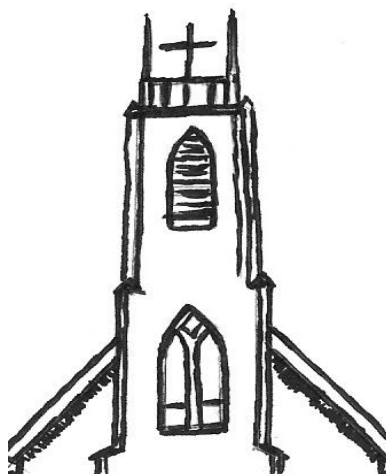


St. James' Episcopal Church

214 Washington St. Hackettstown NJ 07840



Building a Bridge

**Spanish as a Second Language:
Basic Conversational Skills for Daily Life
Eight Session Intensive Course
Final Report**

The Rev. Rod Perez-Vega, Curate
St. James' Episcopal Church

July 2012

Executive Summary:

Located in Warren County New Jersey, where “more than 30 percent of households are struggling to afford basic necessities; unable to keep up with the region’s high cost of living;”¹ St. James’ Episcopal Church in partnership with The United Way works to address the gap in services during the summer when the federally subsidized school lunch program is not available by providing healthy food to children from low-income families identified as “food insecure” thru the “Backpack Program.”

In 2011 volunteers for the program noticed a large number of the families served by the program were from households where Spanish is the primary language spoken. Interactions and communications were difficult due to the language barrier. Volunteers asked if it would be possible to offer Spanish as a Second Language (SSL) course before the summer of 2012. With the support of a \$3,950 grant from the Outreach Committee of St. Peter’s Episcopal Church in Morristown NJ, an intensive eight session SSL course was offered. Fifteen (15) people originally registered for the course. Ten (10) participants completed all of the course requirements which included initial and final assessments, as well as an evaluation of the course. For the ten (10) participants that completed all of the course requirements assessment scores improved by an average of fifty (50) points, with the lowest improvement being of only five (5) points and the highest of seventy two (72) points. Of the ten (10) participants that completed the course evaluation eight (8) indicated that they would like to participate on an “intermediate level” follow up course.

¹ Sarah Brelvi, United Way Chief Professional Officer for Warren County. The Warren Report, Saturday July 21, 2012

The Community:

Located in Hackettstown, NJ (Population: 9,724)² St. James' Episcopal Church stands less than a block away from a gathering spot for day laborers (mainly Spanish speakers) and a "Colombian bakery"; two clear signs of the growing Spanish speaking population (15.16%)³ that originates from Central and South America, and has found a home in this rural community where more than thirty percent (30%) of households struggle to afford basic necessities⁴.

It is within this context that the people of St. James' have unofficially adopted the motto "*we feed people.*" During the school year when the federally subsidized school lunch is functioning, several members of the parish and other volunteers from the community, actively participate in the United Way's Backpack Program which helps provide healthy food for low-income families during weekends and when children are not in school.

Additionally, during the school year volunteers from St. James' meet several times to prepare for the task of feeding these children identified as "food insecure" during the summer months, when the subsidized school lunch program is not available. Months before the school summer hiatus, the leaders of the program start to motivate the people of St. James'; encouraging them to start thinking about collecting peanut butter, jelly, and cereal. As early as Memorial Day, jars of peanut butter and jelly, as well as boxes of cereal start appearing in the Great Hall. Volunteers also work in obtaining grants from various sources to supplement the donations from the people of St. James'. Soon the halls of the Church are lined with tables stocked up with food, which is packed by the people who attend Sunday services the week before distribution of food

² 2010 Census

³ 2010 Census

⁴ Data from The United Way of Warren County NJ.

takes place; and then, the following Saturday the church fills up with the voices and gratefulness of children and parents, who without this program would otherwise go hungry.

On a food distribution Saturday the Backpack Program and its volunteers have been able to feed up to one hundred and ninety seven (197) children from eighty six (86) families. Living into the concept of an economy of abundance volunteers make every effort to accommodate additional families that come to the program via word of mouth from other families that benefit from this ministry; no one is turned away without food.

Reasoning:

During the summer of 2011 volunteers for the Backpack program found that for at least twenty (20) families, Spanish was the primary language and, in most cases, the only language spoken by both parents and children.

In addition to the language barrier, many of these families were experiencing other challenges, such as a parent in the hospital in New York City or a father who had been deported. In some cases families experienced the difficulty of coming to St. James' on a Saturday morning as parents or guardians were at work during the hours volunteers distributed food at the church.

While the communication difficulties were addressed with the assistance of St. James' bilingual Spanish speaking Seminarian, it soon became clear to leaders and volunteers of the program that in order to offer radical hospitality to Spanish speaking families that came to St. James' doors, they themselves needed to have at least a basic grasp of the Spanish language. Furthermore, they felt it would be helpful to know words and phrases related to children, food, and basic necessities that the various families might present.

With the above in mind, leaders and volunteers of the Backpack program approached St. James' Rector, The Rev. Dr. Cathy Deats, and asked if it would be possible to use St. James' bilingual Seminarian as a resource to teach Spanish as Second Language.

An idea was born, and with the assistance of a grant from the Outreach Committee of St. Peter's Episcopal Church in Morristown NJ; it came to life.

