



Academy for Educational Development
EQUIP2 MIDEH Honduras
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Strategic Objective # 3
Investing in People: Healthier, Better Educated People

Report on the Quality and Status Assessment of EDUCATODOS

Prepared By:

Dr. Barbara Noel

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Introduction

My task was to assess the quality and status of the English as a Second Language component of the EDUCATODOS Program and provide recommendations for its improvement. This included a review of the ESL curriculum and all instructional materials, including textbooks and audio lessons. I reviewed them for quality and relevance, as well as appropriateness in relation to the EDUCATODOS Program's non-traditional method of instruction and unique target audience. Additionally, I reviewed the current production progress and assessed whether and how the component can be successfully completed by the September 2009 end date.

My scope of work based on the terms of reference was the following:

1. Meetings with USAID education officials
2. Meetings with EDUCATODOS staff
3. Review of workplan, tasks, deliverables, and objectives of the ESL component.
4. Review of all instructional materials for ESL component (curriculum, textbooks, audio lessons)
5. Observation of ESL instruction in EDUCATODOS classes
6. Drafting of report with:
 1. Assessment of the quality of the ESL component
 2. Assessment of whether ESL component is meeting EDUCATODOS goals
 3. Assessment of whether remaining components tasks can be completed on schedule
 4. Recommendations for how to meet program objectives by Sept. 2009 and improve the EDUCATODOS ESL component.

The following is a list of activities accomplished during the consultancy:

Monday, October 27, 2008

- Reviewed curriculum materials for all three grades; workplan, tasks, deliverables, and objectives of the ESL component.
- Reviewed all instructional materials for ESL component (curriculum, textbooks, audio lessons)
- Read reports, letters and other materials the English curriculum team provided for me.

Tuesday, October 28, 2008

- Entry Interview with USAID project director, Ned Van Steenwyk and project manager Astrid Villeda
- Entry interview with Esmirna Garcia, national director of Educator
- Interviewed English Curriculum team – eleven members

Wednesday, October 29, 2008

- Observed and interviewed students and facilitator from the Parques Nacionales Center
 - Interviewed Audio Liaison, Fernando Escobar
 - Met with English Curricular team
 - Observed and interviewed students and facilitator from the Sabana Grande

-Met with writer for the *Capacitación* Manual, Socorro Castellon, and provided inputs for the facilitator training.

Thursday, October 30, 2008

- Met with English Curriculum coordinators, Patrick Ahern and Jennifer Mallman
- Met with Core Curriculum coordinator, Fany Alvarado
- Met with Esmirna Garcia for an exit interview
- Met with English Curriculum coordinators, Patrick Ahern and Jennifer Mallman
- Reviewed curriculum materials
- Prepared for exit interview with USAID project director, project manager, and Cynthia Chassy

Friday, October 30, 2008

- Exit interview with USAID project director, project manager, and Cynthia Chassy
- Exit interview with English Curriculum coordinators, Patrick Ahern and Jennifer Mallman

Assessment

I will provide my evaluation in six general sections. Each section will be broken down into sub-sections providing specific comments and recommendations. The first section considers the entire program. The second section considers the curriculum in general. It is then evaluated in terms of content and methodology. The fourth section discusses my assessment of the project team's ability to meet its contractual obligations. The fifth section provides general recommendations. The final section provides very detailed notes by grade level with my observations to be considered during the next phase of this project where the curriculum will be piloted and further adjusted.

Program

I decided to include a brief analysis of the program because the curriculum is the principal piece of the program and to assess it in isolation would skew the readers' understanding. My general observations and assessment on the program uses criteria from a World Bank Report written by Richard Tucker and Nadine Dutcher (1999) who analyzed bilingual programs in developing countries and developed a list of six relevant criteria. I have provided a ranking of how closely I believe the Educadores program met those criteria along with an explanation for my judgment and a recommendation as it is relevant.

