare från Nicaragua	66	<ul style="list-style-type: none"> Beskriva familj och släkt Berätta om Nicaragua 	<ul style="list-style-type: none"> Familjevokabulär muy – mucho Uttal: c, que och qui 	<ul style="list-style-type: none"> Nicaragua, ett litet land i Centralamerika Christofer Columbus Sydamerika-Latinamerika
3B En la calle Ett möte på gatan	76	<ul style="list-style-type: none"> Fråga och svara om klockan Ange tidpunkt Kommentera, beklaga, protestera – hålla med 	<ul style="list-style-type: none"> ar-verb med diftong (ie) ¿Qué hora es?, ¿A qué hora? Uttryck med tener Tidsuttryck 	

Index of Buena Idea 1

Innehållsförteckning och kursöversikt

L = lästext S = sång

Consejos, råd och tips om inlärning finns i arbetsboken. De hjälper dig att arbeta aktivt med texterna.

Sida	Kapitel		Fraser och förberedande grammatik	Grammatik
10-11	1. EN BARAJAS På Barajas		<i>hälsningsfraser</i>	me llamo, te llamas, se llama; mi amigo, tu amiga ¿cómo?
11			<i>¿qué tal?, ¿y tú?</i> muy bien, bueno, perdón, por favor, muchas gracias	<i>räkneord 1-10</i> el/la bestämd artikel i <i>singular</i> ¿dónde está? ¿qué?
12	2. ¿DÓNDE ESTÁ? Var ligger ...?	Salamanca está en España Salamanca ligger i Spanien	<i>la ciudad de Gaudí,</i> <i>ah, sí; es verdad</i>	no está
13	Europakarta Var ligger Bryssel?	¿Dónde está Bruselas?	<i>oye; claro, claro, sí, sí</i>	
14	3. ¿DE DÓNDE ERES? Varifrån är du?		adjektiv som betecknar ursprung <i>no sé</i>	¿de dónde? soy, eres, es usted
15	4. LA PRIMA DE CHILE Kusinen från Chile		<i>la prima de Isabel,</i> <i>muchos regalos,</i>	presens av verb på -ar infinitiv på -ar; un, una, obestämd artikel i singular ¿quién? ¿por qué? porque...
15		¿Qué tal el viaje? Hur var resan?	<i>estás cansada, al = a + el</i> <i>¿cuántas?, infinitiven ir</i>	
16	5. LOS REGALOS Presenterna	En el escaparate I skyltfönstret	<i>un libro de bolsillo</i>	<i>los, las</i> bestämd artikel i plural; substantiv i singular och plural
17		En casa de Isabel Hemma hos Isabel	<i>así que</i>	perfekt singular av verb på -ar
18		Los regalos de Adela Adelas presenter	<i>toma, mira, para mí,</i> <i>para ti, ¡qué bien!, de nada</i>	<i>estoy, estás, está (estar)</i>
19		S Shakira : La tortura		
20	6. DOS PAÍSES HERMANOS Två broderländer	L España	årtal, adjektiv, väderstreck hay + substantiv	
21		L Chile		

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1 Tú y yo 9

En esta unidad vamos a:
Intercambiar información sobre nosotros y sobre nuestros amigos.

Para ello vamos a aprender:

- los números del 0 al 20
- a deletrear
- a hablar de la familia
- **mi, mis, tu, tus, su, sus**
- a saludar y a despedirnos
- el Presente de **llamarse, ser y tener**

2 Mi cole 19

En esta unidad vamos a:
Imaginar un colegio ideal y a entrevistar a un amigo sobre su colegio.

Para ello vamos a aprender:

- a hablar de existencia: **hay**
- **también/tampoco**
- los posesivos: **nuestro/a, vuestro/a, su**
- el artículo determinado
- a expresar gustos y preferencias: **gustar**
- la sílaba tónica
- a hablar de horarios y de la frecuencia: la hora, las partes del día, los días de la semana
- a preguntar por cantidades: **¿Cuántos/as?**
- los números del 20 al 100

3 ¿Cómo eres? 29

En esta unidad vamos a:
Escribir textos sobre nosotros mismos para buscar amigos en Internet o por correo.

Para ello vamos a aprender:

- a describir el aspecto físico y el carácter
- a hablar de relaciones familiares y personales
- a hablar de gustos y aficiones: **gustar**
- expresar frecuencia
- Presente de Indicativo: verbos regulares
- los posesivos (formas del plural)
- **muy, bastante, un poco, nada**

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4 ¡Felicidades! 47

En esta unidad vamos a:

Aprender a desenvolvernos en tiendas y a decidir qué les regalamos a los compañeros para sus cumpleaños.

Para ello vamos a aprender:

- a preguntar el precio
- a pedir en un bar o en un restaurante
- a hablar de fechas
- el verbo **estar**
- la preposición **para**
- los artículos: **un/una/unos/unas, el/la/los/las**
- los demostrativos **este/esta/estos/estas/esto**
- los números a partir del 100
- los colores

5 Tiempo libre 59

En esta unidad vamos a:

Realizar una encuesta sobre lo que hacemos en el tiempo libre.

Para ello vamos a aprender:

- a hablar de actividades de ocio
- a expresar frecuencia
- a hablar de la salud
- a expresar sensaciones y sentimientos
- formas para proponer actividades, quedar o disculparse
- a hablar de relaciones temporales: **antes de, después de**
- algunos verbos irregulares: **hacer, jugar, salir, ver, ir, poder, querer**

6 De vacaciones 71

En esta unidad vamos a:

Preparar una pequeña conferencia sobre un país o sobre una región.

Para ello vamos a aprender:

- a describir lugares
- a situar lugares y objetos
- a hablar del clima
- a contar experiencias recientes: el Pretérito Perfecto
- a hablar del futuro: **ir + a + Infinitivo**
- algunos usos de **ser y estar**
- marcadores de lugar: **en, al norte/sur/... de, al lado de, delante de, detrás de**, etc.
- la impersonalidad con **se**
- las frases relativas
- los superlativos
- los pronombres personales de CD
- a expresar diferentes grados de seguridad

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APPENDIX B

(Grammatical exercises)

Caminando 1

2 VERBOS

A) Här saknas några verbformer. Du hittar dem i texten.

1:a person	jag är	soy	jag talar	.....	jag heter	me	jag bor	.....
2:a person	du är	.....	du talar	hablas	du heter	te	du bor	vives
3:e person	han, hon, Ni, den, det är	es	han, hon, Ni, den, det talar	habla	han, hon, Ni, den, det heter	se llama	han, hon, Ni, den, det bor	vive

(Chart 1, Caminando a)

5 ¿EL O LA?

