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Abstract

Despite millions of dollars allocated to promote the acquisition of foreign language in Australia, the ratio of Australian high school students enrolled in studying a foreign language declined from 40% in the 1960’s to 10% in 2016. The problem addressed in this thesis is related to the value of Service-Learning (SL), a method of teaching Spanish tertiary students that teaches the particular course subject along with an increased sense of civic responsibility through service-based activities that correspond to the needs of the community. A review of existing literature suggested that although several researchers have studied SL, and many studies have been conducted to examine the relationship between SL and foreign language acquisition, these studies were mostly in the context of K-12 classroom courses and there was a lack of such research in the context of Australia and at the tertiary level. A mixed-methods research methodology was used, and the sample consisted of 62 students enrolled in Spanish as a foreign language program at a university in Melbourne. They were divided into two groups: a control group which had 31 students, and the experimental SL group which had the other 31 students. A total of 38 students were enrolled at the Intermediate Level (19 in experimental and 19 in control), and the remaining 24 were part of the Advanced Level course (12 in each group). Each group completed three academic tests (Listening Test; Oral Test; and Language Use, Reading, and Writing Test), both pre and post the intervention. The collected data were analysed using multivariate analysis of variance, quantitative tests, and regression analysis. The findings of the study suggested the highest increase resulting from participation in the SL program was related to the Oral tests for the Experimental (d=.78) compared to the Control (d=.08). In the case of Listening tests, there was a two-way interaction, and the univariate F-ratios showed the differences favouring the SL students relating to Listening tests (.68 vs .29) and Oral tests (.39 vs .18), but not Language. The analysis showed no effects on Language Use, Reading, and Writing tests in any comparison. In addition to extending the literature on the significance of SL in education, specifically in foreign language acquisition courses, this study also provided additional evidence supporting the credibility of SL in the context of education.
Declaration

This is to certify that:

1. The thesis comprises only my original work towards the EdD except where indicated in the Preface,
2. Due acknowledgement has been made in the text to all other material used,
3. The thesis is fewer than 100 000 words in length, exclusive of tables, maps, bibliographies and appendices.

Mario Fabricio Ayala Pazmino
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Chapter 1: Introduction

There is a decline in Australia among students enrolled in foreign language acquisition courses. In the 1960s, approximately 40% of Australian high school students were enrolled in studying a foreign language (Munro, 2016). In 2016, however, the ratio had declined to 10% (Munro, 2016). This lack of interest has been described as a disadvantage for Australia. The decrease in the number of students learning a foreign language exists even though millions of dollars have been allocated to promote foreign language in Australia (Munro, 2016). The proposition in this thesis is that an alternative teaching intervention may be needed to reverse this trend away from the study of languages.

The focus of this study is the use of Service-Learning (SL) as a teaching intervention in foreign language learning. This emphasis is considered significant as the findings could result in improvements in the field of language education, transforming the process of learning a foreign language in the classroom and beyond in Australia. This introductory chapter provides an outline of the study, including the background, problem statement, purpose, significance, and scope of the study.

Background to the Study

SL has been described as a type of citizen education, highlighting its concern with social service (Carney, 2013). The use of SL in the field of education is a recent development (Kilgo, 2014). Scholars started conducting studies on SL as a pedagogy commencing in the 1990s (Richards & Schmidt, 2013). In a seminal study, Carver (1997) noted that SL assists students in “facing challenges, conquering fears, building on strengths, overcoming weaknesses, dealing with making mistakes, struggling, reflecting on experiences, and being exposed to constructive feedback” (p. 146). However, many of the research studies on SL are based on anecdotal reports (Hummel, 2013; Karaman, 2013). As such, there is a need for additional research to explore the value of SL in language learning.
Spanish has now become the second most spoken language in the world and is the official language in 21 countries (Central Intelligence Agency, 2007). Spanish is spoken by about 414,000,000 people in the world, and in Australia, the Spanish speaking population is growing. According to Sanchez-Castro and Gil (2009), the number of Spanish speakers in Australia was at 97,998 as of 2006 up from 48,373 in 1976. In the last ten years, there has been growth in the commercial, intellectual and the business relations between the Australian public and private sector and the Latin American countries (Profile.id.com.au, 2016). As per the 2011 population statistics of Melbourne, there were around 27,626 Spanish speaking people in Melbourne, which roughly accounts for the 0.7% of the total Australian population and this population is growing annually at the rate of 0.5% (Profile.id.com.au, 2016).

Based on the significance of Spanish in Australia, and specifically in Melbourne, the topic of this study will be Spanish in the context of foreign language learning in Melbourne. There is a lack of focus in the development of research on SL in the context of foreign language acquisition in Australia despite the significance of the phenomenon as a teaching intervention. The literature suggests that SL has many advantages in foreign language acquisition, but such findings have been based on studies conducted mostly in the context of general K-12 classrooms, and few have been undertaken in Australia. The benefits of SL with respect to foreign language acquisition include student satisfaction, motivation and confidence in using the foreign language studied, development of sensitivity and empathy for other cultures, decrease in stereotypes, enhanced sense of closeness and solidarity with community in general and teachers and other students in particular, higher awareness of political and social problems, and a strong motivation to communicate in other languages outside the school environment (Buff et al., 2014; Hartman & Kiely, 2014; Keen & Pease, 2016; Pierrakos et al., 2014). To examine if such benefits are also possible for Australian students, there is a need to examine the influence of SL in foreign language learning within this context.
**Problem Statement**

The general issue to be studied in this thesis is the language education of foreign language learners in the context of their SL experience in Australia. There is a decline in Australia among student enrolled in foreign language courses. In the 1960s, approximately 40% of Australian high school students enrolled in studying a foreign language (Munro, 2016). In 2016, however, the ratio had declined to 10% (Munro, 2016). These statistics put Australia at a disadvantage because, in all OECD countries except Australia, high school students graduate with successfully learning at least one foreign language. This lack of interest has been described as a disadvantage for Australia. The decline in the number of students learning a foreign language has occurred despite millions of dollars being allocated to promote foreign language in Australia (Munro, 2016). Despite this, understanding SL in the context of a Spanish language course has not been adequately explored in literature, especially in Australia, and therefore the current study will do this. Moreover, most of the work that connects service and language instruction is primarily qualitative in nature or approach. There has been little research that has examined the language education of foreign language learners in the context of their SL experience in Australia using both qualitative and quantitative elements in methodology.

**Purpose of the Study**

The goal of this study is to examine the importance of SL for foreign language learning. This exploration is crucial to understand how SL programs and its characteristics affect participants' language proficiency. The findings from this study, due to the focus on language acquisition and service learning, may lead to improvements in the field of language education, enhancing the process of learning a foreign language in the classroom and beyond. With this purpose, this study will focus on teaching and learning of Spanish as a foreign language at tertiary level in Melbourne, Australia.

The two primary objectives of the research are as follows:

Objective 1: To discover whether SL has an impact on the language learning of the students of Spanish and if so, how it occurs.

Objective 2: To find out what features of SL affect the language learning of students.
**Definition of Terms**

**Service-Learning (SL).** SL is an educational experience based on a designed course in which students take part in service-based activities that correspond to the needs of the community and provide a more comprehensive understanding of the particular course subject along with an increased sense of civic responsibility (Bringle & Hatcher, 1995). SL consists of reciprocal learning, as students in SL use their classroom learning to help people by immersing themselves in their communities and bring their learning from this experience to the classroom to augment their learning (Kohlbry, 2016). As a result, researchers have noted the influence of SL in foreign language acquisition through immersion in the community of individuals of the targeted language as a process of service that involves the goal of learning and learning that involves the goal of service (Kohlbry, 2016).

**Foreign Language Acquisition:** Foreign language acquisition refers to the learning by a student of a language that is not native to the student in an environment in which the language is not official (Wang, 2009). In the context of this study, foreign language acquisition will be specific to the learning of Spanish by Australian students. Researchers distinguish foreign language acquisition from second language learning by noting that second language is used to describe language learning when the learner resides in a context in which the language to be acquired is spoken. However, foreign language acquisition and second language learning employ similar frameworks, and research in both contexts focuses on the capacity of humans to learn languages that are different from their first language (Granger, Hung & Petch-Tyson, 2002).

**Language Proficiency:** Language proficiency refers to an individual’s ability to perform or speak an acquired language (Jackson, 2006). More specifically, language proficiency is the skill of individuals regarding the use of language for a purpose that can be assessed using a proficiency test (Richards, Platt, & Platt, 1992). Language proficiency includes the ability to utilise culturally appropriate language in a spontaneous manner for communication. Proficiency also includes the degree to which an individual may be skilled in vocabulary and grammar of a language as well as in using a language for reading, speaking, writing, and understanding real-life contexts (Perry, 2011).
Assumptions

Assumptions refer to statements that are presumed as true, generally for a particular purpose (Vogt, 2005). In this study, the assumptions will allow the researcher to conduct the study efficiently. To conduct this study, it will be assumed that the foreign language students from Melbourne who will participate in this study, to some degree, will mirror the experiences of foreign language acquisition students at tertiary level across Australia due to the similar national environment and overall background. Additionally, it will be assumed that the introduction of the program to the participants will provide insights that can be applied to other institutions in Australia. It will be assumed that the students who willingly participate in this study will be honest and provide complete support to the requirements of the study. It will be assumed that each participant will be aware of their unique experiences and value in the overall purpose of this study and that such an understanding will reflect the findings of this study.

Scope and Limitations

The goal of this study is to examine the importance of SL as a teaching intervention for foreign language learning and to understand how SL programs and their characteristics affect participants' language proficiency of Spanish as a foreign language at tertiary level in Melbourne, Australia. The findings of this study will provide additional evidence supporting the credibility of SL in the context of education. Such finding may also extend the literature on the significance of SL in education, specifically in foreign language acquisition courses. The scope of this study is limited to students enrolled in Spanish as a foreign language course at tertiary level in Melbourne, Australia. All the participants will be part of the same experience of SL. The findings of this study will be limited to the experiences of the participants as unique individuals and may reflect their personal experience of SL that may not be generalizable beyond the institution due to the specific characteristics of the institution. Additionally, the selection of Melbourne may be a limitation for the generalizability of the findings of the study in the Australian context due to the differences between the cities and the different characteristics of students across the country. In this study, partners for the SL program for the students will be chosen by the researcher to avoid unnecessary complications, which could prove to be a limitation to the data collection process.
Summary

There has been little research that has examined the language education of foreign language learners in the context of their SL experience in Australia despite the significance of the phenomenon as a teaching intervention. The findings suggesting the positive outcome of SL in foreign language learning are based on studies conducted mostly in the context of general classroom courses and few studies in this area have been undertaken in Australia. The general issue to be studied in this thesis is whether SL supports the development of foreign language learning - in this case, Spanish. Most of the research in the existing literature have linked SL and language instruction mostly in the context of general classroom courses. The goal of this study is to examine the importance of SL for foreign language learning. Following the research objective, the study will be guided by the following two research question: does SL have an impact on Spanish students’ language learning? Moreover, what features of SL affect the language learning of students? The findings of this study may have both practical and theoretical implications. The scope of this study is limited to students enrolled in Spanish as a foreign language course at tertiary level in Melbourne, Australia.
Chapter 2: Literature Review

Introduction

The general issue to be studied in this thesis is the language education of foreign language learners in the context of their SL experience in Australia. There is a decline in Australia among student enrolled in foreign language courses. In the 1960s, approximately 40% of Australian high school students enrolled in studying a foreign language (Munro, 2016). In 2016, however, the ratio had declined to 10% (Munro, 2016). These statistics put Australia at a disadvantage because, in all OECD countries except Australia, high school students graduate with successfully learning at least one foreign language. This lack of interest has been described as a disadvantage for Australia. The decline in the number of students learning a foreign language has occurred despite millions of dollars being allocated to promote foreign language in Australia (Munro, 2016). Despite this, understanding SL in the context of a Spanish language course has not been adequately explored in literature, especially in Australia, and therefore the current study will do this. Moreover, most of the work that connects service and language instruction is primarily qualitative in nature or approach. There has been little research that has examined the language education of foreign language learners in the context of their SL experience in Australia using both qualitative and quantitative elements in methodology. The goal of this study is to examine the importance of SL for foreign language learning. This exploration is crucial to understand how SL programs and its characteristics affect participants' language proficiency. The findings from this study, due to the focus on language acquisition and service learning, may lead to improvements in the field of language education, enhancing the process of learning a foreign language in the classroom and beyond. With this purpose, this study will focus on teaching and learning of Spanish as a foreign language at tertiary level in Melbourne, Australia.

This chapter will examine the existing literature to highlight any gaps that may exist and provide a background on the topic to be studied. The chapter is divided into four sections. The first gives an introduction to the topic and details of the literature search strategy. The second provides a review of the literature and is divided into the following subsections: an introduction to SL, benefits of SL, constructs contributing to the success of SL, SL and foreign language learning, and challenges related to SL in foreign language learning. The third section includes details on the research gap discovered by the literature review. The literature review will end (fourth section) with a conclusion highlighting the main findings.
The existing literature for this study was searched using several online databases, including Google Scholar, PubMed, ProQuest, JSTOR, Science Direct, Taylor and Francis, and Educational Resource Information Center (ERIC). The following search terms were used on these databases to search for relevant studies: service learning, service learning and foreign language learning, history of service learning, and characteristics of service learning. These keywords, due to their relation to the identified topic and the purpose of the study, provided access to relevant research studies. In this literature review, many of the studies included consisted of studies published in the last five years to ensure the inclusion of only recent and relevant literature. To include seminal and foundational research on the topic, a few earlier studies were also included in the review.

**Review of the Literature**

In this section, a review that examines the existing literature related to the topic and purpose of this study is provided. The section is divided into five subsections, introduction to SL, benefits of SL, constructs contributing to the success of SL, SL and foreign language learning, and challenges related to SL in foreign language learning.

**Introduction to SL.** Multiple definitions of SL have been proposed in the existing literature by researchers studying the topic in a variety of contexts. SL has been described as a type of citizen education, highlighting its concern with social service (Carney, 2013). SL programs are concerned with the development of individuals and communities in which the participating individuals serve. A general definition of SL was provided by Sitter (2009), which considers SL as “a technique of teaching and learning that combines community service with classroom instruction” (p. 23). A more accurate definition of SL provided by Bringle and Hatcher (1995) will be used in this study to define SL. Bringle and Hatcher defined SL as an educational experience based on a designed course in which students take part in service-based activities that correspond to the needs of the community and provide a broader understanding of the particular course subject along with an increased sense of civic responsibility. The particular course subject in this study refers to Spanish as a foreign language at tertiary level in Melbourne, Australia. In this study, SL is treated as an additional learning experience to what the students learn in the classroom. It aims to provide a real-world, practical context for the academic course.
In the past, most investigations have been undertaken in high schools, although the research in the area has increased markedly over the past few decades. Consequently, the inclusion of SL in high schools increased dramatically in the final years of the 20th century. For instance, in 1984, the opportunities for SL activities in high schools were reported to be 9%. However, by 1999, the opportunities for SL activities in high schools were found to be 46% (Cress, Donahue, Ehrlich, & Associates, 2012). Educators working on SL pointed out the effectiveness of utilising experiences outside of the classroom that assists students in the creation of meaning out of abstract concepts and theories (Cress et al., 2012). In fact, studies investigating the outcomes of SL found that participants reported higher civic engagement and efficacy, improvement in behaviour and educational performance, and gains in social development, self-concept, cognition, and empathy (Butler, 2013).

The use of SL in the field of education is a recent development (Kilgo, 2014). Scholars began conducting studies on SL as pedagogy in the 1990s. The roots of the SL movement can be traced into the activism and concerns that occupied the period of the 1960s, with some concerns originating as early as the beginning of the twentieth century (Richards & Schmidt, 2013). The philosophical roots of the movement can be traced to the ideas for educational reform, while the social roots of the movement can be traced back to the social activists who inspired citizen action. SL as a pedagogy received an additional boost in the period between the 1970s and early 1980s through the writings of cognitive psychologists (Richards & Schmidt, 2013).
In this way, the SL movement was inspired by the changes in the social and economic fabric of society at the end of the 20th century (Richards & Schmidt, 2013). According to Dewey, education must be relevant to the real experiences and lives of the students (Cress et al., 2012). Consequently, to achieve this, it was proposed that schools become communities where the democratic ideals could be exercised by giving students the opportunity for different experiences and views and by practising cooperation. As opposed to traditional educational thinkers who highlighted the importance of the teacher as an authority and rote learning, Dewey envisioned learning through actions. The philosophy of education as proposed by Dewey has democracy and experience at its centre. According to Dewey, a harmonious and worthy society was possible to create by training the minds of young people through experience in the community by providing tools for service and self-direction. Similar views on education can be found in other twentieth-century thinkers such as Addams, Freire, and Gandhi. The Hull House started by Addams provided social and educational services focused on the most relevant problems of the time, including immigration, industrialisation, and urbanisation (Cress et al., 2012). Similarly, Gandhi viewed education as a tool that could be used to improve the community and build character. His Sabarmati Ashram in India was a type of community that included elements of literacy, agriculture, and labour with the goal of self-sufficiency (Cress et al., 2012).

Freire, in South America, proposed a similar idea of education with a focus on empowerment of social and economically disadvantaged population. Freire viewed education as serving two possible purposes (Cress et al., 2012). One purpose of education was the integration of young individuals into the contemporary system, while another goal was an exercise of freedom, in which individuals could deal with the practical reality critically and participate in changing the society. He believed in the latter goal, viewing education as a tool that allowed students to understand economic, political, and social problems and act against injustice (Cress et al., 2012). The context of this study is a similar inclusion of social and culture integration into the traditional system of education to improve foreign language programs.
The civil rights movement also presented the idea of education as a form of service. This development is evident to note in the Mississippi Freedom Summer, organised in 1964 (Richards & Schmidt, 2013). In this program, schools were developed to provide experiential education which included courses on necessary educational skills, culture, and African history. These schools integrated the idea of academic education and social experience, as the teaching materials were relevant to the experience of students and the activities of the classroom in this program also included political elements, including voter registration. The guidelines noted that the learning experience was not limited to children alone, but also included teachers. The program was influential as many activists went back to the college after the program interested in changing the learning process (Richards & Schmidt, 2013). For instance, one school teacher who took part in the program described discussing Socrates in the classroom based on his personal experience with protests and demonstrations, which suggests the relevance of the program in the context of foreign language learning, a subject involving political, social, and cultural elements.

Other programs related to the philosophy of SL included Volunteers in Service to America and Peace Corps. The concepts introduced by Dewey were integrated into Peace Corps, which strived to provide experience to young students in changing the community (Scott, 2008). In a conference held in Georgia by Volunteers in Service to America, Peace Corps, and other members of university faculty, a new approach to pedagogy, SL, was defined as the integration of educational development with completing a necessary task. Task-based community tasks are included in recent literature on SL in the context of language learning as a form of implementing authentic interaction between the learners and the native speakers (Brown & Purmensky, 2014). However, SL is different from task-based language teaching (TBLT), as the focus in the latter is on various tasks involving the use of the target language such as interacting with customer service and visiting a doctor (Ahmadian, 2016), while the former is focused on increased sense of civic responsibility through service-based activities that correspond to the needs of the community.
Organisations such as Campus Compact, which was formed in 1985 and focused on colleges interested in student enrolment into service, promoted the involvement of students in service (Cress et al., 2012). The Campus Compact organisation now includes 950 universities and colleges, highlighting the interest in SL in the field of higher education. In 1995, in a conference on SL which included researchers who contributed pioneer work on the program, it was described how SL’s history was influenced by two significant stands (Cress et al., 2012). One group included researchers who perceived SL as a program used to address the problems related to economic and social justice. Another group perceived the program as a method of changing educational institutions. This highlights the interest among researchers working on SL from both the educational and the social perspectives.

Researchers have noted the growth of SL, mentioning its significant place in higher education (Hebert & Hauf, 2015). However, the existing research related to SL is mostly associated with the qualitative analysis of the experiences of people and the changes observed (Brisbois & Asselin, 2016; Goff, 2014; Keen & Pease, 2016). Researchers have provided definitions of SL, focused on establishing the credibility of SL in the context of education, promoted programs related to SL in education, and described how SL could improve classroom education. In the development of research on SL in the context of foreign language learning in Australia, there is a lack of a similar focus, despite the apparent significance of the phenomenon as a teaching intervention.

In a seminal study, Carver (1997) noted that SL assists students in “facing challenges, conquering fears, building on strengths, overcoming weaknesses, dealing with making mistakes, struggling, reflecting on experiences, and being exposed to constructive feedback” (p. 146). SL allows something more than a superficial knowledge of content as a reliable program for the development of civic responsibility, deepened content learning, and transformed the professional and personal lives of students (Goff, 2014). In SL, students are encouraged to support and initiate causes, assist in reducing challenges, all the while sharpening, applying, and learning skills developed in the program (Keen & Pease, 2016). To assist students to become competent culturally, SL is a program that enhances critical thinking in conditions that lead to more meaningful and deeper learning.
The SL model is a type of experiential learning, and as such, is consistent with the experiential learning theory (Butler, 2013). The SL model is composed of five steps that participants experience as part of their community service involvement (Zapata, 2011). The first step is exploration. The second phase is clarification. The third phase is realisation. The fourth step is activation. The fifth step is internalisation. The progress of the participant through these steps is shaped by their involvement, their outcomes and needs, the time, and the balance between support and challenge that is provided by the experience (Zapata, 2011).

Most of the research studies on SL are anecdotal reports and suffer from a lack of proper methodology. In the last decade, however, researchers have focused on increasing the credibility of the field by utilising established methodologies and research designs (Hummel, 2013; Karaman, 2013). The mixed-method methodology used in this study, therefore, will be an additional contribution in establishing the field of SL research.

Studies conducted on SL have used a variety of data sources, including National Household Education Survey, surveys completed by college freshmen, and quasi-experimental studies on students (Karaman, 2013; Knouse & Salgado-Robles, 2015; Levkoe, Brail, & Daniere, 2014). Studies on private and public-school students found that participation in SL of any type was associated with remarkably decreased behavioural issues and gains in civic knowledge and marks (Fair & Delaplane, 2014; Scott & Graham, 2015). The research suggests no difference by service hours in results (Ethel, 2011). Further, the results were found to be consistent among those who had to participate as part of compulsory service and those who took part voluntarily (Butler, 2013). Results suggested higher academic outcomes among those participants who were in direct contact with people they served (Hummel, 2013). On the contrary, those who were in indirect contact showed increased in civic understanding and efficacy (Karaman, 2013).
Longitudinal studies conducted on SL using surveys suggest behavioural outcomes related to SL, including participation in work at the community after college, socialisation with people from other races, donations to alma mater, higher degree attainment, and graduation school enrolment (Astin & Sax, 1998). In terms of moral development, SL was found to increase helping behaviour to people who are in difficulty, greater participation in programs for environmental clean-up, development of a meaningful life philosophy, and increased of racial understanding (Ahmad, Said, Syed Mansor, Mokhtar, & Abd Ghani, 2014). These studies appear to support the claims that SL positively impacts language learning in long-term. The research on long-term effects of SL also suggests lifelong development among individuals when SL programs are experienced by them in late adolescence.

**Benefits of SL.** The research on SL is significant due to the variety of characteristics that exist for this intervention. A feature of SL is that it is not an additional program for the community, but a self-contained educational experience that is intimately associated with the content of the course (Hartman & Kiely, 2014). One of the most significant advantages of SL that also differentiates it from others service experiences is its intimate association with a formal course (Murray, 2010). Since a student is already a part of a course at college or university, its partnership with SL presents a unique advantage. As a part of the formal education experience, SL allows a student to gain complete experience of the course material in a practical context (Mitchell, 2014). Due to its characteristic of the structured time, an SL experience allows the student to think about the lessons from a course even after it is complete, mostly in the form of other activities that they may use to describe their learning (Hartman & Kiely, 2014).
In addition to the inherent advantages that emerge as part of the framework of SL in the context of education, the evidence is also available to suggest a significant number of benefits of SL for foreign language learning. These advantages include fulfilment in students, motivation and confidence in using the foreign language studied, development of sensitivity and empathy for other cultures, decrease in stereotypes, enhanced sense of closeness and solidarity with community in general, and for teachers and other students in particular, higher awareness of political and social problems, and a strong motivation to communicate in other languages outside the school environment (Buff et al., 2014; Hartman & Kiely, 2014; Keen & Pease, 2016; Pierrakos et al., 2014). The benefits have been found across different types of studies. Hartman and Kiely (2014) based their insights on a review of the literature. In contrast, the findings of Buff et al. (2014) were based on a pilot study conducted through the introduction of an SL program to a total of 149 students across eight disciplines, including biomedical science, nursing, masters in health administration, physical therapy, dietetic internship, pharmacy, medicine, and physician assistant. The findings of Keen and Pease (2016) were based on seven semi-structured interviews conducted in a three-and-a-half-year period of their doctoral and master’s program, along with two community partners, two peers, and three mentors. The study of Keen and Pease (2016) had SL skills as one of many elements considered among new scholars, in addition to work setting and internship skills.

Findings from multiple studies suggest that SL can assist in the development of skills needed to learn content (Crabtree, 2013; Goff, 2014; Harrison, Clayton, & Tilley-Lubbs, 2015). This outcome was found by Crabtree (2013) through the observation of SL projects organised by United States universities in association with organisations from communities of other countries. The learning benefits of SL mentioned by Goff (2014) were based on a qualitative study conducted to explore the experiences of teaching assistants at an undergraduate program in which an SL program, CARE Now, was introduced. In addition to the development of content learning skills, the researcher also found several other benefits of SL, including transformational experience, personal support, resiliency, and internal motivations.
SL can positively influence the practical application and understanding of students regarding concepts and material from a course. SL also assists students to partially build their employment skills even during regular classroom learning (Keen & Pease, 2016). In addition to the development of one’s qualities, SL can also assist students to develop their critical thinking which enhances their ability to relate to other people by crossing social hurdles (Hebert & Hauf, 2015). Most of these benefits are studied in the teaching of the Spanish language as a foreign language, although not in the context of Australia.

**Constructs contributing to the success of SL.** The implementation of successful SL experience has also been the focus of research, although not in the context of foreign language learning in Australia as is the case with this study. Regarding successful implementation, an analysis of existing literature suggests three essential constructs (Bruening et al., 2015; Buff et al., 2014; Cai & Zhu, 2012; Crabtree, 2013; Goff, 2014). Further, these studies provide insights from several different contexts. Bruening et al., for instance, conducted their study in the context of SL in a sport-based initiative. The work of Cai and Zhu, 2012, in contrast, was in the educational context, as the researchers explored the influence of SL on the motivation of Chinese students enrolled in foreign language learning courses. They found one of the three essential constructs includes stakeholders. These refer to the community that recognises the need for implementing SL. The second essential construct is the students, who provide the service. Finally, the third essential construct for the successful implementation of SL is the allotment of adequate time for reflection by the participating students. These factors were found to be common among the most critical constructs for the successful implementation of SL. Each factor is explored in detail in this section.
A successful SL program consists of highly engaged students as well as an understanding among all parties regarding the expectations from the program (Hebert & Hauf, 2015). This insight was based on a study Hebert and Hauf (2015) conducted on students by measuring self-reported improvement, comprehension, and grades. In their study, Hartman and Kiely also found that to understand the full implication of the course and SL activity, adequate time is needed for reflection, which refers to the critical reflection among students on their SL experience. Regarding the stakeholders, it is crucial to ensure the investment of all parties in the SL project. One of the key players for the successful implementation of SL project is that the SL projects receive support and acceptance from the faculty. The existing literature on the implementation of SL also highlights the need for a close association between the curriculum of the classroom and the material of SL. In this context, the faculty can play an important role to enact such a relationship and ensure the classroom and the material of SL remain in harmony. In addition to the faculty, it is also important that the administrative support staff during their efforts for integrating the curriculum and SL activities. The freedom of the faculty to select the activities for such an integration ensures maximum impact of SL implementation in the classroom course (Billig & Waterman, 2014). Such collaboration is possible only when the project is beneficial to all the parties involved.

Many studies cite the need to select the proper SL project that is in alignment with the needs of the community, a project that is closely related to the course studied in the classroom, and allowing for appropriate reflection time (Bruening et al., 2015; Buff et al., 2014; Cai & Zhu, 2012). In the context of reflection, several studies mention the results of allowing reflection in the verbal and written forms of expression, which includes an increased influence of SL on the classroom course, especially in the shape of personalisation and improved learning (Goff, 2014; Harrison et al., 2015). A review of the literature on the implementation of SL on student learning suggests various qualities found in successful SL projects, including reflection, evaluation, sense of responsibility to the community, collaboration, service to the community, and holistic learning (Pierrakos et al., 2014; Toporek & Worthington, 2014). It is important to note that the literature upon which these findings are based was conducted mostly in the context of general classroom courses, and there is a lack of research in which such an evaluation is considered in the context of foreign language learning.
Not surprisingly, students are major stakeholders in the process of SL projects as the direct purpose is to improve student learning. In fact, the definitions of SL found in the existing literature all suggest ultimate focus is to enhance student learning of the course through SL activities. Research conducted by Bringle and Hatcher (1999) aimed to understand the process that students might go through during the process, including exploration, clarification, realisation, activation, and internalisation when engaged in SL. Exploration refers to the students’ initial excitement in the beginning, which initiates the process of SL in a classroom course. Clarification relates to becoming informed about the real nature of the process and its importance. Realisation refers to the understanding that occurs through the clarification on the meaning of SL. Activation refers to participation phase. Finally, internalisation is the phase in which the experience gained through the involvement in SL influences the life decisions of the student, especially in the context of a career. They claim that these phases need to be successfully realised along with the quality and content.

**SL and foreign language learning.** Long (1983), in his initial interaction hypothesis, suggested that strong first language and second language acquisition was possible through many characteristics, including access to input that was comprehensible to the learner. Further, the more access the learner had to such input, the faster their language acquisition process became. On the contrary, lack of access to such input resulted in lower or no language acquisition. Suggesting an update to this initial hypothesis, Long (1996) noted that "it is proposed that environmental contributions to acquisition are mediated by selective attention and the learners’ developing L2 processing capacity, and that these resources are brought together most usefully, although not exclusively, during negotiation for meaning. Negative feedback obtained during negotiation work or elsewhere may be facilitative of L2 development, at least for vocabulary, morphology, and language-specific syntax, and essential for learning certain specifiable L1-L2 contrasts" (p. 414). Long (1996) noted that the acquisition of a language was facilitated through negotiation related to meaning, specifically for foreign language acquisition, negotiation related to meaning with native speakers productively facilities input, output, attention, and learner's capacities. Researchers have noted the significance of community immersion that characterises SL and has described the interactional nature of SL.
In their seminal work on SL, Eyler and Giles (1999) documented several findings from studies conducted on SL that provided evidence on the factors that were beneficial for studying a foreign language. These beneficial factors included interpersonal and personal development, such as deeper integration with the community, leadership, collaboration, and diversity learning; application and understanding of knowledge, such as application of experience and subject matter, understanding of diverse social problems, and the will to do hard work; reflection, curiosity, and engagement, such as the ability to associate personal experience with learning, increased curiosity regarding the problems faced by community; problem-solving and critical thinking; transformation of perspective, such as fresh perspectives on social justice and social problems; and citizenship, such as higher community participation through the development of commitment, skills, knowledge, and values. These foundational results are still associated with SL projects in several disciplines. Studies conducted on national levels have concluded that SL is a highly efficient educational experience for students.