Goals and Objectives:

The goals and objectives of the course were centered on helping the participants begin to build conversational skills or significantly improved conversational skills in Spanish that would allow them to:

- 1) Meet and greet families in Spanish.
- 2) Understand and answer questions about basic needs such as: food, work, illness, and finances in Spanish.
- 3) Ask questions and understand answers about basic needs such as size of family unit, age of children, allergies, illness, work and finances in Spanish.
- 4) Provide information and invite families to activities or ministry opportunities in Spanish.

Budget and Grant:

PROJECTED EXPENSES	2012
Salaries*	\$1750
Space Costs**	\$3500
Rental, lease, purchase of equipment	
Supplies	\$450
Travel	
Telephone	
Other	
TOTALS	\$5700

PROJECTED INCOME	2012
This grant	\$3950
Congregation (in kind space donation)	\$1750
Other funding sources	
"In kind" (donations of space, equipment, etc.)	
TOTALS	\$5700

The Course

Most immersion courses are designed for duration of between twenty four (24) to thirty (30) hours; however, due to several previously schedule parish activities it was necessary to use an intensive model for this course. The design of the course was for sixteen hours (16) hours divided into eight sessions twice a week.

Each class was divided into two forty-five minute (45) sessions with a ten (10) minute break in between sessions. The first part of the class focused on building vocabulary, basic sentence structure and basic conversational skills. The second part of the class focused on expanding on the knowledge acquired during the first session by given the participants practical exercises or games in which they used the words and vocabulary learned previously. Classes were held primarily in Spanish, with flexibility for the use of English during the first part of the session. Participants were encouraged to learn how ask in Spanish: “How do you say” and “what does ____ mean?” Ample opportunity for questions was built into the course design. Emphasis was made on the fact that grammatical correctness was not the primary focus of the course. Students were encouraged to use Spanish in conversation even if the grammar was not perfect.

The required text for the course was Ruth Silverstein, et al., Spanish Now! Level 1 (seventh edition, Hauppauge NY: Barron’s, 2005). The book was selected for several reasons, including: ease of use, content (chapters that address the specific needs of the participants were included), audio lessons included in CDs (which participants could follow and practice at home in their own time), possibility of continuous use as each participants explores more advanced conversational levels, and finally cost (the book can be purchased new at Amazon.com for \$19.26 or used for as low as \$8.69).

Prior to the first class session, participants received electronically an “Initial Assessment” (Appendix I) designed to determine the level of previous knowledge each participant had before engaging in the course. Additional information and results of the Initial Assessment can be found in the “Participant Assessments” section of this document.

The Course Syllabus (Appendix II) was provided in electronic form via e-mail prior to the beginning of the course, and was available in printed form on the first class session. The syllabus contained detailed list of topics to be covered in each class; as well as conversational exercises for each specific topic that could be found in the CDs included in the textbook. Additionally for each class, a series of YouTube links with videos in Spanish related to each topic were included.

Multimedia presentations were used as part of the course. During sessions three, four, and five (5), participants were presented with images and asked to name the image presented in Spanish. In class five (5) participants played a game in which they were asked to use as many of the words learned in the first half of the session to describe the images presented. In the last class participants had the opportunity to watch cartoons and music videos in Spanish, and they tried to tell the instructor what the main theme of the video was, or what did the characters in the cartoon talked about.

Amongst the participants' favorite activities was a *Jeopardy*-like game, in which they gathered in groups and picked a card from set presented by the instructor. The card contained a phrase in English, and participants were asked to convey the information to the instructor in Spanish. All the teams got to hear the question, and the first one to ring the bell gave the first answer. All teams were afforded the opportunity to answer the question, and the team that provided the most understandable answer received the point.

A "Final Assessment" (Appendix III) was provided electronically prior to the sixth class to be completed and handed in prior to or on the last session. The "Final Assessment" was exactly the same as the "Initial Assessment" that participants had completed at the beginning of the course. Additional information and results of the Final Assessment can be found in the "Participant Assessments" section of this document.

The Instructor:

The course instructor was a bilingual native Spanish speaker, at the time serving as Seminarian at St. James'; in process of completing the last two weeks of seminary studies before graduating from The General Theological Seminary of The Episcopal Church and preparing for ordination to the transitional diaconate three days after the last session of the course.

Additionally the instructor serves as a Chaplain at Lehigh Valley Hospital in Allentown, PA where he also is a Trained Medical Interpreter.

The Participants:

Fifteen (15) people registered for the course. Unfortunately at different stages five (5) people found they were unable to attend all of the sessions. Four of the people unable to complete the course found that having to come to the class two nights a week was a major challenge (see Lessons Learned and Recommendations).

The remaining ten (10) participants included: a female Episcopal Priest, a female Parish Administrator, a school nurse, a retired couple residing at a local retirement community, a college professor, an executive at a local manufacturing plant, a county executive for the nearby Sussex county, and two United Way volunteers. With the exception of the instructor and one male participant, the remainder participants were all female. All participants were involved in some capacity with St. James' Backpack Program.

Students' Assessments:

Prior to the beginning of the course, participants received electronically an Initial Assessment (Appendix I) designed to measure their Spanish skills before the beginning of the course. The Assessment consisted of sixteen (16) questions divided into three difficulty levels. Easy questions or level 1 had a value of four (4) points, intermediate questions or level 2 had a value of six (6) points, and, difficult questions or level 3 had a value of eight (8) points. The total amount of points possible was one hundred (100) points. Participants were not aware of the point value of the questions or of the scoring system, which was designed for evaluation of the course; instead, when they received their assessments back they received encouraging comments for each question they had answered regardless if the answer was accurate or not. The following chart shows the level of difficulty and the point value for each question in the Initial Assessment.