Maskulinum eller femininum? Skriv orden i din skrivbok med rätt artikel före, el eller la.

chico chica señora chileno chilena país sur
continente señor tierra capital mapa norte

Nästan alla ord som slutar på -a är feminina.
Men här finns ett undantag! Vilket?

6 PLURAL

Vad heter de här orden i plural?

1. una señorita – dos
2. un chico – tres
3. una chica – cuatro
4. un señor – cinco
5. un país – seis
6. una capital – siete
7. un millón – ocho

(Chart 2, Caminando b)

Buena Idea 1

Tarea A

Libro de textos: "Presentera dig själv ..."

Ejercicio 1

Me llamo ... , §35

Me llamo Luis.

Jag heter Luis.

På svenska egentligen:

"Jag kallar mig Luis."

Me llamo Carmen.

Jag heter Carmen.

På svenska egentligen:

"Jag kallar mig Carmen."

- "Jag" är 1:a person och i 1:a person singular slutar alla regelbundna verb på -o.

¿Te llamas Carlos?

Heter du Carlos?

På svenska egentligen:

"Kallar du dig Carlos?"

- "Du" är 2:a person och i 2:a person singular slutar de flesta verb på -as.

Se llama...

Han/Hon heter ...

På svenska egentligen:

"Han/Hon kallar sig ..."

- "Han"/"Hon" är 3:e person och i 3:e person singular slutar de flesta verb på -a.

Se också §15.

(Chart 3, Buena Idea a)

Ejercicio 4

Bestämd artikel, genusregler, §1 A

A Lär in reglerna för ordens bestämda artikel och genus.

B Översätt till spanska:

1 flygplatsen

2 "utgången", gaten

3 flygplatshallen

4 vännen

C Jämför hur man uttrycker bestämd form i spanskan och svenskan.

(Chart 4, Buena Idea b)

Ejercicio 1

Negationen **no**, §26 A

- A Översätt till svenska: Salamanca no está en la costa.
- B Jämför den spanska och den svenska meningen. Hur placeras det nekande ordet?

Ejercicio 2

Negationen **no**, §26 A

Översätt till spanska:

- 1 Quito ligger inte i Colombia. Quito ligger i Ecuador.
- 2 Madrid ligger inte vid kusten. Madrid ligger i centrum.

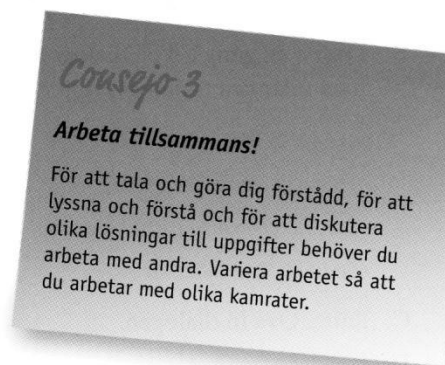


Quito, la capital de Ecuador, con el volcán Cotopaxi.

Ejercicio 3

Negationen **no**, §26 A

- A Skriv på spanska ner några egna meningar med **no** + verb.
- B Be en kamrat översätta dina meningar till svenska. Rätta tillsammans.
- C Översätt din kamrats meningar till svenska.



2. ¿CÓMO SE ESCRIBE?

A ¿Puedes deletrear tu nombre y tu apellido?

- *Alberto: a, ele, be, e, erre, te, o.*



B En grupos de cuatro: uno de vosotros empieza a deletrear el nombre de una persona famosa hasta que alguien lo adivine. ¿Cuántas letras habéis necesitado? Gana el grupo que necesita menos.

- *E, i, ene, ese, te, e...*
- *iEinstein!*
- *Sí. Vale, seis letras.*

3. CON BE O CON UVE

A Escucha y escribe en tu cuaderno los nombres de ciudades españolas y latinoamericanas.

B Compara tu lista con la de tu compañero.

- *¿Bogotá se escribe con be o con uve?*
- *Creo que se escribe con be...*

C El profesor os va a dar las soluciones. Luego, podéis añadir otras. ¿Quién tiene la lista de ciudades más larga?

1

la chuleta de gramática

EL ABECEDARIO

A	a	J	jota	R	erre
B	be	K	ca	S	ese
C	ce	L	ele	T	te
D	de	M	eme	U	u
E	e	N	ene	V	uve
F	efe	Ñ	eñe	W	uve doble
G	ge	O	o	X	equis
H	hache	P	pe	Y	i griega
I	i	Q	cu	Z	ceta

LOS NÚMEROS DEL 0 AL 10

1	uno	6	seis
2	dos	7	siete
3	tres	8	ocho
4	cuatro	9	nueve
5	cinco	10	diez

DELETREAR

- **¿Cómo se escribe tu apellido?**
- Ele, o, pe, e, ceta, López.

¿Se escribe **con uve?**
con acento?
con hache?