An essential element in SL is practice and reflection. DeKeyser (2010), in an analysis of practice in the context of second language acquisition, noted that second language acquisition required high degree of practice, like acquiring other skills. As a result, acquisition of a second language required not only exposure but also interaction in the form of systematic, structured activities, such as those that are part of SL. Those who practice SL consider that it can have a positive influence on student’s ability to acquire a foreign language. Specifically, evidence suggests that this positive impact is asserted in SL by assisting students to participate in communities that are multilingual (Hullender et al., 2015; Keen & Pease, 2016; Kilgo, 2014). Additionally, researchers have also noted that SL can be an effective program to solve problems in foreign language courses identified in existing research. For instance, in their report on foreign language learning in higher education, Modern Language Association (2007) highlighted the need to enhance transcultural and translingual competence among students studying a foreign language.
The importance of integrating SL with foreign language courses does not lie only in the benefits it provides regarding academic success of the student, but in SL’s ability to qualify, complement, and supplement the contents of what students learn in traditional classrooms (Kilgo, 2014; Murray, 2010). Reflection is considered an essential part of SL that has been mentioned multiple times as a tool that provides learning value. The evidence on the characteristics of SL suggests that the incorporation of activities in SL into traditional formal courses would lead to the pairing of traditional classroom tasks, such as presentations, papers, and exams, with activities that are more oriented towards proficiency in SL (Hartman & Kiely, 2014; Hebert & Hauf, 2015). The latter may include, for example, students assessing the needs of a company, developing a product that has technological significance, teaching skills and concepts to underrepresented or underserved learner groups, serving as translators to police or court in the town to exercise their knowledge.

There is evidence in the literature that foreign language learning leads to growth in the multicultural understanding and learning of the student (Hartman & Kiely, 2014). Given adequate direction and support, students can become more reflective and active as practitioners of a foreign language through SL. They can use their knowledge to be useful in the workplace, work through the cultural ambiguities and nuances, and collaborate (Hullender et al., 2015). SL assists students to increase their awareness, abilities, and competencies, qualities that are not easy to achieve in the context of traditional activities inside a classroom (Mitchell, 2014). Other developments that are not possible in traditional classrooms for foreign language students, but are possible through SL programs include understanding of human values; thinking skills such as evaluation, synthesis, and analysis; satisfaction and friendship; preparation to become productive as citizens; a stronger understanding of similarities and differences between humans; and the ability to be creative in work and to collaborate with others (Keen & Pease, 2016; Toporek & Worthington, 2014).

For students learning a foreign language, strategies for learning that enhance the use of skills and information and the understanding of students are of particular importance. This is because learning a language requires successful simultaneous comprehension of not only academic content but also language (Crabtree, 2013). Research suggests that SL programs can help students become better learners through regular continuous reflection, problem-solving, metacognition, and gathering of information (Kilgo, 2014).
The study of a foreign language across several learning contexts can positively influence the process of language acquisition (Liu & Lin, 2016). Due to the intense and unique nature of SL, the variables related to language that can influence the competency of the learner in association with experience are significant and need more extensive examination (Barreneche, 2011). For instance, students studying language who finished international SL programs experienced a significant increase in learning motivation towards the language studied (Barreneche & Ramos-Flores, 2013). They also felt a growing interest in having contact with that community where the target language (i.e., the one being learnt) was spoken as the first or native language.

SL also influences another vital part that is necessary for learners of a new language, confidence (Hummel, 2013). It has been found that those who study language acquisition along with SL develop a higher level of self-confidence through their interactions with those who speak the target language as their first (Hummel, 2013). Furthermore, it has been found that SL especially provides students with more significant opportunities for interaction with native speakers in authentic, but unfamiliar settings (Hummel, 2013).

When students communicate with others who differ culturally and linguistically from them as part of the SL program, the students are forced to develop mechanisms to thrive and survive in an environment that is unfamiliar. Regarding this characteristic, Carney (2013) reported that the unfamiliarity experienced by the students with the local population and the context might, in fact, encourage more significant levels of language learning. When, as part of the SL program, students must face a new and unfamiliar situation, they must acquire unique and original ways to perceive the world. SL allows students to learn beliefs and values about a culture regarding the language they are learning, which also fosters the language acquisition process (Fair & Delaplane, 2014).

The development of diversity and values that may emerge as part of SL is associated with language acquisition. SL programs that take place outside of the culture and language familiar to the students provide plenty of opportunities for students to develop transformative experiences while encouraging an understanding of cultures and language (Zapata, 2011). The findings of Zapata were based on a study conducted on 52 students in two Canadian Spanish classes through questionnaires provided before and after the SL program was introduced. The participation in SL resulted in students developing more positive emotions towards the language.
The research of Zapata was a contribution to a body of literature in which researchers such as Kiely (2005) have conducted extensive studies. Termed high-intensity dissonance, the concept refers to those situations in which participants are exposed to circumstances of weakness and vulnerability. Such situations give the students the opportunity to evaluate the assumptions they might have about culture and language, which may develop a more profound sense of belonging to those who come from diverse backgrounds. In addition to language and culture, research suggests the success of this strategy in evolving a sense of understanding among students regarding social problems faced by the native speaking community.

**Challenges related to SL in foreign language acquisition.** In a study conducted by Hertzler (2012) in the form of a survey of teachers in Ohio who taught language in K-16, the researcher described how the most significant challenges for SL were not because of a lack of belief or interest in the usefulness of SL, but because of the lack of knowledge regarding how to initiate the program and develop projects that were both doable and meaningful. With the growth of support and interest in SL among researchers, most of the focus has been on the issues related to its implementation and the need for support from institution administration.

**Challenges specific to faculty.** This literature review has demonstrated that across the different levels of learning, for example, university level, high school level and others, SL has been incorporated as a learning methodology in a variety of ways. There are those levels that have engaged in SL more than others have, for example, the higher education institutions. On challenges, Bringle and Hatcher (1995) stated that SL development mainly depends on the programs and the policies of the different faculties within the institutions of higher learning. Further, the faculties determine if they will incorporate SL in their programs or not. In most cases, in the context of educational institutions, higher learning institutions usually engage in developmental activities within the faculty, with the aim of establishing and maintaining the integrity of academic SL.
**Challenges specific to students.** There are several problems specific to students that may also influence SL in foreign language courses. Students may have trouble keeping up to date with finals, midterms, quizzes, assignments in addition to traditional classroom work for the content of the course. Another problem that students enrolled in SL and foreign language courses may face is an embarrassment. Students often have difficulty and may feel it awkward to search for opportunities to speak the new language. Researchers have highlighted this problem as an obstacle that many students learning a new language face. It has been noted that only some students search for opportunities to speak their newly learned language beyond the classroom. Research also reveals that those who do seek such opportunities have better outcomes with the language (Goldfus, 2012).

**Research Gap**

There is a decline in Australia among student enrolled in foreign language courses. In the 1960s, approximately 40% of Australian high school students enrolled in studying a foreign language (Munro, 2016). In 2016, however, the ratio had declined to 10% (Munro, 2016). These statistics put Australia at a disadvantage because, in all OECD countries except Australia, high school students graduate with successfully learning at least one foreign language. This lack of interest has been described as a disadvantage for Australia. The decline in the number of students learning a foreign language has occurred despite millions of dollars being allocated to promote foreign language in Australia (Munro, 2016).

The findings of existing literature provide support to the civic and personal results associated with SL (Cress et al., 2012). Additionally, the results also show that different forms of SL activities result in various types of results. However, broader studies conducted on the topic often fail to render the essence of the SL experience. As the present study will include both qualitative and quantitative methodology, the aim is to gain a fuller understanding of the essence of the SL process, especially with a topic which has received relatively little attention in the foreign language learning area. Since this study was undertaken in Australia, a region which has not received attention in the context of SL in foreign language learning, the findings may be unique and add to the body of literature.
Although many of the studies mentioned so far provide evidence on the positive outcomes of SL for participants, a review shows that many studies do not include a control group. However, in the studies which did use a control group (Batchelder & Root, 1994), it was found that SL activities resulted in positive outcomes on personality development, such as the awareness of diverse social problems when compared to individuals who did not participate in SL programs. The findings show that SL participation developed social skills among the participants through real-life experience, rather than merely curriculum knowledge. Further, SL increased different forms of reasoning among participants, including internalised, empathetic, and pro-social.

Understanding SL in the context of a Spanish language course has not been adequately explored in literature, especially in Australia, and therefore the current study will do this. The research literature informing this study suggests several goals of SL, which include understanding and having empathy for perspectives and values of cultures that are different from those of the participants, recognising and discussing other cultures, promoting language acquisition, and providing opportunities to experience a culture that is distinct from that of the participants. The findings of the current study will contribute a deeper understanding of how the Australian SL programs can help students’ language courses. Based on the existing literature, SL can be a significant program for allowing students to develop their cultural and linguistic competency through experiences based in the community.

A review of existing literature suggests that although several researchers have studied SL, and many studies have been conducted to examine the relationship between SL and foreign language acquisition, there has been a lack of research in the Australian context. As such, the current research, which focuses on the importance of SL in foreign language acquisition in the context of Australia may yield significant insights on how SL can be used to increase foreign language among the students in Australia. The findings of this research and its subsequent implications will be significant for Australian students mainly as a teaching intervention. The success of such an undertaking will require a deeper understanding of how SL can be incorporated in foreign language acquisition courses. The findings from the existing literature, conducted in the context of multiple other countries, will guide this study which will be undertaken in Australia.
In the development of research on SL in the context of foreign language learning in Australia, there is a lack of a similar focus, despite the potential contribution of the phenomenon as a teaching intervention. The research upon which the findings highlighting the advantages of SL in foreign language learning are based was conducted mostly in the context of general classroom courses, and there is a dearth of studies in which such an evaluation is considered in the context of foreign language learning in Australia. Additionally, there is a decline in Australia among students enrolled in foreign language acquisition courses. Munro (2016) mentioned that in all OECD countries except Australia, high school students graduate having successfully learnt at least one foreign language. The current research, which focuses on the importance of SL in foreign language learning in Australia, may yield significant insights on how SL can be used in this context. The findings of this research and its subsequent implications will be significant for Australian students primarily as a teaching intervention.

**Research Questions**

Following the research objective, the study will be guided by the following two research question:

Research Question 1: Does SL have an impact on Spanish students’ language learning?  
Research Question 2: What features of SL affect the language learning of students?

According to Jenkins (2009), SL has a positive effect on foreign language learning outcomes. In line with this assertion, the following hypotheses were formulated.

Hypothesis 1: SL has a positive effect on the language learning of students of Spanish.  
Hypothesis 2: There are features of SL that affect the language learning of students.

**Summary**

This chapter provided a review of the literature on the selected topic to justify the need for conducting this research. The general problem to be studied is whether SL can be used to develop the language proficiency of those learning Spanish as a foreign language in Australia. Most of the research in the existing literature has occurred in the context of higher education in various countries except Australia.
The first section of the literature review introduced the topic and details of the literature search strategy. The second section provided a review of the literature and was divided into three subsections. The first subsection was an introduction to SL, in which it was discovered that multiple definitions of SL had been proposed by researchers studying the topic in a variety of contexts. Historically, the use of SL in the field of education is a recent development. In addition to the inherent advantages that emerge as part of the framework of SL in the context of education, evidence of such advantages also has been documented. The second subsection focused on SL and foreign language learning, in which it was discovered that due to its characteristics, SL is particularly beneficial for students who are enrolled in foreign language courses. The importance of integrating SL with foreign language courses does not lie only in the benefits it provides regarding academic success of the student, but in SL’s ability also to qualify, complement, and supplement the content students learn in traditional classrooms. The third subsection focused on the challenges related to SL in foreign language learning, in which it was discovered that some of the most significant challenges for SL were not due to a lack of belief or interest in the usefulness of SL, but instead the lack of knowledge regarding how to initiate the program and develop projects that were both doable and meaningful. The third section included details of the research gap discovered by the literature review. It was found that those findings highlighting the advantages of SL in foreign language learning are based on studies conducted mostly in the context of general classroom courses, and there is a lack of research about foreign language learning in Australia and higher education settings. The next chapter will focus on the methodological details of the study and will include discussion of population, methodology, data collection, data analysis, and ethical considerations.
Chapter 3: Methodology

Introduction

This study seeks to examine the potential contribution of SL in foreign language learning. The aim is to understand how SL programs and their characteristics affect the development of participants' language proficiency. Findings may lead to improvements in the field of language education, transforming the process of learning a foreign language in the classroom and beyond. The collected data will be analysed, with the goal of answering the research questions and achieving the objectives of the investigation.

The two primary objectives of the research are as follows:

Objective 1: To discover whether SL has an impact on the language learning of the students of Spanish and if so, how it occurs.

Objective 2: To find out what features of SL affect the language learning of students.

In this chapter, the methodology to be employed in the research will be detailed. The research methodology that will be utilised to achieve the purpose is mixed-methods research. Two tertiary level Spanish learning programs are used, in one group, thirty-one tertiary students were selected to interact with thirty-one native Latin American students. The control group consisted of thirty-one tertiary students who did not undertake the SL program. This chapter will provide specific information related to methodology and will include sections on the role of the researcher, research methodology, instrumentation, procedures for recruitment, participation, data collection, and ethical consideration. The chapter will end with a summary highlighting the main aspects of the chapter.

Role of the Researcher

The researcher acknowledges that researchers and participants have their beliefs and biases on the chosen topic. Ontologically, the researcher understands that the theme of the research is riddled with complexities and ambiguities and is heavily reliant upon the context. There is a broad range of stakeholders in the SL programs, and the researcher understands that the different stakeholders have a different understanding of the concept of SL which could result in variations in the actions, interactions, and interpretations in the implementation of the program. There have been several attempts by the researcher to reduce biases and increase the trustworthiness of the data. The focus has been to ensure methodological stringency on points such as adherence to the regular coding practice. In some situations, verbatim quotes were also used to elucidate some of the findings and bring the voices of participants into the research.
Research Methodology

In alignment with the purpose of this study, the researcher used mixed-methods research methodology: using both quantitative and qualitative research methods. In a qualitative research approach, the lived experiences are collected from students who have experienced the phenomenon first-hand. A qualitative research design would have been appropriate for this study if the purpose of the research was only to gain personal perspectives from the participants regarding the importance of SL in foreign language learning. Although this is part of the purpose of the study, such an investigation cannot rely only on the subjective perspectives of the participants, as the evaluation of the importance of SL in foreign language learning requires quantifiable data to be complete. Additionally, quantitative methodology, which consists mostly of quantifiable data and excludes the direct personal narrative of participants for concluding, would have been equally incomplete because the importance of SL in foreign language learning must also include the lived experiences of individuals.

According to Hagan (2014), the quantitative methodology is an effective method for measuring statistical data to perform and analyse test among different groups. Within the quantitative method, one of the research designs is the quasi-experimental research design. The quasi-experimental design resembles the experimental design in the sense that in both the designs, controlled experiments are conducted to determine similarities between subjects (Cook, 2015). In both designs, a controlled group is established for comparison that is used for measuring the effectiveness of the introduced phenomenon. Quasi-experimental design is distinguished from experimental design since, in the former, the participant assignment process is not random (Cook, 2015). In this study, quasi-experimental design was adopted because it was more practical and did not have the logistical and time constraints associated with experimental design (Cook, 2015). The nature of the research and the resources available required the study to be conducted in the natural setting. The quasi-experimental design allowed access to more genuine reactions from the participants due to the natural, rather than artificial, research setting (Cook, 2015), which complemented the qualitative elements of the methodology.
In the current study, a widely followed quasi-experimental design was enacted which comprised various features like pre and post-test design, an experimental/treatment group and a control group. Random assignments were used to assign students to the SL and control groups (Abbott & Lear, 2010). The research related to SL is mostly associated with the analysis of the experiences of people and the changes observed (Brisbois & Asselin, 2016; Goff, 2014; Keen & Pease, 2016). The researcher decided that although the qualitative approach may not be focused on the generalisation of results, it will still be possible to describe the various processes in detail, and the in-depth knowledge gained will allow readers to generalise and compare those findings with their experiences. As this research study is based on SL programs which address issues of caring, collaboration, relationships and community, the experiences of the programs can thus be better understood by people who are directly involved in them (Cai & Zhu, 2012). Hence, in this research study, both the qualitative and quantitative elements are used.

The population for this study includes tertiary students at Spanish as a foreign language program at a university in Melbourne. The sample consisted of a total of 62 students who were divided into two different groups: the control group, which had 31 students, and the experimental group, which had the other 31 students. The students were assigned to the groups randomly through a computer program. Among these students, 38 students were enrolled at the Intermediate Level (19 students in the experimental group, and 19 students in control group), and the remaining 24 were part of the Advanced Level course (12 students in each group). The sample included participants between the ages of 18 to 29, with the mean age of 22.39. About 13% (8 respondents) did not explicitly say where they were born, but they were mostly raised in Australia. Among the total respondents, roughly 87% (54 respondents) were Australian. Around 39% (24 respondents) was born in Melbourne, which made it the place of birth with the maximum frequency. Approximately 98% reported their native language to be English, with the remaining student stating it as French.

**Instrumentation**

Hagan (2014) describes how it is necessary to select research instruments that allow clarity, validity, and reliability on the presentation of the information, which is required for the data in the investigation and the quality of the tools. The instruments for data collection in this study were in alignment with the methodology, and as such, consisted of both quantitative and qualitative instruments. The quantitative method for data collection comprises of the tests conducted with the participants, and the qualitative instruments included semi-structured interviews.
Only the participants from the experimental group were interviewed. Each interview was conducted individually, with each question serving as a single research variable; in this way, a database with 31 cases and 50 variables was established. Each question contained several sub-questions, and responses were separated. Most of the questions are open, thus leading to many possible answers; in those questions where it was possible, scales of qualitative value were established, such as Good, Fair, and Bad. With 50 variables of a qualitative nature, a Table of Frequency Distribution was developed, in which was determined the fixed frequency (number of cases), the relative incidence (percentage) and a statistical graph or pie that illustrates the results. Three quantitative variables were identified: Age of the interviewee, the number of languages they speak, and duration of participation in exchange programs; the table of the frequency distribution helped in determining the average, and the standard deviation for these variables. In questions with definitive answers, comments or recommendations have been registered, since this is the only statistical process available with such a diversity of responses.

The strategy of investigation comprises the skills, assumptions, enactments and material practices which are followed by the researcher. In a mixed-methods approach, there are various strategies for inquiry, such as examination of the literature, conducting the tests in a controlled setting, and analysing the data from both sources. In this manner, a proper pattern can be identified and the causes for the pattern established. Due to the multiple data collection sources employed in this research, the data analysis consisted of multiple techniques. The researcher used multivariate analysis of variance (MANOVA) along with the quantitative tests so that the different constructs could be compared. In case the value of multivariate F-ratio (via Wilk’s Lambda) was more substantial than .001 (p > .001), then univariate F-ratios were used to ascertain which of the various measures most contributed to this overall difference. Another method of data analysis used was regression analysis, which allowed to determine the relationship between the dependent variable and the independent variable. Through this process, it was possible to analyse how the value of the dependent variable changed when there were variations in any one of the independent variables (Morales & Ladhari, 2011).
**Procedures for Recruitment, Participation, and Data Collection**

Quantitative primary data were collected using the tests, which are considered one of the most efficient ways of doing so. Both the primary and the secondary sources of the data were utilised in alignment with the mixed method research design. The primary qualitative data were gathered from the one-on-one interviews with the participants. The researcher instructed all the participants regarding the purpose of the study, provided relevant documentation, gathered signatures on the informed consent forms, and offered to clarify any doubts the participants may have had. Participants who had questions about any aspect of the study were instructed to seek clarification, and all the doubts were clarified before beginning the interviews. Once all the participants were acutely aware of the purpose and data collection process of the study, the researcher conducted one-on-one interviews with all the participants, which were recorded with the participants’ prior consent and later transcribed.

**Development of SL program for the research study.** The general objectives of the research were raised to assess the effects of the implementation of SL, and in this specific case, of Spanish as a foreign language. Indirectly it also sought to use SL for values education. Therefore the aim was not only to develop the students' Spanish proficiency but also to contribute to building a just and equitable society.

In this way, the following were general objectives of SL:

a) Increasing the Spanish proficiency of the students.

b) Sensitising students about the importance of exercising participatory citizenship.

c) Changing attitudes of students toward situations which might lead to social exclusion.

d) Knowing the way of life of people at risk of exclusion and social isolation.

e) Tolerating diversity.

f) Making the right decisions aimed at social improvement in the form of integration and inclusion.

The specific linguistic objectives of the program based on an analysis of the level of the Intermediate students in the experimental group, with input from their teachers, were to have:

1. Converse for an hour (60 minutes) in Spanish regarding activities in future, present and past;

2. Utilise subsequent tenses and moods: the casual and proper future, and the present subjunctive and imperative, the present, present progressive, present perfect, preterite and imperfect;
3. Take part in conversation and debates in Spanish, about themselves, family and friends, Australia, and the entire world;

4. Read and understand newspaper articles and literature consisting of about 500 words in Spanish;

5. Express perception of the main factors related to Hispanic cultures and communities;

6. Express important ideas using sound reasoning.

Also, the 12 participating students enrolled in the Advanced Spanish level 1 were to also:

1. Talk in Spanish for an hour about historical, present and imaginary issues as well as connect in complicated dialogues and debates about chronological, political and community issues;

2. Be proficient in listening and understanding a diversity of texts from unusual Hispanic oral contexts;

3. Read and understand articles that use a variety of registers and types of up to 3500-words;

4. Describe the importance of Spanish and Latin American traditions and cultures;

5. Use a variety of critical study skills in Spanish.

**Community partner.** The reciprocity of the Latin American community was deemed essential for the achievement of the research objectives. For this purpose, the Community Partner, a non-profit organisation, was selected. Their main task is to look after the welfare of migrants, expatriates and international students from Latin America currently residing in Melbourne. This entity was chosen to participate in the program because it represented the best connection between the Melbourne Latin American community and the participating students. The aim was to have the participants reach out to those members of the Latin American community who lack opportunities for interaction in English to expand their knowledge of this language and to enable them to connect with Australian people and culture. To achieve this, the researcher worked with the community partner from the beginning of 2015 until the end of the same year, when the program ended. It is important to highlight that the logistics of the program were organised through the first half of 2015 and the program was implemented during the second half.
The choice of the participating organisation was made without direct input from university students. It was necessary to perform this initial approach due to the intrinsic difficulty of accessing collaboration with external partners, especially non-government organisations (NGOs). It was paramount that the community partner was willing to collaborate. Without this collaboration, the SL program and this study would not have been possible. The reality is that initial resistance may occur with the implementation of programs such as this, which involves the introduction of elements alien in the lives of people who have already experienced difficulties adapting to this country. Therefore, it was necessary to put in place strict guidelines about where the participants should interact and how they did so.

**Data collection phases.** The rest of this section will focus on the different phases of the SL program that have been followed for this research study.

**Initial phase (preparation or planning).** The program began in January 2015 with the search for a community partner, followed by a determination of the needs of the Latin American community. This was achieved with the collaboration of the researcher and chief representatives of the NGO. A work proposal was then produced that included the program details, and some specifications such as the needs of the Latin American community, objectives of the program, and potential benefits for university students who study Spanish as a foreign language.

In February and March 2015, a local university was contacted and provided with the program proposal. The assistance of the university was sought to provide contacts of potential participants for the study. After the approval of the University and upon receiving the contacts, the student participants in both the control group and the experimental group were approached. Experimental and control group participants were selected from the intermediate and advanced levels. No potential participant knew which group they were to participate in, but it was important that they received information on the program and its relevance to them and the Latin American community. Efforts were made to ensure they understood the voluntary nature of their participation and that it would not contribute to an additional score in their semester marks. The Spanish language teachers at the University were then able to begin work integrating the content of the SL program into the language practice opportunities for the participating students.
In April 2015, the researcher started the process of obtaining permissions for recruitment of participants and collecting the data. University of Melbourne Ethics Permission was granted in October 2015, and in the meantime, details were finalised for rental of premises where interactions would occur, the budget of the program, and the content to be covered during those interactions. The budget included a lease of said premises, purchase of refreshments, stationery, first aid kits, cleaning materials, and a contingency fund. Further, relevant information was collected from participant Latin Americans. A diagnostic test of English (Appendix A) was conducted, and its results were used for the organisation of group interaction. This information was useful in creating individual programs of studies that could be developed during each interaction.

In October 2015, the researcher and teachers of intermediate and advanced level 1 Spanish administered the random distribution of the control and experimental groups to ensure that they all agreed with the groups. Next, the control group was given a Plain Language Statement, and a Consent Form was given to students belonging to the experimental group. Also, students in the experimental group completed a personal details form, which later served as a resource provided to the Latin American partners who could use it to plan their part of the interaction.

Students from the two levels (Intermediate 1 and Advanced 1) and both groups (control and experiment) were assessed in October. The choice of tests was carried out in agreement with the Spanish Department of the local university. Tests were divided into two parts so that they are parallel and specific to the level at which the students were studying. The pre-tests were applied as follows: the students first undertook a 2.5-hour pre-test in Language Use, Reading and Writing (Intermediate 1 - Appendix B, Advanced 1 - Appendix E). Subsequently, they followed a 25-minute pre-test on Listening (Intermediate 1 - Appendix C, Advanced 1 - Appendix F). Finally, they undertook an Oral Test (Intermediate 1 - Appendix D, Advanced 1 - Appendix G) with an approximate duration of 5 minutes per person.

The next step was for the researcher to plan the service component with the students from the experimental group. The needs of each Latin American participant were analysed to create individualised learning program. Communication with University students was maintained mainly via email; however, there were two group meetings and some discussions with individual students from the experimental group to clarify their questions and concerns.
Due to the large number of Latin Americans, the initial strategy – to form pairs of interaction for each session – had to be changed. Instead, groups were formed, consisting of a university student from the experimental group and two or more Latin Americans. To expose the participants to different accents and personalities, groups changed every week.

An important part of SL is its duration and intensity. Following the recommendations of the National Youth Leadership Council (2008) in the document "K-12 Service-Learning Standards for Quality Practice", the length and intensity of this program were quantified. It should be noted that the number of hours spent does not refer only to those eligible for direct service. There is prior preparation, a process of implementation, and another final reflection in which many hours are invested. Within the program, hours were grouped depending on the type of activity being undertaken; these were done as follows:

(a) Joint mentoring hours

These are the hours where a joint activity is performed with the researcher. These are located throughout the implementation of the program, corresponding to the principle in the introduction phase and planning of the activity, and a follow-up to the same in the final part the work. The first hours were used to pass and complete pre-tests. Following this, the researcher explained the general guidelines of operation, the tasks to be performed (explanation of the documents to be completed), the techniques of cooperative work, and the forms of communication (email and phone). These activities mostly occurred every Monday morning throughout the program.

(b) Hours of individual tutorial

These sessions were conducted at least once a week in general, and in some cases, more often. At that time, students could consult with the researcher if they had any questions. In addition, there was a follow-up to the implementation of the program, which included commenting on problems, resolving doubts, advising on the adaptation of different types of activities, reflecting on concerns that arose in the relationship that had established (e.g., how to treat the people, adaptation to its limitations, etc.), ways of working and interacting with program organizers, etc. In short, the researcher worked as a guide to resolve problems, with the view that decisions would be made consciously by the students.
(c) Hours of group work

Each time the group met, they were expected to fill in a form sent by e-mail as a means of tracking. The work that was done was described, including the quantification of time, agreements reached, and outcomes met. This primarily served to prepare for direct service meetings and for self-organization of the group (i.e., to help participants search for information on specific topics, information on appropriate activities to perform, analysis of the meeting, etc.). Each session was based on the needs identified at the previous session (grammatical problems, pronunciation, fluency, etc.). It was critical to understanding what was done and to be aware of any issues or problems that needed to be addressed. Included in each session was a time for reflection at two levels: learning of academic content and personal feelings experienced.

(d) Hours to get to know the community partner

This task was of importance, as it was the time spent in learning about the context in which to develop the service (staff, facilities, standards, materials, etc.).

It also enabled the coordination to occur with the professionals of the community partner, who introduced the students to circumstances of the people they would be serving.

(e) Hours of direct service

These were the hours spent serving the people of the target community – the time of direct work, contact, knowledge, and interaction with people.

(f) Hours of group reflection

In this phase, the experimental group experience was focused on, with emphasis on the content taught and the social dimension of the service provided. It was intended that students learn about the work done by each group and, in turn, serve as recognition for their involvement in the project.

(g) Hours of evaluation

By the conclusion of the program, a total of 74 hours of work had been invested over the seven-week period. This represents an average of 10.6 hours per week, every day, meaning each person devoted 1.5 hours of work to the project. To ensure an equal amount of time was spent on each subject, participants in the Control Group were educated on relevant topics, which equalised, although only approximately, the time invested by the Experimental Group. The different nature of work complicated the equivalence of both tasks.
Central phase (action). After the planning, the project proceeded to the direct service phase. Interactions included students meeting with Latin Americans from 7 to 9 pm for seven Fridays. During each session, the participants interacted about specific topics, one hour in English, and then one in Spanish. The students had freedom of action. Those involved in the program participated as organisers rather than as supervisors of the interaction.

In the middle of each session, snacks were delivered to all participants. These refreshments were provided by the researcher; however, the food for the last meeting was provided by the NGO. At the first meeting, the researcher hired a Colombian dance group to perform a presentation for 20 minutes. For the last session, a group of Zumba dancers and a DJ were engaged. Both cultural activities related to the content dealt with in weeks 1 and 7.

The first five sessions were conducted in the basement of a building located in Melbourne CBD. The last two were held in a multicultural centre, also in Melbourne CBD. The timings changed, however, and the penultimate session was held from 6:30 to 8:30 pm, with the last from 5:30 to 9 pm. The last meetings took two hours of interaction, followed by distribution of certificates to all participants, and ended with a lot of food, dancing and music.

The matching of participants changed every week. Each Monday emails were sent as follows: the Latin American participants were sent the name of the student with whom they would be working. They were also sent that week’s plan which included the topics to be dealt with in Spanish. These issues had a direct connection with the university courses of the students.

The university students were sent the profiles of the Latin Americans participants with whom they would interact that week. With the information of the Latin Americans and the feedback of the previous meetings, students would fashion an individualised study plan for each Latin American with whom they would interact. Also, they received the plan of the topics to be dealt with in Spanish so that they could review this information at their convenience and use it in their interactions. It was recommended to all that participants that they bring to each session - questions, exercises, materials and specific topics.
It was the students who, after each session, identified unmet needs relating to the implementation of the language programs (Spanish and English). In this way, for the following session, activities were modified according to these identified needs. This information was shared by students with the organisers so that they, in turn, modified the individualised program of studies of the Latin American participants. This information was provided by the students, then modified by the organisers, and finally returned to the students so they could prepare their interactions. This process continued as the couples and groups of interaction were rotated every week. In this way, no partner or group was similar during the entire program, and all participants were exposed to different accents, realities, and dynamics of interaction.

An essential feature of this phase at the level of program implementation is the follow-up made on the part of the investigator. This monitoring was done based on the hours of work as defined above, presentation of the documents using e-mail, visits by the researcher to the community partner and some of the Latin American receivers of the service, and meetings with the professionals responsible for the project.

In SL, reflection is a crucial element leading to the awareness of what is being done and transforming it into principles to guide subsequent behaviour. In this program, in addition to a joint reflection at the end of its implementation, weekly reflections on the part of the group were frequent. Each week, a small form was sent to each participant asking them to make two types of reflections: one at the level of programming knowledge and another at the level of personal/collective feelings about the activity. The participants were requested to provide comments and suggestions for subsequent sessions, and a self-assessment of progress after the meeting. At the start of the program, everyone was asked to carry a notebook with them to each session and use it to record their daily work and the progress made.

The content and encounter planning used during the program are as follows: Intermediate 1 - (Appendix O - with the session planning from week No.1 to week No.7); and Advanced 1 (Appendix P - with the encounter planning from week No.1 to week No.7).