Program Characteristics

Characteristics	Grade	Explanation	Recommendation
First language needs to be developed	A	Students in Educatodos develop this first in grades 1-6 and continue to develop it simultaneously in grades 7-9.	
Academic skills need to be developed in the mother tongue before they can be developed and transferred to the second language.	B	Students in Educatodos develop these skills prior and simultaneously with English in grades 7-9 especially since the modules in the integrated core curriculum are built through Bloom's taxonomy of higher order thinking levels (personal communication, Fanny).	Graphic organizers and learning strategies offer short cuts to reach higher thinking levels when they are offered in first language (L1) first and then transferred to the emerging language then learning is accelerated. There is some of this that occurs between the L1 and second language (L2) curriculum but more can be done.
Strong support by parents and the community for sustainability.	B	The community identifies the facilitator and organizes itself for the Educatodos program. Since they must do this in order for the program to start in their community, there is already active participation and a sense of local ownership even before the program begins.	This support fails when the facilitator leaves. Incentives need to be given to lower the possibility that the facilitator is easily spirited away.
Design with target population in mind in terms of culture versus adopted from a foreign context. Teachers need to be well trained.	A	Educatodos is entirely Honduran in its focus, design, purposes and cultural representations.	
	D	Facilitators are not trained or paid. They do need to have a high-school degree in order to be able to read the Spanish text with good comprehension and receive the benefit of the support through the text and audio.	Incentives need to be provided monetarily or through public recognition and opportunities for professional growth.
Teachers need to be proficient in the second language.	D	This does not happen since the facilitators are supposed to be learning English at the same time as the students.	The curriculum must be of high quality, provide tight and full support (as much as is possible) through the text and the audio materials.

Qualities of the curriculum

There is good emphasis on oral language as a bridge to written language. This allows students many opportunities to speak and listen instead of the old methods of grammar translation, dictionary based understandings, and decoding long passages of L2. Subsequently there is very appropriate integration of all 4 language skills in each lesson.

The curriculum is well situated in currently accepted theory and research in the area of Second Language Acquisition (SLA). Stephen Krashen's ideas regarding the following elements are evident. The lesson and unit sequences honor the stages of second language development. They provide easily understandable topics using comprehensible input through: here and now content, clear concrete referents, familiar contexts. Each lesson contains high visual support. Frequent songs and music with new words attached provide tonal memory and use multiple modalities for accessing the language beyond linguistic coding and remembering and retrieving information. Additionally, students aren't forced to give unsupported production while the silent period as a stage of development is respected and extended through Total Physical Response activities.

Jim Cummins's contributions regarding the distinctions between social and academic language to the field are also noted. First language is used as a tool for supporting the learning of the second language. Clarifications and frequent instructions in Spanish are evidence for this. Noam Chomsky's theory of Universal Grammar explaining that all humans develop language for getting needs met by focusing on meaning over form is also respected here by focusing first on survival language. Lev Vygotsky's seminal work in the area of social constructivism is also seen through an adherence to the principle of the "Zone of Proximal Development" by providing clear routines which give high predictability and therefore a sense of control over the learning process. Phonetic coding is also used as a learning bridge to the new sounds and words in the first two levels and then gradually released. Abraham Maslow's theory of the Hierarchy of Human Needs is a good point of reference in that the curriculum focuses on safety first and social inclusion next through the use of predictable routines, clear and not dense formatting, friendly and positive audio tone and exercises requiring pair and small group work.

Likewise Lily Wong-Fillmore's work reminds educators that language develops through language use – therefore L2 courses needs to focus on communicative competence instead of grammar analysis. In keeping with this idea, grammar explanations are gradually added in as the students hold sufficient vocabulary to understand them. Explanations are short, efficient and clean. They are given on a need-to-know basis and well integrated into a holistic context. This helps adults who are able to abstract the information and analyze it more easily than younger students who will tend to acquire the language more naturally, following the pathways of first language acquisition. Finally, the self-awareness that is promoted through the use of self-assessment and portfolio evaluations helps develop what is called metalinguistic awareness. This accelerates learning as students gradually develop the ability to learn 'how to learn.'

