The Language Acquisition Resource Center

Language Resource Center Meets Language Training Center: Revisiting Assessment, Curriculum, and Instruction for the 0+/1 Transition, and Beyond

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The
Language Acquisition Resource Center

- Title VI funded LRCs
- Develop & support the teaching and learning of foreign languages in the United States
  - Research – Technology – Publications
- Particular attention is paid to:
  - less commonly taught languages
  - cross-cultural issues
  - language skills assessment
  - teacher training

The
Language Acquisition Resource Center

Summer workshops

Training of instructors

Technical support

Evolution of CAST

Cultural exposure

The
Language Acquisition Resource Center
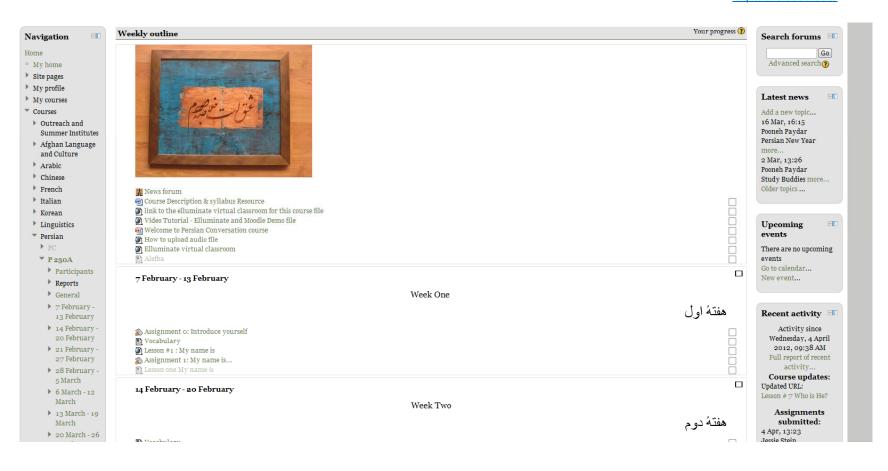
Creating Cultural Ambassadors

Persian 250

LARC

Navigation

- Home
  - My home
  - Site pages
  - My profile
  - My courses
  - Courses
    - Outreach and Summer Institutes
    - Afghan Language and Culture
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    - Italian
    - Korean
    - Linguistics
    - Persian
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        - Participants
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        - 7 February - 13 February
        - 14 February - 20 February
        - 21 February - 27 February
        - 28 February - 5 March
        - 6 March - 12 March
        - 13 March - 19 March
        - 20 March - 26

Weekly outline

Your progress ?

- News forum
- Course Description & syllabus Resource
- link to the elluminate virtual classroom for this course file
- Video Tutorial - Elluminate and Moodle Demo file
- Welcome to Persian Conversation course
- How to upload audio file
- Elluminate virtual classroom
- Alefba

7 February - 13 February

Week One

هفتهٔ اول

- Assignment 0: Introduce yourself
- Vocabulary
- Lesson #1 : My name is
- Assignment 1: My name is...
- Lesson one My name is

14 February - 20 February

Week Two

هفتهٔ دوم

- Vocabulary

Search forums

[ ] Go
Advanced search ?

Latest news

Add a new topic...
16 Mar, 16:15
Pooneh Paydar
Persian New Year
more...
2 Mar, 13:26
Pooneh Paydar
Study Buddies more...
Older topics ...

Upcoming events

There are no upcoming events
Go to calendar...
New event...

Recent activity

Activity since Wednesday, 4 April 2012, 09:38 AM
Full report of recent activity...
Course updates:
Updated URL:
Lesson # 7 Who is He?
Assignments submitted:
4 Apr, 13:23
Jessie Stein

2012 LARC Events and Workshops

- **Friday Brownbag Workshops**
  - Live and Online / Throughout the academic year
- **Winter Workshop**
  - Passage Rating: January 23 – 27, 2012
  - OPI Training: January 9 - 12, 2012
- **Summer 2012 Workshops**
  - Oral Proficiency Interview Training (OPI)
  - Testing and Assessment
  - Social Media
  - Passage Rating
  - STARTALK Teacher Training
- **Summer Intensive Language Institutes – Project GO**
  - Arabic, Persian (Farsi), Russian
  - Novice, Intermediate, Advanced
  - 2 summer sessions

LRCs at a crossroads

- LRCs are funded to:
  - Develop materials
  - Train instructors
  - Create and refine assessment instruments
  - Conduct and support research related to language teaching and learning
- LRCs are <u>not</u> funded to:
  - Teach language classes

Demand, yes. But supply...