**Final Phase.** Within this phase, two types of evaluation were done. The qualitative and quantitative aspects of the investigation were analysed extensively and are reported in the next chapter of this thesis. This phase also includes the assessment of the program, including the demonstration phase, reflection, recognition, and evaluation.
The demonstration of the programming acquired was assessed in a variety of ways. To be a direct service and having to work with people who require lots of attention, the success of the programming was demonstrated in each session according to the feedback on the activity done by the students. Feedback was also provided by those professionals responsible for the project.

In addition, in the same way as was performed at the start of the program, all students (control and experimental) took the post-tests that were applied in the following manner: first, the students took the 2.5-hour post-test in Language Use, Reading and Writing (Intermediate 1 - Appendix H, Advanced 1 - Appendix K). This was followed by a 25-minute post-test of Listening (Intermediate 1 - Appendix I, Advanced 1 - Appendix L). Finally, an Oral Test was undertaken. With an approximate duration of 5 minutes per person. (Intermediate 1 - Appendix J, Advanced 1 - Appendix M).

A structured interview with each student in the experimental group (Appendix N) was also conducted. Each interview had a duration of approximately 45 minutes. These interviews were held after the completion of the program and in the facilities of the local university. Until the interviews, students were unaware of their performance in the pre and post-tests, and they only knew the results of some of their Spanish courses at the university. The objective of the interview was to identify the internal and external factors of the program that positively or negatively influenced the consolidation of new and better knowledge in Spanish as a foreign language. It was divided into four sections. The first requested personal information and previous experiences of participants in similar projects. It also sought to know the motives and objectives of their participation. The next segment focused on their impressions and knowledge before their involvement in the program. The last two sections asked about their experiences and the impact and benefits, in their opinion, they achieved after the program.

Reflection was crucial to the assessment of this SL program. As has been justified in various parts of this thesis, SL always comprises a phase of reflection, understood to make the students internalise both academic learning as well as the values that have been brought into play in this implementation methodology. In our case, the reflection was done in three ways: weekly, in the follow-up documents (to reflect on what has been done and record opinions and sensations at the academic and personal level). Also, the hours of tutoring and individual tutorials consisted of processes of reflection on what was being done.
That the students feel their work is appreciated by the people involved is necessary for them to feel inherent value. This is the recognition phase. In this program, this phase appeared to be very powerful. The simple retroactivity that produces physical and direct contact with these kinds of people and learning their stories made the students see the work they were doing as extremely useful. It was through the comments they received about their practices that the participants felt their effort had been recognised. Of course, on the part of the investigator and the NGO partner, such effort was also acknowledged by issuing certificates that recognised their participation.

Therefore, the evaluation of the program was done jointly by the students, the researcher, and representatives of the community partner. The researcher held meetings with the responsible professionals who assessed the activity; they were open to suggestions, examined the level of programming acquired on a practical matter and revised the behaviours demonstrated by the students in the treatment of the Latin American participants. It was followed by a researcher group session, which involved reviewing all the documentation produced by the group, commenting on its conclusions regarding this form of learning and on their experiences of working with people at risk of exclusion. It must also be acknowledged that the participating community partner was a determining factor in the success of this program, since, thanks to its excellent reputation and acceptance within the Latin American community; it had more than 100 people willing to participate throughout the study.

The data collected was analysed separately regarding qualitative and quantitative data. For quantitative data, the robustness of each of the test score totals was provided through an analysis of the means, standard deviations and estimates of reliability (coefficient alpha). These total scores were then used in a repeated measure Multivariate analysis of variance (MANOVA) to evaluate differences between the experimental and control groups over time.
For qualitative data, permission was obtained from the University of Melbourne Human Research Ethics Committee (HREC) to use the marks from the tests (Oral 1 and 2, Listening 1 and 2, and Language Use 1 and 2) and the interviews. Additionally, a set of 50 open-ended questions were asked only to the Experimental Group to identify the possible factors that might have influenced the students' performance throughout the SL program and their learning achievements. These data were analysed using thematic analysis for qualitative data (Alcalde & Quelopana, 2013). The first step in this process was to organise the qualitative data into themes, which were identified based on repetition, differences, similarity, and context (Barnes, Lohrmann, Shipley, & O’Neill, 2013). The connection between the identified themes was then sought through interpretation. The interpretation resulted in more specific themes that were relevant to the research purpose.

**Ethical Considerations**

Ethical considerations are derived from human rights, moral principles, and the code and understanding of ethics (Trobec & Starcic, 2015). Moral sensibility forms the prerequisite for considering ethical considerations. The ethical considerations deemed relevant on the purpose, and demographic of the study included maintaining the privacy of the participants, attaining consent, avoiding mental and physical harm to the participants, and following academic ethics. While analysing the language outcomes of SL in the case of Spanish language students, the researcher followed strict ethical norms (Murray, 2010). The ethical requirements were fulfilled through various actions. When recruiting participants for the study, the researcher approached the University where the students studied and gained their permission as well as assistance throughout the process of participant recruitment. All the participants were informed about the purpose of the study beforehand and were required to sign an ethical consent form UoM #1544778) before participating in the study. Additionally, the researcher followed the research protocols during the process of data collection to ensure the participants were not harmed.
Summary

Most of those studies in the existing literature have linked SL and language instruction within the context of higher education. The purpose of this study is to examine the importance of SL in foreign language acquisition as a teaching intervention. In alignment with the objective of this research, the researcher used a mixed-methods research approach. The instrument for data collection in this study was in alignment with this, and as such, consisted of both quantitative and qualitative instruments. The quantitative method for data collection comprised the tests conducted on participants, and the qualitative method was based on semi-structured interviews. The sample consisted of a total of 62 students in Spanish as a foreign language program, who were divided into two different groups which are the Control group and the Experimental group. While analysing the outcomes of SL in the case of Spanish language students, the researcher followed ethical norms (Murray, 2010).
Chapter 4: Results

Introduction

There are three major sections to be developed in this Chapter. First, a description of the students and the qualities of the measures to be used in the remaining analyses sections. Second, the multivariate analyses of variance exploring the effects of the Service-Learning (SL) intervention; and third, an analysis of the open-ended questions about the experiences of the students in the SL program.

There were 62 students participating in this study: 31 in the SL Experimental Group and 31 in the Control Group. All 62 students were undertaking a Spanish Language course at the university. Across these students, 38 students were enrolled at the Intermediate Level (19 in experimental, and 19 in control), and the remaining 24 were part of the Advanced Level course (12 in each group). Each team completed three academic tests (Listening Test; Oral Test; and Language Use, Reading, and Writing Test), both pre and post the intervention.

Attributes of the students

A series of questions aimed to gain a sense of the experimental groups prior achievement with SL or similar community-based programs. When the respondents were asked in regards to their familiarisation in any similar type of SL program, 27 of the respondents stated that they had not participated in any comparable SL projects earlier, 3 students were not sure if what they did could be considered as an SL or community service program, and 1 affirmed he/she had been part of a similar program in the past. Further, on asking the respondents about their primary motivation to be part of this SL program, all but one responded that they wanted to engage in SL to improve and practice their Spanish language skills. Therefore, it can be concluded that those students selected for the SL group were motivated to participate in this study due to the opportunity to practice their conversation skills in Spanish.
Fidelity of the implementation of SL

To understand the implementation of the SL program, the students were asked several questions. When the respondents were queried in an open-ended question if they knew the details of this SL program, almost 81% of those interviewed (25 participants) claimed to be sufficiently familiar with the particulars of the program before starting it (Table 1), whereas only 19% of the interviewees (6 participants) were not adequately familiar with the program. Among their main reasons were the lack of knowledge about the processes to be followed during the program and their confusion with the information provided by the researcher (Table 2).

On asking the respondents about their thoughts regarding the logistics and the organisations, around 94% (29 respondents) had positive impressions of the organisation and logistics of the program using expressions such as Excellent, Well organised, etc. (Table 3). All participants expressed, in varying ways, their experience throughout the program in a positive way, indicating such adjectives as Excellent, Very positive, Very good, Perfect, etc. (Table 4).

Most students were aware of the details of the SL program and were satisfied with the arrangements that have been made for it. This provides support for the proposition that the SL program was implemented correctly.

Table 1

*Explanation for YES - Familiar with the Particulars of the Program*

<table>
<thead>
<tr>
<th>Explanations (Yes)</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic comprehension</td>
<td>2</td>
<td>6.45</td>
</tr>
<tr>
<td>Knowledge of details</td>
<td>2</td>
<td>6.45</td>
</tr>
<tr>
<td>Sufficient information</td>
<td>13</td>
<td>41.94</td>
</tr>
<tr>
<td>Does not apply</td>
<td>6</td>
<td>19.35</td>
</tr>
<tr>
<td>Not indicated</td>
<td>2</td>
<td>6.45</td>
</tr>
<tr>
<td>Detailed organisation</td>
<td>6</td>
<td>19.35</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Table 2

Explanation for NO – Not Properly Familiar with the Program

<table>
<thead>
<tr>
<th>Explanations (No)</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not apply</td>
<td>23</td>
<td>74.19</td>
</tr>
<tr>
<td>I did not understand the program.</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Was not familiar with what was going to be involved.</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Was not sure if we would have the same partner of interaction.</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Was not sure.</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Was not sure how it would be organised.</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Not indicated</td>
<td>2</td>
<td>6.45</td>
</tr>
<tr>
<td>Only preliminary information.</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.00</td>
</tr>
</tbody>
</table>

What do you think about the SL program logistics and organisation?

Table 3

SL Program Logistics and Organisation

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Well organised</td>
<td>12</td>
<td>38.71</td>
</tr>
<tr>
<td>Good</td>
<td>11</td>
<td>35.48</td>
</tr>
<tr>
<td>Excellent</td>
<td>2</td>
<td>6.45</td>
</tr>
<tr>
<td>Great</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Very good</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Not indicated</td>
<td>2</td>
<td>6.45</td>
</tr>
<tr>
<td>No problems</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.00</td>
</tr>
</tbody>
</table>
How would you assess your experience throughout this SL program?

Table 4

Assessment of Their SL Experience

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beneficial</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Good</td>
<td>6</td>
<td>19.35</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>12.90</td>
</tr>
<tr>
<td>Total success</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Positive experience</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Fun experience</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Great</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Wonderful</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Very good</td>
<td>5</td>
<td>16.13</td>
</tr>
<tr>
<td>Very good and pleasant</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Very positive</td>
<td>3</td>
<td>9.68</td>
</tr>
<tr>
<td>Perfect</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Outstanding</td>
<td>2</td>
<td>6.45</td>
</tr>
<tr>
<td>A good experience</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>An excellent opportunity to improve my Spanish</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Valuable and important</td>
<td>1</td>
<td>3.23</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Quantitative Analysis

In this section, an analysis of the means, standard deviations and estimates of reliability (coefficient alpha) are provided to provide evidence for the robustness of each of the test score totals: Listening test 1; Listening test 2; Oral test 1; Oral test 2; Language Use, Reading, and Writing Test 1 and Language Use, Reading, and Writing Test 2. These total scores are then used in a repeated measure Multivariate analysis of variance (MANOVA) to evaluate differences between the experimental and control groups over time.

Table 5 presents the mean and the standard deviation of each of the dependent variable as well as the estimate of reliability (Cronbach’s alpha). The estimates of reliability are all sufficiently high to provide confidence in the total scores.
Table 5

Means, Standard Deviations, and Estimates of Reliability

<table>
<thead>
<tr>
<th></th>
<th>Intermediate with SL</th>
<th>Intermediate without SL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>Listening Test 1</td>
<td>19</td>
<td>69.88</td>
</tr>
<tr>
<td>Listening Test 2</td>
<td>19</td>
<td>75.27</td>
</tr>
<tr>
<td>Oral Test 1</td>
<td>19</td>
<td>75.39</td>
</tr>
<tr>
<td>Oral Test 2</td>
<td>19</td>
<td>79.03</td>
</tr>
<tr>
<td>Language Use, Reading, and</td>
<td>19</td>
<td>70.07</td>
</tr>
<tr>
<td>Writing Test 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Use, Reading, and</td>
<td>19</td>
<td>75.95</td>
</tr>
<tr>
<td>Writing Test 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Advanced with SL</th>
<th>Advanced without SL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>Listening Test 1</td>
<td>12</td>
<td>64.91</td>
</tr>
<tr>
<td>Listening Test 2</td>
<td>12</td>
<td>73.08</td>
</tr>
<tr>
<td>Oral Test 1</td>
<td>12</td>
<td>67.50</td>
</tr>
<tr>
<td>Oral Test 2</td>
<td>12</td>
<td>75.83</td>
</tr>
<tr>
<td>Language Use, Reading, and</td>
<td>12</td>
<td>60.48</td>
</tr>
<tr>
<td>Writing Test 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Use, Reading, and</td>
<td>12</td>
<td>66.24</td>
</tr>
<tr>
<td>Writing Test 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A repeated measure multivariate analysis of variance with the four dependent variables showed a statistically significant three-way interaction. This means that it is first necessary to interpret the means across time for the Intermediate and Advanced levels across the SL and control group (Table 6).

Table 6

**Multivariate Analysis**

<table>
<thead>
<tr>
<th>Within-Subjects Effect</th>
<th>Wilks' Lambda</th>
<th>F</th>
<th>df</th>
<th>p.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time (Time 1, 2)</td>
<td>.418</td>
<td>25.93</td>
<td>3, 56</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Time * Level (Intermediate, Advanced)</td>
<td>.969</td>
<td>.60</td>
<td>3, 56</td>
<td>.619</td>
</tr>
<tr>
<td>Time * Experimental/Control</td>
<td>.871</td>
<td>2.76</td>
<td>3, 56</td>
<td>.050</td>
</tr>
<tr>
<td>Time * Level * Experimental/Control</td>
<td>.860</td>
<td>3.04</td>
<td>3, 56</td>
<td>.037</td>
</tr>
</tbody>
</table>

The univariate F-rations indicated that this three-way interaction was only related to the Oral measures (Table 7).

Table 7

**Univariate Tests**

<table>
<thead>
<tr>
<th>Univariate Tests</th>
<th>MS</th>
<th>F</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Listening</td>
<td>805.19</td>
<td>47.30</td>
<td>&lt;.001</td>
</tr>
<tr>
<td></td>
<td>Oral</td>
<td>520.58</td>
<td>46.24</td>
<td>&lt;.001</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>695.20</td>
<td>64.53</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Time * Level</td>
<td>Listening</td>
<td>12.18</td>
<td>0.72</td>
<td>.401</td>
</tr>
<tr>
<td></td>
<td>Oral</td>
<td>13.14</td>
<td>1.17</td>
<td>.284</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>0.02</td>
<td>0.00</td>
<td>.966</td>
</tr>
<tr>
<td>Time * Experience</td>
<td>Listening</td>
<td>70.24</td>
<td>4.13</td>
<td>.047</td>
</tr>
<tr>
<td></td>
<td>Oral</td>
<td>92.78</td>
<td>8.24</td>
<td>.006</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>27.17</td>
<td>2.52</td>
<td>.118</td>
</tr>
<tr>
<td>Time * Level * Experience</td>
<td>Listening</td>
<td>16.39</td>
<td>0.96</td>
<td>.331</td>
</tr>
<tr>
<td></td>
<td>Oral</td>
<td>83.28</td>
<td>7.40</td>
<td>.009</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>0.03</td>
<td>0.00</td>
<td>.959</td>
</tr>
</tbody>
</table>
The means, standard deviations and effect sizes for the Oral tests (Table 8) show that there were increases in the Oral means for the Advanced for the Experimental compared to the Control, but for the Intermediate both the Experimental and Control increased from Time 1 to 2 similarly. Thus, the highest effect of the SL program was that the Oral languages skills increased the greatest for the Advanced students; although the mean of the SL students outperformed the Control group at the end of the program.

Table 8

Means, Standard Deviations and Effect Sizes for the Oral Tests

<table>
<thead>
<tr>
<th></th>
<th>Time 1</th>
<th>Time 2</th>
<th>Effect-size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Cont</td>
<td>71.500</td>
<td>72.917</td>
<td>0.08</td>
</tr>
<tr>
<td>Advanced SL</td>
<td>67.500</td>
<td>75.833</td>
<td>0.72</td>
</tr>
<tr>
<td>Intermediate Cont</td>
<td>72.187</td>
<td>75.632</td>
<td>0.26</td>
</tr>
<tr>
<td>Intermediate SL</td>
<td>75.395</td>
<td>79.026</td>
<td>0.23</td>
</tr>
</tbody>
</table>

The graph (Figure 1) of these means shows more clearly the increased for the Experimental group over the Control for the Advanced compared to the Intermediate; suggesting that higher levels of Spanish proficiency possibly assisted in the growth in Oral Language. The effect size for these Experimental students compared to Control .72 was much more significant than the effect size for Advanced students .26. It is noted, that the Experimental Intermediate students also performed better than the Control on Oral Language.

![Oral Times 1 and 2](image-url)

*Figure 1. Oral language.*
For Listening, there is a two-way interaction, and the univariate F-ratios show the differences related to Listening and Oral, but not Language (Table 9). On Listening and Oral the Experimental increased remarkably more than the Control. The same pattern can be seen for Language, but it was not quite statistically significant (Table 10).

Table 9

*Listening Tests*

<table>
<thead>
<tr>
<th>Time * Exp</th>
<th>MS</th>
<th>F</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>58.747</td>
<td>3.469</td>
<td>1.60</td>
<td>.067</td>
</tr>
<tr>
<td>Oral</td>
<td>60.411</td>
<td>4.837</td>
<td>1.60</td>
<td>.032</td>
</tr>
<tr>
<td>Language</td>
<td>29.048</td>
<td>2.789</td>
<td>1.60</td>
<td>.100</td>
</tr>
</tbody>
</table>

Table 10

*Descriptive Statistics, Three Tests*

<table>
<thead>
<tr>
<th>Exp</th>
<th>Time 1</th>
<th>SD</th>
<th>N</th>
<th>Time 2</th>
<th>SD</th>
<th>N</th>
<th>ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cont</td>
<td>63.95</td>
<td>12.60</td>
<td>31</td>
<td>67.66</td>
<td>13.12</td>
<td>31</td>
<td>0.29</td>
</tr>
<tr>
<td>SL</td>
<td>67.96</td>
<td>9.86</td>
<td>31</td>
<td>74.42</td>
<td>9.23</td>
<td>31</td>
<td>0.68</td>
</tr>
<tr>
<td>Oral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cont</td>
<td>71.92</td>
<td>14.90</td>
<td>31</td>
<td>74.58</td>
<td>14.78</td>
<td>31</td>
<td>0.18</td>
</tr>
<tr>
<td>SL</td>
<td>72.34</td>
<td>13.95</td>
<td>31</td>
<td>77.79</td>
<td>14.17</td>
<td>31</td>
<td>0.39</td>
</tr>
<tr>
<td>Language Use, Reading, and Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cont</td>
<td>65.59</td>
<td>14.82</td>
<td>31</td>
<td>69.49</td>
<td>15.12</td>
<td>31</td>
<td>0.26</td>
</tr>
<tr>
<td>SL</td>
<td>66.36</td>
<td>12.99</td>
<td>31</td>
<td>72.19</td>
<td>13.16</td>
<td>31</td>
<td>0.45</td>
</tr>
</tbody>
</table>
Figure 2. Oral language.

Figure 3. Listening tests.
Summary of the Quantitative Analysis

The analysis of the interview questions demonstrated that the SL program was successfully implemented. The pre- and post-analysis showed that there was the most considerable increase from participating in the SL related to the Oral means for the Advanced for the Experimental (d=.78) compared to the Control (d=.08), but for the Intermediate level students in both the Experimental and Control the increase was similar from Time 1 to 2 similarly (d=.26, .23). In the case of Listening tests, there was a two-way interaction, and the univariate F-ratios show the differences favouring the SL students relating to Listening (.68 vs .29) and Oral (.39 vs .18) but not Language – for both Advanced and Intermediate combined. Further, there were no effects identified from the analysis of Language Use, Reading, and Writing in any comparison.

Qualitative Data Analysis

One of the main factors which helped to make the program successful was the enormous commitment displayed by all the participants in the program from the beginning to the end. During the seven weeks of the program, participants spent nearly 74 hours in work. This showed that on an average, the Experimental Group used to work for at least 10.6 hours per week, which makes each person spending about 1.5 hours per day.

There was also a tremendous contribution from the community partner leading to the success of the program. The community partner worked in motivating the Latin Americans to participate in the program and encourage them to take part in it. Furthermore, the Spanish courses teachers from the university also provided great help to the program as they worked with the researcher in every stage, proving the topics that had to be covered in every week and helped the research team incorporate the themes into the main program.
One of the primary goals of this study was to highlight the reflection in the success of SL programs; however, after analysing the interviews, it was noticed that according to the students, the reflection was not necessary for their participation. The University of Melbourne Human Research Ethics Committee (HREC) allowed the researcher to use the marks from the tests (Oral 1 and 2, Listening 1 and 2, and Language Use 1 and 2), the interviews, and the other data that have been used throughout this chapter. The researcher requested HREC for permission to collect the participants’ reflection, but they declined as those records were considered private. These reflections echoed the participants’ and program performance week by week. In class at their university, the participants reflected about the program and their participation, also through emails sent to the researcher, and with a journal; nonetheless, the research team did not keep any records.

On the other hand, a set of 50 open-ended questions were asked only to the Experimental Group thus the total numbers of respondents were 31. The questions were made to identify the possible factors that might have influenced the students’ performance throughout the SL program and their learning achievements.

Interviews and open-ended questions were analyzed using Braun and Clarke's (2006) thematic analysis. According to Braun and Clarke (2006) thematic analysis focuses on discovering and identifying the most common patterns from the data. In this study, the interviews and open-ended questions were analyzed to address the two research questions of the study. The analysis then focused on two separate subjects: the impact of SL on Spanish students’ language learning and the features of SL that affect foreign language learning. As the researcher read and re-read the data, these two subjects were kept in mind and the responses pertaining to the subjects were noted down. The initial codes allowed for the researcher to track the most relevant responses of the participants. After the review and analysis of the data, the codes were assigned with names and the responses were grouped according to their meanings. Following the manual coding, the data were uploaded on NVivo11 by QSR to systematically code and tabulate the references of the themes discovered. Themes that received the most number of references were considered as the major themes of the qualitative study while those that followed were tagged as the minor themes. Further, supporting themes or the sub-themes were presented to present in detail, the major and minor themes as needed. The below-given information shows the perception of the students regarding their overall evaluation of the SL program.
Research Question 1: Does SL have an impact on Spanish students’ language learning? The first research question explored on the presence or absence of SL’s impact on the Spanish students’ language learning. From the responses of the 31 respondents, 17 or 55% indicated that SL allowed them to gain a different perspective on the Latin American experiences. They reported the following changes: acceptance of differences in background and culture, understanding the difficulties experienced by migrants, and becoming more tolerant of those learning the English Language. Meanwhile, two other themes were generated from the analysis of the interviews. The respondents also reported that SL led to the development of their improved communication skills such as new-found confidence in speaking the Spanish Language and an improved vocabulary; another theme was the development of new relationships with the community. From these themes, the positive use and influence of SL were observed. According to Hartman and Kiely (2014), the SL experience permits the students to think and comprehend about the classroom lessons, even after the completion of the subject or course. The themes found in Table 11 all discuss the impact of the SL program to the students’ language learning, using the Spanish Language to better understand the culture, and other life experiences of the natives even after the program.
Table 11

Breakdown of Themes from the Open-Ended Questions Addressing RQ1

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of References</th>
<th>Percentage of References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining a different perspective on the Latin American experiences</td>
<td>17</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Understanding the difficulties experienced by migrants</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Acceptance of differences in background and culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Becoming more tolerant of those learning the English Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing better communication skills and language proficiency</td>
<td>12</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Developing the confidence in speaking the Spanish Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Improving their vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing new relationships with the community</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>No impact observed</td>
<td>2</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Note: Sub-theme/s**
**Major Theme 1: Gaining a different perspective on the Latin American experiences.**

The first major theme of the study was the finding that the students learning Spanish, through the program, gained a different perspective on the Latin American experiences. These students found the SL program activities perceived the program on a positive light, saying that it has allowed them to produce new knowledge and realisations not only on the Spanish Language but an understanding of the feelings and experiences of the natives who speak the said language. For Respondent 1, although the program has not had a huge impact, he believed that it was ‘refreshing’ to discover the different perspectives and lives of the migrants as they adjust to their new life: “Really has not had a great impact on me, but it is refreshing to hear about the experience of living in Australia from a different point of view.” Correspondingly, Respondent 4 believed that the program was an effective way of gaining experience about another’s language and culture: “As I am studying to be an ESL teacher, everything related to exploring the English language with non-native speakers of English is to gain experience.” Respondent 9 expressed that the program permitted her to use the Spanish Language more frequently, saying: “The Spanish language is now part of my daily life.”

**Sub-theme 1: Understanding the difficulties experienced by migrants.** The first sub-theme that emerged was the understanding of the difficulties experienced by migrants, again, through the program. For Respondents 3, 5, 8, 15, 18, 19, and 20 they indicated that the first-hand contacts and relations with the Latin-American community also opened their eyes to the difficulties and hardships faced by the migrants as they transfer to a different country. Respondent 3 explained how she established a realisation of the migrants’ difficulties in a new country, especially those without the knowledge and capability to speak the country’s language: “Now I have a new appreciation of the difficulties of moving to a new country without knowing the language.” Respondent 5 echoed how he now has a: “Better understanding foreigners.” Although Respondent 8 already had previous knowledge on the Latin American culture and language, the program still aided in understanding the problems of migrants living in Australia: “Hard to say, since I am living with a South American, and understand the problems experienced in Australia.” Significantly, Respondent 15 shared a meaningful and personal awareness saying:

I realised that I am lucky to have born in a place where the spoken language is known across the world, and I never had to worry about the difficulties of leaving my culture or language to get work.
Respondent 18 also shared that the SL program provided her with the opportunity to learn more about the experiences of various individuals living in Australia, stating: “It has allowed me to learn a lot about the experiences of the people and the different lives and experiences in Australia. Further, Respondent 19 added: “[The incorporation of the SL program] made me understand the difficulties that people go through when they move to Australia.” Finally, Respondent 20 that the program paved the way to realise the realities of life through their extensive interactions with the community: “Made me aware of other realities.”

Sub-theme 2: Acceptance of differences in background and culture. The second sub-theme that emerged was the finding that students had developed a sense of acceptance of the Latin American background and culture. For Respondents 2, 6, 10, and 17, they believed that the program led to the realisation of another culture and values. Respondent 2 stated that she has since: “Accepted people from diverse backgrounds and become a good listener.” Respondent 6 echoed that she: “met some interesting people and learned a little more about their different cultures.” Further, Respondent 10 was happy with the program’s impact, getting to know a different set of individuals as well as their life experiences: “It was lovely to know everything about a different group of people with different life experiences and connect with them.” Similarly, Respondent 17 had the same perception on how SL increases knowledge on another’s culture: “It has made me more aware of the Colombian culture.” Finally, Respondent 28 added: “I understand more about the Latin American culture.”

Sub-theme 3: Becoming more tolerant of those learning the English Language. Another sub-theme was the finding that the program helped the respondents to become more tolerant and forbearing of individuals who are just learning their second language. Respondents 21 and 30 stated that they developed a new-found understanding and acceptance of the migrants who are just starting to learn the English Language. Respondent 21 noted that: “[The program] made me more tolerant of people who are learning English as a second language.” Meanwhile, Respondent 30 also shared how: “[There is now a] greater appreciation and understanding for the people who arrive in Australia from non-English speaking cultures.”
Minor Theme 1: Developing better communication skills and language proficiency.
The first minor theme that followed was the finding that 12 of the 31 (39%) respondents reported that the program also developed their communication skills and proficiency using the Spanish Language. The respondents explained that the interactions also allowed them to develop their skills in conversing and communicating in Spanish. As Respondent 2 stated, she learned two critical lessons from the program: “Accepted people from diverse backgrounds and become a good listener.” Respondent 11 added that friendships were formed while improving his Spanish skills, saying: “Make new friends and improve my Spanish.” Further, Respondent 12 expressed: “I have learned skills to maintain a conversation in Spanish where the aim is real to communicate.”

Sub-theme 1: Developing the confidence in speaking the Spanish Language. The first sub-theme was the finding that respondents developed confidence in using the Spanish Language. Respondents 7, 13, 14, 16, 22, 23, 24, and 31 all reported, with the frequent encounters, their conversational skills improved; thus, the development of self-assurance during their interactions with the Latin American community. Respondent 7 shared the program gave him the confidence to communicate in the Spanish Language: “When I encounter Spanish-speaking people, I have confidence speaking with them in Spanish.” Similarly, Respondent 13 added: “I have grown in confidence in my oral skills in Spanish.” Respondent 14 also echoed that he: “became a person with more confidence.” Further, Respondent 16 explained the program established both his skills and confidence: “It has made me more confident in my Spanish speaking skills.” Respondent 22 highlighted how as an organiser of the program, he needed to develop the skills to communicate in two languages leading to effective results: “It’s made me a more confident organiser, getting other participants to come out afterwards and having to use both languages to do it.” Another notable SL experience was shared by Respondent 23, saying: “I feel more comfortable speaking in Spanish and am more open to different types of people.” Meanwhile, Respondent 24 stated that the program made her feel secure in speaking a second language: “I feel more secure now.” Finally, Respondent 31 expressed that he can now confidently use the Spanish Language comfortably: “I have become more confident to speak Spanish, especially with my family.”
Sub-theme 2: Improving their vocabulary. The second sub-theme that followed was shared by just one respondent. Respondent 25 just explained that the SL program also improved her vocabulary and overall communication skills. The respondent shared: “My vocabulary has improved.”

When the respondents were consulted about their relationship with the people they interacted with during the SL program, most of them affirmed that it was kind of awkward at the beginning, but then everybody started easing out, and they developed a sense of comfort and trust with each other. They also said they learned from the Latin Americans, as the Latin Americans also learned from the university students. Based on the findings above, most of the respondents overcame the initial difficulties and shared that the program had a positive impact; regarding feeling more comfortable in conversing with people from different backgrounds. The positive influence stemmed from the development of an understanding of the other cultures, through the community service work. Respondents also affirmed they have improved their Spanish communication skills and can use the language more efficiently. Some respondents also expressed that the program helped in understanding the problems that are faced by individuals when they move from one country to another, and they can develop a better understanding of the Latin American culture in general.

Aside from the more detailed open-ended questions, other survey questions were also asked; and the results supported the themes presented above. When the respondents were enquired about the similarities and differences they identify between them and the Latin Americans, the majority asserted they were similar except for the variations in languages and cultures (see Tables 12 and 13). These responses support the first major theme earlier reported or the realisation of the cultural difference and experiences by the migrants. The respondents also declared both groups, the university students and the Latin Americans had open minds and tried to grasp whatever they could learn.
Table 12

Similarities with Latin Americans

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
<th>Similarities with Latin Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>❖</td>
<td>We were very similar.</td>
</tr>
<tr>
<td>6</td>
<td>❖</td>
<td>An open mind and willingness to learn.</td>
</tr>
<tr>
<td>6</td>
<td>❖</td>
<td>Many similarities in tastes in music, cinema, food, etc.</td>
</tr>
<tr>
<td>2</td>
<td>❖</td>
<td>Ready to meet new people.</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>Learn and improve our target languages.</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>We share similar cultural origins.</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>It was beneficial to both of us since we were trying to learn and help each other.</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>The majority were students, willing to travel and see the world, open to new ideas and different ways of life, very receptive and open-minded.</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>Loquacious, and love for life and the people were happy.</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>I cannot think of anything at the moment.</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>They seem more confident to speak a foreign language than us, but perhaps it is only my perception.</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>We know what is being attempted to communicate in another language, even if we are not very confident.</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>We all had a passion for learning a new language, and we also enjoyed ourselves and did not take life too seriously.</td>
</tr>
</tbody>
</table>

Table 13

Differences with Latin Americans

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
<th>Similarities with Latin Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>❖</td>
<td>Cultures and languages</td>
</tr>
<tr>
<td>5</td>
<td>❖</td>
<td>Different life stories</td>
</tr>
<tr>
<td>4</td>
<td>❖</td>
<td>Age of the participants</td>
</tr>
<tr>
<td>3</td>
<td>❖</td>
<td>Lifestyle</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>Ideas about the community</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>Latinos have greater openness and are more extroverted</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>Objectives of learning another language</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>They are more thankful</td>
</tr>
<tr>
<td>1</td>
<td>❖</td>
<td>They came here in search of a better life, whereas we were born in this life, and I think that is something that I, at least, have underestimated.</td>
</tr>
</tbody>
</table>
When the respondents were queried if their stereotypes about the Latin American community had changed and how have their initial impressions were altered; nearly all established they did not possess any stereotype or prejudice against Latin Americans, and they believed that this SL program helped them to learn exciting facts about Latin American and some of its cultures (see Table 14). The respondents also asserted they did not know that the complexity of the Spanish language depends on the place one belongs from.