Question #	Level of Difficulty	Point Value
1, 2, 6, 8, 11	1	4
3, 5, 7, 10	2	6
4, 9, 12, 13, 14, 15, 16	3	8

Ten (10) participants completed both the Initial and the Final Assessments, although additional participants completed the Initial Assessment only the scores of those who completed both assessments were taken into consideration for the purposes of this report. The following table shows the score distribution for the Initial Assessment:

Participant	Initial Assessment Score
KG	12
UK	22
DL	25
RA	28
LA	29
EI	30
MA	31
BP	52
MS	68

Initial Assessment median: 25 points

Initial Assessment mean: 31.2 points

Prior to the end of the course, participants received a Final Assessment (Appendix III); this assessment was exactly the same as the initial assessment, with the same distribution of points and level of difficulty of the questions. As with the initial assessment participants received verbal comments on each question they responded regardless of the accuracy of their answer. Participants were not aware of the numerical scores as they were used only for the purposes of this report. The following table shows the score distribution for the Final Assessment:

Participant	Final Assessment Score
RA	33
DC	70
LA	76
KG	84
EI	85
BP	89
UK	91
MA	96
MS	98
DL	99

Final Assessment Median: 85 points

Final Assessment Mean: 82.1 points

A side by side comparison of participants' scores in both their initial and final assessments shows a clear improvement in the scores once the course was completed. The following table shows the significant score difference between both assessments:

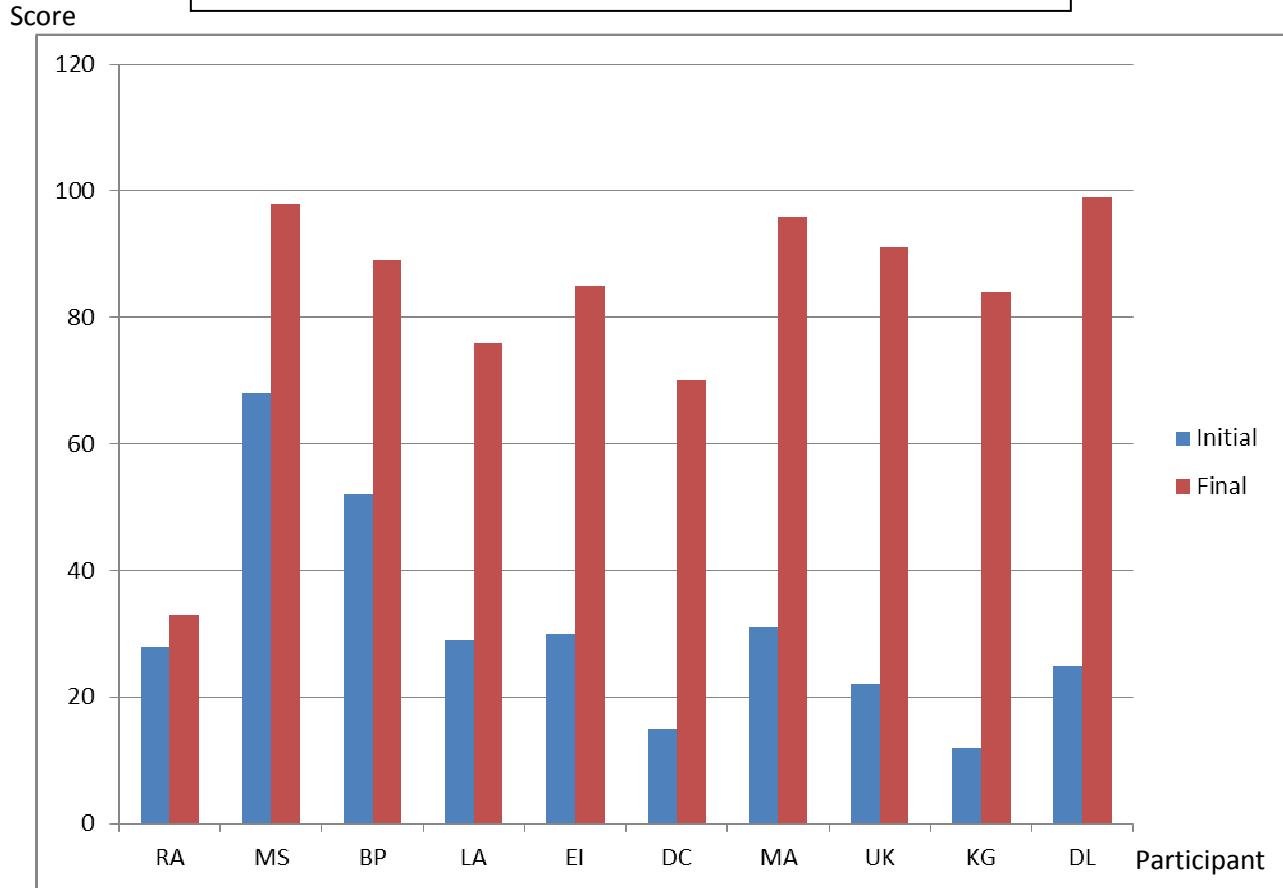
Participant	Initial Assessment Score	Final Assessment Score	Score Difference Between Assessments
RA	28	33	5
MS	68	98	30
BP	52	89	37
LA	29	76	47
EI	30	85	55
DC	15	70	55
MA	31	96	65
UK	22	91	69
KG	12	84	72
DL	25	99	74

Score Difference Median: 55

Score Difference Mean: 50.9

The following graph shows the improvement on score by each participant:

Participants' Score Comparison Between Initial Assessment
and Final Assessment



The above data allow us to conclude:

- a. - All participants improved their scores.
- b. - The most modest score improvement was of 5 points.
- c. - The average score improvement was of 50.9 points.
- d. - The median score improvement was 55 points.
- e. - The largest score improvement was of 74 points.