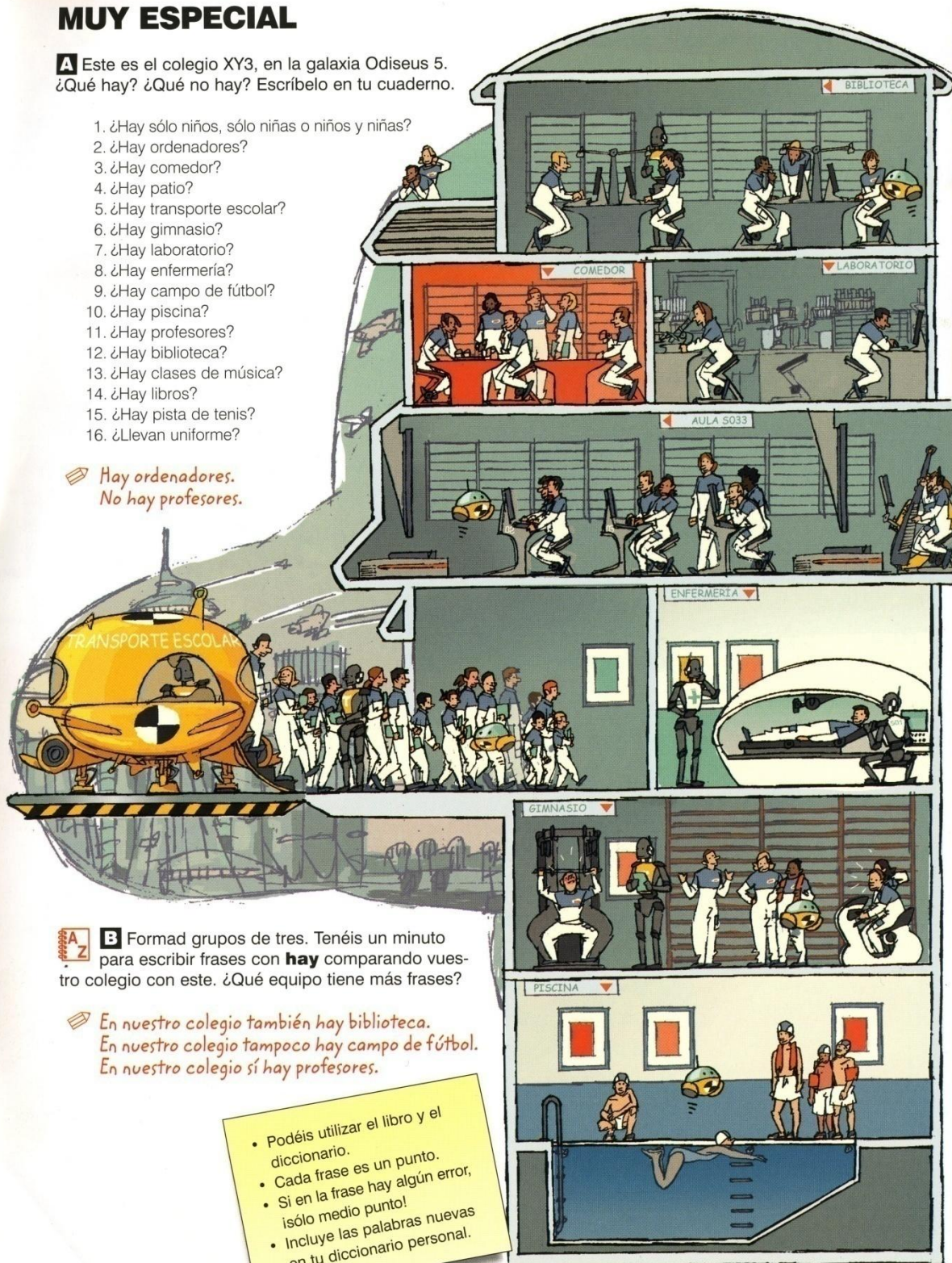
(Chart 6, Gente Joven a)

1. UN COLE MUY ESPECIAL

A Este es el colegio XY3, en la galaxia Odiseus 5. ¿Qué hay? ¿Qué no hay? Escríbelo en tu cuaderno.

1. ¿Hay sólo niños, sólo niñas o niños y niñas?
2. ¿Hay ordenadores?
3. ¿Hay comedor?
4. ¿Hay patio?
5. ¿Hay transporte escolar?
6. ¿Hay gimnasio?
7. ¿Hay laboratorio?
8. ¿Hay enfermería?
9. ¿Hay campo de fútbol?
10. ¿Hay piscina?
11. ¿Hay profesores?
12. ¿Hay biblioteca?
13. ¿Hay clases de música?
14. ¿Hay libros?
15. ¿Hay pista de tenis?
16. ¿Llevan uniforme?

*Hay ordenadores.
No hay profesores.*



A Z **B** Formad grupos de tres. Tenéis un minuto para escribir frases con **hay** comparando vuestro colegio con este. ¿Qué equipo tiene más frases?

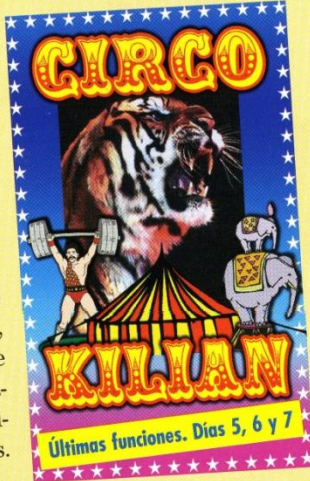
*En nuestro colegio también hay biblioteca.
En nuestro colegio tampoco hay campo de fútbol.
En nuestro colegio sí hay profesores.*

- Podéis utilizar el libro y el diccionario.
- Cada frase es un punto.
- Si en la frase hay algún error, isólo medio punto!
- Incluye las palabras nuevas en tu diccionario personal.

2. UN COLE DIFERENTE

Actualidad 25

UN COLE EN EL CIRCO



En el Circo Internacional Kilian hay personas de muchos países: artistas de Brasil, de Francia, de Italia, de Rusia, de Alemania, de Polonia... Hay payasos, acróbatas, domadores de animales... Pero también hay niños. Y los niños necesitan un colegio.

Y en el circo hay un colegio, un colegio sobre ruedas. Es un camión-escuela con todo lo necesario: vídeo, ordenadores, pizarra, biblioteca... También hay calefacción y aire acondicionado.

¿Cómo funciona la escuela del circo Kilian? Pues muy fácil. Hay una sola clase con todos los niños: Alberto (14 años), Sara (12), Markus (12), Estrella (11), Minerva (8), Paolo (5) y el más pequeño, Adam (4). Y naturalmente, un profesor, Tony.

Viajan por España y estudian las mismas asignaturas que los otros niños españoles.

Las clases son de 9h a 2h. Así, por la tarde, pueden ensayar sus actuaciones en el circo, porque también son artistas. Y por eso no hay gimnasio en su escuela. Markus y Adam, por ejemplo, son hermanos y trabajan con su padre como payasos. Estrella trabaja con los caballos y Minerva es trapecista.

A En este texto hay muchas palabras que no comprendes pero... ¿entiendes lo esencial a partir...

- del título?
- de las imágenes?
- de las palabras que ya conoces?
- de las palabras que conoces de otros idiomas?

Habla con un compañero para ver qué ha entendido cada uno.

B Lee otra vez el texto y escribe en tu cuaderno dos listas:

- las cosas que son iguales en tu colegio.
- las cosas que son diferentes.

En mi cole no hay payasos.



VEINTIUNO 21

2 la chuleta de gramática

HAY

SINGULAR

En nuestro cole **hay** comedor.
En nuestro cole **no hay** comedor.

PLURAL

En nuestro cole **hay** diez aulas.
En nuestro cole **no hay** muchos alumnos.

TAMBIÉN, TAMPOCO

sí → **también** no → **tampoco**

Sí, **también** hay un comedor.
No, **tampoco** hay pista de tenis.

- ¿Hay patio?
- **Sí, sí hay** (patio).
- ¿Y biblioteca?
- **Sí, también** (hay biblioteca).
- ¿Y comedor?
- **No, comedor no hay.**
- **¿Y** pista de tenis?
- **Tampoco** (hay pista de tenis).