As the curriculum is piloted there are adjustments that are needed. The following points should be considered during this phase.

1. Facilitator’s guides need to instruct the facilitator to present the learning objectives for each lesson and then check with the students at the end of the lesson to ensure they were met. This helps students focus their attention on the most relevant parts of the lesson. It also helps them see their achievement with each lesson. Self-confidence grows along with a sense of achievement.
2. Facilitator’s guides need to instruct the facilitator to activate learner’s prior knowledge regarding the topic in Spanish before moving into the lesson. This helps the learners identify their point of reference on the topic. It warms up their L1 vocabulary before having to make connections to the L2 vocab. This helps students have less cognitive load, which avoids dual processing leading to fatigue and missed/erroneous connections. It is also necessary to explicitly link the prior lessons to the new ones so that the students can understand the relevance of each lesson.
3. The guides and possible training of facilitators need to show what the facilitators can do to manage groups heterogeneously for reciprocal teaching as well as modulating the pace of faster/slower learners. They also need to have a repertoire of strategies for remediation and enrichment to respond to the differentiated needs of learners.
4. Guides and training need to help facilitators from falling into traditional ‘sage on the stage’ schemas for teaching, especially when they are feeling insecure, which will happen more often with a language they don’t know. For this reason, it is even more important to show them how to be coaches with positive comments and encouragement, seeing errors as opportunities for learning versus mistakes to be rebuked.
5. Train learners to identify words in a text they already know by use of cognates. This immediately lowers stress and begins to make the text more comprehensible. Also teach about false ‘friends’ or false cognates (molest and molestar)
6. Language learning strategies need to be taught explicitly. This allows learners to accelerate their learning and become more autonomous in the classroom and more strategic thinkers in real life communication. For example:
 - a. Listening for main ideas.
 - b. Listening for intonation to catch the gist of communication
 - c. Reading – use the context of the sentence to guess the meaning of an unknown word.
 - d. Speaking – asking or clarification, discriminate the reversed emphasis on syllables between English and Spanish.
 - e. Writing – use graphic organizers to plan out your writing. This will allow freer flow of thinking and then processed into a more logical format.

Curriculum – Content

Characteristics	Grade	Explanation	Recommendation
Builds on prior knowledge	B	Starts with familiar contexts then gradually extends to the Americas and last to world scale of English speaking countries. Gives a brief review at the beginning of each	Facilitators need to be guided through the text and audio to guide participants in exploring the topic and focusing on the objectives of each lesson before and after the session.

		lesson.	
Comprehensible	A	Contextualized through high and clear visual support, and clearly enunciated audio. Uses phonetic symbols to provide access to meaning, sound and word retrieval.	
Builds upon stages of L2 development	A	Respects the silent period, moves to one word responses then gradually asks the students to respond in phrases, sentences and ends with paragraph length production.	
Level of language	A	Clear, based first on meeting immediate needs then gradually builds in social competence.	
Density	A	Substantive but not too dense to overload the learner and create too much pressure. Lay-out is clear, organized and attractive.	
Tone	A	Coaching style, audio and text promote upbeat, energized atmosphere	

Curriculum – Methodology

Characteristics	Grade	Explanation	Recommendation
Integration of 4 language skills in each lesson	A	A balance of all four must be present in each lesson.	
Emphasis on communicative competence versus grammar analysis	A	Research shows this is the more effective emphasis	
Balance between natural acquisition and formal learning	A	Presentations are done in a playful way. Grammar explanations which adults need are kept brief, content driven while situated in the context of the communication and provided on a need to know basis.	
Pace	B	A bit too fast at the beginning as participants are just getting used to the new sounds but then becomes appropriate after the first 5 lessons in 7 th grade. Stays on a natural rhythm and breaks come at natural pauses.	Encourage the facilitators to replay the sections that are too fast at the beginning. Gradually, the learners will become accustomed to the natural pace.
Opportunities for differentiation	B	They are not present in 7 th grade. That is not too detrimental since learners are internalizing the	In grades 8 and 9 more differentiation is needed as learner will begin to move at