- Demand for high-quality, on demand instruction in critical, less commonly taught languages continues.

- What about audiences whose proficiency needs fall short of 2/2/2, or even 1/1/1? Are they really out there?

Flagship meets Project GO meets Language Training Center

		intervention timing	
		as-needed	**capacity building**
audience	**pre-enlistment/ pre-commision**	**N/A**	**Flagship/Project GO,**
	active duty reserve	**LTC**	**LTC**

ILR Scale	ACTFL Scale	Definitions from the ILR Skill Level Descriptions
5	Distinguished	Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken.
4+ 4		Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well educated, highly articulate native speaker.
3+ 3	Superior	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics
2+	Advanced-High	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.
2	Advanced (Mid and Low)	Able to satisfy routine social demands and limited work requirements.
1+	Intermediate – High	Able to satisfy most survival needs and limited social demands
1	Intermediate (Mid and Low)	Able to satisfy basic survival needs and minimum courtesy requirements
0+	Novice – High	Able to satisfy immediate needs with rehearsed utterances
0	Novice(Mid and Low)	Unable to function in the spoken language. Oral production is limited to occasional isolated words.

Flagship Target

PGO/ROTC "Flagship" Target

PGO/ROTC Traditional Target – LTC Target for deploying Marines

LARC

Advanced Mastery

4th year

3rd year

2nd year

1st year

entry level
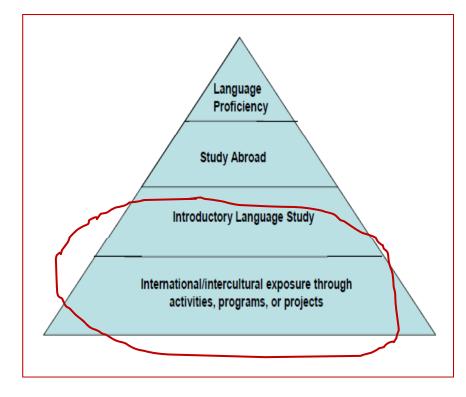
DUAL GOALS OF L/C TRAINING PROGRAMS

Proficiency ("Professional")

Exposure ("Generalist")

Curriculum for teaching

	STANDARD(S) USED
DATE: Duration: 1 hour From: 0800-900	
LEVEL: Elementary	
LANGUAGE: Pashto	
Functional OBJECTIVE(s): By the end of this lesson, participants will be able to: • Learn how to greet in the Afghan culture context and ask a few basic questions	
REQUIRED MATERIALS: • Classroom with whiteboard and markers • Computer with internet connection	
STEP ONE: SETTING THE STAGE • In this stage, instructor introduces the lesson indirectly.	**STANDARD(S) USED**
ACTIVITY 1: 2 minutes • Instructor checks students' retention from yesterday's lesson by asking a few questions. **ACTIVITY 2: 3 minutes** • **Role-Play:** Instructors great each other in form of a role-play to spark students' curiosity, using **Reference 4.1.1**	1.2 2.2
STEP TWO: COMPREHENSIBLE INPUT • Instructor checks students' comprehension and begins the lesson	**STANDARD(S) USED**
ACTIVITY 1: Time: 10 minutes 1. Instructor provides clear instruction to student before the activity. For instance: *I am now playing an audio. Please listen and try to understand the conversation. Once the audio is over, I will ask you for the words that you heard. I will write them on the board and we will practice their pronunciations afterward.* 2. In this stage instructor plays the audio that contains a dialogue between two people: **Reference 4.1.2** 3. Instructor asks students to say the words that they heard in the clip. 4. Instructor writes the words on the board (transliterated) 5. Instructor provides students with the related handout: **Reference 3.1.3** *(If students have already received the handout as homework there will be no need to provide them with a duplicate)*	2.2 3.2