POSESIVOS

MASCULINO

mi instituto
tu instituto
su instituto
nuestro instituto
vuestro instituto
su instituto

FEMENINO

mi escuela
tu escuela
su escuela
nuestra escuela
vuestra escuela
su escuela

(Chart 8, Gente Joven c)

APPENDIX C

(Units assessments)

Caminando 1

Skrivning efter Unidad 1 115 poäng

- | | |
|----------------------------|------|
| A. A escuchar | 15 p |
| B. A leer | 20 p |
| C. Vocabulario y gramática | 40 p |
| D. Redacción | 40 p |

A. A ESCUCHAR 15 POÄNG

1 ¿QUÉ FALTA? 1 POÄNG

Vilken siffra är överhoppad? Ringa in den.

10 20 30 40 50 60 70 80 90

2 ¿CUÁNTO ES? 5 POÄNG

Skriv ner med siffror de fem tal du hör.

.....
.....
.....
.....
.....

3 ¿QUÉ FALTA? 9 POÄNG

Lyssna på dialogen och fyll i de ord som saknas!

Javier: –¡Hola, chica! ¿Cómo te llamas?

Maria: –Me [1] María. ¿Y tú?

Javier: –Javier, Javier Pérez.

Maria: –Perdón. ¿Cómo?

Javier: –Javier Pérez García. ¿..... [2] de aquí?

Maria: –No, soy de [3].

Javier: –Ah, ¡eres [4]!
¿De Estocolmo?

Maria: –No, soy de Luleå. ¿Y tú? ¿Eres de [5]?

Javier: –Sí, soy [6]. Vivo en Alicante. ¿Dónde está Luleå? ¿En el centro de Suecia?

Maria: –No, no. Está en el norte. Y Alicante, ¿dónde está?

Javier: –Está en el [7], en la Comunidad valenciana.

Maria: –Muy bien. Interesante.

Javier: –..... [8] español muy bien, María.

Maria: –¡No, muy poco! Pero, muchas [9], Javier.

Javier: –Bueno, hasta luego, María. ¡Mucho gusto!

Maria: –Encantada. ¡Hasta luego!, ¡chao!

(Chart 1: Caminando a)

B. A LEER

20 POÄNG

¿CORRECTO O INCORRECTO?

Läs igenom texterna om Bolivia och Venezuela och ta ställning till om påståendena är rätt eller fel. Du får svara på svenska. Är svaret felaktigt (Incorrecto), måste du förklara varför. (2 poäng för varje Correcto, 3 poäng för Incorrecto med förklaring.)

Bolivia

Bolivia está en el centro de América del Sur. Limita con Chile, Perú, Brasil, Paraguay y Argentina. ¿La capital de Bolivia se llama Caracas? No, la capital es La Paz (más de 2,6 millones de habitantes). Está en las montañas, en los Andes. Santa Cruz es la segunda ciudad (2,4 millones de habitantes). En Bolivia hay más de nueve millones de habitantes en total. Muchos turistas visitan Potosí, la ciudad de la plata. También van al lago de Titicaca. Es muy grande y bonito. Bolivia no es una monarquía, es una república.

Venezuela

¿Cuántos habitantes hay en Venezuela? Hay muchos, veintisiete millones. Unos cuatro millones de habitantes viven en Caracas, la capital. Venezuela está en el continente de América del Sur. Al este Venezuela limita con Guayana, al oeste con Colombia y al sur limita con Brasil. Al norte del país está el Mar Caribe. Venezuela es un país grande con muchas montañas y playas. En la costa hace mucho calor. Muchos turistas, también bastantes suecos, visitan la Isla de Margarita. Allí hace mucho sol y calor. En Venezuela hay un río muy, muy grande. Se llama el Orinoco.

1. Santa Cruz är Bolivias andra stad i folkmängd.
.....
.....
.....
2. Bolivia har lite mindre än nio miljoner invånare.
.....
.....
.....
3. La Paz ligger i bergen.
.....
.....
.....
4. Bolivia är en monarki.
.....
.....
.....
5. Till Potosí kommer många turister. Staden kallas silverstaden.
.....
.....
.....
6. Venezuela gränsar till tre länder och i norr ligger Karibiska havet.
.....
.....
.....
7. På ön la Margarita är det mycket varmt, men lite sol.
.....
.....
.....
8. Orinoco heter en stor sjö i Venezuela.
.....
.....
.....

los Andes Anderna
la plata silver
bonito vacker

(Chart 2: Caminando b)

C. VOCABULARIO Y GRAMÁTICA

40 POÄNG

1 SUBSTANTIV

5 POÄNG

Är orden maskulina eller feminina? Sätt in substantiven i rätt spalt.

señorita hermano continente país centro
millón montaña sur chilena lago

el

la

.....

2 RÄKNEORD

10 POÄNG

Skriv ut räkneorden

A) med siffror

- 1. veintiséis
- 2. cincuenta y cinco
- 3. quince
- 4. ochenta y dos
- 5. once

B) med bokstäver

- 1. 37
- 2. 100
- 3. 12
- 4. 45
- 5. 99

3 ÖVERSÄTT ORDEN INOM PARENTES 5 POÄNG

- 1. En España hay (få) lagos pero (många) montañas.
- 2. En el norte de Suecia hace (ganska) frío, pero en el sur de España hace (mycket) calor.
- 3. En las Islas Canarias hay (ganska många) turistas suecos.
 ? Kombinationen finns i Spanien!

4 FRÅGOR

10 POÄNG

Gör frågor som passar till svaren.

- 1. ¿.....?
?
 Me llamo Joaquín.
- 2. ¿.....?
?
 No, no soy de Chile. Soy peruano y vivo en Lima.
- 3. ¿.....?
?
 Está en Perú.
- 4. ¿.....?
?
 En Perú hay 28,4 millones de habitantes.
- 5. ¿.....?
?
 Sí, hay muchas montañas en Perú.

5 VILKA MOTSATSPAR KAN DU GÖRA? 4 POÄNG

- 1. oeste -
- 2. pocos -
- 3. frío -
- 4. buen tiempo -

(Chart 3: Caminando c)

6 ESTAR**3 POÄNG**

Vilka former saknas?

yo

tú **estás**

él, ella, usted

nosotros, nosotras **estamos**

vosotros, vosotras

ellos, ellas, ustedes **están****7 FRÅGEORD****3 POÄNG**

Vilka frågeord saknas?