		organization of the lessons.	their own pace. The facilitator's guide and training should provide strategies for managing this through individual work and group management.
Opportunities for feedback on quality of participant learning	A	The reviews and tests come frequently and predictably. They provide questions in the same format and manner as they way they were presented leading to higher validity and reliability. Note: students at the validation centers score consistently above 90%.	
Scaffolding	A	Pictures, structures, clear and recycled exercises, routines, clear audio breaks announced by narrator, and phonetic spelling help provide predictability that leads the learner to a step just beyond their present level of independent functioning. This leads them gradually to higher levels and gives them a sense of success and autonomy. As students depend less on these characteristics, they are pulled away i.e. phonetic spelling is not present in the 9 th grade.	
Social Interaction	A	Learners are given frequent, brief and supported moments to talk and interact with each other. Language grows with language use while meaning is negotiated.	
Thinking Levels	A	Throughout the program, learners move higher through these levels while keeping pace with vocabulary and grammar structure needs. Ending 8 th and starting 9 th learners are asked to engage in analysis. At the end of 9 th the project asks learners to synthesize their learner by producing original work through primary and secondary sources in an organized presentation involving all four language skills.	

Assessment of the project's capacity to meet program goals within contractual time-frame

Below is my understanding of the current status of the production schedule.

It takes two weeks to produce one unit of 10 lessons. The matrix below shows the current status as of Oct. 30, 2008. Judging by the products I've seen (unit 8: lesson 85) and the quick rotation in roles from editing of the student text to adding facilitator instructions and then writing the audio script, I can see that the production schedule is on track with the promised deliverables. Unit 8 is about to be completed for its production goal of Nov. 3. There is only one more unit left to create, edit, and match up. There are some review tests to write. The Table of Contents and book cover also need to be done. There should be sufficient and realistic time to finish production as promised by the English curriculum team by Dec. 31, 2008.

Production Status	7th			8th				9th		
	Student Text	Facilitator's Guide	Audio	Student Text	Facilitator's Guide	Audio		Student Text	Facilitator's Guide	Audio - scripts
written/recorded	x	x	x	x	X	demo made waiting for contract	up to unit 8: lesson 85	x	x	x
revised	x	x	x	x	X		up to unit 3	x	x	x
validated	x	x	x	validating unit 8/11	validating unit 8/12					
ready for piloting	x	x	x							

What will not be delivered is the validation of the 9th grade curriculum. This isn't possible for two reasons. The curriculum won't have the final text produced until Dec. 31, 2008. Even if it did have it ready for validation along with the audio that still needs to be recorded, the school year is about to end and the centers validating the 8th curriculum are still not done. They will need to continue validating in the New Year until they are ready to reach the 9th grade curriculum.

General Recommendations

The specific recommendations provided for each of the three products per grade level as noted are relatively minor in relation to the proportion of good work that has already been done. Those specific recommendations are a sampling of the adjustments that will need to be made once the products are further validated and then piloted. In order to end up with a quality product, the validation and piloting need to be closely monitored. This is especially true because the audio for grades 8 and 9 still needs to be made. Additionally, several mistakes have been made both in audio recording and printing of the 7th grade curriculum, which leads me to believe that these two elements will need constant and close supervision.

As the English curriculum team hands over the deliverables, I recommend that they also hand over the following products:

1. Information from validating the 7th grade curriculum and most of the 8th grade curriculum. In this way proper adjustments can be made efficiently before piloting begins.