Students’ Evaluation of the Experience:

At the end of the course, participants were given the opportunity to evaluate their experience by responding to a twenty-three question Course Evaluation. Each question could be answered by indicating the scale of agreement or disagreement with the statement the question presented; the scale used was:

Level of Agreement/Disagreement with statement	Numeric Scale
Strongly Disagree	1
Disagree	2
Neither Disagree/Agree	3
Agree	4
Strongly Agree	5

Questions 1, 3, 4, 5, 8, 18 and 19 were designed to assess the participants’ general level of satisfaction with the course. Questions 6, 7, 14 and 17 were designed to assess the participants’ level of satisfaction with the design, dynamics and resources used during the course. Questions 9, 10, 11, 12, 13, 15, 16 and 20 were designed to assess the participants’ level of satisfaction with the instructor. Questions 21 and 22 provided the participants with the opportunity to give open ended feedback as to strengths and weaknesses of both the course and the instructor. Question 23 was a Yes/No question designed to assess the participants desire to participate in intermediate and advance SSL courses should they become available. Question 2 was worded “In relation to the above (1) had I not taken this course I would still have acquired these skills;” was the only question for which the optimal expected answer was “Strongly Disagree” or a 1 on the numerical scale.

The following set of tables show the average score for participant's level of satisfaction with the course in the four areas described above.

Participants' Average Level of General Satisfaction with the Course	
Question #	Average Satisfaction Score (5 maximum optimal possible score)
1	4.5
3	4.4
4	4.5
5	4.6
8	4.2
18	4.6
19	4.7
Overall Average General Level of Satisfaction	4.5

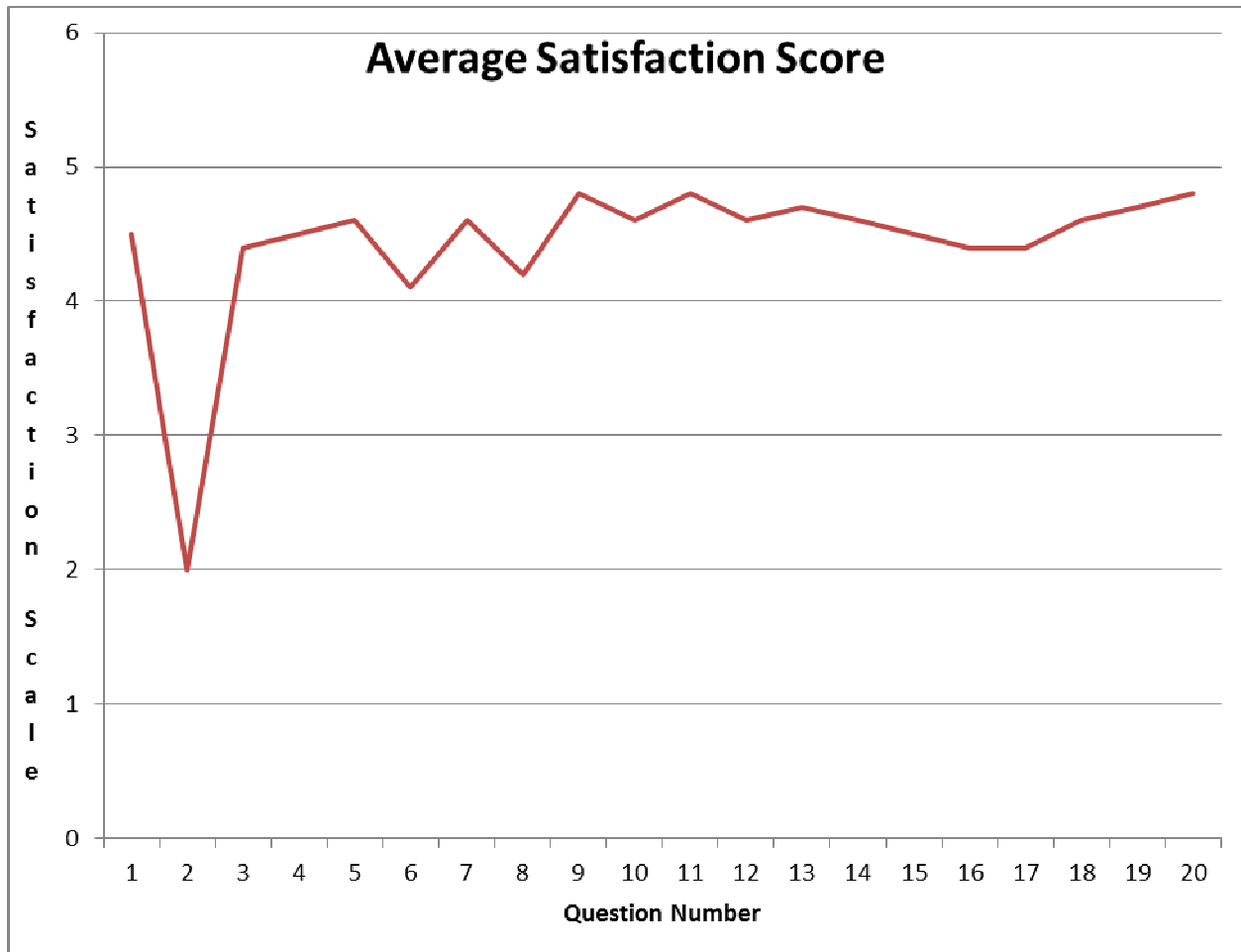
Participants' Average Level of Satisfaction with the Design, Dynamics and Resources Utilized for the Course	
Question #	Average Satisfaction Score (5 maximum optimal possible score)
6	4.1
7	4.6
14	4.6
17	4.4
Overall Average Level of Satisfaction with the Design, Dynamics and Resources	4.4