1. -¿..... es? ¿Es Julio Gómez?
-Sí, es Julio.
2. -¿..... es Julio? ¿De Argentina?
-No, Julio es de España.
3. -¿..... vive? ¿En Madrid?
-No, vive en Marbella.

D. REDACCIÓN**40 POÄNG**

Skriv en presentation av Sverige. Försök göra den så personlig som möjligt, men ge också svar på följande frågor:

- ¿Dónde está?
- ¿En qué continente?
- ¿Es miembro de la UE?
- ¿Con qué países limita?
- ¿Hay lagos, ríos, montañas y mares?
- ¿La capital?
- ¿Cuántos millones de habitantes?
- ¿Monarquía o república?
- ¿Hay turistas? ¿Adónde (*Vari*) van?
- ¿Dónde vives tú?
- ¿Hace mucho calor?

Rubrik: Suecia – un país en el norte de Europa

(Chart 4: Caminando d)

Buena Idea 1

Skriftligt test 1

Efter kapitel 4

Elevblad

Namn _____

Klass _____

Datum _____

A Skriv räkneorden med bokstäver.

6 _____ 9 _____ 4 _____
7 _____ 10 _____ 5 _____
8 _____ 3 _____ 1 _____

B Översätt till spanska.

- 1 Var? _____ Hur?/Vad? _____
Varifrån? _____ Vem? _____ Varför? _____
Vad?/Vilken? _____
- 2 Var ligger Madrid? _____
Vad heter du? _____
Varifrån är du? _____
Vem är det? _____
Varför är hon där? _____
Vilken utgång är det? _____

C Vad betyder *viajar*? _____

Skriv de sex formerna i presens av verbet *viajar*.

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

D Fyll i rätt spansk form av orden i marginalen.

- | | |
|---|-----------|
| 1 Mi prima _____ Carmen. | heter |
| 2 _____ chilena. | Hon är |
| 3 Ahora _____ en el aeropuerto de Madrid. | är hon |
| 4 _____ sola desde Santiago a Madrid. | Hon reser |
| 5 –Hola, Carmen, ! _____ a Madrid! | Välkommen |
| 6 – _____. | Tack |
| 7 _____ mi prima, ¿verdad? | Du är |
| 8 –Sí, _____ tu prima María. | jag är |
| 9 Carmen _____ cambiar | behöver |
| 10 _____. | pengar |

6:1

Hörförståelsetest 1

Efter kapitel 4

Elevblad		
Namn	Klass	Datum

Usted es de Argentina, ¿verdad?

A Lyssna på samtalet mellan kvinnan och mannen.

Vilka städer och länder nämns? Pricka för dem på listan.

<input type="checkbox"/> Argentina	....	Bogotá	....
<input type="checkbox"/> Buenos Aires	....	Venezuela	....
<input type="checkbox"/> Chile	....	Caracas	....
<input type="checkbox"/> Santiago	....	Colombia	....
<input type="checkbox"/> Perú	....	Lima	....
		México	....

B Lyssna en gång till.

Varifrån kommer kvinnan? _____

Varifrån kommer mannen? _____

7:1

Buena idea 1, © Bonnier Utbildning AB KOPIERING TILLÅTEN

(Chart 7: Buena Idea c)

Läsförståelsetest 1

Efter kapitel 6

Elevblad

Namn

Klass

Datum

México

México es un país muy grande que está en América Central. Al norte limita con los Estados Unidos de América del Norte y al sur limita con las repúblicas Guatemala y Belize.

El país tiene más de cien millones de habitantes y la capital, Ciudad de México, tiene más de nueve millones. Otra ciudad importante es Guadalajara. Las ciudades Veracruz y Acapulco están en las dos costas.

El idioma oficial de México es el castellano, pero hay más de cuatro millones de mexicanos que sólo hablan uno de los otros cincuenta idiomas que también hay en México.

México es una república con un presidente elegido por un período de seis años. El presidente mexicano también es el jefe del gobierno. El país está dividido en treinta y una regiones administrativas. Cada una de ellas tiene su propio gobierno.

La agricultura, el petróleo y el turismo son muy importantes para la economía del país. México exporta muchos metales, y también el café es una fuente de ingresos importante para el país.

Uppgifter

A Läs texten om Mexiko.

B Nämna på svenska tio fakta om Mexiko ur texten.

C Lägg gärna till fler fakta.

8:1

Buena idea 1, © Bonnier Utbildning AB KOPIERING TILLÅTEN

(Chart 8: Buena Idea d)

Unidad 1. Tarea final

Evaluación

UN PEQUEÑO CARTEL SOBRE TI MISMO

- Información: nombre, apellido, nacionalidad, edad, teléfono/s, dirección, tu familia, tu/s mascota/s, idiomas, domicilio, etc.

Evaluación según los siguientes criterios:

	A. Lenguaje	B. Contenido	C. Presentación	D. Hablar español	
	¿Es correcta la gramática? ¿Está correctamente escrito? ¿Hay un buen repertorio de vocabulario?	Mínimo diez frases. ¿Las frases están completas? ¿Es relevante la información? ¿Está bien estructurada la información?	¿Está limpio? ¿Es original? ¿Está claro? ¿Se ve el trabajo y el esfuerzo?	¿Se ha hablado español durante la preparación de la tarea?	
NOTA	/5	/10	/2	/3	TOTAL /20

Comentarios del/de la profesor/a

Comentarios del/de la alumno/a

(Chart 9: Gente Joven a)

El test

10 Contesta el test y luego comprueba los resultados con un compañero.

1. ● Yo argentino, ¿y tú?

○ Yo suizo.

- a. tengo
- b. soy
- c. es

2. ● ¿ correo electrónico?

○ Sí, juanpe@mediacom.es

- a. Tienes
- b. Hay
- c. Sabes

3. ● Vosotros árabe, ¿verdad?

○ Sí, nuestra madre es libanesa.

- a. hablamos
- b. habláis
- c. hablan

4. Tu novia es muy, ¿verdad?

- a. alta y delgada
- b. alto y delgado
- c. alto y delgada

5. ● ¿Hay laboratorio en tu colegio?

○ Sí,

- a. es muy grande.
- b. hay una.
- c. es.

6. ● ¿Cómo es el profesor de ?

○ Muy simpático.

- a. Tecnología
- b. Tecnología
- c. Tecnologia

7. ● ¿A qué hora tienes Matemáticas?

○

- a. Son las once.
- b. A las once.
- c. Las once.

8. Marta y yo inglés en el colegio.

- a. estudian
- b. estudiáis
- c. estudiamos

9. El padre de mi padre es mi

- a. hijo.
- b. hermano.
- c. abuelo.