Table 14

Change in Stereotypes about the Latin American Community

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Have never had any stereotype about Latinos.</td>
</tr>
<tr>
<td>4</td>
<td>Learned a lot about how complex Spanish might be regarding where you live.</td>
</tr>
<tr>
<td>4</td>
<td>The way of thinking about Latin America and its cultures has changed.</td>
</tr>
<tr>
<td>1</td>
<td>They are cosy, fun and easy to treat.</td>
</tr>
<tr>
<td>1</td>
<td>They are friendly and extroverted</td>
</tr>
<tr>
<td>1</td>
<td>They were very welcoming, and I felt very comfortable speaking with new people every week.</td>
</tr>
<tr>
<td>1</td>
<td>Latinos are very kind and gentle.</td>
</tr>
<tr>
<td>1</td>
<td>I realised that they are often very similar to me and not everything fits into the stereotype of Latin Americans.</td>
</tr>
<tr>
<td>1</td>
<td>My perceptions have not changed. The stereotype that Latinos dance well and are a lot more relaxed and flirtatious than Australians was confirmed.</td>
</tr>
<tr>
<td>1</td>
<td>I had not realised how difficult it is to move to another country and start again. I was surprised by the different experiences that they have had in Australia.</td>
</tr>
<tr>
<td>1</td>
<td>Not much has changed my perception of them.</td>
</tr>
<tr>
<td>1</td>
<td>Not particularly; I already have Latino friends.</td>
</tr>
<tr>
<td>1</td>
<td>The main differences lay in the individuality of the people I met.</td>
</tr>
<tr>
<td>1</td>
<td>It changed, but for good.</td>
</tr>
<tr>
<td>1</td>
<td>I have always believed that the Latino community is very vibrant and practical, and this was confirmed with these interactions.</td>
</tr>
<tr>
<td>1</td>
<td>I always thought that the Latin people were very friendly with the good sense of humour. I still believe this.</td>
</tr>
<tr>
<td>1</td>
<td>One thing that was highlighted was the kindness; I felt as if I take very well with all my fellows of interaction, and all were super friendly and encouraging. It is a large community.</td>
</tr>
</tbody>
</table>
Lastly, the respondents answered a question regarding their current relationship with the Latin Americans they came in contact with, and the respondents replied they are in friendly terms with most of the Latin Americans because apart from teaching them new things about their language, Latin Americans were wonderful individuals. In fact, 21 of the 31 respondents (67.74%) expressed having good relations with the Latin American participants of the program; 12.90% (4 participants) indicated having normal relations, and 6 participants (19.35%) do not maintain a relationship with the Latin American participants. Again, another theme was substantiated where the respondents reported that they were able to build connections and relationships with the community members.

**Research Question 2: What features of SL affect the language learning of students?**
The second research question focused on the features of SL that affect the language learning of students. From the analysis of the interviews, most of the respondents reported that the program was most effective with the opportunity to apply the theories learned in the classroom into an actual setting. Respondents firmly believed in the program’s success with the opportunities to learn from the actual interactions and experiences with the community, understand the Latin American culture better, and discovery of practical and significant lessons. These themes support Mitchell’s (2014) description of SL, where the author indicated that the program focuses on the students’ experience of the course content within an actual or practical setting. Two other minor themes emerged where several respondents identified the program’s ineffectiveness and suggested the need for program improvement and that they felt more connected inside the classroom. Table 15 contains the breakdown of the themes addressing the second research question of the study.
Table 15

Breakdown of Themes from the Open-Ended Questions Addressing RQ2

<table>
<thead>
<tr>
<th>Themes</th>
<th>Number of References</th>
<th>Percentage of References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying theories learned into practice</td>
<td>30</td>
<td>97%</td>
</tr>
<tr>
<td><strong>Learning from actual interactions and experiences with the community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understanding the Latin American culture better</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discovering practical lessons and learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needing program improvement</td>
<td>5</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Needing program flexibility for students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling more connected inside the classroom</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>None mentioned</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Note: Sub-theme/s**

**Major Theme 2: Applying theories learned into practice.** The second major theme of the study was the finding that the program has been effective in applying the theories into actual practice. For the 30 of the 31 (97%) respondents, they initiated that SL program has been helpful in applying the lessons learned inside the classroom into actual practice. Respondents explained how traditional classroom methods are best acquired when successfully applied outside the usual teaching space or setting.

**Sub-theme 1: Learning from actual interactions and experiences with the community.** The first sub-theme that emerged was the effectiveness of the program through the direct interaction opportunities of the Spanish learners with the native Latin American speakers. 27 of the 31 respondents indicated that the real-life situations encountered during the SL program activities allowed for the respondents to apply what they have learned in the classroom and naturally interact with the Latin Americans. Respondent 1 explained that it is highly significant to have to ensure the practical application of the languages learned inside the classroom. For this respondent, learning a new language would be irrelevant without practising them in the real-life setting:
Since I had to put into practice what I learned in the semester… I think that our educational system lacks seriousness in the practical application of the languages. While the study of textbooks is critical for understanding grammar correctly, it is useless without practising with native speakers.

Respondent 2 believed that the program served as a learning experience through the real-life situations and encounters that the respondent had with the community members. The respondent described the program as “useful and realistic”, saying:

The program was a learning experience because it presents real-life situations, speaking with native speakers, where you must be able to respond and communicate quickly… I think that SL is more useful, attractive and a realistic representation of the real-world situation.

Correspondingly, Respondent 3 also described the program as “useful”; even more than the ones that they practice inside the classroom. The respondent even noted that SL should be a permanent and integral aspect of the course, for the benefit of the students:

The program was much more useful than the things we do in class; for example, in the classes, we only analyse films and texts… I believe it is a good idea to have a program like this as part of the course.

With the effectiveness of the program for Respondent 4, further incorporation and integration in the course were recommended. The respondent explained:

The program allowed me to meet people in a social environment that are voluntary and free of charge… I believe that the incorporation of this type of programs in the course at the university would be very valuable and efficient.
Respondent 5 echoed: “It is hard to try to use the grammar learned in the classroom and have a real conversation.” Additionally, Respondent 6 believed that practical application of classroom knowledge is very much needed especially when learning another unfamiliar language. The interactions and encounters with the native speakers allow the students to attain the primary goal of the Spanish course that they are taking:

It was better to have a practical study… The process of talking with native speakers provides plenty of motivation and talking with native speakers is the end goal for many Spanish language students, and therefore, should be incorporated in the courses of the university.

Respondent 7 stated that the fieldwork was vital to directly see and apply what they have acquired inside the classroom, saying: “It was useful to know what words are used in specific regions… The field work is necessary.” Respondent 8 indicated that she discovered other useful words and phrases that were not taught in the classroom. The respondent shared an example, saying:

I was able to use especially the little phrases that are absent from classrooms but so common in the real word. Even just "mucho gusto (nice to meet you)". Feels so unnatural if you have never used it before, but once you use it in the real world, you can really own it… Especially if the Spanish speakers would be able to offer assistance in our understanding of the level and course material.

Respondent 9 noted that the experiences with the native Spanish speakers were significant in developing their knowledge not only about the language but the culture as well: “We were interacting with Spanish speakers who were not our teachers, and it became more apparent how diverse and fascinating the Latin culture and the Spanish language are… This was really useful to practice my Spanish.” Meanwhile, Respondent 10 stated that he felt less intimidated in communicating with the native Spanish speakers as he found that they were both learning along the process:

I found several differences of dialogue between what we heard regularly in our university course and when speaking with native speakers of Spanish… The natives will always be the best practice, and if they are also learning, you feel less intimidated.
For Respondent 11, the application of theories from the classroom was useful. With the program, learning became more personalised and efficient: “Finally, I used what I learned in the classroom… The more personalised your instruction, the better your progress.” Respondent 12 then described the program experience as “enriching”, saying: “It was my first experience with native speakers of Spanish, but it was enriching… We need all the conversational practice we can receive.” In addition, Respondent 13 explained how the SL project broadened her knowledge and capabilities about the use of the Spanish Language: “It was useful to hear Spanish spoken in a normal space… This SL project helped understand almost everything about the Spanish language. Respondent 14 simply noted: “I have learned to apply what I learned in class… It makes no sense to learn syntax if you rarely use it.” Like the previous findings, Respondent 16 again highlighted the development of a more confident Spanish Language speaker, saying: “Development of confidence to speak fluently.”

Sub-theme 2: Understanding the Latin American culture better. Another sub-theme that followed was the report that respondents also developed an understanding of the Latin American culture. Respondents 16, 17, 18, and 27 all shared that both their language and cultural understanding increased through the SL program and activities. Respondent 18 shared a realisation, saying: “I noticed that there are many phrases used in the conversation that I have not learned, and that culture is such a big part of the language.” Meanwhile, Respondent 27 added:

“I am more aware of the different forms of Spanish-speaking in Latin America… This type of programs is really useful.”

Sub-theme 3: Discovering practical lessons and learning. The last sub-theme that emerged was the discovery of practical lessons and other significant learning through the program. For Respondent 15, social and global issues were realised, saying: “We discussed current society and what is happening globally… It might be useful as a component of the course at the university.” Additionally, Respondent 21 simply stated: “I really think that this type of program is useful and fun.”
Respondents also provided meaningful responses on their preference for future participation. The results of these responses are significant as these indicate the effectiveness of the program based on their experiences (see Table 16). The majority (93.55%) of the participants responded positively to the intention to participate in a similar program in the future, exposing, also, they will surely like to join future SL programs, as they have very much benefited from the current program and will like to join a similar kind of project so as to maintain their proficiency in speaking Spanish. Some respondents also believed that they would surely participate in such programs in the future because it will provide them with the opportunity to understand more about the culture of the Latin American community and will improve their knowledge regarding the differences between the communities.

Table 16

Responses for Frequency for Preference for Future Participation

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>It was an excellent practice and helped my skills in Spanish.</td>
</tr>
<tr>
<td>5</td>
<td>Get to know people and help each other feel good.</td>
</tr>
<tr>
<td>4</td>
<td>Any opportunity to practice the language is great.</td>
</tr>
<tr>
<td>3</td>
<td>It was useful.</td>
</tr>
<tr>
<td>2</td>
<td>The result has been very positive with a noticeable difference.</td>
</tr>
<tr>
<td>2</td>
<td>It was ideal for practice.</td>
</tr>
<tr>
<td>1</td>
<td>I am currently looking for a program or organisation to join next year to maintain my level of Spanish.</td>
</tr>
<tr>
<td>1</td>
<td>I enjoyed my first experience, and I learned a lot.</td>
</tr>
<tr>
<td>1</td>
<td>I would love to continue to be involved with the community and continue learning about all their differences.</td>
</tr>
<tr>
<td>1</td>
<td>I would love to if it were run the next semester again because I would like to participate.</td>
</tr>
<tr>
<td>1</td>
<td>There could be more potential benefits.</td>
</tr>
<tr>
<td>1</td>
<td>At the moment, no, because I interact daily with my girlfriend, who is Colombian, but if it were not for her, then yes.</td>
</tr>
<tr>
<td>1</td>
<td>I feel that it enriches what I learned in the university.</td>
</tr>
</tbody>
</table>
When the respondents were consulted whether they would have learned more from their Spanish Language course at their university if they had spent more time in the classroom rather than doing the community work, most of the respondents (96.77%) overwhelmingly said ‘no’ (see Table 17). This showed that the respondents indeed understood the importance of the SL program to improve their ability to use and comprehend the Spanish Language which they had learnt in the classroom. The table below presents that most of the respondents said from their experience of studying in the classroom and doing the community work under the SL program, that they benefitted from the SL to use and comprehend the language in a better manner.

Table 17

*Reasons for Negative Response (More Time in the Classroom Rather than Doing the Community Work)*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>The community work was very useful.</td>
</tr>
<tr>
<td>6</td>
<td>Both are equally important; you cannot learn everything in the classroom. You need to be exposed what has been learned.</td>
</tr>
<tr>
<td>5</td>
<td>Prefer SL.</td>
</tr>
<tr>
<td>1</td>
<td>I think it was a good amount of time spent in the classroom compared to the program carried out. I learn a lot more about practical experiences.</td>
</tr>
<tr>
<td>1</td>
<td>I believe that the casual conversation was valuable, but sometimes lacking in structure.</td>
</tr>
<tr>
<td>1</td>
<td>It's hard to say. Regarding speaking, no.</td>
</tr>
<tr>
<td>1</td>
<td>There are certain things that are not learned, as well as actually being around native speakers.</td>
</tr>
<tr>
<td>1</td>
<td>I spent two years in the classroom and my conversational skills before this program were basic.</td>
</tr>
<tr>
<td>1</td>
<td>I would have learned more grammar but had not been able to put it into practice.</td>
</tr>
<tr>
<td>1</td>
<td>My goal was the practice of oral skills, and this type of program put me in situations where I could speak in Spanish.</td>
</tr>
<tr>
<td>1</td>
<td>We need time to use the structures of learning.</td>
</tr>
<tr>
<td>1</td>
<td>It is not only the scope of what can be learned in the classroom. This program complements classroom teaching.</td>
</tr>
<tr>
<td>1</td>
<td>Part of what we do in class is to talk with one another to reinforce what we are learning but speaking in Spanish with native speakers was even better.</td>
</tr>
<tr>
<td>1</td>
<td>I have spent considerable time in the classroom in the past; it is now community work that I personally need.</td>
</tr>
<tr>
<td>1</td>
<td>I think it was very important to speak with native speakers and talk about a range of different themes in a more random and sudden manner, which made me think more.</td>
</tr>
</tbody>
</table>
Another question pointed to the recommendations and suggestions for future SL programs. Results from the question expanded the secondary theme from the second research question where five respondents believed that there was a need for program improvement (see Table 18). Respondents then presented several reasons to justify their response. Some of the respondents felt that they need particular adjustment in the timings of the program. Whereas some respondents felt that there is a need to have fewer participants so that they can have one-to-one interactions. Some respondents also gave good suggestions to include different stimulants to improve the conversation between the groups while others wanted to incorporate a more structured approach to the project to gain more from the SL program.

Table 18

Recommendations and Suggestions for Future SL Programs

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>❖ Changing the time and day.</td>
</tr>
<tr>
<td>6</td>
<td>❖ Keep up the good work.</td>
</tr>
<tr>
<td>5</td>
<td>❖ Perhaps some stimulants or extras for those struggling to maintain a</td>
</tr>
<tr>
<td></td>
<td>conversation for 2 hours.</td>
</tr>
<tr>
<td>4</td>
<td>❖ Fewer participants to be able to have one-to-one conversation sessions.</td>
</tr>
<tr>
<td>3</td>
<td>❖ Have the same partner throughout the program.</td>
</tr>
<tr>
<td>3</td>
<td>❖ A more structured approach would be better.</td>
</tr>
<tr>
<td>1</td>
<td>❖ If it is legal, interactions should be in a bar.</td>
</tr>
<tr>
<td>1</td>
<td>❖ Having the opportunity to choose whom you would like to be paired with.</td>
</tr>
</tbody>
</table>
When the respondents were queried by the researcher whether they prefer this kind of SL program as a part of their language course at the university, most of the respondents (about 96.77%) overwhelmingly said ‘yes’. This showed that there is a definite perspective in the minds of the respondents regarding the impact of the SL program to improve their ability to apply the language in the actual circumstances. This same fact was proven from the responses that have been obtained from the respondents. Most of the respondents felt that from talking with native speakers and working with the community, they could use the language more confidently and were able to make the proper pronunciation of the words. This process also motivated them to use the Spanish language in real life situations. Ultimately, when the respondents were asked to express their experience of working in the community and how it concluded, most of the respondents said that they had a positive experience, and they learned a lot from the experience. Also, they enjoyed the good music and Mexican food at the end of the program.

**Relation between participants' marks and self-assessment of their performance.**

When the respondents were asked to self-assess their performance in the SL program, out of total 31 respondents, around 16 respondents replied as per their assessment their fulfilment in the SL program was good, while seven respondents found their performance to be very good, and 1 respondent perceived his/her performance in the SL program to be excellent. Thus, a total of 24 respondents (about 77.42%) considered their performance to be satisfactory. On the other hand, two respondents judged their performance to be low, and another two respondents rated their performance to be average, while three respondents were not sure about their performance in the SL program. When the results obtained after self-assessment of the fulfilment of the students in the SL program was compared with the marks obtained by the students during their quantitative study, it was found that there is no significant statistical relationship.
Summary of the Qualitative Analysis

Concluding the qualitative study, it can be said that, regarding the experiences of the students after the SL program, it was found that most of the students preferred the mix of both traditional and SL method. The main reason for choosing the combination method was that the traditional approach was better for the theory classes and the SL technique was suitable for the practice sessions and for making conversation. Also, it was detected that "achieving more confidence and security in Spanish" was the primary learning goal of the students participating in the SL program. Further, it was discovered that 30 out of the 31 students in the experimental group (97%) perceived that the program was useful to meet their learning goals of the Spanish course at the university. An overwhelming majority of students (97%) indicated that their participation in the SL project has contributed to increasing their motivation to continuously learn Spanish. After the completion of the SL program, most of the participants felt confident regarding their judgement of their culture as well as identity. It was also noted that 29 of the respondents (94%) were positive regarding joining similar kind of SL program in future. When the respondents were asked to describe the connection between the SL program and the real world, 93.55% claimed that the program helped them connect what they have learned in the classroom at their university to the reality. There were also several suggestions received regarding the improvements that can be made in the future SL program, such as the adjustments in the SL program timings, need to have fewer participants, to include different stimulants to improve the conversation between the groups while others wanted to incorporate more structured approach in the project to gain more from the SL program.
The second section of the qualitative analysis dwelled upon analysing the relation to those interacted in the SL program. Most of the respondents said that it was somehow awkward at the beginning, but then everybody started easing out, and they developed a sense of comfort and trust with each other. When consulted about how the reactions from the Latin Americans shaped their participation, they asseverated that their response made them more comfortable in helping the Latin Americans with their English skills and providing recommendations for better improvement. Correspondingly, they also indicated that the Latin American community responded positively; introducing the sensations of appreciation, valuation, comfort, etc. all of which positively influenced their participation in the program. Most of the respondents felt that the Latin Americans and they were similar in almost all the aspects excluding their language and culture. Most of the respondents announced that their stereotypes against the Latin American community had changed entirely as they were able to understand the Latin American culture much better after the completion of the SL program. Finally, most of the respondents declared they had established good relations with the Latin American community after the SL program. Most of the respondents agreed that they had a positive experience of working in the community.

From the qualitative study, the relation between the marks that were obtained by the participants during the quantitative tests and the self-assessment of their performance was also presented. When the respondents were solicited to self-assess their fulfilment in the SL program, most expressed satisfaction. Though, there was no significant statistical relationship obtained between the marks from the quantitative tests and their self-assessment of their achievement in the SL program.
Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

SL has been described as a type of citizen education, primarily because of its concern with social service (Carney, 2013). In this study, SL was defined as an educational experience based on a designed course in which students take part in service-based activities that correspond to the needs of the community. The SL program aimed to provide a more extensive understanding of the particular course subject along with an increased sense of civic responsibility (Bringle & Hatcher, 1995). The literature has suggested several benefits of SL for foreign language acquisition. With respect to foreign language acquisition, the benefits of SL include fulfilment in students, motivation and confidence in using the foreign language studied, development of sensitivity and empathy for other cultures, decrease in stereotypes, enhanced sense of closeness and solidarity with community in general, and teachers and other students in particular, higher awareness of political and social problems, and a strong motivation to communicate in other languages outside the school environment (Buff et al., 2014; Hartman & Kiely, 2014; Keen & Pease, 2016; Pierrakos et al., 2014).

There has been a long-standing claim that learning a widely used language like Spanish as a teaching intervention is most worthwhile. There is, however, a decline in Australia among high school students enrolled in foreign language acquisition courses. This is despite the millions of dollars that have been allocated to promote foreign language in Australia (Munro, 2016). Alternative methods for making learning languages attractive may be needed, and this thesis explores the effectiveness of SL as one such method. The purpose of this study was to examine the effects of SL in foreign language acquisition.

Based on the review of literature conducted for this study, the following insights were derived:

a. SL is defined as an educational experience based on a designed course in which students take part in service-based activities that correspond to the needs of the community and provide a more comprehensive understanding of the particular course subject along with an increased sense of civic responsibility

b. A key element of SL, particularly in respect to the full implication of an SL course, is reflection. Reflection in this context refers to the critical reflection among students on their SL experience, which are expressed in the verbal and written forms of expression.
c. The benefits of SL relevant in the context of this study include fulfilment in students, motivation and confidence in using the foreign language studied, development of sensitivity and empathy for other cultures, decrease in stereotypes, enhanced sense of closeness and solidarity with community in general, and teachers and other students in particular, higher awareness of political and social problems, and a strong motivation to communicate in other languages outside the school environment.

d. On its implementation, the review of the literature suggested three essential constructs: stakeholders, students, and the allotment of adequate time for reflection to students.

This study was guided by two central research questions: does SL have an impact on Spanish students' language learning? And what features of SL affect the language learning of students?

To examine these research questions, two hypotheses were formulated. The first hypothesis stated that SL has a positive effect on the language learning of students of Spanish. The second hypothesis stated that there are features of SL that affect the language learning of students. To examine the assumptions, a mixed-method research study was conducted which included 62 students taking Spanish language course. Out of these, 31 students were randomly assigned to the SL Experimental Group and 31 to the Control Group. A total of 38 students were enrolled at the Intermediate Level (19 in experimental and 19 in control), and the remaining 24 were part of the Advanced Level course (12 in each group). Each group completed three academic tests (Listening Test; Oral Test; and Language Use, Reading, and Writing Test), both pre and post the intervention.
Due to the multiple data collection sources employed in this research, the data analysis consisted of multiple techniques. The researcher used multivariate analysis of variance (MANOVA) along with the quantitative tests so that the different constructs can be compared. If the multivariate F-ratio (via Wilk’s Lambda) is statically significant (p<.001), then univariate F-ratios are used to ascertain which of the various measures most contributed to this overall difference. Another method of data analysis used was regression analysis, which evaluated the relationship between the dependent variable and the independent variable. On the first research question, the quantitative analysis showed that there are statistically significant differences between the outcomes comparing the SL and control groups. The highest increase resulting from participation in the SL program among the Advanced student participants was related to the Oral tests for the Experimental (d=.78) compared to the Control (d=.08). However, for the Intermediate level students in both the Experimental and Control groups, the increase was similar from Time 1 to 2 (d=.26, .23). In the case of Listening tests, there was a two-way interaction, and the univariate F-ratios showed the differences favouring the SL students relating to Listening tests (.68 vs .29) and Oral tests (.39 vs .18), but not Language. This was applicable for both Advanced and Intermediate students. The analysis showed no effects on Language Use, Reading, and Writing tests in any comparison.
On the second research question, the results of the qualitative analysis showed that 71% of the participants preferred a combination of traditional methods with the SL method. To justify this choice, 65% of the interviewees claim that the traditional method went well with the theory classes and the SL method was more suitable for the practice, particularly with conversation. This claim was validated by the quantitative results, which showed improvements in Oral and Listening tests. All the participants expressed, in varying ways, positive descriptions of the people with whom they interacted during the program. The participants also indicated that the community members reacted positively towards them, which positively influenced their participation in the program. About half 45.16% (14 participants) of the participants stated that they had difficulties with the time and the place where the program was developed. Almost all (97%) of the 31 participants indicated that their involvement in the project contributed to increasing their motivation to learn Spanish, while only one participant (3%) considered that their participation did not contribute to the growth of their motivation to learn Spanish. Again, all but one student indicated that their involvement in the program was useful to help meet the goals of the course taken in the university. Similarly, 93.55% students claimed that the program helped them connect what they have learned in the classroom to the real world. Finally, 87.10% of the participants expressed that the “Speaking” activity contributed more to their learning experience of the Spanish course at the university.

In conclusion, for the first research question on whether SL as a mode of learning a positive effect on the language learning of students of the Spanish language had, the results were mixed. For the second research question on the features of SL that affect the language learning of students, the results indicated a positive response.

**Interpretation of the Findings**

This study was an attempt to fill the gap in the existing literature by examining the language education of foreign language learners regarding their SL experience in the context of Australia. Using a mixed-method research approach, the data was collected through both a qualitative method, using semi-structured interviews, and quantitative methods, using the tests conducted on participants. The findings suggested mixed results regarding the role of SL as a mode of learning which had a positive effect on the language learning of students of the Spanish language. The findings also suggested positive results regarding the features associated with SL that affected the language learning of students.
SL has been defined in several ways, and the goal of many of the researchers studying SL was to establish the credibility of SL in the context of education and show how SL programs could improve classroom education. This research study is part of this tradition, and although the quantitative results regarding the use of SL in foreign language acquisition were mixed, both quantitative and qualitative results highlighted certain positive aspects of SL in the context of education, specifically foreign language acquisition. For instance, most of the participants from the experimental group developed friendships with the Latin Americans due to the positive attitudes of the latter, which made language learning program more accessible for the SL group, motivated them, and made them feel useful. Additionally, the relationship between the real-world interactions as part of the SL program and the classroom curricular content resulted in better outcomes, as the results showed positive experiences of students with the program and its impact on the practical part of their learning. The results also suggested that facing unfamiliar condition led the students to make a special effort to be understandable. The SL experience resulted in the development of more self-confidence among the students. Other self-developments included the change among SL group students regarding their stereotypes about Latin Americans.

Not all findings were positive. For instance, the quantitative analysis showed no effects on Language Use, Reading, and Writing tests from participation in the SL program among the student participants in any comparison. Additionally, about half (45.16%, 14 participants) of the participants stated that they had difficulties with the time and the place where the program was developed. It may be that SL has more significant impact on these communication skills and less for the more formal reading, language, and writing tasks. The findings of this study are like those reported by Cai and Zhu (2012), Crabtree (2013), and Goff (2014) in the context of US, which suggested that one of the critical benefits of SL is that it can assist in the development of skills needed to learn content.
Specifically, Crabtree (2013) and Goff (2014) found that SL facilitated the development of content learning skills, transformational experience, personal support, resiliency, and internal motivations. As these results indicate, the primary value of SL in the context of language acquisition is regarding facilitating student learning rather than directly impacting it. The findings of this study also support the assertion that SL affects communication skills, friendliness and comfort with the targeted language and individuals from the targeted language, student motivation, and self-confidence. It can be suggested that the development of communication skills facilitated by SL resulted in the higher oral test score in the experimental group compared to other components of the test. Further, the differences between outcomes based on the proficiency level of the participants can also be explained by the facilitation of learning opportunities enabled by SL program. It can be suggested that advance students were able to benefit more from the SL experience with the community than intermediary because the SL experience resulted in the augmentation of their classroom learning.

The findings of Cai and Zhu (2012) suggested that SL benefits for language acquisition for the Chinese language included caring, collaboration, relationships and community. All the findings of this study supported the conclusions from the studies of Buff et al. (2014), Hartman and Kiely (2014), Keen and Pease (2016), and Pierrakos et al. (2014), which reported the advantages of SL for foreign language learning as fulfilment in students, motivation and confidence in using the foreign language studied, development of sensitivity and empathy for other cultures, decrease in stereotypes, enhanced sense of closeness and solidarity with community in general, and for teachers and other students in particular, higher awareness of political and social problems, and a strong motivation to communicate in other languages outside the school environment. However, for formal assessments, the findings of this study did not support the positive influence of SL. This finding was contrary to those reported by Hullender et al. (2015) and Kilgo (2014) in the context of the US.
Directions for Future Research

Despite the apparent benefits of learning a foreign language as a teaching intervention, there is a decline among student enrolled in foreign language acquisition courses in Australia. In the 1960s, approximately 40% of Australian students enrolled in studying a foreign language (Munro, 2016). In 2016, however, the ratio had declined to 10% (Munro, 2016). These statistics put Australia at a disadvantage (Munro, 2016). This lack of interest has been described as a disadvantage for Australia. As such, the research efforts for improving foreign language acquisition in Australia is a significant endeavour that must be continued. It is recommended that future research on the topic of SL and foreign language acquisition in the context of Australia should be conducted in different Australian cities and across multiple universities to reach a deeper understanding of the problems faced by Australian students that lower their interest in learning a foreign language.

By the experience with developing and conducting this study, it is suggested that future researchers could gain different insights on the results of SL by allowing participants to choose their partners for interaction themselves or by allowing the same partner throughout the program. Another suggestion is using fewer individuals for the students to interact with, which could lead to different results by influencing the interaction quality. On organisation, more activities during the interaction are suggested. Regarding content, the findings suggest that grammar, writing, and reading are not optimal topics with SL, and therefore, future researchers could focus on maximising the effectiveness of SL concerning these topics.

Additionally, data-rich research design is recommended. This is due to the need for in-depth understanding of personal experiences that influence the outcomes of foreign language acquisition courses and student decisions related to education. A single qualitative study focused on gaining a deeper understanding of the experiences of students with foreign language acquisition courses may highlight the challenges and demotivating factors they might experience that could negatively affect their desire to learn a foreign language.
Implications

The findings of this study have both practical and theoretical implications. Existing literature suggests several benefits of SL for foreign language acquisition (Buff et al., 2014; Hartman & Kiely, 2014; Keen & Pease, 2016; Pierrakos et al., 2014). One contribution of this study to the existing literature is that it provides additional evidence supporting the credibility of SL in the context of education. Although the quantitative results regarding the use of SL in foreign language acquisition were mixed, both quantitative and qualitative results highlighted certain positive aspects of SL in the context of education. The quantitative findings suggested improvement among students in Oral and Listening tests, and the qualitative findings suggested positive experiences of students with the program and its impact on the practical part of their learning. Thus, this study extends the literature on the significance of SL in education, specifically in foreign language acquisition courses.

One of the findings in which the results of this study suggested the specific characteristics of students in Australia on SL was regarding their acute awareness of the limitations of their traditional classroom curriculum in teaching a foreign language after participation in the SL program. This finding is significant as it suggests the potential interest of Australian students that could be facilitated through awareness of different cultures. The lack of interest among Australian students towards enrollment in foreign language acquisition courses has been described as a disadvantage for Australia but could be increased through the introduction of more efficient methods of teaching, such as SL. One significant finding of the study suggests the practical benefits of including SL in foreign language acquisition courses. Although students felt the need for their traditional curriculum courses for a theoretical understanding of the language, they felt the SL program to be active on the practical understanding of the language, especially with speaking. This finding suggests the benefits of including SL along with the traditional classroom curriculum for foreign language acquisition courses, which educational policy-makers and university administrators in Australia can implement. Such a program may assist universities to increase the number of successful students in foreign language acquisition courses. By extending the research on SL in the context of foreign language acquisition in Australia, the findings of this study also extend the current body of research.
Following this understanding, it is suggested that, on practical implementations, the educational policy-makers in Australia should consider including SL as a part of the curriculum in the school system which can be either optional or mandatory. Such a choice can be made by additional research in the field showing the positive and negative aspects of both options.