Participants' Average Level of Satisfaction with the Instructor	
Question #	Average Satisfaction Score (5 maximum optimal score)
9	4.8
10	4.6
11	4.8
12	4.6
13	4.7
15	4.5
16	4.4
20	4.8
Overall Average Level of Satisfaction with the Instructor	4.6

Participants' average score on the answer to question #2: "In relation to the above, (1) had I not taken this course I would still have acquired these skills"
(1 optimal average score for this question)

2

The following graphic shows the average of all participants' responses to the satisfaction survey:



The previous data allow us to conclude:

- a. Participants were highly satisfied with the course.
- b. Participants were highly satisfied with the design, dynamics and resources utilized for the course.
- c. Participants were highly satisfied with the instructor.
- d. Participants strongly concurred that had they not taken the course, they would not have acquired the skills they acquired.
- e. Eight out of the ten participants that responded to the questionnaire indicated they would like to participate on an intermediate level SSL course if offered.

Lessons Learned and Recommendations:

Based on the feedback provided by participants and the overall experience, the following lessons were learned:

- a. While fifteen participants originally registered for the course, after the first week only ten participants remained. Even with this number of participants, the classes were very demanding on the structure. **Number of participants in the class should be limited to no more than ten.**
- b. The intensive nature of the course that required the commitment of participants of two nights per week was too demanding for many of the participants. A set up in which participants attend class only once a week for a longer period of weeks would be preferred. **Once a week for twelve weeks would be ideal.**
- c. Individual and group vocabulary building beyond the structures taught in the course are critical. During these sessions, easel pages placed on one side of the classroom area were

used to write down vocabulary building words such as numbers, questions, adjectives and others. The placement of pages was intended so that participants could refer to them with ease. However this strategy appears to have been more of an obstacle than an aid.

Exploring alternative forms of vocabulary building and means that will allow participants to access these words easily during class will be important in future sessions.

The Dream:

In Acts 2, Luke tells us the story of how the people who were at the “margin” of the fulfillment of Christ’s promise of the coming of the Spirit are able to hear and understand the words of those who are the “center” of the event. By speaking in the native tongue of the bystanders, the apostles, filled with Holy Spirit, bridge the gap between those at the “margin” and those at the “center.” In the same Spirit of Pentecost, St. James’ Backpack Program volunteers seek to bridge the gap by learning the native language of many of the people whom they serve, and who often are left at the margin due to language barriers. In their effort to learn Basic Conversational Skills in Spanish, the participants of the course seek a better understanding of the culture and of the needs of the Spanish speaking population that they serve. In this process, trust is built and relationships are strengthened. It is our prayer and our dream that as relationships are forged, native Spanish speakers will assist the people who are trying to learn Spanish in their learning process, and that eventually it would be those who have crossed the bridge by learning Spanish that invite those who do not know English to cross the bridge in the other direction and teach English as a Second Language. As friendships and alliances are built, perhaps one day the bridge would not be needed and we all will be at ease, living in multicultural and multilingual community.

APPENDIX I

St. James' Episcopal Church

214 Washington St. Hackettstown NJ 07840

Spanish as a Second Language: Basic Conversational Skills for Daily Life Self-Assessment

Please complete the following self-assessment. Write in the right hand column the answer to the question being asked on the left. Do not worry about spelling. Answer as if you were speaking, write the answer phonetically, in the way you hear your own words. Say the answer and then write it down. Give it a try. Do not use dictionaries or electronic/on-line translation tools. Answer to the best of your ability, even writing one or two words down is better than leaving the question blank.

<p>A Spanish speaking person comes to your place of work (or church) for the first time; it is 8 in the morning when you see the person. You say: <i>(hint, three words is the minimum, or you may use more words)</i></p>	
<p>You are introducing yourself to a Spanish speaking person, saying your name, and asking the person their name. Use the full form for "my name is:" and "what is your name?" You would say:</p>	
<p>It is raining and it is cold outside. Describe the weather in Spanish. <i>(Hint: five words may be enough)</i></p>	
<p>You want to know the age of young girl that has come into the office, with an adult. You ask the adult? Try now asking the same question for a young boy? Ask the same question, but in this case you know the young girl is the daughter of adult, you ask? Ask the same question, but in this case you know the young boy is the son of the adult, you ask?</p>	