Curriculum for teaching

STEP THREE: GUIDED PRACTICE	STANDARD(S) USED

ACTIVITY 1: Time 10 minutes
 • **Pair Work**: Instructor provides students with clear instruction and rules about the activity.
 • A handout containing guided questions will be provided in English to keep the students on task: **Reference 4.1.4**
    • S1: Say a phrase/sentence from the handout
    • S2: Interpret it to Pashto
 For example:
    • S1: I am from Mexico
    • S2: zeh deh makseeko tsekha yem
 • Instructor provides feedback
	1.1
	 1.2
	 4.2
	 5.2

STEP FOUR: INDEPENDENT PRACTICE	STANDARD(S) USED
ACTIVITY 1: Time:15 minutes **Group activity** with music • Students form two circles (inner and outer) facing each other and practice the contents of the lesson in the form of conversation. The outer circle walks clockwise. Once the music is paused students, facing a different partner, begin conversation. • The instructor continues the activity for the allotted time.	1.1 2.1 4.2
STEP FIVE: ASSESSMENT	

| **ACTIVITY 1: Time: 10 minutes**
 • Students present a greeting dialogue in front of the class
 • Instructors use an assessment rubric to provide feedback
 • Students who observe the presentation will also fill-out the rubric for their classmates and share their comments about the presentation (copy of the rubric is attached) | 1.1, 1.3, 2.2, 3.2, 4.1, 5.1, 5.2 |

Coming back to Backward Design
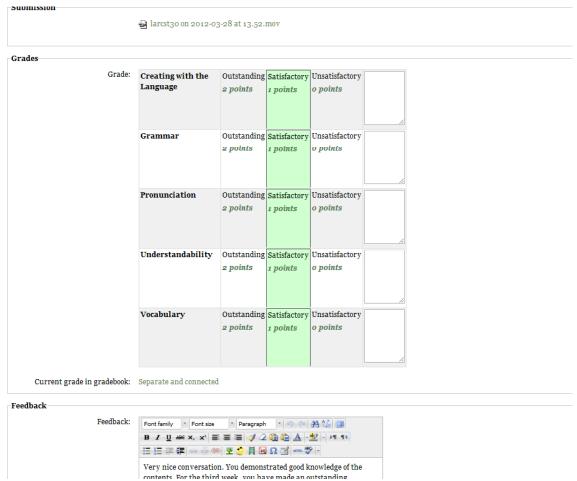
Speaking Rubric

	1	2	3	4
Pronunciation	Incomprehensible	Americanized	Minor English sounds	Authentic
Fluency	No flow Exp.:_____	Broken speech and awkward silences Exp.:_____	Minor hesitations Exp.:_____	Fluid Exp.:_____
Vocabulary & Circumlocution	Mostly English and/or incorrect word use Exp.:_____	Frequent lapses into English Exp.:_____	Avoids English Exp.:_____	Circumlocutes with ease Exp.:_____
Accuracy & Comprehensibility	Incomprehensible errors Exp.:_____	Confusing errors Exp.:_____	Comprehensible errors Exp.:_____	Minor errors Exp.:_____
Content	Even basic elements missing Exp.:_____	• No details or transitions • Exp.:_____	Some supporting details and transitions Exp.:_____	Many descriptive details and transitions Exp.:_____
Comprehension & Strategic Competence	The exchange isn't much of a conversation Exp.:_____	Inflexible, directed conversation (take turns) Exp.:_____	Controlled, two-way conversation Exp.:_____	Spontaneous, two-way conversation Exp.:_____
Use of proper cultural related body language	Cultural aspects were not considered Exp.:_____	Very minimum use of culture aspect Exp.:_____	Minor use of cultural aspect Exp.:_____	Acceptable use of cultural aspect Exp.:_____

Using Rubrics

Using Rubrics and Moodle

☐ Open source community:

☐ Training for new module via YouTube

☐ http://youtu.be/KXavtUhDINA

First Day

Video link: http://youtu.be/D8oAkexjFis

Making Progress: Week II

Making Progress: Week III

Making Progress

Making Progress: Week V

View the recorded conversation here: http://goo.gl/RyjNz

Assessment

- Novice low (end of Week 4: 0)
    - http://larc.sdsu.edu/larc-info2012/OPINovice-LowExcerpt2.pdf

- Novice high (end of Week 4: 0+)
    - http://larc.sdsu.edu/larc-info2012/OPINHExcerpt1.pdf

- Intermediate low (Week 8: 1)
    - http://larc.sdsu.edu/larc-info2012/OPIILExcerpt2.pdf

Assessment: (01/09/12 – 03/02/

Participant	ILR Week 4		ILR Week 8	
1	0	Novice Mid	0+	Novice High
2	0+	Novice High	1	Intermediate Low
3	0+	Novice High	1	Intermediate Low
4	0+	Novice High	1	Intermediate Low
5	0	Novice Mid	1	Intermediate Low
6	0+	Novice High	1	Intermediate Low
7	0	Novice Mid	1	Intermediate Low
8	0+	Novice High	1	Intermediate Low
9	0	Novice Mid	1	Intermediate Low

Some feedback from the students (current course, week 4)

□ *"Through the plethora of exercises using different auditory/visual stimuli making progress is easier than in the traditional language courses"*

□ *"Through 1 on 1 mentorship sessions daily, and actually using the language in dialogue simplifies the speaking confidence of every student"*

□ *"I didn't know anything about Pashto when I started the course. I can now read, write, and understand some basic words, phrases, and sentences"*

□ *"im a quiet guy, and usually like to just keep my mouth shut, but zac doesn't allow that hahaha... but that is a good thing because it shows him that im actualy learning something"*

□ *"The first couple of weeks i was really struggling to put a sentence together witch was detrimental to my confidence but that is not the case as of now"*

CAST

- Advanced Level
  - Official rating
  - Teacher review

- Continual Testing and Improvement
  - Added automatic feedback
  - Searchable demographics
  - Review of items administered per take
  - LTI provided raters

New CAST Intermediate

Completed	Being Recorded
☐ Korean	☐ Arabic
☐ Russian	☐ Filipino
☐ Mandarin	☐ French
☐ ESL	☐ Japanese
☐ Italian	☐ Pashto
☐ German	☐ Persian

Intermediate Framework (CA

FIGURE 4. INTERMEDIATE-LEVEL FUNCTION AND CONTENT AREA MATRIX

		FUNCTION									
		Mandatory								Optional	
		Answer simple ques-tions	Ask simple ques-tions	Engage in simple conver-sation	Describe	Give a simple explana-tion	Give instruc-tions	Leave a message	Conduct a simple transac-tion	State prefer-ences	
CONTENT AREA	Community/city										
	Daily life										
	Extracurricular activities										
	Family										
	Food										
	Free time										
	Friend/roommate										
	Home/apartment										
	Home town										
	Immediate world										
	Party										
	Pastimes/leisure										
	Personal plans										
	School										
	Self										
	Shopping										
	Sports										
	Travel										
	Work										

Each task that is developed should be reviewed by the lead task developer and another reviewer to be sure that it conforms to the specifications for Intermediate-level tasks. The CAST Task Evaluation Checklist — Intermediate Level (figure 5) is designed to assist these reviewers with the evaluation process for tasks intended for use at the Novice level.