2. A framework of the theoretical basis on which the curriculum is built. This will guide subsequent editors to correctly apply changes from pilots and stay within the original intentions of the curriculum writers. It will also provide a basis for continuous training.
3. Guidelines for facilitator training. This will allow the trainers to make precise connections between the theoretical base and the subsequent training sessions.

Training

Other specific adjustments that I recommend can easily be handled with good, continuous training at all levels of the program. A 'cascade' design has been implemented in the roles of those handling the curriculum from the national, departmental, municipal and local levels. Those roles are: Technical Coordinator, Technical Assistants, Promoters and Facilitators, respectively. It is fairly obvious that this design helps negotiate the geographical challenges to the program but it also means that as information passes from level to level there is a tremendous risk of dilution and misinterpretation. By the time the information is finally received by the very person for whom it is most relevant it has changed hands many times and therefore become somewhat distorted. For this reason, quality control in the form of constant site visits needs to be made by those who most understand the curriculum. Additionally, a feedback loop in communication needs to be established to ensure that not only is the curriculum functioning the way it is intended, changes can be made in response to students' experiences with it. Moreover, given the loose contractual relationship of the Educadores organization with the volunteer facilitators, there is a serious risk of high turn-over every time a volunteer gets too busy to provide time that competes with earning an income; not receiving the materials on time; or having the study space become inoperable due either to poor infrastructure (erratic power supply, flooding, etc.). This means that having more information and quality control in the teaching areas tied directly to a strong central administration is critical to maintaining a consistent level of quality. I recommend that a role akin to that of quality supervision and training manager be created for this purpose.

Conclusions

The English curriculum team will be able to meet its obligation of delivering the curriculum for all three grade levels in an edited and coordinated fashion between all three products per level: student text, facilitator's guide and scripts by the 31 of December, 2008.

Observations by level

The following sections provide detailed notes to keep in mind during the piloting and adjustment phase of the project. The reader can refer to this only as more specific examples are needed. I've preceded some comments with NOTE to call attention to some aspects needing special consideration.

7th grade

- I. Text
 - a. An improvement over the old version.
 - i. Clearer lay-out
 - ii. Not so busy to the eye
 - iii. Guides learners in an organized manner around the page.
 - b. Clear routines and icons that provide venues other than the second language to understand the text.
 - c. Content
 - i. L2 acquisition
 1. Respects the silent period as the learner gets used to the new sounds.
 2. Later asks for written production but only in a one then two word format, which again reflects the second language acquisition stage.
 - ii. Based on familiar contexts and on the 'here and now' nature of communication in order to get immediate needs met. This reflects the pathway of first language acquisition which serves to develop further language.
 1. Topic Vocabulary: *representative lists but not comprehensive.
 - a. On the farm
 - b. Myself and my family
 - c. Around town
 - d. At the market
 - e. My day
 - f. When is your birthday
 - g. Favorite things
 - h. Travelling around Honduras
 - i. Weather and Emergencies
 2. Skills *
 - a. To be, yes/no questions
 - b. Adjectives, contractions, how many, there is/are
 - c. Adjectives: possessives; wh- questions; present continuous
 - d. Prepositions (place); singular and plural nouns
 - e. Nouns (count/non-count); present simple verbs
 - f. Conjunctions; verb 'to go'
 - i. Negative contractions