Summary

SL has been described as a type of citizen education, highlighting its concern with social service (Carney, 2013). Existing literature suggests several benefits of SL for foreign language acquisition (Buff et al., 2014; Hartman & Kiely, 2014; Keen & Pease, 2016; Pierrakos et al., 2014). Additionally, the benefits of learning a widely used language like Spanish are hard to overestimate. Despite this, there is a decline in Australia among student enrolled in foreign language acquisition courses. The purpose of this study was to examine the importance of SL in foreign language acquisition as a teaching intervention in the context of Melbourne, Australia. The research questions developed for this study included two questions: does SL have an impact on Spanish students' language learning? And what features of SL affect the language learning of students? To examine these research questions, two hypotheses were formulated. To examine the assumptions, a mixed-method research study was conducted which included 62 students taking Spanish language course. The results of the mixed-method study showed that SL plays a decisive part in foreign language acquisition on some elements, and a mix of both traditional and SL method for foreign language acquisition was found to be advisable.

The findings of this study contribute additional evidence to support the credibility of SL in the context of education. Additionally, this study is a significant contribution to filling the gap in the existing literature on improving foreign language acquisition course through SL in the Australian context. The main limitation of this study may have emerged from the methodology used, which was the mixed method approach. It is recommended that future research on the topic of SL and foreign language acquisition in the context of Australia should be conducted in different Australian cities and across multiple universities with a single qualitative research method. In addition to its contribution to the existing literature, the findings of this study on the benefits of including SL along with the traditional classroom curriculum for foreign language acquisition courses could be utilised by educational policy-makers and university administrators in Australia. As examining how SL programs affect the language acquisition of foreign language acquisition course students in the context of Australia, these findings conclude the research study.
References


APPENDIX A

DIAGNOSTIC TEST OF ENGLISH FOR THE LATIN AMERICANS (Participants)

Please cross the correct letter for each question on the answer sheet provided.

Example:

0: Am I in your English class? B: Yes, ___ are.
   a. I
   b. we
   c. you
   d. them

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1. Hi. My name is Mary. What _____ name?
   a. you
   b. your
   c. ‘s your
   d. yours

2. Is this your bag? Yes, _____.
   a. it is
   b. it’s my
   c. is
   d. this

3. Where _____ dictionary?
   a. Juan’s
   b. is Juan
   c. ‘s Juan’s
   d. Juan is
4. How_____your mother?
   a. many years is
   b. is from
   c. is like
   d. old is

5. My sister and I_____very early.
   a. getting up
   b. gets up
   c. don’t get up
   d. doesn’t get up

6. Do you_____to class in the mornings?
   a. to be
   b. are
   c. have
   d. go

7. _____do you rent movies?
   a. Who
   b. What
   c. How often
   d. Whose

8. In my town, there’s_____shopping mall.
   a. not
   b. don’t
   c. no
   d. isn’t
   B: France? _____? That’s interesting.
   a. Actually
   b. Cool
   c. You know
   d. Really

10. A: I love this neighbourhood. B: ______.
    a. Me too
    b. So I do
    c. Me neither
    d. I am too

11. It _____ right now.
    a. ‘s raining
    b. ‘s rain
    c. raining
    d. rain

12. I _____ karate twice a week.
    a. am
    b. do
    c. go
    d. play

13. I need _____ new shoes.
    a. buy
    b. buying
    c. to buy
    d. buys
14. I like this watch! How much______?
   a. it costs  
   b. costs  
   c. does cost  
   d. does it cost  

15. If you go to New York, you can_______a ferry to the Statue of Liberty.
   a. to take  
   b. take  
   c. taking  
   d. takes  

16. I_____for the math exam last night.
   a. to study  
   b. study  
   c. studied  
   d. studying  

17. What_____last weekend?
   a. did you do  
   b. you did  
   c. do you do  
   d. you do  

18. ____ you like to go out tonight?
   a. Would  
   b. Do  
   c. Are  
   d. Did
19. A: So, you’re here for a week on vacation. That’s fantastic!
B: ____! I’m having a great time.
   a. Yeah
   b. Oh, good
   c. Really well
   d. Anyway

20. A: I passed my driver’s test!
B: ____.
   a. Well, anyway
   b. Oh, that’s too bad
   c. Um, well
   d. You did? Cool

21. A: Do your parents live nearby?
B: Yes, they____.
   a. are
   b. do
   c. live
   d. is

22. I’m good____.
   a. for dance
   b. to dance
   c. a dancer
   d. at dancing
23. I sneeze all the time. I have______.
   a. a stomachache
   b. allergies
   c. a cough
   d. sick

24. I know! Let’s give Mom some flowers for______ birthday!
   a. hers
   b. she
   c. her
   d. she’s

25. What______ for Christmas this year?
   a. do you do
   b. are you going to do
   c. you’re doing
   d. do you go

26. Where______ born?
   a. did you
   b. were
   c. you did
   d. were you

27. A: Are there any cash machines near here?
   B: Yes,______ over there.
   a. is one
   b. there are
   c. there’s one
   d. it
28. ___ you give me directions, please?
   a. May
   b. Do
   c. Could
   d. Are

29. Do you like carnivals and _____ like that?
   a. stuff
   b. thing
   c. festival
   d. tradition

30. A: The aerobics class starts at 7.00.
    B: _____? It starts at what time?
    a. Excuse
    b. I’m sorry
    c. How
    d. Did you say

31. Is it easy _____ around your town?
    a. get
    b. to get
    c. for getting
    d. got

32. Maybe you _____ learn some French before you go to Paris.
    a. have
    b. need
    c. want
    d. should
33. ____ books are these? Are they yours?
   a. Whose
   b. Who
   c. Who’s
   d. Whose is

34. I____my homework when you called.
   a. do
   b. did
   c. ‘m doing
   d. was doing

35. I hurt____at the gym yesterday. I sprained my ankle.
   a. me
   b. myself
   c. mine
   d. my

36. I think e-mail is______than regular mail.
   a. more fun
   b. funny
   c. as fun
   d. fun

37. My best friend is the guy______by the door.
   a. standing
   b. who stand
   c. stands
   d. is standing
38. I’m not sure yet, but I____study for a master’s degree.
   a. probably
   b. will
   c. might
   d. maybe

39. A: Would you mind turning on the light?
   B:_____.
   a. Sure, go ahead
   b. No, not at all
   c. No, go on then
   d. No problems

40. A: We didn’t get any homework last night.
   B: I_____you were happy!
   a. sure
   b. think
   c. bet
   d. mean

41. I’m not going to go out tonight. I have to study really_______for an exam tomorrow.
   a. hardly
   b. hard
   c. too hard
   d. harder

42. I’ve never_____to Europe.
   a. been
   b. being
   c. be
   d. to be
43. What’s the _____ restaurant in your town?
   a. nice
   b. nicer
   c. nicely
   d. nicest

44. I can’t spend _____ money on clothes as my friends can.
   a. as much
   b. as many
   c. less than
   d. fewer than

45. When I was a kid, my parents never let me ______ up late during the week.
   a. to stay
   b. staying
   c. stay
   d. stayed

46. I didn’t _____ to like jazz music, but now I think it’s OK.
   a. used
   b. use
   c. usually
   d. using

47. Are you interested in _____ poetry?
   a. to write
   b. write
   c. wrote
   d. writing
48. If you have toothache, you’d______go to the dentist.
   a. rather
   b. better
   c. ought
   d. might

49. A: My friend is always borrowing my CDs.
   B: Well, at______he returns them to you.
   a. finally
   b. least
   c. final
   d. less

50. A: I can’t believe it! I’ve won a prize!
   B: You_____?
   a. have
   b. winning
   c. do
   d. can

51. I found a Web site______helps you find your old school friends.
   a. where
   b. what
   c. who
   d. which

52. After you break_____with someone, you should try and stay friends.
   a. in
   b. out
   c. up
   d. away
53. I wish I _____ more free time.
   a. have
   b. ’ll have
   c. ’m having
   d. had

54. What _____ you do if you found a wallet on the sidewalk?
   a. are
   b. did
   c. would
   d. have

55. I have no idea what time _____.
   a. is it
   b. it is
   c. is
   d. its

56. I haven’t seen that new movie _____.
   a. already
   b. still
   c. yet
   d. ever

57. You _____ be really hungry after all that exercise!
   a. ought
   b. must
   c. can
   d. may
58. The airport _____ yesterday because of fog.
   a. was closed  
   b. has closed  
   c. closed  
   d. is closing  

59. A: I go out with my friends almost every night.
    B: It’s good to spend some time at home, _______.
   a. though  
   b. although  
   c. even though  
   d. thoroughly  

60. I usually _____ for work. I often sleep too late.
   a. cancel plans  
   b. find it hard to be on time  
   c. keep a low profile  
   d. lend someone  

61. How did you end up _____ here?
   a. study  
   b. to study  
   c. studied  
   d. studying  

62. I don’t look as scruffy _____ I did when I was a teenager.
   a. than  
   b. like  
   c. so  
   d. as
63. ____ with your mouth full is considered bad manners.
   a. Talk
   b. To talk
   c. Talking
   d. Talked

64. This new CD_____ to be excellent.
   a. supposes
   b. is supposed
   c. supposed
   d. supposing

65. A: Did you buy a gift?
    B: No, I never got ____.
   a. around to it
   b. around
   c. it’s around
   d. around it

66. Something should_____ about global warming.
   a. be done
   b. doing
   c. to do
   d. do

67. Don’t speed! You’ll_____.
   a. arrested
   b. being arrested
   c. get arrested
   d. have arrested
68. Before you studied here, _____ English in another school?
   a. are you studying
   b. have you studied
   c. would you study
   d. had you studied

69. I think smoking _____ in restaurants.
   a. ought to be banned
   b. ought to ban
   c. ought to be banning
   d. ought to

70. I’m sorry. I didn’t mean to be rude. I guess I _____ had a bad day, that’s all.
   a. even
   b. precise
   c. just
   d. often

71. I always _____ at the hairdresser’s.
   a. cut my hair
   b. have cut my hair
   c. am cutting my hair
   d. have my hair cut

72. The TV needs _____.
   a. fix
   b. to fix
   c. fixing
   d. fixed
73. No wonder she’s angry. You______ have shouted at her like that.
   a. mustn’t
   b. shouldn’t
   c. wouldn’t
   d. couldn’t

74. The teacher asked us whether ______ our homework last week.
   a. we had done
   b. had we done
   c. were we doing
   d. we have done

75. If I’d studied languages, I______ a translator.
   a. ‘m going to be
   b. have been
   c. will be
   d. would have been

76. This DVD’s amazing,______?
   a. doesn’t it
   b. does it
   c. isn’t it
   d. is it

77. _____ it would be quicker to drive to work, I usually walk.
   a. In spite
   b. Although
   c. Despite
   d. However
78. Ten years from now, more people______working at home.
   a. are
   b. will be
   c. would be
   d. might

79. I____get a promotion soon. My manager is moving to another city, and I’ll probably get her job.
   a. offer to
   b. expect to
   c. happen to
   d. need

80. I don’t____if you’ve heard, but there’s a concert next weekend.
   a. know
   b. suppose
   c. guess
   d. think
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<td>39</td>
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The 80 questions correspond to vocabulary and grammatical structures. Of each block of 10 questions, the first 8 correspond to grammar and vocabulary, the other 2 to conversation strategies, from that level. In other words, the exam is made up as follows:

Questions 1-8: Vocabulary and grammar from Level 1a
Questions 9-10: Conversation strategies from Level 1a
Questions 11-18: Vocabulary and grammar from Level 1b
Questions 19-20: Conversation strategies from Level 1b
Questions 21-28: Vocabulary and grammar from Level 2a
Questions 29-30: Conversation strategies from Level 2a
Questions 31-38: Vocabulary and grammar from Level 2b
Questions 39-40: Conversation strategies from Level 2b
Questions 41-48: Vocabulary and grammar from Level 3a
Questions 49-50: Conversation strategies from Level 3a
Questions 51-58: Vocabulary and grammar from Level 3b
Questions 59-60: Conversation strategies from Level 3b
Questions 61-68: Vocabulary and grammar from Level 4a
Questions 69-70: Conversation strategies from Level 4a
Questions 71-78: Vocabulary and grammar from Level 4b
Questions 79-80: Conversation strategies from Level 4b

The column to the left of each question number on the answer sheet is for scoring purposes.

The suggested placement is as follows:

01-09 correct answers: Level 1a
10-19 correct answers: Level 1b
20-29 correct answers: Level 2a
30-39 correct answers: Level 2b
40-49 correct answers: Level 3a
50-59 correct answers: Level 3b
60-69 correct answers: Level 4a
70-79 correct answers: Level 4b
80 correct answers: Beyond Level 4
APPENDIX B

TEST CODE: Pre-test – Language Use, Reading, and Writing – Spanish Intermediate 1

TEST DURATION: 2 hours writing time
READING TIME: 10 minutes

During this test, you must not have in your possession, a book, notes, paper, electronic device/s, calculator, pencil case, mobile phone or another material/item which has not been authorised or specifically permitted as noted below. Any material or item on your desk, chair or person will be deemed to be in your possession.

No exam paper or other test materials are to be removed from the room.

AUTHORISED MATERIALS

OPEN BOOK □ YES ☑ NO
CALCULATORS □ YES ☑ NO
SPECIFICALLY PERMITTED ITEMS □ YES ☑ NO

if yes, items permitted are:

Candidates must complete this section if required to write answers within this paper

STUDENT ID: __ __ __ __ __ __ __

1. Relaciona las preguntas con las respuestas (6 x 1 punto = 6 puntos)
   1. ¿Le has dicho a Lucía que no puedes asistir a su fiesta?
      a. No, no las he visto. ¿Cómo son?
   2. ¿Has visto las botas que lleva Antonia?
      b. Sí, la vi la semana pasada. Me gustó.
   3. ¿Les has dicho a tus padres que no vas de vacaciones con ellos?
      c. No, no se los he contado a nadie.
   4. ¿Le has contado a Raúl nuestros secretos?
      d. No, no lo he visto. ¿Tiene buen ambiente?
   5. ¿Has visto la última película de Almodóvar?
      e. No, todavía no se lo he comentado.
   6. ¿Has visto el nuevo bar que abrió cerca de Las Ramblas?
      f. No, no les he dicho nada.
2. Perífrasis. ¿Qué palabra o palabras resumen el contenido de cada frase? (5 x 2 puntos = 10 puntos)

<table>
<thead>
<tr>
<th>duración</th>
<th>inicio</th>
<th>continuidad</th>
<th>repetición</th>
<th>interrupción</th>
</tr>
</thead>
<tbody>
<tr>
<td>acción reciente</td>
<td>fin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Mis amigos dejaron de ir al gimnasio porque tenían mucha tarea.

2. Ya nos estábamos recuperando de la gripe, y nos volvimos a enfermar.

3. Sigo estudiando español, no lo he dejado.

4. Empecé a cocinar el pavo hace cuatro horas.

5. Acabo de rasurarme, por eso tengo la piel roja.

3. Escribe prohibiciones adecuadas para cada uno de estos lugares. (3 x 2 puntos = 6 puntos):

1. Un tren

2. Un hospital

3. Una galería de arte

4. Elige el verbo adecuado para cada oración, y conjúgalo usando el futuro imperfecto (5 x 2 puntos = 10 puntos)

<table>
<thead>
<tr>
<th>hacer</th>
<th>comer</th>
<th>mejorar</th>
<th>Hablar</th>
<th>venir</th>
</tr>
</thead>
</table>

1. No te preocupes, Juan __________ muy pronto de su enfermedad.
2. Sara nunca __________ pescado, no le gusta nada el sabor.
3. Juan y yo __________ todo lo posible para terminar el contrato mañana.
4. Ramiro __________ a la casa para ver una película después del trabajo.
5. Yo __________ con Eduardo, y le explicaré que no puede pegar a otros niños.

5. Elige “Ya no” o “Todavía” para completar cada oración. (5 x 2 puntos = 10 puntos)

1. ¿______ no te has vestido?
2. ¿______ haces ejercicio? Eso no es sano, tienes que mantenerte activo.
3. ______vivo en Madrid. Mi esposa y yo nos mudamos a México el año pasado.
4. No, Paulina ______ estudia el piano. Ahora está tocando el violín
5. Aunque me duele la rodilla ______ juego tenis los domingos.

6. Elige el verbo adecuado para cada oración, y conjúgalo usando el pretérito indefinido (5 x 2 puntos = 10 puntos)

<table>
<thead>
<tr>
<th>meter</th>
<th>vender</th>
<th>empezar</th>
<th>Ir</th>
<th>terminar</th>
</tr>
</thead>
</table>

1. Tú y yo ______ a Barcelona el año pasado.
2. Mi abuela ______ sus joyas antes de morir.
3. La semana pasada ______ mi carrera.
4. Yo mismo ______ al perro a la casa cuando empezó a llover.
5. Tú ______ a trabajar en el restaurante hace cinco meses.
7. Conjuga los verbos de forma adecuada para hacer estas oraciones impersonales (5 x 1 punto = 5 puntos)
1. (Saber) ______ que Mozart empezó a componer música cuando tenía cinco años.
2. En Italia ______ (comer) mucha pasta.
3. En algunas partes del mundo ______ (tratar) muy mal a los niños.
4. En la biblioteca ______ (estudiar) muy a gusto.
5. En Europa ______ (desayunar) muy poco, normalmente solo un café.

8. ¿Qué cosas hacías habitualmente a esta edad? Completa las oraciones usando el pretérito imperfecto (5 x 2 puntos = 10 puntos)
1. A los dos meses de nacido/a ______________________________________________________________
2. Cuando tenía cinco años _______________________________________________________________________
3. Cuando iba en primaria ________________________________________________________________________
4. Cuando tenía quince años________________________________________________________
5. A los diez años __________________________________________________________________________________

9. Completa con un pronombre adecuado (5 x 1 punto = 5 puntos)
1. La semana pasada _________ estuve estudiando mucho.
2. Los últimos meses ___________ estuvimos haciendo mucho ejercicio.
3. ___________ estuviste ahorrando mucho dinero para comprar tu casa nueva.
4. Ayer ___________ estuvo pensando mucho en lo que le dijiste.
5. ___________ estuvieron cocinando el pavo de Navidad por cinco horas.

10. Elige la opción adecuada (5 x 1 punto = 5 puntos)
Hace   Desde   Desde que   Desde hace
1. ______ Juan trabaja en el restaurante, todo está muy organizado.
2. María tiene muchas ganas de trabajar ______ terminó la carrera.
4. ___ Ignacio ha terminado de estudiar, está muy contento.
5. Julián dejó de trabajar en Banamex ______ diez meses.

11. Escribe 5 oraciones usando el gerundio con el pretérito perfecto (5 x 2 puntos = 10 puntos)
1.__________________________________________________________________________________________________________
   _______________________________________________________________________________________________________
2.__________________________________________________________________________________________________________
   ______________________________________________________________________________________________________________
3.__________________________________________________________________________________________________________
   ______________________________________________________________________________________________________________
4.__________________________________________________________________________________________________________
   ______________________________________________________________________________________________________________
5.__________________________________________________________________________________________________________
12. Completa estas breves conversaciones o frases con la forma correcta del verbo en el pasado (imperfecto, indefinido, o perfecto) (3 x 2 puntos = 6 puntos)
   a) Antes no _______________(poder) dormir bien porque mi calle era muy ruidosa, pero la semana pasada _______________ (cambiarme) a una casa en una calle muy tranquila.
   b) Sara nunca _______________ (estar) en España, pero habla muy bien español.
   c) ¿Has visto a Pepe recientemente?
      Sí, lo _______________ ayer.

13. Escribe 5 oraciones usando el gerundio con el pretérito imperfecto (5 x 2 puntos = 10 puntos)
   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________
   4. ________________________________________________________________
   5. ________________________________________________________________

14. Completa las siguientes oraciones condicionales conjugando verbos en tiempo futuro (5 x 1 punto = 5 puntos)
   1. Si llueve mañana, ________________________________________________
   2. Si termino mi tarea, ______________________________________________
   3. Si como muchos dulces, ____________________________________________
   4. Si hago mucho ejercicio, __________________________________________
   5. Si estudio toda la semana, __________________________________________

15. Completa las siguientes oraciones condicionales conjugando verbos en tiempo presente (5 x 1 punto = 5 puntos)
   1. Si sale el sol mañana, ____________________________________________
   2. Si tengo hambre después del fútbol, ________________________________
   3. Si estoy cansado en la tarde, ______________________________________
   4. Si me duele el estómago, __________________________________________
   5. Si me siento triste, ________________________________________________
16. Padres e hijos
Cuando pienso en la importancia de la familia, me parece evidente que el papel (role) de la familia para las generaciones jóvenes de hoy es muy diferente del papel que tuvo la familia para nuestros padres y abuelos. Mi madre y mi abuelo, por ejemplo, formaron sus familias siendo muy jóvenes, pero yo todavía tengo mucho tiempo por delante (ahead) para prepararme. Ahora la gente se independiza más tarde, normalmente no antes de cumplir treinta años. Esto significa que probablemente pasaré muchos más años con mis padres, hasta que esté listo para formar mi propia familia.

Piensó que los hijos necesitan una familia que les apoye, les ayude y les ofrezca comprensión, especialmente cuando son jóvenes y todavía no son independientes. Después, son los hijos los que deben ayudar, sobre todo en la vejez de los padres.

Hoy en día los niños pasan menos tiempo con parientes y más tiempo en guarderías (day care centers) mientras los padres trabajan. Yo fui de esos niños afortunados que pasó mucho tiempo con sus abuelos en la niñez. De ellos heredé el deseo de superar las dificultades y de ser exigente conmigo mismo (with myself). También aprendí a ser honrado, a no quejarme y a no pelearme con mis hermanos. Cuando crecí me di cuenta de que la familia es muy importante y de que hay una parte de la educación que sólo se aprende en casa. Pienso en la familia me lleva a pensar en la creciente (growing) importancia que ahora les damos a los amigos y que, a veces, parecen sustituir a la familia. ¿No te parece que pasamos más tiempo con amigos que con nuestros padres y hermanos?

Comprensión. Contesta las siguientes preguntas con oraciones completas. (5 x 1 punto = 5 puntos)

1. ¿Por qué el autor dice que va a pasar muchos más años con sus padres?
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

2. Según el autor, ¿cómo debe ser la familia para los hijos cuando éstos son jóvenes?
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

3. ¿Por qué piensa el autor que fue un niño afortunado?
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

4. ¿Qué aprendió de sus abuelos?
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

5. ¿De qué se dio cuenta el autor cuando se hizo adulto?
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
Nombre y apellido: ______________________________

Prueba de Comprensión Auditiva

1. Entrevistas a extranjeros que viven en España (Libro: Aula3, Audio 6 – 8)

ME CHOCÓ MUCHO...

¿Qué les sorprendió al llegar a España?

DANIELE, FRANCESA (59 años)

MARKUS, ALEMAN (41 años)

VERO, ARGENTINA (26 años)
Marking Criteria Listening Test

Estudiante________________________________________

IDENTIFICA LAS IDEAS PRINCIPALES
26-33.3 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

ENTIENDE DIFERENTES ACENTOS EN ESPAÑOL
26-33.3 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

COMPRENDE E INTERPRETA LA INFORMACIÓN
26-33.4 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

CALIFICACIÓN:
APPENDIX D

TEST CODE: Pre-test – Oral Test - Spanish Intermediate 1

Instructions and General information

Instrucciones:

• La prueba tiene dos partes: un resumen de una película, y una conversación basada en el contenido de la película.
• Una hora antes de la prueba recibirás el nombre de la película relacionada con uno de los temas generales vistos durante el semestre:

1. Amores perros
2. Todo sobre mi madre
3. Vicky Cristina Barcelona
4. Fresa y chocolate

• Para estar bien preparado, deberías prepararte para hablar sobre cada uno de estos temas. Sólo te enterarás de qué tema te toca una hora antes del examen.
• Tendrás que proveer un breve resumen del contenido de la película. ¿De qué se trata? ¿Cuáles son los temas principales que aborda el artículo?
• Luego, tendrás que contestar algunas preguntas sobre la película durante el cual expresarás tu opinión al respecto.

Información general:

• La duración de la prueba no excederá los 5 minutos (se espera que dure entre 3 y 5 minutos).
• Durante la prueba no se puede leer ni consultar apuntes de ningún tipo.
• Es imprescindible que te presentes una hora antes de la hora de tu prueba para darte tiempo de prepararte. Durante esta hora puedes consultar apuntes, diccionarios y otros recursos si hacen falta.
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<thead>
<tr>
<th>ESTUDIANTE</th>
<th>Expresión 25%</th>
<th>Gramática 25%</th>
<th>Pronunciación 25%</th>
<th>Interacción 25%</th>
<th>TOTAL</th>
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Amores perros
Todo sobre mi madre
Vicky Cristina Barcelona
Fresa y chocolate
¿Qué piensas de la película?
¿La has visto?

¿Has ido a (Barcelona, México D.F., La Habana)?
Respuesta positiva: ¿Cuándo fuiste? ¿Cuánto tiempo pasaste?
Respuesta negativa: ¿Quieres ir? ¿Por qué? ¿Cuándo irás?

¿En Australia, se vive como en (Barcelona, México D.F., La Habana)?
¿Por qué? ¿Qué es diferente?

¿Has vuelto a ver la película?
¿Crees que verás la película otra vez?
<table>
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<tr>
<th>Expresión: Complejidad de las respuestas y comunicación de la información recibida. 25%</th>
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</thead>
<tbody>
<tr>
<td>0-5%</td>
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<tr>
<td>Las respuestas son mínimas.</td>
</tr>
<tr>
<td>Muchos errores.</td>
</tr>
<tr>
<td>Sintaxis deficiente. No se entiende.</td>
</tr>
<tr>
<td>6-10%</td>
</tr>
<tr>
<td>Las respuestas son básicas con varios errores y frases sueltas.</td>
</tr>
<tr>
<td>Bastante dificultad en expresar.</td>
</tr>
<tr>
<td>Hay mucho silencio entre palabras en las frases, o entre frases.</td>
</tr>
<tr>
<td>11-15%</td>
</tr>
<tr>
<td>Las respuestas son correctas, pero no muy variadas.</td>
</tr>
<tr>
<td>Contesta con diálogos.</td>
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<tr>
<td>Respuestas cortas porque son muy limitadas.</td>
</tr>
<tr>
<td>16-20%</td>
</tr>
<tr>
<td>Contesta ampliamente utilizando frases con cierta coherencia.</td>
</tr>
<tr>
<td>Si no sabe la palabra o expresión exacta puede parafrasar para expresar lo que necesita.</td>
</tr>
<tr>
<td>21-25%</td>
</tr>
<tr>
<td>Responde ampliamente.</td>
</tr>
<tr>
<td>Hay fluidez y facilidad de expresión. Responde con rapidez. Hay pausas reflexivas breves.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Gramática: Tiempos verbales, Paráfrasis, Conjugación de género y número, etc. 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5%</td>
</tr>
<tr>
<td>Un mínimo de comunicación difícil de calificar.</td>
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<tr>
<td>6-10%</td>
</tr>
<tr>
<td>Muy básico.</td>
</tr>
<tr>
<td>Verbos en infinitivo.</td>
</tr>
<tr>
<td>Confunde tiempos verbales erróneamente.</td>
</tr>
<tr>
<td>11-15%</td>
</tr>
<tr>
<td>Poca variedad de verbos.</td>
</tr>
<tr>
<td>Confunde tiempos verbales pero los entiende.</td>
</tr>
<tr>
<td>16-20%</td>
</tr>
<tr>
<td>Verbos variados para el tema y el nivel. Concordancia casi siempre con autocorrección.</td>
</tr>
<tr>
<td>21-25%</td>
</tr>
<tr>
<td>Variada variedad de tiempos verbales y uso adecuado de imperfecto, indefinido, perfecto, gerundio, futuro. Entiende otros aspectos gramaticales.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pronunciaci ón 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5%</td>
</tr>
<tr>
<td>Habla con una pronunciación que causa confusión y mucha dificultad para el oyente.</td>
</tr>
<tr>
<td>6-10%</td>
</tr>
<tr>
<td>La pronunciación no es clara y hay problemas en comprender lo que dice sin poner mucha atención.</td>
</tr>
<tr>
<td>11-15%</td>
</tr>
<tr>
<td>La pronunciación es clara pero marcadamente no nativa.</td>
</tr>
<tr>
<td>16-20%</td>
</tr>
<tr>
<td>La pronunciación no es perfecta, pero se aproxima a un nivel en que, aunque se detecta algo no causa problemas de comprensión.</td>
</tr>
<tr>
<td>21-25%</td>
</tr>
<tr>
<td>La pronunciación no causa ningún problema de comprensión.</td>
</tr>
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<th>Interacción 25%</th>
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<tr>
<td>0-5%</td>
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<tr>
<td>Interacción casi inexistente. Actitud grosera o desinteresada.</td>
</tr>
<tr>
<td>6-10%</td>
</tr>
<tr>
<td>El lenguaje corporal no ayuda y tiende a señales claramente negativas. Ausencia de preguntas y respuestas relevantes.</td>
</tr>
<tr>
<td>11-15%</td>
</tr>
<tr>
<td>El lenguaje corporal no ayuda y tiende a señales claramente negativas. Aparecen preguntas y respuestas relevantes, pero se dan con escasa duda o retraso.</td>
</tr>
<tr>
<td>16-20%</td>
</tr>
<tr>
<td>Uso de lenguaje corporal que ayuda (contacto visual, postura de las manos, asiento, trabajo frases como ¿de verdad? o hace sonidos de aprobación. Tono de habla equilibrado.)</td>
</tr>
<tr>
<td>21-25%</td>
</tr>
<tr>
<td>Uso de lenguaje corporal que ayuda (contacto visual, postura de las manos, asiento, trabajo frases como ¿de verdad? o hace sonidos de aprobación. Tono de habla equilibrado. Actitud adecuada: amable, espontánea.)</td>
</tr>
</tbody>
</table>
APPENDIX E

TEST CODE: Pre-test - Language Use, Reading, and Writing – Spanish Advanced 1

TEST DURATION: 2 hours writing time
READING TIME: 10 minutes

During this test, you must not have in your possession, a book, notes, paper, electronic device/s, calculator, pencil case, mobile phone or another material/item which has not been authorised or specifically permitted as noted below. Any material or item on your desk, chair or person will be deemed to be in your possession.

No test paper or other test materials are to be removed from the room.

AUTHORISED MATERIALS

OPEN BOOK □ YES ☑ NO
CALCULATORS □ YES ☑ NO
SPECIFICALLY PERMITTED ITEMS □ YES ☑ NO
if yes, items permitted are:

Candidates must complete this section if required to write answers within this paper

STUDENT ID: __ __ __ __ __ __ __ __

USO DE LA LENGUA; (50 PUNTOS)

A. SELECCIÓN MÚLTIPLE: Escoge la opción correcta (5 x 2 puntos = 10 puntos)

1. Al jefe le pareció lamentable que sólo tres personas _____________ para la reunión.
   (a) se presentaron
   (b) se presenten
   (c) se hubieran presentado
   (d) se presentarán

2. Te dejo mi tableta _____________ la cuides muy bien.
   (a) siempre de
   (b) a condición de que
   (c) aunque
   (d) solo si

3. Miguel no se arrepiente _____________ haber denunciado a su jefe a la policía.
   (a) a
   (b) en
   (c) de
   (d) con
4. No creemos que la solución de la crisis económica actual ____________ en desenterrar estos sistemas de intercambio de antaño.
   (a) consiste  
   (b) se encuentre  
   (c) está  
   (d) se encuentren

5. Me gustaría encontrar a alguien ____________ quién salir.
   (a) de  
   (b) para  
   (c) a  
   (d) con

B. **POR Y PARA:** Rellena los huecos en las siguientes frases con “por” o “para.” (3 x 2 puntos = 6 puntos)

1. ____________ ser ingeniero químico, sabe mucho sobre las artes plásticas.
2. ____________ las lluvias tuvimos que cancelar nuestro viaje a Asia.
3. Llegaré a Buenos Aires ____________ mediados de enero.