<p>You have a headache, you say?</p> <p>You have a tummy ache, you say?</p> <p>You have a cold, you say?</p>	
<p>The third day of the week is?</p> <p>The sixth day of the week is?</p> <p>The first day of the week is?</p>	
<p>Someone asks you the time, it is 3 in the afternoon, you respond? <i>(Use the word for 3 not the number)</i></p> <p>How do you say it is 6 in the morning? <i>(Use the word for 6 not the number)</i></p> <p>How do you say it is 2 in the morning? <i>(Use the word for 2 not the number)</i></p> <p>How do you say it is 10:20 at night? <i>(Use the words for 10:20 not the numbers)</i></p>	
<p>The last month of the year is?</p> <p>The first month of the year is?</p> <p>The sixth month of the year is?</p> <p>Summer is between the months of _____ and _____</p>	
<p>How do you say:</p> <p>I want cereal for breakfast.</p> <p>I want meat and rice for lunch.</p> <p>I want fish and chips for dinner.</p> <p>I want peanut butter and jelly for snack.</p> <p>I'm allergic to peanuts.</p>	

<p>Name as many part of the human body as you can:</p>	
<p>Name as many colors as you can:</p>	
<p>You need to find out someone’s address and phone number, you ask?</p> <p>They tell you: Mi dirección es el doscientos veintitrés de la calle Jackson, la casa pequeña verde, con puerta roja; mi numero de teléfono es nueve, cero, ocho, cinco, uno, cuatro, ocho, siete, seis, dos.</p> <p>What is the address and phone number?</p>	
<p>Say in Spanish as many of the following as you can: mother, father, daughter, son, grandfather, grandmother, grandson, granddaughter, nephew, aunt, uncle, niece, cousin, friend</p>	
<p>Try to say the following in Spanish: “I would like to invite you to come next Saturday between 9 in the morning and noon to get the food for your children”</p>	
<p>A person tells you the following in Spanish: “He estado muy enferma, me dio un ataque al corazón y pase siete días en le hospital, y ahora no puede salir de case por ocho días” What did the person say?</p>	
<p>Ask a person to please write their name, address, phone number, and name and age of the children in a form.</p>	

APPENDIX II

St. James' Episcopal Church

214 Washington St. Hackettstown NJ 07840

Spanish as a Second Language: Basic Conversational Skills for Daily Life Eight Session Intensive Course

Syllabus

Introduction:

It is a fact, in our present day and age, chances are that in our neighborhoods, in our schools, in our stores, in our hospitals and in our churches we will find people who speak Spanish as a primary language.

Being able to speak Spanish as a second language can be an invaluable asset for English speakers involved in community activities, from the volunteer providing assistance at a clinic or food pantry to the nurse, the teacher, the person making an appointment, basically to anyone who is involved with the daily life of our communities and may find themselves at one time or another trying to provide assistance to people for whom English is not a primary language.

Purpose:

The purpose of this course is to teach basic conversational Spanish to people who wish to communicate with Spanish speakers that do not speak English.

Goals:

At the end of the course the students will be able to use Spanish to participate in conversations related to daily life topics as well as use Spanish to:

- Meet and greet people.

- Ask basic questions and understand answers related to size of a family, family members, addresses, phone numbers, age and gender of children (or adults), food, illnesses, allergies, work, and finances.
- Understand questions and provide basic answers related to size of a family, family members, addresses, phone numbers, age and gender of children (or adults), food, illnesses, allergies, work, and finances.
- Provide basic information about assistance option and invite people to activities.

Duration:

Sixteen hours, divided in eight forty five minute sessions with a fifteen minute interval between sessions.

Schedule:

Monday and Wednesday from 7 p.m. to 9 p.m.; starting on April 30th, 2012 and ending on May 28th, 2012.

Method:

Each class session will be divided in two parts. The first part of the class will focus on theory, vocabulary, basic sentence structure and conversational skill building. The second half of the class will be practical; it will include group activities, asking and answering questions, completing assigned tasks and explaining what was done.

Additionally, students will be asked to complete brief activities at home. These activities will vary from watching videos and explaining their content in the next class, to preparing a brief statement of activities completed during the period between classes.

Classes will be held primarily in Spanish. However, during the first part of the class English will be allowed in “extreme” cases to communicate with the instructor. During the practical part of the class English **will not be allowed** to communicate with the instructor.

Remember: grammatical correctness is not the focus of this course. Students are encouraged to use Spanish in conversation even if the grammar is not perfect. Complex grammatical skills will eventually be built with time and practice.

Prerequisites:

Students are encouraged to learn the following question before the first class:

¿Cómo se dice? (*How do you say?*)

¿Que significa _____? (What does _____ mean?)

Note when you ask “cómo se dice” the instructor will respond in Spanish. When you ask “qué significa _____”, the instructor will respond in English.

Students are also encouraged to learn the following phrase before the first class:

Por favor, ¿puede usted hablar más despacio?

(Could you please speak slowly?) Do not be afraid to use this phrase if you experience the pace the instructor is using is too fast.

Students are encouraged to feel comfortable and relaxed about speaking in Spanish; willingness is vital; do not be afraid of providing a right or wrong answer, right or wrong structure, right or wrong pronunciation. Do not be afraid to ask the instructor to slow down.

Course Requirements:

- Class attendance is paramount.
- Complete pre-class activities.
- Class participation in individual and group activities is paramount.
- Complete self-assessments (at the beginning and at the end of the course).
- Complete final-assessments (at the end of the course).

Required Text:

Ruth Silverstein et al., **Spanish Now! Level 1**, Seventh edition. Hauppauge, NY: Barron's, 2005.

Evaluation:

- An initial self-assessment at the beginning of the course.
- A final self-assessment at the end of the course.
- A ten minute conversation with the instructor at the end of the course.

Suggestions:

Students are encouraged to audiotape the sessions so that they may continue to practice after class. Students are encouraged to engage in conversation with native Spanish speakers after the course; continue to practice, watch television in Spanish or search YouTube videos. Practice will help cement what you have learned in this course.