- ii. Modals ‘can’; imperatives
- g. Competencies*
 - i. Metacognitive strategies for learning a new language
 - ii. Describing emotions, asking and responding
 - iii. Exchanging factual information
 - iv. Understanding instructions and directions
 - v. Bilingual dictionary skills
 - vi. Note: in the scope and sequence for unit 6- the skill of finding cognates is listed but not found in the actual lessons.
 - vii. Expressing needs
 - viii. Comparing and contrasting information through analysis
 - ix. Asking for help in emergency situations
- h. Exercises are varied and yet recycled for added predictability.
 - i. Short reviews from the prior lesson with a clear instruction for which page number to turn to.
 - ii. Full body responses (total physical response – show me the pen, walk to the chair, shake hands)
 - iii. word banks
 - iv. cloze exercises
 - v. peer to peer practice repetitions
 - vi. short and frequent practice that is contextualized
 - vii. comprehension checks
 - viii. sound discrimination checks
- i. Reviews
 - i. Clearly connected to the content and processes.
 - ii. Self-evaluation trains the students to think about their own learning. This allows the students to gradually build skills as autonomous learners.
 - iii. Accessible to the stage of learning. At the beginning done by diagrams and pictures and gradually asking them to produce in English.
 - iv. Note: My progress: numbering of some of the exercises is a bit confusing (see pages 76-77 - #1-10 are missing)
 - v. Note: True/false on page 141 confusing. No numbering even though the audio says there is. Doesn’t warn the learner what the purpose is: to discriminate between these and this, pictures throw them off and they would be responding to the pictures and get them wrong.

- vi. Phonetic writing after the newly introduced words adds accessibility for students to decipher the sounds and remember them.
 - 1. Note: To avoid confusion as to which way to write is the correct one (phonetic versus standard spelling) take off the bold in the phonetic writing and bold the standard spelling.
 - 2. Clear placement of reminders and special notes to the student.
- vii. Instructions before the exercises are clear and clear examples are given for how to complete them.
- viii. High visual support is provided by closely placed pictures and diagrams which are clear and uncluttered.
- ix. The structure and type of exercises are recycled for added predictability allowing students to feel as though they are more in control of their learning process. This is confirmed by the behavior of students in the classrooms I observed. They seemed relaxed and alert. They responded in several ways that they liked the program, understood it clearly and enjoyed the process even after being prompted in multiple ways to show me parts that were hard or confusing. Even though there were a couple of confusing parts (see true/false section below) they were very positive.
- x. Note: Exercises asking students for true/false responses are sometimes confusing because they ask for double-negatives that are sufficiently confusing in first language but even more incomprehensible in a beginning level second language. This was confirmed by a couple of students from the La Gran Sabana Center.
- xi. Note: Mis-pagination in some editions (not all) – p.408 skips to page 373.

II. Facilitator's guide

- a. Clear alignment between student text and notes to the facilitator
- b. Very clear instructions, verified by facilitators when interviewed.
- c. Clear routines for instructions. Added predictability adds a feeling of safety especially needed for untrained leaders.
- d. Key words are bolded and placed in all CAPS for quick skimming making it very reader friendly for the busy facilitator
- e. Note: some of the arrows aligning the text are missing.

III. Audio

- a. Tone is very positive and provides a feeling of safety.
- b. Note: CD's in Mp3 could be problematic if the CD player breaks or there is no electricity and the player doesn't run on battery power. If the CD's are in a more common format, it may be easier for someone in the village to find another player as a temporary replacement. This way the flow of the lessons won't be interrupted.
- c. Although not as 'snazzy' as the one in the first edition which would sometimes be distracting to the students, this edition is well timed and the pronunciation is clear.
- d. Music is fresh and it alerts attention without being too distracting. Doesn't overtake the narration. Provides energy.
- e. Clear side notes to the facilitator and to the students.
- f. Friendly intonation and signals when to pay specific attention.
- g. Excellent English pronunciation while still being a native Spanish speaker, which is needed for credibility on the part of the learners. They need to identify with the narrator and almost feel like he is truly in the room with them.
- h. Sound effects are fresh, authentic and clear.
- i. Works the phonetic differences between English and Spanish early on.
- j. There is sufficient time between a question and a space for a bell signaling a response.
- k. Enunciation is clear.
- l. The text matches the audio.
- m. Note: A couple of students mentioned that during the beginning lessons, the narrator and actors spoke too fast to fully understand the words. As the students became used to the program and the new sounds of English the pacing seemed better.
- n. Natural pacing.
- o. Gives clear advance instructions in Spanish before signaling the same in English.
- p. Purposeful code-switching to help students understand what is going on and identify the English words and instructions on the page.
- q. Note: Narrator sometimes states the objectives for learning at the beginning of the lesson (i.e. p.76). This is a great aspect because it focuses the learner's attention on the critical parts of the lesson and allows them to feel a sense of accomplishment at the end of the lesson once they know the objectives have been met. This practice should occur with each lesson.
- r. Note: The Audio skips p. 414 and starts on p. 415 instead.
- s. Note: We stopped the audio several times and I checked to make sure the students understood, independent of the text, guide or audio and they did.