C. **ORACIONES CONDICIONALES:** Completa las frases de una manera lógica. (3 x 4 puntos = 12 puntos)

1. Yo aceptaré la oferta de trabajo en Argentina siempre y cuando _________________.
   ___________________________________________________________________________.
2. Si ________________, debes llamar al dentista.
3. Te acompañaré solo si ____________________________________________________________________.

D. **VERBOS DE TRANSMISIÓN / ESTILO INDIRECTO:** Haz todos los cambios necesarios para convertir al estilo indirecto las frases subrayadas de esta conversación entre dos amigos en la que describen sus experiencias usando un foro en internet para pedir consejo y buscar gente con aficiones parecidas. (7 x 2 puntos = 14 puntos)

Inés: “Pues, mira, yo (1) antes iba en moto, pero para desplazarme por la ciudad, nada más. Pero aquel verano estaba tratando de encontrar a un grupo de gente que quisiera atravesar el Sáhara en todoterreno, (2) puse un anuncio y me contestaron unos moteros. Me dijeron que iban a hacer un viaje por el Sáhara en moto y que si quería unirme a ellos. Y lo hice y me encantó. A así es como descubrí mi pasión por las motos. (3) No olvidaré nunca esa experiencia en el Sáhara. Fue increíble.”

César: “Bueno, yo (4) estaba viviendo una época muy complicada. Tenía mucho trabajo, me estaba separando...Total, que quería aprender alguna técnica que me ayudara a reducir el estrés y en un foro me recomendaron el yoga. Encontré un curso en una escuela, pero era bastante caro y no me lo podía permitir. Y el recepcionista (5) me habló de los beneficios de la meditación y me dijo que (6) tenía un amigo que hacía un curso en su casa y que era bastante barato. (7) Desde entonces, hago meditación con él, y me va muy bien.”
1. Inés le comentó a José que
______________________________________________________________________.

2. Luego explicó que
______________________________________________________________________.

3. Inés dijo que
______________________________________________________________________.

4. César confesó que
______________________________________________________________________.

5. César dijo que el recepcionista de una escuela de yoga
______________________________________________________________________.

6. El recepcionista añadió que
______________________________________________________________________.

7. Al final, César afirmó que
______________________________________________________________________.

E. **LA VOZ PASIVA CON “SER”:** Convierte las siguientes oraciones de la voz activa a la voz pasiva con “ser.”

(4 x 2 puntos = 8 puntos)

1. Los urbanitas “pijos” habían preparado el plato más sofisticado.
______________________________________________________________________.

2. El habitante de la blogosfera colgó las fotos en su página de Facebook.
______________________________________________________________________.

3. La motera hará la maleta antes de partir para Francia.
______________________________________________________________________.

4. Los raperos han improvisado las letras de protesta social.
______________________________________________________________________.
“Combinan tradiciones en España en Día de Muertos”

La llegada tanto de inmigrantes como de sus tradiciones ha conformado a lo largo de los últimos años en España una rica oferta para el primero de noviembre. Con la inmigración latinoamericana y la celebración de “Halloween,” tradición con cada vez más aceptación en España, el uno y el dos de noviembre, días de Todos los Santos y de los Fieles Difuntos, respectivamente, combinan cada vez más las costumbres locales con otras más pintorescas llegadas del otro lado del Atlántico. Lo cierto es que en estas fechas la clásica celebración religiosa, que llena los cementerios españoles de flores, se ha solapado en los últimos años con el ritual angloamericano y con las coloristas versiones latinas del Día de los Muertos, todo un acontecimiento en países como México o Ecuador. Es precisamente Ecuador, tercer país en número de inmigrantes en España (con 420.110 ciudadanos en 2007), el que más deja ver sus tradiciones locales estos días, en las que destacan la elaboración de platos típicos como colada morada y guaguas de pan, frijoles o arroz.

Nombrado hace poco miembro de la Ejecutiva del Partido Popular (PP) de Madrid, el ecuatoriano Washington Tobar admitió que la festividad tiene en España un carácter más familiar que público. “Nos reunimos para compartir, eso se hace tanto acá como allá, pero aquí se hace más en los hogares, de manera más individualizada,” señaló. Si acaso, dijo Tobar, “son los de Llano Grande, una región al Norte de Quito, los que participan más activamente, ya que en mi país suelen ir a los cementerios portando los alimentos que el difunto disfrutó más en vida y los consumen alrededor de su tumba.”

El año pasado, indicó Tobar, los llanograndenses residentes en Madrid celebraron el Día de Difuntos vendiendo en diversos puntos de la capital guaguas (figuritas de pan con forma humana típicas de esta festividad) y las ganancias fueron destinadas a fines benéficos. También México ha hecho intentos de exportar a España su Día de Muertos – declarado en 2003 Patrimonio de la Humanidad por la UNESCO – mediante la celebración estos días de algunos actos coordinados por la embajada, si bien esta llegada de la “Catrina” (representación de la muerte) ha resultado más institucional que popular.

Por una parte, la tradición angloamericana de “Halloween” sí sigue calando cada año más en la sociedad española, al menos, en su aspecto más lúdico mediante la celebración de la velada en numerosos restaurantes, bares y discotecas. Por otra parte, hay algunos que advierten contra lo que llaman la cultura de la muerte.

El responsable del Servicio Antisectas de la Asociación católica Juan XXIII en Roma (Italia), Aldo Bonaiuto, advirtió ayer contra “la cultura de la muerte” que representa la fiesta de Halloween. En una entrevista con el periódico católico Avvenire, Bonaiuti denuncia que durante la noche del 31 de octubre “se roban hostias consagradas y se profanan cementerios,” además de “celebrarse ritos satánicos en muchas iglesias desconsagradas.” Bonaiuti llena a los padres y profesores a desanimar a los muchachos a participar en reuniones con “desconocidos” o “ambiguas” o “secretas” con motivo de esa celebración. “Halloween impulsa a las nuevas generaciones a una mentalidad mágico-esoética, ataca lo sagrado y los valores del espíritu través de una falsa iniciación en las artes y las imágenes de lo oculto,” agregó.

Giovanni Rinaldi, obispo de Acerra en el sur de Italia, ha recordado que hace un año justamente se asesinó a una joven británica durante la noche de Halloween, en un caso que se ha hecho muy conocido en Italia. Rinaldi llama a boicotear la fiesta de Halloween con una propuesta a los párrocos en los que les pide que tengan “las iglesias abiertas esta noche, para recordar uno de los ritos más queridos de la comunidad cristiana.”

Texto adaptado de El Siglo de Torreón, 1 de noviembre de 2008.
1. **Indica si las siguientes frases son verdaderas (V) o falsas (F).**  
   (7x 1 punto = 7 puntos)
   (a) Entre los españoles la celebración de “Halloween” se hace cada vez menos popular.  
   V / F
   (b) El 2 de noviembre se celebra en España el día de los Fieles Difuntos.  
   V / F
   (c) Se observan más en España las costumbres mexicanas alrededor del Día de los Muertos que las ecuatorianas.  
   V / F
   (d) Los llanograndenses realizaron la venta de guaguas en Madrid por caridad.  
   V / F
   (e) En México el Día de Muertos ha sido declarado Patrimonio de la Humanidad.  
   V / F
   (f) Aldo Bonaiuto no quiere que los jóvenes se reúnan para celebrar “Halloween.”  
   V / F
   (g) Un año atrás una chica británica fue asesinada por un obispo en el sur de Italia.  
   V / F

2. **Contesta a las siguientes preguntas con oraciones completas.**  
   (8 x 1 punto = 8 puntos)
   (a) Tradicionalmente, ¿cómo festejan los españoles las fechas de la clásica celebración religiosa el 1 y el 2 de noviembre?
   __________________________________________________________  
   __________________________________________________________
   (b) Según Washington Tobar, ¿qué hacen tanto los españoles como los ecuatorianos para celebrar esta festividad?
   __________________________________________________________  
   __________________________________________________________
   (c) ¿Qué suelen llevar a los cementerios los ecuatorianos?
   __________________________________________________________
   __________________________________________________________
   (d) ¿Cuál ha sido la diferencia principal en España entre la exportación ecuatoriana del Día de Muertos y la mexicana?
   __________________________________________________________
   __________________________________________________________

3. **Encuentra en el texto una palabra que coincida con cada una de las siguientes definiciones:**  
   (5 x 1 punto = 5 puntos)

<table>
<thead>
<tr>
<th>(a)</th>
<th>Reunión intrínsecamente nocturna de varias personas para divertirse.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>Impedir la realización de un acto o de un proceso.</td>
</tr>
<tr>
<td>(c)</td>
<td>Una persona muerta.</td>
</tr>
<tr>
<td>(d)</td>
<td>Alegre.</td>
</tr>
<tr>
<td>(e)</td>
<td>Tratar algo sagrado sin el debido respeto.</td>
</tr>
</tbody>
</table>
EXPRESIÓN ESCRITA: (50 PUNTOS)
DEFENDER OPINIONES. En aproximadamente 100-120 palabras defiende tu postura con respecto a la siguiente afirmación. Debes incorporar y subrayar cada una de las ocho expresiones del recuadro. (20 puntos)
“La principal causa del estrés es la vida en la ciudad. Para tener una vida relajada hay que vivir en un pueblo.”

<table>
<thead>
<tr>
<th>no creo que</th>
<th>estoy a favor de</th>
<th>no es lógico que</th>
<th>por un lado</th>
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<tbody>
<tr>
<td>por otro</td>
<td>me parece mal que</td>
<td>y para colmo</td>
<td>siempre que</td>
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</table>

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<tr>
<th>Criterios</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Observaciones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contenido: el tema y la idea central se presentan de forma clara.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Organización: las oraciones y los párrafos presentan ideas claras; el escrito, en general, presenta secuencia lógica de las ideas (inicio, desarrollo y cierre).</td>
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<td></td>
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</tr>
<tr>
<td>Vocabulario y gramática: uso adecuado del vocabulario y las reglas gramaticales.</td>
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<tr>
<td>Ortografía, acentuación y puntuación: la escritura de las palabras y el uso de los signos de puntuación es correcto.</td>
<td></td>
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</table>
H. COMPOSICIÓN. Escribe una composición de unas 180-200 palabras aproximadamente en la que describas una tradición singular que conozcas bien (no tiene que haber originado en el mundo hispano). Debes incorporar y subrayar cada una de las ocho expresiones del recuadro. (30 puntos)

<table>
<thead>
<tr>
<th>te recomiendo que</th>
<th>consiste en</th>
<th>creía que</th>
<th>en el año X + (pret. indefinido)</th>
</tr>
</thead>
<tbody>
<tr>
<td>no sabía que</td>
<td>lo haría si</td>
<td>según dicen</td>
<td>ya/todavía no + (pret. perfecto)</td>
</tr>
<tr>
<td>Criterios</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
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<tr>
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</tr>
</tbody>
</table>
Prueba de Comprensión Auditiva

“Jóvenes huyen de España por desempleo”

https://www.youtube.com/watch?v=eV4smRslKKQ

Di si la siguiente información es verdadera (V) o falsa (F):

<table>
<thead>
<tr>
<th></th>
<th>V</th>
<th>F</th>
</tr>
</thead>
<tbody>
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<td>a.</td>
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<td>c.</td>
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<td>d.</td>
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<td></td>
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<tr>
<td>e.</td>
<td></td>
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</tr>
<tr>
<td>f.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
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</table>

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<td>b.</td>
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<td>f.</td>
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<td>g.</td>
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</tbody>
</table>
h. El año pasado, más de la mitad de los españoles que se fueron para Alemania se vieron obligados a retornar.
Marking Criteria: Listening Test

Estudiante __________________________________________

IDENTIFICA LAS IDEAS PRINCIPALES
26-33.3 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

ENTIENDE DIFERENTES ACENTOS EN ESPAÑOL
26-33.3 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

COMPRENDE E INTERPRETA LA INFORMACIÓN
26-33.4 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

CALIFICACIÓN:
APPENDIX G

TEST CODE: Pre-test – Oral Test - Spanish Advanced 1

Instructions and General information

Instrucciones:

- La prueba tiene dos partes: un resumen de un artículo, y una conversación basada en el contenido del artículo.
- Una hora antes de la prueba recibirás un artículo periodístico relacionado con uno de los 4 temas generales vistos durante el semestre y que corresponden a las primeras 4 unidades del libro de texto:
  5. “Buenas noticias” (temas: los medios de comunicación)
  6. “¿Y tú qué opinas?” (temas: el turismo; las ciudades y los pueblos; los asuntos polémicos; defender opiniones; la valoración de diferentes opiniones).
  7. “Yo nunca lo haría” (temas: los deportes y las tradiciones; dar consejos; evocar situaciones imaginarias).
  8. “Maneras de vivir” (temas: los grupos sociales y los colectivos; los solteros, los blogueros, los urbanitas; el papel de la tecnología en la sociedad de hoy).
- Para estar bien preparado, deberías prepararte para hablar sobre cada uno de estos temas. Sólo te enterarás de qué tema te toca una hora antes del examen.
- Tendrás que proveer un breve resumen del contenido del artículo. ¿De qué se trata? ¿Cuáles son los temas principales que aborda el artículo?
- Luego, tendrás que contestar algunas preguntas sobre los temas del artículo durante el cual expresarás tu opinión al respecto.

Información general:

- La duración de la prueba no excederá los 5 minutos (se espera que dure entre 3 y 5 minutos).
- Durante la prueba no se puede leer ni consultar apuntes de ningún tipo.
- Es imprescindible que te presentes una hora antes de la hora de tu prueba para darte tiempo de leer el artículo y de prepararte. Durante esta hora puedes consultar apuntes, diccionarios y otros recursos si hacen falta.
Las pruebas se evaluarán según los siguientes criterios:

- Exactitud gramatical
- Dominio y uso de los tiempos verbales, el subjuntivo y el indicativo, y las estructuras, expresiones y vocabulario estudiados durante el semestre
- Pronunciación y entonación
- Nivel de fluidez
- Comprensión
- Capacidad comunicativa
Marking Criteria: Oral Test

Estudiante ______________________________________

CONTENIDO
36-40 responde a cada una de las preguntas, excelente desarrollo de ideas, excelente apoyo de respuestas, respuestas de varias frases complejas
30-35 responde a cada una de las preguntas, buen desarrollo de ideas, buen apoyo de respuestas, respuestas de varias frases complejas, pero no tantas como la categoría arriba
21-29 responde a/entiende la mayoría de las preguntas, desarrollo limitado de ideas, tendencia de usar sólo una frase a la vez, tratamiento algo superficial
16-20 responde a/entiende varias preguntas, pero poco desarrollo de ideas, predominan las respuestas de una frase, ideas no bien desarrolladas, tratamiento superficial
0-15 no responde a /no entiende las respuestas, respuestas difíciles de evaluar por la producción limitada

GRAMÁTICA
23-25 usa sintaxis y formas morfológicas apropiadas, domina la mayoría de las estructuras usadas, pocos tipos de errores
20-22 usa mayormente sintaxis y formas morfológicas apropiadas, domina muchas estructuras usadas, errores frecuentes
14-19 usa sintaxis y formas morfológicas inapropiadas, dominación cuestionable de estructuras, errores frecuentes
9-13 usa sintaxis y formas morfológicas inapropiadas, dominación cuestionable de estructuras, los errores predominan
0-8 difícil de evaluar por la producción limitada

VOCABULARIO
23-25 demuestra un vocabulario extenso y amplio, no usa palabras en inglés, casi siempre usa una palabra apropiada, nunca o casi nunca vacila para pensar en la palabra apropiada
20-22 demuestra un vocabulario amplio, no usa palabras en inglés, casi siempre usa una palabra apropiada, pocas veces vacila para pensar en la palabra apropiada
14-19 demuestra un vocabulario intermedio, a veces usa palabras en inglés o palabras inventadas, frecuentemente usa palabras inapropiadas y / o tiene que pensar en la palabra apropiada
9-13 demuestra un vocabulario mínimo, uso frecuente de palabras en inglés o palabras inventadas, falta de vocabulario limita la comunicación de información
0-8 difícil de evaluar por producción la limitada

PRONUNCIACIÓN
9-10 excelente, ninguna influencia
7-8 muy buena, poca influencia
5-6 buena, alguna influencia, sobre todo con las vocales
1-4 muy influída por el inglés u otra lengua que habla el/la estudiante

CALIFICACIÓN:
Oral Test: Option 1 – Unit 1

“Mis padres me espían”

No niegue la evidencia. Sus hijos se manejan infinitamente mejor que usted en Internet. Da igual que usted se dedique a la ingeniería informática, ellos se lo llevarán por delante. Cuestión generacional, de intuición, de ser un nativo digital... o lo que sea. Y dicho esto, permitánselo angustiarlo un poco más con la siguiente estadística: tres cuartas partes de los adolescentes esconden a sus padres su conducta digital.

La vida digital de los adolescentes, cada vez más activa y fuera de control, es motivo de grandes conflictos familiares. Los chicos reclaman su derecho a la intimidad, y los padres... bueno, la mitad de los padres han instalado algún tipo de software para espiar el comportamiento en Internet de sus hijos, y el 44% conoce las contraseñas para acceder a sus cuentas de las redes sociales.

En Inglaterra, el asunto ha dejado de ser doméstico y ha saltado al Parlamento, donde Claire Perry ha sugerido cortar toda la actividad digital nocturna de los adolescentes desconectando el router familiar a partir de una hora.

Una de las voces más calmadas ha sido la de Tamsin Kelly que afirma que la tecnología debe ser considerada parte de la vida familiar, y hay que tener normas de conducta, “del mismo modo que se tienen reglas para sentarse a la mesa”. Kelly se manifiesta contraria al “nerviosismo histérico” contra las redes sociales y cree que tenemos que tener muchas conversaciones en casa sobre los peligros de Internet.

Hoy en día el espionaje digital debe ser personalizado. Una aplicación para iPhone llamada textPlus envía una copia a los padres de cada uno de los mensajes que salen del teléfono de su hijo, y MinorMonitor revisa su cuenta de Facebook y manda alertas a los padres cuando se mencionan asuntos de sexo, drogas o alcohol.

No obstante, ninguna tecnología de espionaje es capaz de superar la imaginación de un adolescente. A veces usan seudónimos, y con mucha frecuencia hablan en códigos para confundir a los padres. Muchos adultos, aun cuando están en posesión de alguna información delicada, no saben qué hacer con ella. Con suerte, las cosas podrían suceder así: “A los dos días de seguir la cuenta de Instagram de Cristina supe cuál era el chico que le gustaba”, cuenta María Cardona, la madre espía en Instagram.
“Colgaba sus fotos compulsivamente. Lo estaba agobiando, así que decidí intervenir y le pregunté a Cristina si le gustaba. Ella asintió medio avergonzada, pero yo solo le dije: ‘Esto no se hace así. Te voy a enseñar a conquistarlo’. Y en esas están.

Texto adaptado.

Preguntas sobre el tema del texto: ‘Mis padres me espían’

1. ¿Eres partidario/a de las redes sociales? ¿Te gustan las redes sociales? ¿Cuáles usas? ¿Por cuánto tiempo al día?

2. ¿Estamos obsesionados hoy en día con la tecnología digital? ¿Por qué?

3. ¿Crees que la tecnología moderna nos hace menos o más sociales? ¿Por qué? ¿Por qué no?

4. ¿En algún momento tu uso del internet o de las redes sociales se ha convertido en una obsesión? ¿O en algún momento te has preocupado por la cantidad de tiempo que pasas conectado/a al internet?

5. ¿Cuáles son las ventajas/desventajas de la tecnología digital?

6. ¿Crees que hoy en día los padres tienen motivos de estar inquietos sobre la relación que tienen sus hijos con el internet? ¿Por qué?

7. ¿Hay alternativas a la tecnología de espionaje para aliviar la ansiedad de los padres? ¿Cuáles son?

8. ¿Crees que la conducta digital de los adolescentes es un asunto que debe controlar el gobierno? ¿Por qué?

9. Imagínate que ya tienes hijos. ¿Si creyeras que tenías buen motivo, espiarías la conducta digital de tus hijos? ¿Por qué? Si no, ¿cómo te enfrentarías con ellos?

10. ¿Alguna vez has sospechado que otra persona te espiaba tu conducta digital? ¿Cómo te enteraste? ¿Cómo supiste? ¿Qué hiciste?
“Hacia un turismo responsable”

Realidad local, autenticidad, experimentación, descubrimiento, cercanía. Puede que el viajero no lo sepa, pero si quiere algo parecido a esto, muy probablemente está buscando un turismo sostenible, el llamado turismo responsable. ¿Con qué? Con el medio ambiente, con la realidad social que visita y con su economía. Suele primar el precio y el confort sobre cualquier otro criterio, pero dicen que, consciente o inconscientemente, el viajero busca algo más.

Quizás el primer paso es saber qué no es turismo sostenible. Poca autenticidad hay en un resort de una multinacional que sirve comida extranjera; ninguna experimentación si no se sale de la piscina; raros serán los descubrimientos si las rutas se limitan a un autobús turístico; nula cercanía al pueblo local si no se sale de las rutas organizadas.

El segundo paso para comprender qué es turismo responsable es un ejemplo real: Reserva Natural Isla Juan Venado, en Nicaragua. Las construcciones respetan el medio que las rodea, las excursiones no son agresivas con la naturaleza, el municipio trabaja con los operadores para empoderar a la comunidad local. “Hemos dado formación a los pescadores para que puedan ser también guías, así como a los jóvenes, que muestran las aves a los visitantes”, explica Ariel Somarriba, presidente de ICN Tours. Los beneficios del turismo revierten en la comunidad local sin dañar el medio ambiente.

En esta línea insiste Jesús Blázquez: “Salvo excepciones, no hay un turista totalmente responsable; nos puede gustar ir a una playa poco sostenible, sin que esto quite que queramos cuidar las costumbres locales. Los viajeros responsables tienen en común cierta inquietud por respetar las zonas a donde van, desde el punto de vista social y medioambiental.

Turismo verde es lo que muchos viajeros asocian a sostenible, pero la faceta social y económica son igualmente importantes. Silvia Masebo, ministra de Turismo de Zambia, cuenta que, en su país, la forma para que la riqueza del turismo revierta en la sociedad es directamente vía impuestos. Parte de lo que recaudan se destina a proyectos de comunidades locales, que van desde un hospital, hasta una escuela o un programa de igualdad. Pedro Ortún, director de la Comisión Europea, explica que “el objetivo es que todos los actores del turismo sean responsables, empezando por las autoridades”.

Consejos para viajar con responsabilidad: Buscar la mayor cantidad de información sobre el país antes de partir; Intentar adaptarte a las costumbres locales sin imponer tus hábitos y estilos de vida; en zonas deprimidas económicamente, evitar llevar ropas llamativas y ostentaciones de riqueza; establecer relaciones sin prejuicios ni estereotipos previos; En el camino, dejar sólo las huellas de pies; probar la gastronomía local; cerrar el grifo, apagar las luces; y las personas no son parte del paisaje. Pedirles permiso antes de sacarles una foto…

Texto adaptado.

Pablo Linde, El País, 24 de enero de 2014.
Preguntas sobre el tema del texto: ‘Hacia un turismo responsable’

1. ¿Alguna vez has viajado al extranjero? ¿A dónde? ¿Cuándo? ¿Con quién?

2. Existen varios y muy diferentes motivos por querer viajar en el extranjero. En tu opinión, ¿cuál/es es/son el/los más importantes?

3. ¿Qué es lo que buscas o lo que quieres experimentar cuando viajas?

4. ¿Conoces algunos ejemplos de turismo responsable/sostenible/verde aquí en Victoria/Australia?

5. ¿Alguna vez has pedido permiso a alguien antes de sacarle una foto? ¿Qué pasó? ¿Cuál fue su reacción?

6. ¿Alguna vez te has quedado en una casa particular en lugar de un hotel o un hostal? Cuéntanos sobre esa experiencia.

7. A algunas personas no les gusta probar las comidas locales y típicas de otros países. Mientras están en el extranjero prefieren comer en restaurantes de cadenas internacionales. A veces su excusa es que creen que se van a enfermar. ¿Cuál es tu opinión al respecto?

8. ¿Alguna vez has probado la comida callejera en otro país? ¿Qué comiste y dónde? Cuéntanos sobre esa experiencia.
Oral Test: Option 3 – Unit 3
“La prohibición de las corridas de toros sobrevuela otra vez la Plaza México”

En el salón de la asociación nacional de matadores de toros de la Ciudad de México se representa una obra de teatro del catalán Albert Boadella. En la obra un toro explica en el escenario lo que sufre durante una corrida, y la tristeza que lo invade. Después, un torero le responde que eso es arte, que el toro no tiene esa clase de pensamientos, y que el hecho de humanizar a los animales no es más que una invención de Walt Disney. "Ni ellos nos van a convencer a nosotros ni nosotros a ellos", concluye el ex-matador mexicano Antonio Urrutia.

La propuesta de abolir la corrida lleva estancada más de un año en la Asamblea de la ciudad. El legislador Jorge Gaviño acaba de tramitar petición urgente a las comisiones que están debatiendo el asunto, para acelerar el proceso: "Estamos empujando el tema. Hay una mayoría absoluta de diputados que quiere abolir la tauromaquia. 34 de 66, o sea una mayoría absoluta, hemos firmado para volver a abrir el debate".

Los legisladores de esta iniciativa pretenden modificar la ley de maltrato animal del Distrito Federal que, cuando fue aprobada en 2002, excluía las corridas de toros y las peleas de gallos. Las corridas fueron prohibidas por el presidente Benito Juárez en 1867 y se vivió otra época prohibicionista, entre 1914 y 1920, impulsada por Venustiano Carranza. Pese a todos estos obstáculos políticos, México es uno de los países más importantes en el mundo del toreo. La plaza México es la más grande que existe en cuanto a aforo (41.000 espectadores).

"Desde la llegada de los españoles hay tres cosas que sobreviven en México: el idioma, la religión y los toros. Es tradición, es cultura", afirma Urrutía, presidente de la asociación de matadores. Pero en el estado de Sonora, al noreste, y en la ciudad de Durango la prohibición ya es una realidad.

Los antitaurinos mexicanos se fijan en el caso de Cataluña. El Gobierno de esa región española prohibió las corridas en 2010 y, según sus informes, el empleo perdido por el cierre de la industria taurina fue reemplazado, y con creces, por el turismo que atrajo la decisión. La plaza de toros es ahora un centro comercial. Hanna Hurí, portavoz Movimiento Consciencia, ve el asunto como un problema estructural de la sociedad: "En un país hundido en la transgresión y criminalidad como lo es México, ¿es coherente mantener y fomentar estas prácticas que además de su barbarie implícita, generan malestar y división social?".
En una ciudad como la Ciudad de México, con leyes vanguardistas como el aborto y el matrimonio homosexual, no puede permitir esa barbarie. El toro, representado por activistas, y el torero, figura que incluye a ganaderos y aficionados, continúan su eterno debate en la Ciudad de México.

Texto adaptado.

Preguntas sobre el tema del texto: ‘La prohibición de la corrida’

1. ¿Qué te parece que hoy en día todavía existan tradiciones de este tipo?

2. Si tuvieras la oportunidad, ¿asistirías a una corrida de toros? ¿Por qué/no?

3. ¿Crees que es lícito o justo proteger este tipo de tradiciones?

4. ¿Se debe justificar esta tradición por el hecho de que tenga más de 200 años?

5. En España, las noticias y los artículos periodísticos sobre las corridas salen en la sección de cultura, no la de deportes. ¿Qué piensas de esto?

6. ¿Conoces otros tipos de maltrato animal? ¿Cuáles? ¿En qué consisten?

7. En muchos países hay campañas en contra del maltrato animal. ¿Conoces alguna? ¿Colaboras con alguna asociación?
Tras varias décadas de excesos, nos hallamos ante un primer mundo empobrecido. En palabras del economista y escritor Álex Rovira, dado la crisis del crédito ya no podemos “comprar con dinero que no tenemos cosas que no necesitamos para impresionar a la gente.” La buena noticia es que la situación actual nos permite reformular nuestro modo de vida y la manera en la que invertimos nuestros recursos. La cuestión fundamental sería: ¿es posible vivir mejor con menos?

Los analistas de un concepto en boga, la Felicidad Interior Bruta, aseguran que cuando están cubiertas las necesidades básicas, el bienestar personal no aumenta con la prosperidad material. Esto explicaría que, sobre el papel, los habitantes de Bután superen en grado de satisfacción personal a los de países que lideran la tabla de ingresos. Si este dato es cierto, significaría que habíamos errado en nuestra búsqueda de la felicidad.

Hace tres años, John Naish publicaba su libro ¡Basta!, cómo dejar de desear siempre algo más. Este periodista británico reflexionaba así sobre nuestra fijación por el consumo: “Nuestra mente está programada para temer la escasez y consumir lo que podamos. Ahora, nos ahoga en un mar de información, nos hace atiborrarnos de más comida y nos embarca en una constante, y frustrante, búsqueda de más ‘felicidad’”.

Tras la crisis financiera del 2008, muchas personas redescubren los valores de la austeridad y se dan cuenta de que muchas de las cosas que consideraban imprescindibles no lo eran tanto. Pensadores de todas las épocas han hablado de los beneficios de una existencia alejada de los lujos y excesos. En la era moderna, David Henry Thoreau quiso experimentar la austeridad radical con una huida de la civilización. En 1845 este activista norteamericano se instaló en una cabaña construida por él mismo en un bosque donde pasaría dos años, dos meses y dos días de vida solitaria. Durante este tiempo, cultivó sus alimentos y escribió sobre el estado natural del hombre y las esclavitudes de la sociedad industrial.

En el presente siglo, las personas que tienen una hipoteca, familia e hijos en la ciudad no pueden permitirse retirarse a una cabaña como Thoreau, pero tienen otras formas de vivir con austeridad sin privarse del néctar de la vida. Una de las obviedades que nuestra vida acelerada nos ha hecho olvidar
es que cambiamos dinero por tiempo, la única divisa que no se puede reponer. Entregar horas, días, años de nuestra vida a algo que no nos gusta para pagar créditos debería hacernos reflexionar.

¿Por qué casi nadie invierte en tener tiempo? Teniendo en cuenta que las mejores cosas de la vida son gratis –la amistad, el amor, la contemplación de la naturaleza…–, deberíamos prestar atención a nuestra escala de prioridades para colocar cada cosa en su sitio.

Texto adaptado.

Preguntas sobre el tema del texto: ‘Vivir mejor con menos’

1. ¿Alguna vez has intentado vivir con menos cosas; eliminar las cosas innecesarias de tu vida?

2. ¿Crees que tienes demasiadas posesiones, cosas, demasiados productos, bienes? ¿Crees que podrías vivir con menos? ¿Por qué? ¿Por qué no?

3. El artículo afirma que hay una relación entre el descontento / la falta de felicidad / la tristeza y la cantidad enorme de cosas que tenemos. ¿Es verdad? ¿Por qué? ¿Por qué no?

4. ¿Estamos obsesionados hoy en día con la tecnología digital? ¿Por qué?

5. Si tuvieras que vivir sin un aparato/elemento de la tecnología moderna, ¿qué aparato escogerías? ¿Por qué?

6. ¿Cuáles son algunas cosas en tu vida sin las cuales no podrías vivir?

7. ¿Crees que el teléfono móvil/el celular es algo imprescindible en tu vida? ¿Por qué? ¿Por qué no?

8. ¿Qué necesitas para ser feliz?