Rating the Test

Tests Available for Rating:

Test ID	Test Date	
OwbQCb	2012-03-01 15:45:17.0	Rate This Test
ElLcjZ	2012-03-01 15:45:18.0	Rate This Test
xKGnJE	2012-03-01 15:48:06.0	Rate This Test
aAZAif	2012-03-02 14:37:14.0	Rate This Test
hhNhnF	2012-03-02 15:16:10.0	Rate This Test

Official Rater
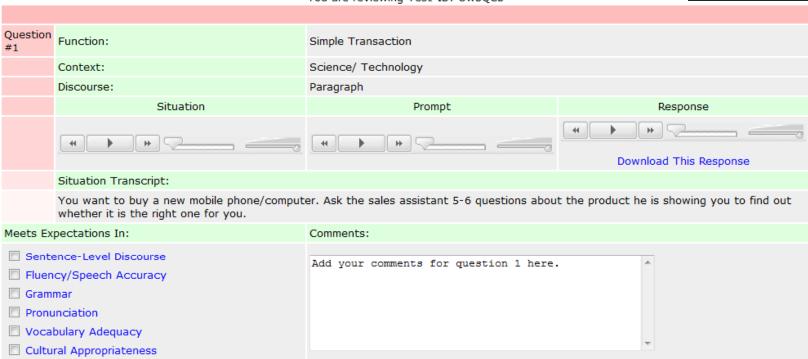
| Test ID: | OwbQCb | Test Level: | Intermediate | Time Remaining: | 60 minutes remaining |

Response	Prompt	Function	Content	Meets Task Requirements	Does **NOT** Meet		
					Function	Discourse	Accuracy
⏮ ▶ ⏭ 〜 Download This Response	View Test Item	Simple Transaction	Science/ Technology	☐	☐	☐	☐

Fails to meet adequate accuracy at this level for:

☐	Fluency	☐	Pronunciation
☐	Grammar	☐	Sociolinguistics
☐	Pragmatic Competence	☐	Vocabulary

Comments to the Examinee:

Report A Concern/Issue with this Question

Response	Prompt	Function	Content	Meets Task Requirements	Does **NOT** Meet		
					Function	Discourse	Accuracy
⏮ ▶ ⏭ 〜 Download This Response	View Test Item	Ask Questions to Obtain Information	Arts/ Entertainment	☐	☐	☐	☐

Teacher Reviewer

Question #1	Function:	Simple Transaction
	Context:	Science/ Technology
	Discourse:	Paragraph

Situation	Prompt	Response
		Download This Response

Situation Transcript:

You want to buy a new mobile phone/computer. Ask the sales assistant 5-6 questions about the product he is showing you to find out whether it is the right one for you.

Meets Expectations In:	Comments:
☐ Sentence-Level Discourse	Add your comments for question 1 here.
☐ Fluency/Speech Accuracy	
☐ Grammar	
☐ Pronunciation	
☐ Vocabulary Adequacy	
☐ Cultural Appropriateness	

Question #2	Function:	Ask Questions to Obtain Information
	Context:	Arts/ Entertainment
	Discourse:	Paragraph

Situation	Prompt	Response

Intermediate Chinese

Computer Assisted Screening Tool

- CAST Tech Test (Start Here)
- Returning User Login
- Register For CAST
- Demo
- FAQ
- Email Us/Tech Support
- Administrator/Rater Login

1. Situation Transcript:

一个朋友打电话给你希望你给她介绍一家好吃的饭馆。因为她平时很少出去吃饭，所以对饭馆不太熟悉。但由于她的家人这个周末会来看望她，她打算带他们去本地最好吃的饭馆。请你详细地介绍一家你认为好吃的饭馆给她。

◀ ▶

2. Listen to the Prompt:
Press the button to listen to the prompt.
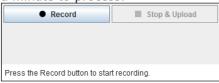
◀ ▶

3. Record Your Response:
You will only get one attempt at your response.
Click **Record** to begin. Then click **Stop & Upload** when you are finished.

⚠ Press the **Stop & Upload** button only **once**. It may take a minute to process.

● Record	■ Stop & Upload

Press the Record button to start recording.

Intermediate Russian

Computer Assisted Screening Tool

CAST Tech Test (Start Here)
Returning User Login
Register For CAST
Demo
FAQ
Email Us/Tech Support
Administrator/Rater Login

1. Situation Transcript:

Ваш друг чувствует себя очень плохо и звонит вам, чтобы спросить, не могли бы вы принести ему лекарства из аптеки. Вы рады помочь, но для начала вам нужно узнать подробнее о его болезни, чтобы задать правильные вопросы фармацевту. Подробно расспросите вашего друга, что у него болит.