10. Y el padre de mi hermano es mi

- a. hermano.
- b. padre.
- c. hijo.

11. Luisa está enamorada Pablo.

- a. con
- b. de
- c. en

12. ● A mí no me gusta nada la Física.

○

- a. A mí no me gusta.
- b. A mí también.
- c. A mí tampoco.

13. ¿Ván? No es nada generoso. Es muy

- a. sincero.
- b. trabajador.
- c. tacaño.

14. ¿Cuántos años tú, Raquel?

- a. hay
- b. tienes
- c. eres

15. A mi hermana gusta jugar al tenis.

- a. ella
- b. le
- c. lo

16. ● ¿ qué color tiene los ojos Fede?

○ Verdes.

- a. De
- b. En
- c. Con

17. Mi hermano tiene (15) años.

- a. quince
- b. cincuenta
- c. cinco

18. ● ¿Qué hora es?

○

- a. Por la mañana.
- b. Las dos.
- c. A las dos de la mañana.

19. ● ¿ navegar por Internet?

○ Sí, bastante pero prefiero hacer deporte.

- a. Te gusta
- b. Me gustas
- c. Le gusto

20. ● ¿Cuánto son veinte y trece?

○

- a. Veintitrés.
- b. Treinta y tres.
- c. Cuarenta y tres.

(Chart 10: Gente Joven b)

APPENDIX D

(Keys)

Caminando 1

Förslag till lösningar – skrivningar

Skrivning efter Unidad 1

A. A ESCUCHAR

1 ¿QUÉ FALTA?

70

2 ¿CUÁNTO ES?

15 7 66 100 58

3 ¿QUÉ FALTA?

- | | | |
|-----------|------------|------------|
| 1. llamo | 4. sueca | 7. este |
| 2. Eres | 5. España | 8. Hablas |
| 3. Suecía | 6. español | 9. gracias |

B. A LEER

1. Correcto. (2 p.)
2. Incorrecto. Bolivia har mer än nio miljoner invånare. (3 p.)
3. Correcto. (2 p.)
4. Incorrecto. Bolivia är en republik. (3 p.)
5. Correcto. (2 p.)
6. Correcto. (2 p.)
7. Incorrecto. På ön la Margarita är det både mycket varmt och soligt. (3 p.)
8. Incorrecto. Orinoco är en stor flod. (3 p.)

C. VOCABULARIO Y GRAMÁTICA

1 SUBSTANTIV

el: hermano, continente, país, centro, millón, sur, lago

la: señorita, montaña, chilena

2 RÄKNEORD

- | | |
|-------|---------------------|
| A) | B) |
| 1. 26 | 1. treinta y siete |
| 2. 55 | 2. cien/ciento |
| 3. 15 | 3. doce |
| 4. 82 | 4. cuarenta y cinco |
| 5. 11 | 5. noventa y nueve |

3 ÖVERSÄTT ORDEN INOM PARENTES

1. pocos, muchas
2. bastante, mucho
3. bastantes

4 FRÅGOR 10 POÄNG

1. ¿Cómo te llamas?/¿Cómo se llama usted?
2. ¿Eres de Chile?/¿Es usted de Chile?
3. ¿Dónde está Lima?
4. ¿Cuántos /millones de/ habitantes hay en/tiene Perú?
5. ¿Hay muchas montañas /en Perú/?

5 VILKA MOTSATSPAR KAN DU GÖRA?

- | | |
|-----------|---------------|
| 1. este | 3. calor |
| 2. muchos | 4. mal tiempo |

6 ESTAR

estoy está estáis

7 FRÅGEORD

- | | | |
|----------|-------------|----------|
| 1. Quién | 2. De dónde | 3. Dónde |
|----------|-------------|----------|

Skrivning efter Unidad 2

A. A ESCUCHAR

- | | | |
|---------------|---------------|----------------|
| 1. camisetas | 6. pantalones | 11. probadores |
| 2. escaparate | 7. talla | 12. demasiado |
| 3. para | 8. 40 | 13. Cuánto |
| 4. color | 9. nuevas | 14. tarjeta |
| 5. negros | 10. gustan | 15. son |

B. A LEER

1. Incorrecto. Anna no es médica. Es enfermera. (3 p.)
2. Correcto. (2 p.)
3. Correcto. (2 p.)
4. Incorrecto. Anna va comprar un vestido nuevo. (3 p.)
5. Correcto. (2 p.)
6. Incorrecto. Anna compra un vestido blanco de volantes y rayas verdes. (3 p.)
7. Incorrecto. Cuesta más de 50 euros, cuesta 95 euros. (3 p.)
8. Correcto. (2 p.)

(Chart 1: Caminando)

Buena Idea 1

Facit till samtliga tester

Skriftliga tester

Skriftligt test 1

A

6 = seis, 7 = siete, 8 = ocho, 9 = nueve, 10 = diez, 3 = tres, 4 = cuatro, 5 = cinco, 1 = uno

B

1 Var? = ¿Dónde?, Varifrån? = ¿De dónde?, Vad?/Vilken? = ¿Qué?, Hur?/Vad? = ¿Cómo?, Vem? = ¿Quién?, Varför? = ¿Por qué?

2 ¿Dónde está Madrid?
¿Cómo te llamas?
¿De dónde eres?
¿Quién es?
¿Por qué está allí?
¿Qué puerta es?

C

Viajar betyder "att resa".

1 viajo 4 viajamos
2 viajas 5 viajáis
3 viaja 6 viajan

D

1 se llama
2 Es
3 está
4 Viaja
5 Bienvenida
6 Gracias
7 Eres
8 soy
9 necesita
10 dinero

E

1 Min kusin heter Carmen.
2 Hon är chilenska.
3 Nu är hon på flygplatsen i Madrid (= Madrids flygplats).
4 Hon reser ensam från Santiago till Madrid.
5 Hej Carmen, välkommen till Madrid!
6 Tack.
7 Du är min kusin, eller hur (inte sant)?
8 Ja, jag är din kusin Maria.
9 Carmen behöver växla
10 pengar.

F

Hörru. = Oye
Ja, det är sant. = Sí, es verdad. (Ah, sí, es verdad.)
Självklart. = Claro, claro.
Ursäkta. = Perdón.
Var snäll och ... = Por favor...
Tack så mycket. = Muchas gracias.
Också. = También.
Litet grann. = Un poco.
OK. = Vale. (Bueno.)