Class Sessions

Lunes 30 de Abril , 2012:

Course Overview

Tabla de Referencia de Verbos (Text Book, part 3, pages 13-16)

Formulas de Cortesía (p. 414)

El tiempo (Clima), la edad, las sensaciones (p. 422)

Aumento mi vocabulario: Personas / Cosas (objetos) / Acciones / Preguntas / Descripciones /

Números (Cifras).

Videos sugeridos:

<http://www.youtube.com/watch?v=L9SfjuHc8U>

<http://www.youtube.com/watch?v=amh8Sovhn5g&feature=related>

<http://www.youtube.com/watch?v=cdMQROm3qXs&feature=relmfu>

<http://www.youtube.com/watch?v=EKCXnTtOUDY>

http://www.youtube.com/watch?v=_xm1RI4PAMo

Ejercicios de Conversación:

CD 3: 8 – 10 & CD 4: 9 – 10 & CD 4: 15-16

Miércoles 2 de Mayo 2012:

Los días (p. 376)

La hora, la fecha, el día, la noche, la tarde (p. 430)

Mi casa, los muebles. ¿Dónde vive? (p. 404)

Aumento mi vocabulario: Personas / Cosas (objetos) / Acciones / Preguntas / Descripciones /
Números (Cifras).

Videos Sugeridos:

<http://www.youtube.com/watch?v=ufpSRON26Cg>

<http://www.youtube.com/watch?v=bbGkxbEd5lc&feature=related>

<http://www.youtube.com/watch?v=2oYn6UgK6us>

Ejercicios de Conversación:

[CD 4: 3-4](#) & CD3: 11 & 12

Lunes 7 de Mayo 2012:

Los alimentos, las comidas, la mesa. (p. 380)

Las tiendas. ¿Cuánto? Pesas y medidas.

Aumento mi vocabulario: Personas / Cosas (objetos) / Acciones / Preguntas / Descripciones /
Números (Cifras).

Videos Sugeridos:

http://www.youtube.com/watch?v=X_Ta2VIc4Ok

<http://www.youtube.com/watch?v=KwNCroRsM6E>

<http://www.youtube.com/watch?v=juHg1tgMmy4>

<http://www.youtube.com/watch?v=WnZY0makO9A&feature=fvst>

Ejercicios de Conversación:

CD 3: 2 & 3 / CD 4: 6-8

Miércoles 9 de Mayo 2012

El cuerpo, la salud, la ropa, las dimensiones (p. 368)

La familia, los amigos, el trabajo (p. 384)

Aumento mi vocabulario: Personas / Cosas (objetos) / Acciones / Preguntas / Descripciones /
Números (Cifras).

Videos Sugeridos:

<http://www.youtube.com/watch?v=oKLWq0JcDsI>

<http://www.youtube.com/watch?v=juCY2Qh3oVc&feature=related>

<http://www.youtube.com/watch?v=2wNa-DwmtOQ>

http://www.youtube.com/watch?v=bmhF_u-kReM&feature=relmfu

http://www.youtube.com/watch?v=X_v5cBtqpOM

<http://www.youtube.com/watch?v=DhA24MI2AEs&feature=relmfu>

<http://www.youtube.com/watch?v=c89nmoBd9Qk>

<http://www.youtube.com/watch?v=gYEeuR9APsw>

Ejercicios de Conversación:

CD 2: 5 & 6

Lunes 14 de Mayo 2012:

Las flores, los colores, las frutas, los arboles (p. 372)

La naturaleza, los animales, las estaciones, los meses, las fiestas. (p. 364)

Aumento mi vocabulario: Personas / Cosas (objetos) / Acciones / Preguntas / Descripciones /
Números (Cifras).

Videos Sugeridos:

<http://www.youtube.com/watch?v=xHX9LjiDGoA>

<http://www.youtube.com/watch?v=xy0d3ksmRwo>

<http://www.youtube.com/watch?v=0Kym5wHkb8U&feature=related>

<http://www.youtube.com/watch?v=ngQO53-biAk&feature=related>

<http://www.youtube.com/watch?v=INp7GDFNsGo>

<http://www.youtube.com/watch?v=K6oHE07kScg>

<http://www.youtube.com/watch?v=tCV9ba-mfm0&feature=relmfu>

<http://www.youtube.com/watch?v=QuVIXROV4Rw&feature=related>

Miércoles 16 de Mayo 2012:

Las diversiones, la ciudad, los edificios. (p. 359)

El tiempo pasa (p. 394)

Videos Sugeridos:

http://www.youtube.com/watch?v=kTvff27C_2Y&feature=related

Lunes 21 de Mayo 2012:

No hay clases. Torneo de Golf de la Iglesia de Santiago.

Miércoles 23 de Mayo 2012:

¿Quién soy yo? (p. 115)

Puesto Vacante (p. 351)

Lunes 28 de Mayo 2012:

Memorial Day – No hay clases.

Miércoles 30 de Mayo 2012:

Cómo él llego a ser médico (p. 319)

Evaluación

APPENDIX III

St. James' Episcopal Church
 214 Washington St. Hackettstown NJ 07840
Spanish as a Second Language:
Basic Conversational Skills for Daily Life
Final Assessment

Please complete the following self-assessment. Write in the right hand column the answer to the question being asked on the left. Do not worry about spelling. Answer as if you were speaking, write the answer phonetically, in the way you hear your own words. Say the answer then write it down. Give it a try. Do not use dictionaries or electronic/on-line translation tools. Answer to the best of your ability, even writing one or two words down is better than leaving the question blank.