◀ ▶

2. Listen to the Prompt:
Press the button to listen to the prompt.

◀ ▶

3. Record Your Response:
You will only get one attempt at your response.
Click **Record** to begin. Then click **Stop & Upload** when you are finished.

⚠ Press the **Stop & Upload** button only **once**. It may take a minute to process.

● Record	■ Stop & Upload

Intermediate Korean

Computer Assisted Screening Tool

- CAST Tech Test (Start Here)
- Returning User Login
- Register For CAST
- Demo
- FAQ
- Email Us/Tech Support
- Administrator/Rater Login

1. Situation Transcript:

친구의 컴퓨터가 망가져서, 새로 사고 싶어 합니다, 그녀는 컴퓨터 없이는 일과 사회생활까지 할 수 없다고 생각합니다. 얘기를 나누면서 당신도 공감한다고 말을 합니다. 당신은 이떤 하이텍 기구 없이는 살 수 없는 지를 얘기해주십시오.

2. Listen to the Prompt:
Press the button to listen to the prompt.
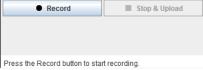
3. Record Your Response:
You will only get one attempt at your response.
Click **Record** to begin. Then click **Stop & Upload** when you are finished.

⚠️ Press the **Stop & Upload** button only **once**. It may take a minute to process.

● Record	■ Stop & Upload

Press the Record button to start recording.

Intermediate ESL

Computer
Assisted
Screening
Tool

CAST Tech Test (Start Here)
Returning User Login
Register For CAST
Demo
FAQ
Email Us/Tech Support
Administrator/Rater Login

1. Situation Transcript:

You are meeting with some friends to watch a football game at the house of one of your friends. You call your new friend who has recently arrived from Kenya to let him know about that, but he is not at home. Leave a message to his landlady about the get-together including all the details you think your friend needs to know and where the house is located.

◀ ▶

2. Listen to the Prompt:
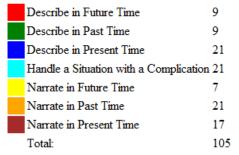Press the button to listen to the prompt.

◀ ▶

3. Record Your Response:
You will only get one attempt at your response.
Click **Record** to begin. Then click **Stop & Upload** when you are finished.

Admin and Research
Bilingual Certification: Fall 201

hcmmQL	Stephanie Raygoza	es	2011-09-15 11:33:10.0	PLC415F11	Complete	Rated
GnorBC	Arely Lopez	es	2011-09-19 15:41:19.0	PLC415F11	Complete	Rated
ktlwOr	Monica Echegaray	es	2011-09-19 15:44:14.0	PLC415F11	Complete	Rated
ksPBwE	Gladys Lilly Gutierrez	es	2011-09-19 15:47:08.0	PLC415F11	Complete	Rated
CvmXTH	Jannet Cueva	es	2011-09-20 10:40:14.0	PLC415F11	Complete	Rated
XpaNCY	Alba Marina De laTorre	es	2011-09-20 12:05:45.0	PLC415F11	Complete	Rated
npCdNY	Ana Ortega	es	2011-09-20 12:11:32.0	PLC415F11	Complete	Rated
XKxeEe	Berenice Perez	es	2011-09-20 15:38:44.0	PLC415F11	Complete	Rated
QjKbBn	Perla R. Argumedo	es	2011-09-20 19:30:59.0	PLC415F11	Complete	Rated
LMeUYo	Yesenia Cedillo Ramirez	es	2011-09-21 12:43:40.0	PLC415F11	Complete	Rated
VzAVra	JULIO CESAR BAUTISTA	es	2011-09-21 15:00:17.0	PLC415F11	Complete	Rated
GBEZAo	Alba M. De la Torre	es	2011-09-22 10:20:51.0	PLC415F11	Complete	Rated
AgfEpB	Jacqueline Serrano	es	2011-09-22 11:08:08.0	PLC415F11	Complete	Rated
VSBfSX	Irina Flores Romano	es	2011-09-22 15:50:57.0	PLC415F11	Complete	Rated
aFYWey	Lorraine Ramos	es	2011-09-22 17:17:33.0	PLC415F11	Complete	Rated
fAWPDX	Orlando Hernandez	es	2011-09-23 12:16:18.0	PLC415F11	Complete	Rated
UpviaS	TONA REYNOSO	es	2011-10-06 12:18:34.0	PLC415F11	Complete	Rated