G

Förslag:
(Vid *tú*-tilltal):
A: ¡Hola! (¡Buenos días!)
B: ¡Hola! ¿Qué tal?
A: Bien, ¿y tú?
B: Bien también.
A: ¿De dónde eres?
B: Soy de (*fill i själv*) ... ¿Y tú?
A: Soy de (Yo soy de) (*fill i själv*) ...
B: Bueno, hasta mañana.
A: Hasta luego.

(Vid *usted*-tilltal):

A: ¡Hola! (¡Buenos días!)
B: ¡Hola! ¿Qué tal?
A: Bien, ¿y usted?
B: Bien también.
A: ¿De dónde es /usted/?
B: Soy de (*fill i själv*) ... ¿Y usted?
A: Soy de (Yo soy de) (*fill i själv*) ...
B: Bueno, hasta mañana.
A: Hasta luego.

Skriftligt test 2

A

1 När? = ¿Cuándo?, Var? = ¿Dónde?, Vart? = ¿Adónde?, Vem? = ¿Quién?, Hur många? = ¿Cuántos/¿Cuántas?
2 ¿Adónde ha viajado (ido) tu hermano?
¿Cuándo regresa?
¿Cuántos años tiene?
¿Dónde trabaja?
¿Quién es su novia?

B

1 tomo 4 tomamos
2 tomas 5 tomáis
3 toma 6 toman

C

1 está
2 Hay
3 No hay
4 ha preparado
5 estamos
6 no están
7 Han ido
8 vamos
9 es tarde
10 necesitáis

D

1 ¿Qué hay en la tele (televisión)?
2 No sé.
3 ¿Cuándo regresa tu madre?
4 Pasado mañana, creo.
5 Vale. (Bueno.)

E

1 Ska vi titta på lite kläder?
2 Hur var resan? (Hur har resan varit?)
3 Hellre på söndag. (Då är det bättre på söndag.)

F

Förslag:
Madrid es una ciudad muy grande.
Es la capital de España.
En Madrid hay muchos museos.
En Madrid también hay importantes monumentos.
Y en Madrid está el Parque del Retiro. Allí hay ardillas.

Skriftligt test 3

A

1 Son las nueve y diez
2 Es la una.
3 Son las dos y cuarto.
4 Son las cuatro menos cuarto.
5 Son las cuatro y media.
6 Son las nueve menos veinte.

(Chart 2: uena Idea a)

Hörförståelsetester

Hörförståelsetest 1

A

Städer som nämns: Buenos Aires, Santiago de Chile, Bogotá, Länder som nämns: Argentina, Chile, Venezuela, Colombia

B

Kvinnan kommer från Bogotá i Colombia.
Mannen kommer från Santiago i Chile.

Hörförståelsetest 2

B

Det här får man veta om Juans bror:
Han är mycket trevlig (enligt Teresa), han är 22 år gammal, han har arbetat i en affär, men nu arbetar han på ett datorföretag, som ligger i centrum av Madrid. Han är mycket ute och reser, och just nu befinner han sig i Barcelona. På lördag kommer han antagligen hem. Och då ska han följa med Juan och hans flickvän på bio.

Hörförståelsetest 4

Pilar Gómez HA COMPRADO un piso en un barrio antiguo de Segovia.
Esta mañana HA LLEGADO un primo desde Málaga.
El primo lleva un regalo para Pilar.

EL PRIMO Toma, esto es para ti.
PILAR Pero, hombre, ¿qué HAS COMPRADO?

EL PRIMO Mira.
PILAR Un DVD de Shakira, MUCHAS GRACIAS.

EL PRIMO De nada.
PILAR HOY es tu primera visita a Segovia. ¿ADÓNDE VAMOS?

EL PRIMO Al acueducto, ¿no?
PILAR Claro, es el monumento más INTERESANTE de Segovia.

Los primos toman el coche de Pilar PARA IR al centro.
Después van a una cafetería para DESCANSAR un poco.
Allí TOMAN chocolate con churros.

Hörförståelsetest 5

B

Pojkvännen beställer: en blandad sallad, ett litet glas fatöl, espressokaffe.
Flickvännen beställer: en /spansk/ omelett, en kycklingsoppa, pommes frites, mineralvatten utan kolsyra, en "cortado" (= espressokaffe med litet varm mjölk).

C

Hon får inte pommes frites, för det finns inte i dag.

Hörförståelsetest 6

B

Person A:
Hon tycker mest om att åka skidor, och på vintern tränar hon två gånger i veckan. Hon åker skidor i Sierra Nevada. Eftersom hon bor i Granada så är det mycket nära. Men ibland åker hon till Pyrenéerna.

Person B:
Han spelar basket. Det är hans favoritsport. Basket är en lagsport, och det tycker han om eftersom han är mycket social. Därför tycker han inte speciellt mycket om att simma. Hans basketlag spelar i första divisionen nu. Och dom tränar söndagar och tisdagar på kvällarna.

Person C:
Han är synnerligen sportig av sig. Han gillar att vindsurfa. Han pluggar just nu, men han försöker gå (åka) till stranden för att vindsurfa varje veckoslut. På vintern åker han skidor i Sierra Nevada.

Läsförståelsetester

Läsförståelsetest 1

B

Förslag:

Mexiko ligger i Centralamerika. Mexiko gränsar i norr till USA. Mexiko gränsar i söder till Belize och Guatemala. Mexiko har mer än 100 miljoner invånare, varav huvudstaden Mexiko City har över nio miljoner. Officiellt språk i Mexiko är spanskan. Men över fyra miljoner mexikaner pratar bara ett av de andra 50 språken som också talas i Mexiko. Mexiko är en republik med en president som väljs på sex år. Den mexikanske presidenten är samtidigt landets regeringschef. Jordbruket, oljan och turismen är mycket viktiga för landets ekonomi. Mexiko exporterar metaller, men kaffet är också en viktig inkomstkälla för landet.

Läsförståelsetest 2

B

Förslag:

I Spanien är tiderna och matvanorna inte som i norra Europa. Spanjorerna äter inte så mycket till frukost, normalt dricker de bara en kopp kaffe eller choklad med mjölk och äter en /vete/bulle.

På förmiddagen går många spanjorer, i en paus i sitt jobb, till en bar för att dricka något, t.ex. en kopp kaffe med mjölk och äta en croasant eller ta en öl och äta en liten bit omelett.

Lunchen är dagens huvudmåltid.

Då serveras tre rätter: soppa eller sallad, sedan kött eller fisk och till sist efterrätten (lite frukt eller en söt kaka). Många spanjorer tar ett glas vin, mineralvatten eller öl till lunchen, och efter efterrätten tar de en kopp espressokaffe.