9. ¿A dónde vas de compras normalmente y por qué?

10. Cuando estás de compras, ¿qué es lo que más te preocupa de un producto: el precio, la calidad, el diseño, la marca, la proximidad de la tienda? ¿Por qué?

11. ¿Alguna vez has comprado algo a través del Internet? ¿Por qué te decidiste por el Internet y no una tienda?

12. A la hora de comprar algo, ¿eres una persona muy decisiva o piensas mucho antes de hacer una compra?
13. ¿Alguna vez has hecho una compra impulsiva? ¿Qué compraste? ¿Qué hiciste?

14. ¿Alguna vez te has arrepentido (te arrepentiste) de / lamentaste una compra que hiciste? ¿Por qué? ¿Por qué no? ¿Cuál fue el producto que compraste?
APPENDIX H

TEST CODE: Post-test - Language Use, Reading, and Writing – Spanish Intermediate 1

TEST DURATION: 2 hours writing time
READING TIME: 10 minutes

During this test, you must not have in your possession, a book, notes, paper, electronic device/s, calculator, pencil case, mobile phone or another material/item which has not been authorised or specifically permitted as noted below. Any material or item on your desk, chair or person will be deemed to be in your possession.

No test paper or other test materials are to be removed from the room.

AUTHORISED MATERIALS

OPEN BOOK ☐ YES ☑ NO
CALCULATORS ☐ YES ☑ NO
SPECIFICALLY PERMITTED ITEMS ☐ YES ☑ NO

if yes, items permitted are:

Candidates must complete this section if required to write answers within this paper

STUDENT ID: __ __ __ __ __ __

1. Conjugar los verbos entre paréntesis en pretérito perfecto (6 x 1 punto = 6 puntos)

a) Esta mañana (desayunar/yo) un café y una tostada.
b) ¿Todavía no (poner/tú) la mesa?
c) Nunca (escribir/vosotros) un poema.
d) Todos los periódicos (publicar) la misma noticia.
e) En el accidente (morir) decenas de personas.
f) Alberto (imprimir) sus apuntes esta tarde.
2. Perífrasis. ¿Qué palabra o palabras resumen el contenido de cada frase? (5 x 2 puntos = 10 puntos)

<table>
<thead>
<tr>
<th>duración</th>
<th>inicio</th>
<th>continuidad</th>
<th>repetición</th>
<th>interrupción</th>
<th>acción reciente</th>
<th>fin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Joaquín dejó de hablar por un momento.</td>
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<tr>
<td>2.</td>
<td>¡Ayer terminé de pagar mi casa, estoy muy feliz!</td>
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<tr>
<td>3.</td>
<td>Le sigo escribiendo cartas a Simón, pero nunca me contesta.</td>
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<tr>
<td>4.</td>
<td>Ruth y yo acabamos de empezar el mismo curso en la universidad, y nos encanta.</td>
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<tr>
<td>5.</td>
<td>Esta semana Juan y Mariela han terminado de cosechar el maíz.</td>
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</table>

3. Escribe prohibiciones adecuadas para cada uno de estos lugares. (3 x 2 puntos = 6 puntos):

1. Una clase de español
2. Una iglesia
3. Un avión

4. Conjugar el verbo entre paréntesis usando el futuro imperfecto (5 x 2 puntos = 10 puntos)

a) Desde aquí no (ver/nosotros) bien la pantalla.

b) Dentro de poco (saber/vosotros) hablar español perfectamente.

c) Vuestros amigos no (tardar) en llegar.

d) Esta tarde (salir/y) un poco antes del despacho.

e) El profesor (corregir) vuestros ejercicios.

5. Elige “Ya no” o “Todavía” para completar cada oración. (5 x 2 puntos = 10 puntos)

1. ¿_______ manejas el mismo coche de hace veinte años? Ya está muy viejo ¿no?
2. _______doy clases en la Universidad de Melbourne, ahora soy profesor en Monash.
3. Aunque ya es primavera _______ hace frío.
5. Miguelito _______ tiene tos, no se ha recuperado.
6. Conjugar los verbos entre paréntesis en pretérito indefinido (5 x 2 puntos = 10 puntos)

a) La película *(comenzar)* con media hora de retraso.
b) La semana pasada *(cuelgar/y)* unas fotos en la red.
c) *(pedir/ella)* un montón de regalos para su cumpleaños.
d) Anoche los niños se *(dormir)* en seguida.
e) El año pasado, todos los alumnos *(aprobar)* los exámenes finales.

7. Construye oraciones impersonales con los verbos siguientes (5 x 1 punto = 5 puntos)

a) *(Decir)* que hoy hará mucho calor.
b) En invierno *(anochecer)* más temprano.
c) En la etiqueta pone: *(consumir)* a temperatura ambiente.
d) En el centro *(haber)* muchos restaurantes.
e) Me *(sobrar)* con 5 euros para el billete de tren.

8. Conjugar los verbos entre paréntesis en pretérito imperfecto (5 x 2 puntos = 10 puntos)

a) Edgar Degas *(pintar)* esencialmente bailarinas y carreras de caballos.
b) En aquella época no *(ser/nosotros)* conscientes de nuestro comportamiento.
c) El año pasado *(ir/tú)* a clases de alemán.
d) En mi instituto no *(haber)* ordenadores.
e) Los automóviles no *(existir)* en el siglo XVII.
9. Sustituye la parte subrayada por el pronombre correspondiente (5 x 1 punto = 5 puntos)

a) Tu padre y tú siempre vais a correr los sábados.

b) Ayer compré un regalo para Carmen y Lola.

c) Han dado a Fernando el primer premio.

d) He dicho al fontanero que venga esta tarde.

e) Dame el cuaderno, por favor.

10. Elige la opción adecuada (5 x 1 punto = 5 puntos)

1. _______ poco compré un coche.
   - Hace
   - Desde hace
   - Desde

2. _______ meses anda deprimido.
   - Desde
   - Desde hace
   - Hace

3. Roberto regresó a Chile _______ unas semanas.
   - hace
   - desde
   - desde hace

4. Tu hermano me cayó bien _______ el principio.
   - desde hace
   - hace
   - desde
5. Carlos echó una lata _______ el coche.
   ○ desde hace
   ○ desde
   ○ hace

11. Escribe 5 oraciones usando el gerundio con el pretérito perfecto (5 x 2 puntos = 10 puntos)
1.__________________________________________________________________________________________________________
2.____________________________________________________________________________________________________________
3.____________________________________________________________________________________________________________
4.____________________________________________________________________________________________________________
5._____________________________________________________________________________________________________________

12. Completa estas breves conversaciones o frases con la forma correcta del verbo en el pasado (imperfecto, indefinido, o perfecto) (3 x 2 puntos = 6 puntos)
   a) ¿Has visto a Pablo recientemente?
      No, no lo ___________________ últimamente. Creo que está visitando a sus padres en Madrid.
   b) Ayer fuimos al cine y _____________ (ver) una película muy buena.
   c) El árbitro ____________ (pit) el final del primer tiempo.

13. Escribe 5 oraciones usando el gerundio con el pretérito imperfecto (5 x 2 puntos = 10 puntos)
1.__________________________________________________________________________________________________________
2.____________________________________________________________________________________________________________
3.____________________________________________________________________________________________________________
4.____________________________________________________________________________________________________________
5._____________________________________________________________________________________________________________
14. Completa las siguientes oraciones condicionales conjugando verbos en tiempo futuro
(5 x 1 punto = 5 puntos)
1. Si llueve mañana, ______________________________________________________________________________
____________________________________________________________________________________________________________
2. Si termino mi tarea, ______________________________________________________________________________
____________________________________________________________________________________________________________
3. Si como muchos dulces, ______________________________________________________________________________
____________________________________________________________________________________________________________
4. Si hago mucho ejercicio, ______________________________________________________________________________
____________________________________________________________________________________________________________
5. Si estudio toda la semana, ______________________________________________________________________________
____________________________________________________________________________________________________________

15. Completa las siguientes oraciones condicionales conjugando verbos en tiempo
presente (5 x 1 punto = 5 puntos)
1. Si sale el sol mañana, ______________________________________________________________________________
____________________________________________________________________________________________________________
2. Si tengo hambre después del fútbol, ______________________________________________________________________________
____________________________________________________________________________________________________________
3. Si estoy cansado en la tarde, ______________________________________________________________________________
____________________________________________________________________________________________________________
4. Si me duele el estómago, ______________________________________________________________________________
____________________________________________________________________________________________________________
5. Si me siento triste, ______________________________________________________________________________
____________________________________________________________________________________________________________
16. Lee este texto y después completa los ejercicios:
El blog de los sentimientos:
La ley de la atracción: ¿cómo transformar nuestra vida cambiando nuestra forma de pensar.
Hace poco vi el documental El secreto y me empecé a interesar por la ley de la atracción. Es una teoría basada en los principios de la física cuántica. Según esta teoría, los pensamientos son una especie de antena. Cuando pensemos, generamos energía. Y esa energía atrae una energía del mismo tipo. Es decir, si pensamos algo positivo, atraemos energía positiva y si pensamos algo negativo, la energía que atraemos es negativa. Lo interesante es que, si controlamos nuestros pensamientos, podemos conseguir lo que realmente deseamos. Lo único que tenemos que hacer es repetir con nuestra mente – como una mantra – lo que deseamos. Si logramos cambiar nuestra manera de pensar, podremos tener o hacer lo que queremos. Yo lo estoy intentando y estoy muy contenta con los resultados. ¿Qué opináis, chicos?

Comentarios
Yoli: ¿Basada en la física cuántica? No me lo creo. A mí estas teorías de “tienes el poder de cambiar tu vida” o “haz tus sueños realidad” me parecen tonterías. Eso sí, seguro que el autor del documental se ha hecho rico con su invención.

3345n: No creo que sea una tontería científica, pero probablemente sirva para aprender a ser más optimistas y a tener confianza en nosotros mismos.

Miguel: Pues, yo sí creo en esa teoría y en el poder de la mente. No todo lo que nos ocurre es pura suerte, es obvio que nuestra actitud hace mucho. Si vemos el futuro con optimismo es mucho más probable que nos pasen cosas buenas.

Antiegoista2: Sinceramente, yo creo que esta teoría considera que el individuo es lo único que existe e ignora por completo las circunstancias sociales. ¿Si naces en un país en el que hay miseria, no hay trabajo y se pasa hambre, resulta que si no consigues lo que quieres es porque tienes pensamientos negativos?

Luis: Estoy de acuerdo contigo. E incluso diría que me parece peligrosa porque en el fondo el mensaje es que si alguien tiene problemas él es el único culpable. ¿Y si pensamos así, qué pasa? ¿No hacemos nada para ayudar a la gente pobre? ¿Ni para resolver los problemas del mundo?

Anabel: Luis, lo que dices lo leí en un artículo hace poco. El artículo advertía precisamente de los riesgos de esa forma de pensar.

Verdadera o falsa. ¿Cuáles de estas frases son verdaderas y cuáles son falsas? (5 x 1 punto=5 puntos)

<table>
<thead>
<tr>
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<th>F</th>
</tr>
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<tbody>
<tr>
<td>1. Antiegoista2 cree que el individuo es lo único que existe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Según la teoría, los opuestos se atraen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. El blog de los sentimientos cree que todo está en la mente.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Anabel y Miguel encuentran esta teoría muy peligrosa</td>
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<tr>
<td>5. Según Yoli, es una tontería que el autor del documento se haya hecho rico.</td>
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APPENDIX I

TEST CODE: Post-test – Listening Test - Spanish Intermediate 1

Nombre y apellido: ____________________________

Prueba de Comprensión Auditiva

Entrevistas a extranjeros que viven en España (Libro: Aula3, Audio 6 – 8)

1. ¿Siempre son impuntuales los españoles?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

Markus

2. ¿Cómo se dio cuenta de la costumbre española de llegar tarde?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

3. ¿Qué hace ahora en relación al tema de la puntualidad?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

4. ¿Cómo dice que son los españoles a la hora de despedirse? ¿Por qué?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________
Danièle
1. ¿Crees que Danièle pasó un buen día de cumpleaños? ¿Por qué?


Vero
1. Según Vero, ¿cómo hablan los españoles? ¿Todavía le sorprende la manera de hablar de los españoles?


2. ¿Cómo llama el entrevistador a la costumbre de reunirse en los bares? ¿Se ha habituado Vero a ello?


3. ¿Qué palabras o expresiones le chocaron?
Marking Criteria: Listening Test
Estudiante_____________________________________

IDENTIFICA LAS IDEAS PRINCIPALES
26-33.3 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

ENTIENDE DIFERENTES ACENTOS EN ESPAÑOL
26-33.3 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

COMPRENDE E INTERPRETA LA INFORMACIÓN
26-33.4 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

CALIFICACIÓN:
APPENDIX J

TEST CODE: Post-test – Oral Test - Spanish Intermediate 1

Instructions and General information

The test itself will last 5-10 minutes.
The oral test is an individual exercise. You will not be working with a partner.
It is made up of two parts.
Part 1. Students will read a short passage in Spanish. The passage chosen will come from one of the readings in the Más cultura section (chapters 7-11, pp. 162-71), so you can practice reading them aloud beforehand.

Students will engage in a short conversation on one of the following topics (all of which are covered in the textbook):
1) Las relaciones
2) La tecnología (inventos)
3) Los valores y las creencias
4) Las noticias

You should prepare for questions on all four topics, but the test will focus on only one. You will know which topic only one hour before your oral test.
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<tr>
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<tr>
<td><strong>Expresión:</strong> Complejidad de las respuestas y comunicación de la información pedida. 25%</td>
<td>0-5% Las respuestas son mínimas. Muchos errores. Sintaxis débil. No se entiende.</td>
<td>6-10% Las respuestas son básicas con varios errores y frases sueltas. Basta para expresarse. Hay mucho silencio entre palabras o entre frases.</td>
<td>11-15% Las respuestas son correctas, pero no muy variadas. Contestas con disociadas. Respuestas correctas porque son muy limitadas.</td>
<td>16-20% Contestas ampliamente uniendo frases con cierta coherencia. Si no sabe la palabra o expresión exacta puede parafrasear para expresar lo que necesita.</td>
<td>21-25% Responde ampliamente. Hay fluidez y facilidad de expresión. Responde con rapidez. Hay pausas reflejos breves.</td>
</tr>
<tr>
<td><strong>Gramática:</strong> Tiempos verbales, Personajes, Concordancia de género y número, Etc. 25%</td>
<td>0-5% Un mínimo de comunicación difícil de calificar.</td>
<td>6-10% Muy básico. Verbos en infinitivo. Confunde tiempos verbales erróneamente.</td>
<td>11-15% Poca variedad de verbos. Confunde tiempos verbales, pero los antaño.</td>
<td>16-20% Verbos variados para el tema y el nivel, concordancia casi siempre con autoconsecuencia.</td>
<td>21-25% Variedad de tiempos verbales y uso adecuado de imperfecto, indefinido, perfecto, gerundio, futuro. Entiende otros aspectos gramaticales.</td>
</tr>
<tr>
<td><strong>Pronunciación</strong> 25%</td>
<td>0-5% Habla con una pronunciación que causa confusión y mucha dificultad para el oyente.</td>
<td>6-10% La pronunciación no es clara y hay problemas en comprender la que dice sin poner mucha atención.</td>
<td>11-15% La pronunciación es clara pero marcadamente no nativa.</td>
<td>16-20% La pronunciación no es perfecta, pero se aproxima a un nivel en que, aunque se detecta algo no causa problemas de comprensión.</td>
<td>21-25% La pronunciación no causa ningún problema de comprensión.</td>
</tr>
<tr>
<td><strong>Interacción</strong> 25%</td>
<td>0-5% Interacción casi inexistente. Actitud grosera o desinteresada.</td>
<td>6-10% El lenguaje corporal no ayuda y tiende a señalar claramente negativas. Ausencia de preguntas y respuestas relevantes.</td>
<td>11-15% El lenguaje corporal no ayuda y se esfuerza en señalar claramente negativas. Aparecen preguntas y respuestas relevantes, pero se dan con excesiva duda o reticencia.</td>
<td>16-20% Uso de lenguaje corporal que ayuda (contacto visual, postura de las manos, asiento, añade frases como ¿de verdad? o hace sonidos de aprobación. Turno de habla equilibrado.</td>
<td>21-25% Uso de lenguaje corporal que ayuda (contacto visual, postura de las manos, asiento, añade frases como ¿de verdad? o hace sonidos de aprobación. Turno de habla equilibrado. Actitud adecuada: amable, respetuoso/a.</td>
</tr>
</tbody>
</table>
APPENDIX K

TEST CODE: Post-test - Language Use, Reading, and Writing – Spanish

Advanced 1

TEST DURATION: 2 hours writing time
READING TIME: 10 minutes

During this test, you must not have in your possession, a book, notes, paper, electronic device/s, calculator, pencil case, mobile phone or another material/item which has not been authorised or specifically permitted as noted below. Any material or item on your desk, chair or person will be deemed to be in your possession.

No test paper or other test materials are to be removed from the room.

AUTHORISED MATERIALS
OPEN BOOK ☐ YES ☑ NO
CALCULATORS ☐ YES ☑ NO
SPECIFICALLY PERMITTED ITEMS ☐ YES ☑ NO

if yes, items permitted are:

Candidates must complete this section if required to write answers within this paper

STUDENT ID: __ __ __ __ __ __ __

USO DE LA LENGUA: (50 PUNTOS)
SELECCIÓN MÚLTIPLE: Escoge la opción correcta (5 x 2 puntos = 10 puntos)

Si __________ en tu lugar, __________ muchísimo.
estuviera / me enfadaría
estoy / me enfade
estuviera / me enfadaré
fuera / me enfadaría

Es que buscaban a alguien que ___________ un conocimiento profundo del tema.
tuviera
tenía
hubieran tenido
tenga

Dudo que Isabel ____________ a tiempo hoy.
llega
llegue
ha llegado
llegara
Enrique dijo que ____________ a la convocatoria este jueves.

asistió
asista
asistiría
asistiré

En cuanto a vuestras deudas, os sugiero que ____________ una cantidad de dinero semanalmente para liquidarlas.

guardasteis
guardáis
guares
guardéis

**POR Y PARA:** Rellena los huecos en las siguientes frases con “por” o “para.” (3 x 2 puntos = 6 puntos)

Los 10 métodos de eficacia probada ____________ enriquecerse.

Esperamos afuera ____________ media hora mientras buscaba las llaves.

___________ haber aprobado el examen mis padres me regalaron un reloj.

**ORACIONES CONDICIONALES:** Completa las frases de una manera lógica. (3 x 4 puntos = 12 puntos)

Te lo haremos a condición de que ________________________________

Si ________________________________ te sentirías mucho mejor.

Yo le prestaría a Óscar mi coche con tal de que ________________________________

**VERBOS DE TRANSMISIÓN / ESTILO INDIRECTO:** Haz todos los cambios necesarios para convertir al estilo indirecto las siguientes frases (7 x 2 puntos = 14 puntos)

1. Julia afirmó: «Soy buena en matemáticas.»

→Julia afirmó ____________

2. Nosotros confirmamos: «El cartero pasó a las 9.»

→Nosotros confirmamos ____________ a las 9.

3. La profesora contó: «Antes tenía un perro.»

→La profesora contó ____________

4. El alcalde explica: «La ciudad está en shock.»

→El alcalde explica ____________

5. Los niños se han quejado: «No nos gusta la comida.»

→Los niños se han quejado de ____________
6. La mamá pregunta a su hijo: «¿Te has lavado las manos?»

→ La mamá pregunta a su hijo \[\underline{¿Te has lavado las manos?}\].

7. El profesor preguntó: «¿Cuándo murió Carlos V?»

→ El profesor preguntó \[\underline{¿Cuándo murió Carlos V?}\].

LA VOZ PASIVA CON “SER”: Convierte las siguientes oraciones de la voz activa a la voz pasiva con “ser.” (4 x 2 puntos = 8 puntos)

1. Yo leo el libro.
   \[\underline{El libro fue leído por mí}\]

2. El niño ha encontrado el balón.
   \[\underline{El balón fue encontrado por el niño}\]

3. Felipe y Lucía comieron el pastel.
   \[\underline{El pastel fue comido por Felipe y Lucía}\]

4. Sus abuelos habían construido una casa nueva.
   \[\underline{Una casa nueva fue construida por sus abuelos}\]
COMPRENSIÓN LECTORA: (20 x 1 PUNTO = 20 PUNTOS)
Lee el artículo que aparece a continuación y realiza las siguientes actividades.

Título:

---

La XXVI Semana Monográfica de la Educación analiza los mecanismos de los países en desarrollo para superar los problemas digitales

AURORA MUÑOZ Madrid

"La educación facilita el camino hacia la prosperidad", ha afirmado con convicción la directora ejecutiva de Computadores para educar, Martha Patricia Castellanos, en la segunda jornada de la XXVI Semana Monográfica de la Educación que Fundación Santillana dedica este año a los retos docentes planteados por la sociedad digital. Castellanos encabeza el programa TIC que ha implementado el gobierno colombiano para tratar de salvar la brecha digital y se aleja de los deseños con un mensaje claro: "Muchos países latinoamericanos han logrado dar el gran salto desde el subdesarrollo a la emergencia gracias al esfuerzo de sus escuelas por cambiar y nosotros queremos ser los más aventajados de esa lista".

La mayor parte de los países avanzados ha confiado en la tecnología como un catalizador para el cambio educativo y para el desarrollo de nuevos roles pedagógicos, pero el desafío es aún mayor para aquellas naciones que carecen de una adecuada red de infraestructuras. "La aplicación del principio 'un ordenador por cada niño' está a años luz de nuestro presupuesto. No podemos permitirnos los 2.400 millones de euros que costaría, así que hemos procurado ser imaginativos para no quedarnos atrás", relata la directora ejecutiva de Computadores para educar.
La alternativa que encontraron fue reprogramar ordenadores donados por particulares e instalarlos en escuelas públicas. Esta iniciativa ha servido para acercar las nuevas tecnologías a 26.000 centros docentes de los 50.000 que componen el sistema educativo colombiano, pero aún quedan más de 1.500.000 alumnos que nunca han utilizado una computadora. El objetivo para el próximo año es lograr que haya un equipo informático por cada 18 estudiantes, a pesar de las limitaciones que supone este modelo. "La escasez de recursos obliga a los chicos a compartirlos y mentalizarse de que la tecnología no es un juguete", explica Castellanos, que también ha previsto soluciones para un clima adverso.

Las escuelas rurales que se encuentran en zonas selváticas no pueden acceder a Internet o la conexión se les cae constantemente, de manera que los profesores han aprendido a usar los ordenadores como herramienta, sin depender de la Red. "Un centro educativo creó un software de simulación cría de la mojarra para aumentar la producción local de este pescado. El programa registra los niveles de salinización y la calidad del agua para que los alumnos analicen después la influencia que tienen estas variables en el desarrollo de las crías", cita como ejemplo de las posibilidades que ofrecen las TIC.

"La mayoría de los propietarios colombianos de pequeñas y medianas empresas respondieron a una encuesta gubernamental que no utilizaban Internet en sus negocios porque les parecía caro y poco útil. No repararon en la reducción de costos, de papel, de transporte y de emisiones de carbono que la que se beneficiarían con la venta en línea. Esto nos hizo ver que había que formar a la sociedad sobre las bondades de las TIC", cuenta la directora ejecutiva de Computadores para educar. Los primeros en recibir estos cursos de adaptación a las nuevas tecnologías han sido los profesores, mediante el programa ¡A qué te cojo, ratón!. "Ellos son las espoletas del cambio", apunta Castellanos.

Computadores para educar ya está viendo sus primeros resultados. El gobierno colombiano calcula que el programa ha aumentado un 5,1% las posibilidades de ingreso en la educación superior y ha reducido un 4% de la deserción escolar en las zonas rurales en un sistema educativo que recoge un 54% de abandono escolar.

1. **Di si los siguientes enunciados son verdaderos (V) o falsos (F) (5 puntos):**

   1. A la mayoría de los propietarios colombianos les parece poco útil el uso de las nuevas tecnologías en sus negocios.
   2. Los ordenadores que se han incorporado a las escuelas han sido adquiridos por el gobierno colombiano.
   3. El desafío de usar nuevas tecnologías es menor en países con unas infraestructuras poco desarrolladas.
   4. Las computadoras para educar está teniendo resultados óptimos.
   5. El abandono escolar se ha reducido casi la mitad.

2. **Contesta a las siguientes preguntas según la información del texto (10 puntos)**
1. ¿Qué ha facilitado el paso de los países subdesarrollados a la emergencia?

2. ¿Cuál ha sido la alternativa a “un ordenador para cada niño”?

3. ¿A qué obliga la falta de recursos tecnológicos en la educación colombiana?

4. ¿Cómo justifica Castellanos el tener que formar a la sociedad sobre las bondades de las TIC?

5. ¿De qué manera se han puesto en práctica las nuevas tecnologías en las zonas selváticas?

3. Explica el significado de las expresiones que aparecen en negrita en el texto (4 puntos).

<table>
<thead>
<tr>
<th>Expresión</th>
<th>Significado</th>
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<tbody>
<tr>
<td>dar el gran salto</td>
<td></td>
</tr>
<tr>
<td>desafío</td>
<td></td>
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<tr>
<td>bondad</td>
<td></td>
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<td>aventajado</td>
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4. Una vez leído y analizado el texto, escribe un título adecuado para el texto (1 punto).
Expresión escrita

Las dos tareas son obligatorias

1. Contesta a este anuncio mediante una carta de presentación en la que describas tu idoneidad para el puesto. Recuerda que la carta deberá tener un registro formal. En ella tendrás que incluir información sobre tu formación, experiencia y habilidades tanto personales como profesionales (extensión máxima 150 palabras): (20 puntos)

Puesto vacante: Guía turística/a inglés

Descripción de la oferta:

Visita Argentina, S.A., firma líder argentino en servicios turísticos y culturales, se encuentra en un continuo proceso de expansión y crecimiento. En este contexto, queremos incorporar un/a guía turística/a nativo/a inglés en nuestra oficina de Buenos Aires.

Este profesional será responsable de organizar visitas turísticas a los principales monumentos y sitios de interés de la capital argentina para visitantes anglohablantes.

Te ofrecemos la oportunidad de desarrollar tu carrera profesional en una empresa de reconocido prestigio, donde encontrarás posibilidades reales de crecimiento en un entorno dinámico, de continuo aprendizaje y expansión profesional, con una atractiva y competitiva remuneración.
<table>
<thead>
<tr>
<th>Criterios</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Observaciones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contenido: el tema y la idea central se presentan de forma clara.</td>
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<tr>
<td>Organización: las oraciones y los párrafos presentan ideas claras; el escrito, en general, presenta secuencia lógica de las ideas (inicio, desarrollo y cierre).</td>
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<tr>
<td>Vocabulario y gramática: uso adecuado del vocabulario y las reglas gramaticales.</td>
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<tr>
<td>Ortografía, acentuación y puntuación: la escritura de las palabras y el uso de los signos de puntuación es correcto.</td>
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2. Escribe un pequeño relato empezando por la siguiente frase (30 puntos) (Extensión máxima: 150 palabras):

_Aunque me hubieran dado todo el oro del mundo, nunca habría confesado que..._
<table>
<thead>
<tr>
<th>Criterios</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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APPENDIX L

TEST CODE: Post-test – Listening Test - Spanish Advanced 1

Nombre y apellido:____________________________

Prueba de Comprensión Auditiva
“Antigua, Guatemala: Escuela favorita para estudiar español”
https://www.youtube.com/watch?v=iMUCp26iZ8g

Contesta las siguientes preguntas:

a. Cada año, aproximadamente ¿cuántos estudiantes extranjeros visitan Antigua para aprender el español?

b. ¿Cuáles son las dos razones por las que los extranjeros escogen Antigua?

c. Según lo que dice Juan Carlos Martínez, identifica dos de las diferencias que distinguen a las clases de español en Antigua de las escuelas “normales.”

d. ¿Cuánto es la estadía promedio de los estudiantes extranjeros en número de días? ¿Cuánto gastan aproximadamente al día?

e. ¿De dónde son los visitantes que se quedan en Antigua por más tiempo? ¿Quiénes gastan más durante su estancia?
f. Identifica 4 cosas que se incluyen en los $1000-$1200 mensuales que el extranjero invierte para sus clases de español.
Marking Criteria: Listening Test

Estudiante__________________________________________

IDENTIFICA LAS IDEAS PRINCIPALES
26-33.3 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

ENTIENDE DIFERENTES ACENTOS EN ESPAÑOL
26-33.3 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

COMPRENDE E INTERPRETA LA INFORMACIÓN
26-33.4 excelente
18-25 muy bueno
10-17 bueno
1-9 regular

CALIFICACIÓN:
APPENDIX M

TEST CODE: Post-test – Oral Test - Spanish Advanced 1

Instructions and General information

Instrucciones:

- La prueba tiene dos partes: un resumen del artículo, y una conversación basada en el contenido del artículo.
- Tendrás que proveer un breve resumen del contenido del artículo. ¿De qué se trata? ¿Cuáles son los temas principales que aborda el artículo?
- Luego, tendrás que contestar algunas preguntas sobre los temas del artículo durante el cual expresarás tu opinión al respecto.

Información general:

- La duración de la prueba no excederá los 5 minutos (se espera que dure entre 3 y 5 minutos).
- Durante la prueba no se puede leer ni consultar apuntes de ningún tipo.
Marking Criteria: Oral Test

Estudiante

CONTENIDO
36-40 responde a cada una de las preguntas, excelente desarrollo de ideas, excelente apoyo de respuestas, respuestas de varias frases complejas
30-35 responde a cada una de las preguntas, buen desarrollo de ideas, buen apoyo de respuestas, respuestas de varias frases complejas, pero no tantas como la categoría arriba
21-29 responde a/entiende la mayoría de las preguntas, desarrollo limitado de ideas, tendencia de usar sólo una frase a la vez, tratamiento algo superficial
16-20 responde a/entiende varias preguntas, pero poco desarrollo de ideas, predominan las respuestas de una frase, ideas no bien desarrolladas, tratamiento superficial
0-15 no responde a /no entiende las respuestas, respuestas difíciles de evaluar por la producción limitada

GRAMÁTICA
23-25 usa sintaxis y formas morfológicas apropiadas, domina la mayoría de las estructuras usadas, pocos tipos de errores
20-22 usa mayormente sintaxis y formas morfológicas apropiadas, domina muchas estructuras usadas, errores frecuentes
14-19 usa sintaxis y formas morfológicas inapropiadas, dominación cuestionable de estructuras, errores frecuentes
9-13 usa sintaxis y formas morfológicas inapropiadas, dominación cuestionable de estructuras, los errores predominan
0-8 difícil de evaluar por la producción limitada

VOCABULARIO
23-25 demuestra un vocabulario extenso y amplio, no usa palabras en inglés, casi siempre usa una palabra apropiada, nunca o casi nunca vacila para pensar en la palabra apropiada
20-22 demuestra un vocabulario amplio, no usa palabras en inglés, casi siempre usa una palabra apropiada, pocas veces vacila para pensar en la palabra apropiada
14-19 demuestra un vocabulario intermedio, a veces usa palabras en inglés o palabras inventadas, frecuentemente usa palabras inapropiadas y/o tiene que pensar en la palabra apropiada
9-13 demuestra un vocabulario mínimo, uso frecuente de palabras en inglés o palabras inventadas, falta de vocabulario limita la comunicación de información
0-8 difícil de evaluar por producción la limitada

PRONUNCIACIÓN
9-10 excelente, ninguna influencia
7-8 muy buena, poca influencia
5-6 buena, alguna influencia, sobre todo con las vocales
1-4 muy influída por el inglés u otra lengua que habla el/la estudiante

CALIFICACIÓN:
Oral Test: Compartir casa con un fumador es como vivir en Pekín
Compartir casa con un fumador es tan malo para la salud “como vivir en ciudades fuertemente contaminadas, como Pekín”, según los autores de un estudio. Los investigadores han comparado las concentraciones de finísimas partículas en suspensión en casas de fumadores y en hogares libres de tabaco. Estas partículas, conocidas como PM$_{2.5}$, están formadas por metales pesados u otros compuestos derivados de los cigarrillos o de la quema de combustibles fósiles, ya sea carbón en la industria o carburante en los coches. Sus efectos incluyen el agravamiento del asma, daños pulmonares e incluso muertes prematuras en personas con problemas de corazón.