Test ID	Item 1 Function	Item 1 Content	Item 2 Function	Item 2 Content	Item 3 Function	Item 3 Content	Item 4 Function	Item 4 Content	Item 5 Function	Item 5 Content
hcmmQL	N in Fut.	1128_es Science/Technology	D in Pres.	1252_es Business/Commerce	N in Pres.	1178_es Travel/Transportation	Sit w/Comp.	1200_es School/Education	N in Past	1203_es Community/Country
USjeov	N in Pres.	1052_es Community/Country	D in Past	1183_es Travel/Transportation	Sit w/Comp.	1092_es Business/Commerce	N in Past	1057_es Family/Friends	D in Pres.	1249_es Work/Profession
GnorBC	D in Pres.	1094_es Community/Country	Sit w/Comp.	1095_es Science/Technology	N in Pres.	1072_es Arts/Entertainment	N in Fut.	1120_es Health/Fitness	N in Past	1218_es Sports
ktlwOr	Sit w/Comp.	1095_es Science/Technology	D in Past	1172_es Family/Friends	N in Fut.	1196_es Leisure Time	D in Pres.	1232_es Arts/Entertainment	N in Past	1201_es Community/Country
ksPBwE	Sit w/Comp.	1199_es School/Education	D in Past	1070_es Community/Country	D in Pres.	1233_es Arts/Entertainment	N in Pres.	1178_es Travel/Transportation	N in Past	1086_es Leisure Time
CvmXTH	N in Pres.	1042_es Leisure Time	D in Fut.	1114_es School/Education	Sit w/Comp.	1134_es Popular Culture	D in Pres.	1233_es Arts/Entertainment	N in Past	1099_es Travel/Transportation
XpaNCY	D in Pres.	1181_es Travel/Transportation	D in Past	1070_es Community/Country	N in Pres.	1072_es Arts/Entertainment	Sit w/Comp.	1136_es Popular Culture	N in Past	1125_es Science/Technology
npCdNY	N in Pres.	1178_es Travel/Transportation	D in Fut.	1069_es Leisure Time	Sit w/Comp.	1102_es Health/Fitness	D in Pres.	1062_es School/Education	N in Past	1218_es Sports
XKxeEe	D in Fut.	1239_es Arts/Entertainment	N in Pres.	1042_es Leisure Time	Sit w/Comp.	1092_es Business/Commerce	D in Pres.	1094_es Community/Country	N in Past	1099_es Travel/Transportation
QjKbBn	D in Pres.	1062_es School/Education	Sit w/Comp.	1102_es Health/Fitness	D in Fut.	1226_es Sports	N in Fut.	1248_es Work/Profession	N in Past	1201_es Community/Country
LMeUYo	N in Past	1086_es Leisure Time	N in Pres.	1052_es Community/Country	D in Fut.	1106_es Science/Technology	D in Pres.	1242_es Popular Culture	Sit w/Comp.	1102_es Health/Fitness
VzAVra	D in Fut.	1208_es Community/Country	D in Pres.	1192_es Health/Fitness	N in Past	1038_es Leisure Time	Sit w/Comp.	1198_es School/Education	N in Fut.	1127_es Science/Technology
GBEZAo	Sit w/Comp.	1199_es School/Education	D in Past	1070_es Community/Country	D in Pres.	1249_es Work/Profession	N in Pres.	1075_es Family/Friends	N in Past	1086_es Leisure Time
AgfEpB	N in Pres.	1052_es Community/Country	D in Pres.	1179_es Travel/Transportation	Sit w/Comp.	1200_es School/Education	D in Fut.	1175_es Family/Friends	N in Past	1218_es Sports
VSBfSX	N in Pres.	1052_es Community/Country	N in Past	1099_es Travel/Transportation	Sit w/Comp.	1199_es School/Education	D in Pres.	1249_es Work/Profession	N in Fut.	1120_es Health/Fitness
aFYWey	N in Past	1051_es Leisure Time	N in Pres.	1245_es Work/Profession	D in Past	1236_es Arts/Entertainment	D in Pres.	1094_es Community/Country	Sit w/Comp.	1083_es Travel/Transportation
fAWPDX	N in Pres.	1245_es Work/Profession	D in Fut.	1238_es Arts/Entertainment	Sit w/Comp.	1198_es School/Education	D in Pres.	1106_es Popular Culture	N in Past	1057_es Family/Friends
UpviaS	D in Past	1255_es Business/Commerce	Sit w/Comp.	1210_es Community/Country	N in Pres.	1042_es Leisure Time	N in Past	1071_es Arts/Entertainment	D in Pres.	1106_es Popular Culture
CBXaem	D in Fut.	1207_es Community/Country	N in Pres.	1042_es Leisure Time	D in Pres.	1106_es Popular Culture	N in Past	1071_es Arts/Entertainment	Sit w/Comp.	1090_es Travel/Transportation
mvGxmK	N in Pres.	1052_es Community/Country	D in Past.	1222_es Sports	N in Past	1057_es Family/Friends	Sit w/Comp.	1198_es School/Education	D in Pres.	1249_es Work/Profession
ifDVfs	N in Fut.	1261_es Arts/Entertainment	D in Past	1224_es Sports	Sit w/Comp.	1134_es Popular Culture	D in Pres.	1094_es Community/Country	N in Past	1124_es Science/Technology