Klockan 6 på eftermiddagen är det dags för ett mellanmål. Då är det vanligt att man äter något sött, t.ex. dricker en kopp kaffe med en /vete/bulle till eller en yoghurt. Många ungdomar äter en smörgås.

Dagen slutar med kvällsmaten, som de äter mycket sent. Då äter många något lätt, t.ex. grönsaker, soppa, frukt eller ost.

Läsförståelsetest 3

B

I sommar är det starka och klara färger som dominerar, såsom vitt och rött. Flickorna köper alpargatas (= tygskor oftast med repsula), och pojkarna bär bermudas i klara färger.

C

Margarita har i sommar sin morbrors (eller farbrors) tygskor med repsula. Hennes bror, som inte har råd att köpa bermudas, har klippt av sina blåa jeans. Elena har klippt av en av sin mammas röda klänningar för att på så sätt få en moderiktig t-shirt.

D

Det är minsann inte lätt att hänga med modet - så som annonserna och reklamen vill - utan att ha några pengar.

Läsförståelsetest 4

B

Gael García Bernal är en av de ledande spanskspråkiga skådespelarna i dag. Han har varit med i flera berömda mexikanska filmer, varav en fick en Oscar som bästa utländska film (2002). Han var också huvudperson i "Diarios de motocicleta", som handlar om "Che" Guevara. Denna film, som bygger på dagboksanteckningar, skildrar en resa genom Sydamerika på en gammal motorcykel. Denna resa varade nio månader.

C

"Che" Guevara studerade medicin då han 23 år gammal, 1952, reste med en vän på en gammal motorcykel genom Sydamerika.

(Chart 4: Buena Idea c)

APPENDIX E

(Extra assessments)

Caminando 1

Kursplanens mål

NAMN KLASS

MÅL ATT UPPNÅ	UPPNÅR MÅLEN FÖR STEG 1	EGNA KOMMENTARER	LÄRARENS KOMMENTARER
	<p>Så här långt har jag nått:</p> <p><i>Mindre än Tillräckligt Mer än</i></p> <p>----- ----- -----</p>	<p>Så här kan jag arbeta för att bli bättre</p>	
" ... kunna förstå det mest väsentliga i tydligt tal inom välbekanta områden ... "	-----		
" ... kunna delta i enkla samtal om vardagliga och välbekanta ämnen ... "	-----		
" ... kunna i enkel form berätta muntligt något om sig själv och andra ... "	-----		
" ... kunna läsa de viktigaste innehållet i enkla instruktioner och beskrivningar ... "	-----		
" ... kunna göra sig förstådd i skrift i mycket enkel form för att meddela något ... "	-----		

(Chart 1: Caminando a)

Buena Idea 1

ELEVBLAD 19

Utvärdering

Gör en utvärdering ett par gånger per termin.

Stätt ett kryss i den ruta som passar för dig. Skriv datum i respektive ruta, så kan du se om du tycker annorlunda vid nästa utvärdering. Diskutera gärna med en kamrat.

Öppna blanketten och använd den när du diskuterar dina resultat med din lärare.

Vad är du bra på? Vad behöver du öva mer på?	Inte så bra.	OK.	Bra.	Mycket bra.
1 Att förstå text du läser				
2 Att förstå det du lyssnar till				
3 Att skriva på spanska				
4 a Att tala - samtala med andra				
4 b Att tala - att berätta muntligt				
5 Att lära in ord och minnas dem				
6 Att lära in och använda grammatiska regler				

Vad är du bra på? Vad behöver du öva mer på?	Inte så bra.	OK.	Bra.	Mycket bra.
7 Att samarbeta med andra				
8 Att arbeta självständigt				
9 Att planera mitt arbete och ta ansvar för det				
10 Att bedöma om jag är klar med ett avsnitt eller inte				

12:22

Buena idea 1, © Bonnier Utbildning AB KOPIERING TILLÅTEN

(Chart 2: Buena Idea a)

ELEVBLAD 20

Enkät

Klass _____ Datum _____

Vad tycker du har varit bra i spanskundervisningen?

Vad tycker du har varit mindre bra i spanskundervisningen?

Vad vill du ändra på? Vilka förslag har du?

12:23

Buena idea 1, © Bonnier Utbildning AB KOPIERING TILLÅTEN

(Chart 3: Buena Idea b)

Tabla 2

OBSERVACIÓN- EVALUACIÓN DE LAS ACTIVIDADES ORALES EN GRUPO

- **Para quién es:** para el profesor y para los alumnos.
- **Finalidad:** observar distintos aspectos de la expresión oral en grupo.
- **Cómo se hace:** esta tabla puede utilizarse cada vez que se hace una representación o una actividad oral, en grupo, evaluable. Permite observar y calificar los distintos aspectos de la expresión oral en cada grupo.
- Hay una columna sin título para que usted pueda añadir, si lo cree necesario, algún otro aspecto a observar.

	Grupo 1	Grupo 2	Grupo 3	Grupo 4	Grupo 5	Grupo 6	Grupo 7
Preparación: ¿Ha habido mucho trabajo previo?							
Claridad, entonación y gestualidad: ¿Se entiende lo que dicen porque está bien entonado? ¿Vocalizan bien?							
Agilidad y rapidez: ¿Hablan con fluidez? ¿Hablan entrecortadamente?							
Originalidad: ¿Tienen algún detalle distinto? ¿Tienen imaginación?							
Errores más importantes detectados.							

(Chart 5: Gente Joven b)

CO-EVALUACIÓN

- **Para quién es:** para el profesor y para el alumno. Lo más recomendable es que, una vez completada, se firme y se haga una fotocopia para cada uno. Así puede quedar constancia del acercamiento de posiciones entre profesor y alumno.
- **Finalidad:** poder comparar la nota que el alumno se pone en cada apartado con la nota que usted le pone

y también, comprobar o corregir las percepciones que se tienen del trabajo realizado.

- **Cómo se hace:** puede pasar a cada alumno esta tabla de co-evaluación una vez por trimestre.



TABLA DE CO-EVALUACIÓN		
	Nota que me pongo yo.	Nota del profesor.
Comprendo los documentos grabados.		
Comprendo cuando habla el profesor.		
Hablo español en clase.		
Participo en los trabajos de grupo.		
Presento los deberes.		
Ordeno mis trabajos.		
Grabaciones realizadas.		
Fecha:	Firma del/de la alumno/a	Firma del/de la profesor/a

(Chart 6: Gente Joven c)