8th grade

I. Text

- a. Follows the same format as 7th regarding routines, types of exercises, reviews, instructions, high visual support.

- b. Phonetic spelling continues to be supplied
- c. Passages extended to 5-6 sentences at a time.
- d. Note: My Progress student grades at Gran Sabana averaged 93. Test actually measures what is taught, in the format it is taught and the students are indeed showing gains.
- e. Dialogues get longer and still have sufficiently clear visual support although not as fully supplied as before.
- f. Students are often asked to write in full sentences.
- g. Matrices, word searches and crossword puzzles, concept maps (p. 212) begin to appear.
- h. Pictures are modern, authentic and clear. They are especially attractive to learners 12 years old and up. They don't look childish. Wonderful use of color, it really brings the page to life.
- i. Note: watch the placement of some of the graphics because the overlap with the text.
- j. Varying genres of writing appear and expand. See the email message (p. 326); see cell phone text messaging (p. 275)
- k. Note: Enrichment sections appear for differentiation when some groups of learners move faster than others. Excellent adaptation...would love to see more of that for slower rate and faster rate learners. This is appropriate now in the 8th grade edition when the learners and facilitators have internalized the routines and this won't throw them off.
- l. Note: Differences in interpretation begin to appear at times and will become more apparent during field testing. This is culturally based. Example: p. 293 – Students are supposed to fill in the blank during a cloze exercise: I worked 12 hours a day. I was _____. The students responded with the word 'happy' when the correct response was 'tired'. For the students in the rural area who work more hours than that in a day and for no or little pay...this sentence offered a different opportunity...to work a lot for good pay...would make them happy not tired.

m. Content

i. Topic Vocabulary – set in North America

- 1. Travel
- 2. House and home
- 3. Shopping and clothing
- 4. Music
- 5. Health and safety
- 6. Work and Professions
- 7. Emotions
- 8. Communication and Technology
- 9. Celebrations
- 10. Leisure Activities

ii. Grammar

- 1. Review
 - a. WH- questions
 - b. Verb to be

- c. How many...
- 2. Can/cannot
- 3. Verb: to have
- 4. Verb: to want + infinitive
- 5. Prepositions: at, in
- 6. Adverbs: frequency
- 7. Verb to be – past tense
- 8. Irregular past tense
- 9. Comparatives
 - a. negatives

iii. Competencies

- 1. Presenting yourself
- 2. Asking about others
- 3. Filling out applications
- 4. Planning a trip
- 5. Map skills
- 6. Negotiating prices
- 7. Asking for help
- 8. Comparing prices
- 9. Finding cognates* p. 166 grammar lesson
- 10. Following instructions – i.e. prescriptions
- 11. Expanding genres
 - a. Writing letters, email messages,
 - b. Reading classified ads
- 12. Comparing
- 13. Describing

I. Facilitator's guide

- a. Consistent use of icons
- b. Clear lay-out and alignment between students and facilitator text
- c. Great use of color to guide facilitator's attention.
- d. Clear and explicit instructions for review using specific page numbers to follow along with the audio.
- e. Clear use of warnings to steer facilitator's attention to where the learning may break down and how to fix it. See p. 39 of unit 11 "OJO"
- f. Clearly labeled sections
- g. Clear instructions for scoring on the My Progress sections
- h. Instructions are positive and polite, very respectful of the facilitator. Should help make the facilitator more comfortable with the material. This is very important especially if the facilitator is already feeling insecure due to the "foreignness" of the language.