<p>A Spanish speaking person comes to your place of work (or church) for the first time; it is 8 in the morning when you see the person. You say: <i>(hint, three words is the minimum, or you may use more words)</i></p>	
<p>You are introducing yourself to a Spanish speaking person, saying your name, and asking the person their name. Use the full form for “my name is:” and “what is your name?” You would say:</p>	
<p>It is raining and it is cold outside. Describe the weather in Spanish. <i>(Hint: five words may be enough)</i></p>	
<p>You want to know the age of young girl that has come into the office, with an adult. You ask the adult? Try now asking the same question for a young boy? Ask the same question, but in this case you know the young girl is the daughter of adult, you ask? Ask the same question, but in this case you know the young boy is the son of the adult, you ask?</p>	

<p>You have a headache, you say?</p> <p>You have a tummy ache, you say?</p> <p>You have a cold, you say?</p>	
<p>The third day of the week is?</p> <p>The sixth day of the week is?</p> <p>The first day of the week is?</p>	
<p>Someone asks you the time, it is 3 in the afternoon, you respond? <i>(Use the word for 3 not the number)</i></p> <p>How do you say it is 6 in the morning? <i>(Use the word for 6 not the number)</i></p> <p>How do you say it is 2 in the morning? <i>(Use the word for 2 not the number)</i></p> <p>How do you say it is 10:20 at night? <i>(Use the words for 10:20 not the numbers)</i></p>	
<p>The last month of the year is?</p> <p>The first month of the year is?</p> <p>The sixth month of the year is?</p> <p>Summer is between the months of _____ and _____</p>	
<p>How do you say:</p> <p>I want cereal for breakfast.</p> <p>I want meat and rice for lunch.</p> <p>I want fish and chips for dinner.</p> <p>I want peanut butter and jelly for snack.</p> <p>I'm allergic to peanuts.</p>	

<p>Name as many part of the human body as you can:</p>	
<p>Name as many colors as you can:</p>	
<p>You need to find out someone’s address and phone number, you ask?</p> <p>They tell you: Mi dirección es el doscientos veintitrés de la calle Jackson, la casa pequeña verde, con puerta roja; mi numero de teléfono es nueve, cero, ocho, cinco, uno, cuatro, ocho, siete, seis, dos.</p> <p>What is the address and phone number?</p>	
<p>Say in Spanish as many of the following as you can: mother, father, daughter, son, grandfather, grandmother, grandson, granddaughter, nephew, aunt, uncle, niece, cousin, friend</p>	
<p>Try to say the following in Spanish: “I would like to invite you to come next Saturday between 9 in the morning and noon to get the food for your children”</p>	
<p>A person tells you the following in Spanish: “He estado muy enferma, me dio un ataque al corazón y pase siete días en le hospital, y ahora no puede salir de case por ocho días” What did the person say?</p>	
<p>Ask a person to please write their name, address, phone number, and name and age of the children in a form.</p>	

APPENDIX IV

St. James' Episcopal Church
 214 Washington St. Hackettstown NJ 07840
Spanish as a Second Language: Basic Conversational Skills for Daily Life
Eight Session Intensive Course
Course Evaluation

Dear SSL course participants;

Thank you for the wonderful and sustained effort you have made during the last four weeks. Your enthusiasm and participation were inspiring. As part of our effort to keep improving the quality of the course, as well as to explore the possibility of offering additional classes in the future we ask that you take a few minutes to complete the following course evaluation.

Thank you for your time and feedback.

Rod Perez-Vega

Please check the box that best describes your opinion for each specific statement

1- The course achieved the purpose and goals stated in the syllabus.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2- In relation to the above "Had I not taken this course I would still have acquired these skills"	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3- What I learned in the course will be useful to me in the future.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4- The design of the course was compatible with the described purpose.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

5- The dynamics of the class and the teaching format were useful and helped me learn.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6- The assigned book, the Audio CD's and the free YouTube videos were useful and helpful in my learning process.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7- I found the instructional games and group activities useful and helpful in learning.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8- The course design encouraged independent and critical thinking.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9- The instructor was well prepared for class.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10- The instructor's presentations were clear and well organized.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11- The instructor has exceptional knowledge of the subject areas.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12- The instructor provided ample opportunity for the students to ask questions.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13- The instructor made questions and responses an integral part of the learning process.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

14- The amount of work assigned was fair in terms of quantity.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15- The instructor used tools and strategies that helped me learn.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
16- The instructor provided me with timely guidance and feedback.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
17- Technology used in this course enhanced my learning experience.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
18- Overall I was satisfied with this course.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
19- I would recommend this course to potential students.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
20- I would recommend the instructor to potential students.	Strongly Disagree Disagree Neither Disagree/Agree Agree Strongly Agree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
21- The strengths of this course and instructor were:		
22- The weaknesses of this course and instructor were:		

<p>23- Ideally, the basic intensive course would be followed by an intermediate level course (6 weeks once and week) and then by a more advanced conversational course (6 weeks once a week). Would you be interested in participating in such courses if they were offered at St. James' Episcopal Church?</p>	YES	<input type="checkbox"/>
	NO	<input type="checkbox"/>
<p>24- If you answered YES to the above question, please indicate Name, address, phone number and e-mail address so that we may contact you should these courses become available:</p>		