	Function	Count
🟥	Describe in Future Time	9
🟩	Describe in Past Time	9
🟦	Describe in Present Time	21
🟦	Handle a Situation with a Complication	21
🟨	Narrate in Future Time	7
🟧	Narrate in Past Time	21
🟫	Narrate in Present Time	17
	Total:	105

Feedback Module

Examples
Listen to these five recordings and see if you can identify what makes them successful responses to the question. The candidates are demonstrating the ability to narrate events in the past.

Question #1
Situation: Te hallas hablando con tu amigo Ignacio. Él comenta que el año pasado hubo muchos acontecimientos de gran importancia en el mundo y te dice los que fueron cubiertos a fondo por la prensa de su país. Enseguida te pregunta sobre los eventos que fueron más discutidos por los medios en tu país. Elige uno o dos sucesos y coméntalos en detalle.
Prompt: "Dime, ¿cuáles fueron las noticias más importantes en tu país el año pasado? Quiero saber todo sobre ellas".

Question #2
Situation: Estás ayudando a una amiga en la organización de un festejo para una ocasión especial. Ustedes están compartiendo historias sobre eventos a los que han asistido. Cuéntale todo sobre un festejo que recuerdes e indica por qué fue una ocasión memorable.
Prompt: "Dijiste que estuviste en una fiesta muy bonita. ¿Cuál fue la ocasión? Cuéntame".

Question #3
Situation: Estás saliendo de Colombia después de una breve visita allí. Las autoridades de inmigración quieren saber el propósito de tu estancia y tus recientes actividades. Descríbele lo más detalladamente posible lo que hiciste durante tu estancia en Colombia.
Prompt: "Dígame el propósito de su visita y cómo pasó su tiempo aquí".

Question #4
Situation: Un amigo y tú hablan sobre la escuela. Tu amigo te acaba de contar algo interesante que pasó en la escuela. Entonces te acuerdas de un suceso interesante que pasó en tu escuela, quizás algo gracioso, problemático o memorable. Cuenta lo que pasó en tu escuela. Incluye detalles de lo que hiciste, lo que otros hicieron, y en qué acabó todo.
Prompt: "Ya hablé mucho tiempo. ¿Cómo andan las cosas en tu escuela? Cuéntame de algo que ha pasado en tu escuela".

Question: 1
File: Situation

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Scroll: 1/6

Feedback Module: Spanish

Video link: http://youtu.be/1YCznBEkDdE

Language Acquisition Resource Center

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