II. Audio

- a. Clearly of different quality since it was only a demo made in someone's garage. It was made as a pre-pilot edition.

- b. The dialogues are interesting. They make the learners feel that two friends their age are accompanying them in their learning. This is quite appropriate for the age levels of the target population even though it's diverse.
- c. Sometimes the bell is missing to indicate a response.
- d. Manuel often speaks too loud and fast, even in Spanish.

9th grade

I. Text

- a. Follows the same format as 7th regarding routines, types of exercises, reviews, instructions, high visual support
- b. Phonetic spelling is **no longer** supplied
- c. Note: Lesson 1: Welcome to Belize shows a good visual diagram of partner work that is very clear...this format should be used since 7th grade for added clarity.
- d. More graphic organizers appear, like the Venn on p.8
- e. Dialogues are longer with gradually less visual support.
- f. Learners are often being asked to write more than one sentence at a time.
- g. Clear instructions for enrichment project work with photos to support them step by step, see p. 23 – unit 1, lesson 3.
- h. Grammar points are short, content driven, with clear and several examples.
- i. Wonderful use of computer screens to give a modern and attractive lay-out, p. 33.
- j. Good use of 'learning logs' in the form of 'Yo aprendi...' to self-assess and pull more writing production.
- k. Content (set on a world wide scale of English Speaking countries)
 - i. Topic Vocabulary
 - 1. Belize: Ecotourism
 - 2. Caribbean Islands: Jamaica/Cayman
 - 3. England: Kings and Queens
 - 4. Ireland: Agriculture
 - 5. India: Peace and Human Rights
 - 6. Singapore: Cuisine
 - 7. Australia: Preserving the Environment
 - 8. Kenya: The Big Five (animals endangered)
 - 9. South Africa: Overcoming Challenges
 - ii. Grammar
 - 1. should/not
 - 2. 'why'; because; I think...
 - 3. descriptive adjectives
 - 4. If clauses
 - 5. before/after
 - 6. past tense verbs
 - 7. suffix 'ful'
 - 8. future 'will'
 - 9. used to

10. irregular plurals
11. comparative/superlatives
12. prefix 'un'
13. suffix: less
14. punctuation
15. wish + could

iii. Competencies

1. map skills
2. giving advice
3. expressing opinions
4. giving reasons
5. describing
6. comparing
7. ascribing order
8. making suggestions
9. following a recipe
10. following the writing process
11. writing topic sentences
12. using primary and secondary data sources
13. presenting information in English
14. producing original work in English through a project.

II. Facilitator's guide

- a. Clear instructions, layout, warnings of possible breakdown points continue to be provided.
- b. Note: p. 15 of the facilitator's guide has extensive instructions that need some diagrams or other visual support to clarify what is being asked.

III. Audio

- a. Scripts were reviewed because audio is not done yet.
- b. Tour guides now also accompany the students.
- c. Mario and Suyapa continue to accompany the students during this third year. Their dialogue remains fresh and very natural. They not only continue to provide the feeling that there are real people that are truly your friends but that they are also not perfect. For example: SUYAPA: Mario, put your hand down, you liar! You didn't know that. Mario, baja la mano, mentiroso! No lo sabías. MARIO: Yes, I did! Sí, yo lo sabía! .. They also model natural bilingual speaking that contains code-switching for social effect and for added comprehensibility.
- d. Scripts continue to convey a very positive tone and act as a coach to the students, for example with statements to applaud themselves for doing such a good job.

Recommendations

Specific Recommendations by grade level; see “notes” in each section:

1. 7th grade
 - a. Text
 - b. Facilitator’s guide
 - c. Audio
2. 8th grade
 - a. Text
 - b. Facilitator’s guide
 - c. Audio
3. 9th grade
 - a. Text
 - b. Facilitator’s guide
 - c. Audio