Los científicos han detectado niveles de estas partículas en las casas de fumadores que en promedio multiplican por 10 las presentes en viviendas en las que nadie fuma. En las primeras, las concentraciones rondan los 31 microgramos por metro cúbico de media, con máximos habituales de 229, rozando los 250 que se observan en Pekín. Los no fumadores en hogares con humo sufren una exposición a las PM$_{2.5}$ que triplica los límites recomendados por la Organización Mundial de la Salud.

“Creemos que los fumadores pueden hacer mucho para actuar de manera responsable y fumar fuera de su casa”, opina el director del proyecto, John Cherrie. Su estudio calcula que la cantidad de partículas finas inhaladas por un no fumador en el hogar se reduciría hasta un 86% si nadie fumara. Una persona que vive con fumadores durante 80 años llega a respirar 5,82 gramos de PM$_{2.5}$ durante toda su vida. Puede parecer poco, pero hay que tener en cuenta que son partículas ínfimas y capaces de adentrarse en los pulmones e incluso entrar en el torrente sanguíneo, desencadenando enfermedades cardiovasculares. “Es el equivalente a fumar un cigarrillo al día durante un año”, según Cherrie.

“Las concentraciones exageradamente altas en las casas indican el gran margen de mejora que tenemos”, opina el epidemiólogo Esteve Fernández. Este experto, ajeno al estudio británico, ha medido las partículas PM$_{2.5}$ en domicilios de fumadores españoles. Sus resultados, todavía sin publicar, muestran “concentraciones incluso mayores” en España, llegando a máximos de 400 microgramos por metro cúbico, frente a los 10 medidos en viviendas sin humo.
El epidemiólogo subraya que, sin embargo, la exposición pasiva al tabaco en los hogares españoles ha disminuido tras las leyes antitabaco de 2006 y 2011, pasándose de un 32% a un 27%. “Esto es importante porque la hostelería y las tabaqueras se oponían a la prohibición en bares y restaurantes porque decían que se desplazaría el consumo a los hogares, y no ha sido así”, recalca. “La gente toma conciencia. Aunque seas fumador, tu familia no tiene la culpa”.
Preguntas sobre el texto:

1. ¿Alguna vez has compartido piso o casa con un fumador? Cuéntanos tu experiencia.

2. ¿Te importaría compartir piso o casa con un fumador? ¿Por qué? ¿Por qué no?

3. ¿La exposición pasiva al tabaco es algo por el que te preocupes? ¿Por qué? ¿Por qué no?

4. ¿Qué le diría a un fumador si te dijera que fumar donde quiera es uno de sus derechos?

5. Si el fumar pone en riesgo tanto la salud, ¿por qué crees que siguen fumando?

6. ¿Crees que en esta generación se prohibirá el fumar por completo?

7. ¿Dirías que en Melbourne hay (mucha) contaminación? ¿Por qué? ¿Por qué no?

8. En los paquetes de cigarrillos ponen fotos gráficas de los efectos negativos de fumar. ¿Crees que estas fotos cumplen con su propósito de ayudar a los fumadores a dejar el hábito? ¿Por qué? ¿Por qué no?
APPENDIX N

Interview Questions

Background questions
How old are you?
Where were you born?
Where did you grow up?
What is your native language?
How many languages do you speak?
Why are you studying Spanish?
Have you participated in any exchange program? If yes, where was it? How long did you stay?
Have you been involved in similar Service-Learning (SL) / Community-Service projects? If yes, explain.

Before the program
Did you feel sufficiently familiar with the details of the SL program before starting it? Explain.
Follow up question:
  - Did you understand what you will be doing in the service-learning component?

What learning goals did you set for yourself before starting the Service-Learning program? Did you achieve them? If so, how? If not, why not?
Follow up questions:
  - Why did you decide to participate in this SL program?
  - Before starting the program, did you prefer traditional foreign language classes or this type of projects (service) or a combination of both traditional and service? Explain.
During the program

What were your most vivid first impressions of the site? Describe settings (institutional and physical), people and roles, actions and positive and negative feelings you were having.

Follow up questions:

- What was it like to go to your encounter for the first time? Include all your reactions.
- Describe your typical service experiences. Describe your interactions with community members at service sites.

What questions, concerns, problems or challenges were you wrestling with during the program? How did they develop through your service-learning experience?

Follow up questions:

- What difficulties did you come across while preparing your part of the interaction?
- Did you have issues with the time and venue? If yes, explain.
- What do you think about the SL program logistics and organization?
- Were you OK combining the SL program with your academic workload? Explain.
- How did your family feel about your participation in the SL program?
- Were you working during your participation in the program? If yes, did you have any issues at work because of the SL program?
- Did you have a partner during the SL program? If yes, how did this person feel about your participation in the program?

How would you describe your relationship with the people you interacted with during the SL program?

Follow up questions:

- How did the people with whom you interacted react to you? Cite specific examples.
- How did their reaction make you feel and shape your participation?
How did your experience of working in the community conclude?

**After the program**

**How would you assess the whole SL experience?**

**Follow up questions:**

- What was your motivation during the SL program?
- What did you like the most and least of the SL program?
- What impact has your work in community service had on you? Illustrate your points with experiences you have had.
- Do you feel that your participation in this service-learning project has contributed to the increase of your motivation for learning Spanish? If so, how? If not, why not?
- How useful was Service-Learning in helping you meet your goals of the Spanish Language course you were taking at the university?
- Did the SL program help you make the connection between the classroom and the real world? Explain
- What type of activity from the SL program most contributed to your learning experience for your Spanish Language course you were taking at the university?
- How would you assess your performance in the SL program?
- Use a one-word description of the Service-Learning Experience.

Would you have learned more from your Spanish Language course you were taking at the university if more time was spent in the classroom instead of doing community work? Explain.

**Follow up questions:**

- Would you prefer this type of SL programs as part of your language courses at the university? Explain.
- What locations do you prefer for this type of SL programs?
- Would you participate in a similar SL program in the future? Explain.
- What recommendations and suggestions would you provide to future SL programs?
What recommendations and suggestions would you provide to future participants of the SL program with ideas on how to approach the community?

How do you feel now about who you are and your culture?

Follow up questions:

- What are the similarities and differences you identify between yourself and the people you met?
- What is your relationship now with the Hispanics you met?
- Did your stereotypes about the Latino community change? How have your initial impressions been altered? What are the major points that you now know that you were not aware of earlier? If your impressions have not changed, describe the observations that confirm your initial impressions.
- In your opinion, how did your presence in the community impact the people with whom you worked?
- Do you think the Latin American people enjoyed this service-learning experience? If so, how? If not, why not?
APPENDIX O

Encounter Plan for Spanish Language Students – Intermediate 1

ENCOUNTER PLAN FOR SPANISH

LANGUAGE STUDENTS –

INTERMEDIATE 1

GENERAL INFORMATION:
Week No. 1

<table>
<thead>
<tr>
<th>Topic</th>
<th>Gustos y Preferencias</th>
<th>Time allocation</th>
<th>60 minutes</th>
</tr>
</thead>
</table>

ASSESSMENT

Peer feedback.
Group discussion.

RESOURCES

Book: Aula 3

OBJETIVOS

- Explicar y preguntar por lo que les gusta hacer durante su tiempo libre.
- Presentarse por escrito en una red social.
- Conocer y contrastar aspectos culturales del ocio en Madrid y en la ciudad de residencia.

CONTENIDO GRAMATICAL

Verbos y estructuras que permiten hablar sobre las actividades del tiempo libre: gustar, encantar, interesar, preferir y pronombres de objeto indirecto.

CONTENIDO FUNCIONAL

Estrategias para dar y pedir información sobre gustos y preferencias, actividades de ocio y frecuencias.
ACTIVIDADES:
Relacionada con la presentación del grupo de baile folclórico colombiano:
¿Te gusta bailar?
¿Te gustó la presentación del grupo?

EL TIEMPO LIBRE, GUSTOS Y PREFERENCIAS

¿Qué prefieres: ir al cine o a tomar algo?

OBSERVA LAS SIGUIENTES FOTOGRAFÍAS Y RELACIONALAS CON LAS PALABRAS DEL RECUADRO.
Ejemplo: Yo creo que la foto número 1 es “jugar a tenis”.

1- c  2-  3-  4-  5-  6-  7-  8-  9-  10-  11-  12-  

Actividades del tiempo libre:
a — jugar con mis hijos  
b — ver fútbol en la tele  
c — jugar a tenis  
d — viajar en coche con la familia  
e — salir con amigos  
f — ver una película  
g — ir de compras  
h — trabajar en equipo  
i — ir al gimnasio  
j — hacer ejercicio  
k — usar aparatos electrónicos  
l — pasear por el parque
Soluciones:
1) c, 2) a, 3) g, 4) h, 5) b, 6) l, 7) k, 8) j, 9) d, 10) f, 11) e y 12) i.

Completa estas frases con tu información personal:
   a) Me encanta…
   b) Me gusta mucho…
   c) Me gusta bastante…
   d) Me interesan…
   e) Mi gran pasión es…

A. Lee y comprende.

"Grupo de conversación"

"Aquí en Tirana, allí en Madrid"

B. Completa estas frases con la información del texto:
   a) Le encanta…
   b) Le gusta mucho…
   c) Le encantan…
   d) Le gusta bastante…
   e) Le interesan…
   f) Le encanta…
   g) Su gran pasión es…
SOLUCIONES:

A) Le encanta aprender idiomas.
B) Le gusta mucho viajar y conocer otras culturas.
C) Le encantan la fotografía y el cine.
D) Le gusta bastante salir por la noche con sus amigos y ver una peli.
E) Le interesan todos los estilos de música.
F) Le encanta ir a bailar.
G) Su gran pasión es la música.

Información:

¿GUSTA O GUSTAN?

04. Observa...

...qué estructuras utilizamos para hablar sobre gustos y preferencias

![Diagrama de gramática]

A. A mí me encanta salir con amigos.
B. A mí también / Pues a mí no
C. A mí no me gusta leer la prensa en línea.
D. A mí tampoco / Pues a mí sí

¿ADÓNDE PODEMOS IR?

05. Estas personas están en tu ciudad. ¿Qué les gusta y adónde pueden ir? Habla con tu compañero y haced recomendaciones.

Ejemplo: Si a Craig le gusta el arte, puede ir al Museo de Arte Contemporáneo.

- Me encanta pasear. Raquel
  - Queremos ir de compras. Yoko y Gabrie

- Yo prefiero ir a un museo. Pierre
  - Yo necesito un diccionario. Marta

- A mí me gusta la música. David
  - Me gustan las películas de acción. Aida

"Si te gusta pasear..."
01. ¿Gusta o gustan, encanta o encantan, interesa o interesan?

a- A Juan le _________ (gustar) jugar al ajedrez.
b- A nosotros nos _________ (encantar) ir de excursión.
c- ¿A ti te _________ (gustar) las películas de Ricardo Darín?
d- A vosotros no os _________ (gustar) jugar a tenis.
e- A mí me _________ (encantar) salir con los amigos.
f- A Ricardo le _________ (interesar) los discos de Montserrat Caballé.
g- A ellos les _________ (gustar) la tortilla de patatas.
h- ¿A él le _________ (gustar) las películas de Pedro Almodóvar?
i- A nosotros nos _________ (gustar) mucho Barcelona.
j- A vosotros os _________ (interesar) el arte moderno.
k- A ellos no les _________ (gustar) el metro.

SOLUCIONES:
a) gusta, b) encanta, c) gustan, d) gusta, e) encanta, f) interesan, g) gusta, h) gustan, i) gusta, j) interesa, k) gusta.

02. ¿Me, te, le, nos, os o les?

a- A Roberto ___ gusta jugar a baloncesto.
b- A vosotros ___ encanta ir en bicicleta.
c- ¿A ti ___ gusta pasear?
d- A vosotros no ___ gusta ir al gimnasio.
e- A él encanta ir de excursión.
f- A ellas ___ gusta leer.
g- ¿A Rosa ___ gusta hacer ejercicio?
h- A ti ___ encanta jugar con tus hijos.
i- A nosotras ___ gusta trabajar en equipo.
j- A ellos no ___ gusta salir de copas.

SOLUCIONES:
a) le, b) os, c) te, d) os, e) le, f) les, g) le, h) te, i) nos, j) les
03. ¿Cómo hablamos de gustos? Marca la opción CORRECTA.

1/ a- Me gusta mucho el cine. / b- Me encanta mucho el cine.
2/ a- A ellos gusta la carne argentina. / b- Les gusta la carne argentina.
3/ a- No me gustan las comidas de negocios. / b- Me no gustan las comidas de negocios.
4/ a- A ellos les gustan jugar a tenis. / b- A ellos les gusta jugar a tenis.
5/ a- A vosotros os gusta Barcelona. / b- A vosotros vos gusta Barcelona.
6/ a- Vosotros gustáis ver el fútbol en la tele. / b- A vosotros os gusta ver el fútbol en la tele.
7/ a- Me no gusta nada el tequila. / b- No me gusta nada el tequila.
8/ a- ¿A ti te gusta viajar? / b- ¿A te gusta viajar?
9/ a- A ellos les encanta el arte. / b- A ellos les encanta el arte.

SOLUCIONES:
1) a, 2) b, 3) a, 4) b, 5) a, 6) b, 7) b, 8) a, 9) b

Taller de escritura:
• **Qué pasa primero** (viñeta 1).

  ...

• **Qué pasa después** (viñeta 2).

  ...

• **Desenlace** (qué pasa finalmente; viñeta 3).

  ...

ENCOUNTER PLAN FOR SPANISH LANGUAGE STUDENTS

GENERAL INFORMATION

Week No. 2

<table>
<thead>
<tr>
<th>Level</th>
<th>Intermediate 1</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Dolores, molestias y síntomas</td>
</tr>
</tbody>
</table>

ASSESSMENT

Peer feedback.
Group discussion.

RESOURCES

Book: Aula 3

OBJETIVOS

- Hablar de dolores, molestias y síntomas.
- Relacionar consejos con dolencias.
- Reflexionar sobre algunos usos de ser y estar.
- Observar la forma del imperativo afirmativo y reflexionar sobre algunos de sus usos.

ACTIVIDADES:

Información:

<table>
<thead>
<tr>
<th>LE DUELE</th>
<th>LE DUELEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>la espalda</td>
<td>los pies</td>
</tr>
<tr>
<td>la cabeza</td>
<td>los oídos</td>
</tr>
<tr>
<td>el estómago</td>
<td>las muelas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIENE DOLOR DE</th>
<th>TIENE</th>
<th>ESTÁ</th>
</tr>
</thead>
<tbody>
<tr>
<td>pies</td>
<td>diarrea</td>
<td>resfriado/-a</td>
</tr>
<tr>
<td>estómago</td>
<td>tos</td>
<td>enfermo/-a</td>
</tr>
<tr>
<td>espalda</td>
<td>fiebre</td>
<td>mareado/-a</td>
</tr>
<tr>
<td>oídos</td>
<td>náuseas</td>
<td>pálido/-a</td>
</tr>
<tr>
<td>muelas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
¿Qué les pasa a estas personas?

- Relacionar las ilustraciones con las dolencias:

Tiene una herida en el dedo.
Tiene migraña.
Le duelen las rodillas.
Está afónica.
Tiene resaca.
Le duele la garganta.
Tiene agujetas.

Solución (de la ficha)

1. Tienene una herida en el dedo.
2. Está afónica.
3. Tiene agujetas.
4. Tiene migraña.
5. Le duelen las rodillas.
6. Le duele la garganta.
7. Tiene resaca.
Información:

**DAR CONSEJOS**

<table>
<thead>
<tr>
<th>(Para adelgazar)</th>
<th>CONSEJOS IMPERSONALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Si quiere/s adelgazar.)</td>
<td>lo mejor es hacer deporte.</td>
</tr>
<tr>
<td></td>
<td>va (muy) bien desayunar fruta.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONSEJOS PERSONALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiene/s que comer menos.</td>
</tr>
<tr>
<td>debe/s hacer más deporte.</td>
</tr>
<tr>
<td>debería/s andar más.</td>
</tr>
<tr>
<td>puede/s hacer una dieta.</td>
</tr>
<tr>
<td>intente/a comer menos dulces.</td>
</tr>
</tbody>
</table>

¿Qué puede hacer? ¿Qué consejos le podemos dar?

*Un brindis por la resaca*

Porque cuando le tenemos decimos que no volvemos a beber
y siempre caemos en lo mismo.
Información:

<table>
<thead>
<tr>
<th>SER</th>
<th>ESTAR</th>
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</thead>
<tbody>
<tr>
<td>IDENTIFICAR, DEFINIR Y DESCRIBIR PRESENTANDO LAS CARACTERÍSTICAS COMO ALGO PERMANENTE Y OBJETIVO</td>
<td>PRESENTAR LAS CARACTERÍSTICAS DE ALGO O DE ALGUIEN COMO TEMPORALES O SUBJETIVAS</td>
</tr>
<tr>
<td>Carlos es un amigo mío del colegio. Yuri es sueco, pero sus padres son rusos. Sandra es dentista. Además es muy guapo. Está un chico guapo.</td>
<td>El novio de Tania está un poco raro últimamente: está triste, de mal humor, y además, está muy delgado...</td>
</tr>
</tbody>
</table>

Ejemplos:
- Luchito es maestro y es muy aburrido; por ende, su clase es aburrida.
- Pepe está aburrido porque hoy es viernes y no tiene dinero para salir con sus amigos.

Pepe is bored because today is Friday, and he has no money to go out with his friends.

IMPERATIVO:

Ejemplos:
- haz: hacer
- mézclala: mezclar
- ponte: ponerse
- envuelve: envolver
- quitate: quitarse
- lávate: lavarse
- compra: comprar
- pon: poner
- añade: añadir
- hierve: hervir
- deja: dejar
- frota: frotar
- compre: comprar
- macháquelas: machacar
- hierva: hervir
- añada: añadir
- tape: tapar
- deje: dejar
- tome: tomar
- beba: beber
Ejercicio:
A. Comenten sobre un problema. El problema puede ser real o inventado. Puede referirse a cualquier ámbito de la vida: profesional, personal, de salud, etc.
B. Den o pidan un consejo.
ENCOUNTER PLAN FOR SPANISH LANGUAGE STUDENTS

GENERAL INFORMATION
Week No. 3

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<thead>
<tr>
<th>Level</th>
<th>Intermediate 1</th>
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<td>Topic</td>
<td>Pretérito Imperfecto</td>
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<tr>
<td>Time allocation</td>
<td>60 minutes</td>
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</tbody>
</table>

ASSESSMENT
Peer feedback.
Group discussion.

RESOURCES
Book: Aula 3

OBJETIVOS
- Reflexionar sobre el uso del imperfecto.
- Reflexionar sobre los marcadores ya no / todavía.

Información:
- La infancia va desde que naces hasta los 11 años,
- La adolescencia va desde los 12 hasta los 17 años,
- La juventud va desde los 18 hasta los 35 años,
- La madurez va desde los 36 hasta los 60 años, y
- La vejez va desde los 61 años en adelante.
Describir las fotografías:

Los años 50 en España

- Describan al compañero cómo es la mujer
- Imaginen cómo es su vida (qué edad tiene, dónde vive, a qué se dedica, qué le gusta hacer en su tiempo libre, etc.).
- **Describan** al compañero cómo es la mujer
- **Imaginen** cómo es su vida (qué edad tiene, dónde vive, a qué se dedica, qué le gusta hacer en su tiempo libre, etc.).

- ¿Es la misma mujer?
- ¿Por qué crees que tiene un aspecto tan diferente en una foto y en otra?
- ¿Qué fotografía crees que es actual y cuál de hace unos años?

Información:
Ya, Ya no, Todavía
Usamos ya no para expresar que una acción que ocurría en el pasado no ocurre en el presente.
Usamos todavía para expresar que una acción que ocurría en el pasado continúa en el presente.

Ejercicios:
Describir la fotografía

ANTES Y AHORA
Ejercicios:
¿Cómo era tu vida a los diez años?
  ▪ Usar el pretérito imperfecto
Pueden referirse a:
dónde vivían, cómo era su carácter, quiénes eran sus amigos, cómo era su escuela, qué cosas te gustaban y cuáles no, cómo eras físicamente, qué cosas hacías, etc.
GENERAL INFORMATION

Week No. 4

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<tr>
<td>Topic</td>
<td>P. Indefinido Vs. P. Imperfecto</td>
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<td>Time allocation</td>
<td>60 minutes</td>
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</table>

ASSESSMENT

Peer feedback.
Group discussion.

RESOURCES

Book: Aula 3

OBJETIVOS

- Identificar las irregularidades del pretérito indefinido.
- Usar apropiadamente el pretérito indefinido y el pretérito imperfecto.
- Llegar a conclusiones sobre el uso de las estructuras *estar + gerundio* en indefinido y en imperfecto.
- Reflexionar sobre el uso de algunos marcadores para relatar.

ACTIVIDADES:

<table>
<thead>
<tr>
<th>REGULARES</th>
<th>PENSAR</th>
<th>LEVANTARSE</th>
<th>VIVIR</th>
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<tbody>
<tr>
<td>(yo)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(tú)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(él/ella/usted)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(nosotros/nosotras)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vosotros/vosotras)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ellos/ellas/ustedes)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Información y Ejercicios:
- Revisar la conjugación del verbo estar
- Conjugar los verbos de la derecha (saber, etc.)

**PRETÉRITO INDEFINIDO. VERBOS CON RAÍZ IRREGULAR**

<table>
<thead>
<tr>
<th></th>
<th>CONDUCIR</th>
<th>SENTIR</th>
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<tr>
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<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>(tú)</td>
<td>..........</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>(él/ella/usted)</td>
<td>..........</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>(nosotros/nosotras)</td>
<td>..........</td>
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<td>..........</td>
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<td>..........</td>
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<td>..........</td>
</tr>
<tr>
<td>(ellos/ellas/ustedes)</td>
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**ESTAR**

<table>
<thead>
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<tbody>
<tr>
<td>(yo)</td>
<td>estuve*</td>
</tr>
<tr>
<td>(tú)</td>
<td>estuviste</td>
</tr>
<tr>
<td>(él/ella/usted)</td>
<td>estuvo*</td>
</tr>
<tr>
<td>(nosotros/nosotras)</td>
<td>estuvimos</td>
</tr>
<tr>
<td>(vosotros/vosotras)</td>
<td>estuvisteis</td>
</tr>
<tr>
<td>(ellos/ellas/ustedes)</td>
<td>estuvieron</td>
</tr>
</tbody>
</table>

saber $\rightarrow$ sup-
tener $\rightarrow$ tuy-
querer $\rightarrow$ quis-
poner $\rightarrow$ pus-
venir $\rightarrow$ vin-
poder $\rightarrow$ pud-
hacer $\rightarrow$ hic/-z-
haber $\rightarrow$ hub-
Ejercicios:

- Conjugar los verbos en paréntesis
- Responder a las preguntas

Solución:
1. b;
2. c;
3. a;
4. c;
5. a
Información:

- El **Indefinido** sirve para presentar la información como un hecho que hace avanzar la acción, mientras que el **Imperfecto** sirve para narrar las circunstancias, lo que rodea a la acción.

- La construcción **estar + gerundio** se usa en **indefinido** cuando queremos presentar la información como una acción, mientras que cuando queremos hacer referencia a las circunstancias o al contexto en el que sucede una acción **estar + gerundio** aparece en **imperfecto**.
Ejercicios:
Piensen en las diferencias entre cada par de frases:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Ayer iba a la farmacia y cuando <strong>cruzaba</strong> la calle escuché una voz que me llamaba.</td>
<td><strong>b.</strong> Ayer iba a la farmacia y cuando <strong>crucé</strong> la calle escuché una voz que me llamaba.</td>
</tr>
<tr>
<td><strong>a.</strong> Cuando <strong>volvíamos</strong> a casa nos encontramos un maletín lleno de joyas.</td>
<td><strong>b.</strong> Cuando <strong>volvimos</strong> a casa nos encontramos un maletín lleno de joyas.</td>
</tr>
<tr>
<td><strong>a.</strong> Cuando <strong>llegábamos</strong> al hospital Laura dijo que ya se sentía bien y <strong>volvimos</strong> a casa.</td>
<td><strong>b.</strong> Cuando <strong>llegamos</strong> al hospital Laura dijo que ya se sentía bien y <strong>volvimos</strong> a casa.</td>
</tr>
</tbody>
</table>
Ejercicios:
- Hacer una historia corta con frases en pretérito indefinido y en pretérito imperfecto

**EL PAQUETE**
### GENERAL INFORMATION

**Week No. 5**

<table>
<thead>
<tr>
<th>Level</th>
<th>Intermediate 1</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Experiencias Laborales</td>
</tr>
<tr>
<td><strong>Time allocation</strong></td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

#### ASSESSMENT
- Peer feedback.
- Group discussion.

#### RESOURCES
- Book: Aula 3

#### OBJETIVOS
- Hablar de experiencias laborales
- Localizar una acción en el tiempo, marcar su inicio y hablar de su duración
- Usar perifrasis verbales
- Comprender las características de una carta de presentación

#### ACTIVIDADES:

**Ejercicios:**

- Compartir tres cosas que hayan hecho en el ámbito laboral o académico.
  
  Por ejemplo: Yo también trabajé de camarero/-a hace 10 años.
Ejercicios:

- Imaginen que están buscando empleo.
- Comenten los trabajos que podrían desempeñar según sus propias experiencias, gustos y estudios.

Información:
“Contrato indefinido”: se trata de un contrato de trabajo que no tiene una fecha de finalización.

Información:

<table>
<thead>
<tr>
<th>V. HACE/ DESDE HACE/ HACE...QUE/ DESDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nos conocimos hace un año.</td>
</tr>
<tr>
<td>Hace un año que nos conocemos.</td>
</tr>
<tr>
<td>Nos conocemos desde hace un año.</td>
</tr>
<tr>
<td>Hace un año que no nos vemos.</td>
</tr>
<tr>
<td>No nos vemos desde hace un año.</td>
</tr>
<tr>
<td>No nos vemos desde 1970.</td>
</tr>
</tbody>
</table>
Información:

Hace dos años que estudio inglés

= Estudio inglés desde hace dos años

Ejercicios:

Choose whether each sentence requires the word(s) DESDE, DESDE HACE, or HACE:

1. ________ poco compré un coche. = I bought a car a little while ago.
   - Hace
   - Desde hace
   - Desde

2. ________ meses anda deprimido. = He’s been depressed for months.
   - Desde
   - Desde hace
   - Hace

3. Roberto regresó a Chile ________ unas semanas. = Roberto went back to Chile a couple of weeks ago.
   - hace
   - desde
   - desde hace

4. Tu hermano me cayó bien ________ el principio. = I liked your brother from the beginning.
   - desde hace
   - hace
   - desde

5. Carlos echó una lata ________ el coche. = Carlos threw a can from the car.
   - desde hace
   - desde
   - hace

6. No la he visto ________ el viernes. = I haven’t seen her since June.
   - hace
   - desde hace
   - desde

7. Vinieron a Morelia ________ tres años. = They came to Morelia three years ago.
   - hace
   - desde hace
   - desde
Solución:

1. ________ poco compré un coche. = I bought a car a little while ago.
   - Hace
   - Desde hace
   - Desde

2. ________ meses anda deprimido. = He's been depressed for months.
   - Desde
   - Desde hace
   - Hace

3. Roberto regresó a Chile ________ unas semanas. = Roberto went back to Chile a couple of weeks ago.
   - hace
   - desde
   - desde hace

4. Tu hermano me cayó bien ________ el principio. = I liked your brother from the beginning.
   - desde hace
   - hace
   - desde

5. Carlos echó una lata ________ el coche. = Carlos threw a can from the car.
   - desde hace
   - desde
   - hace

6. No la he visto ________ el viernes. = I haven’t seen her since June.
   - hace
   - desde hace
   - desde

7. Vinieron a Morelia ________ tres años. = They came to Morelia three years ago.
   - hace
   - desde hace
   - desde
Información:

<table>
<thead>
<tr>
<th>CANTIDAD DE TIEMPO</th>
<th>PUNTO EN EL TIEMPO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hace / Desde hace</td>
<td>Desde</td>
</tr>
<tr>
<td>un par de semanas</td>
<td>1998</td>
</tr>
<tr>
<td>mucho tiempo</td>
<td>1 de marzo</td>
</tr>
<tr>
<td>bastante tiempo</td>
<td>de 2010</td>
</tr>
<tr>
<td>más de dos años</td>
<td>el inicio del</td>
</tr>
<tr>
<td>unos años</td>
<td>curso</td>
</tr>
<tr>
<td>empezé a estudiar</td>
<td>el lunes</td>
</tr>
<tr>
<td>español</td>
<td>la boda de mi</td>
</tr>
<tr>
<td></td>
<td>prima</td>
</tr>
<tr>
<td></td>
<td>llegó a España</td>
</tr>
<tr>
<td></td>
<td>me casé</td>
</tr>
<tr>
<td></td>
<td>no hago</td>
</tr>
<tr>
<td></td>
<td>deporte</td>
</tr>
</tbody>
</table>

Ejercicios:

¿Qué acontecimientos pueden representar un gran cambio en la vida de una persona?
Ejercicios:
¿Significan lo mismo?

Acabo de empezar la Carrera
Vs
Acabo la Carrera este semestre

Información:

seguir sin + infinitivo:
Para referirnos a una acción que no hacíamos antes y que en el presente tampoco hacemos.
Ejemplo: Sigo sin comer carne (antes no comía carne y ahora tampoco).

llevar + cantidad de tiempo + sin + infinitivo:
Para hablar de la duración de una situación en la que no se ha producido una acción determinada.
Ejemplo: Llevo tres meses sin fumar.

Ejercicios:
¿Qué hay que hacer cuando leemos una oferta de empleo y nos interesa el puesto que ofrecen?
ENCOUNTER PLAN FOR SPANISH LANGUAGE STUDENTS

GENERAL INFORMATION
Week No. 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Intermediate 1</th>
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</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Futuro</td>
</tr>
<tr>
<td>Time allocation</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

ASSESSMENT
Peer feedback.
Group discussion.

RESOURCES
Book: Aula 3

OBJETIVOS
- Hacer predicciones
- Usar el futuro imperfecto
- Usar frases condicionales
- Usar recursos para formular hipótesis sobre el futuro
- Usar marcadores temporales para hablar del futuro

ACTIVIDADES:

Ejercicios:
- Elaboren una lista con los métodos de predicción del futuro que conozcan

1. ¿Crees en este tipo de métodos?
2. ¿Tienes alguno preferido?
3. ¿Forman parte de tu cultura?
4. ¿Conoces algún país donde sí sean un elemento cultural importante?
5. ¿Han recurrido alguna vez a técnicas de adivinación para saber más sobre sí mismos o sobre su futuro?
Información:
Futuro imperfecto

- Es un tiempo verbal que sirve para hacer predicciones e hipótesis sobre el futuro

**Verbos regulares:**

<table>
<thead>
<tr>
<th></th>
<th>trabajar</th>
<th>comer</th>
<th>vivir</th>
</tr>
</thead>
<tbody>
<tr>
<td>(yo)</td>
<td>trabajar-é</td>
<td>comer-é</td>
<td>vivir-é</td>
</tr>
<tr>
<td>(tú)</td>
<td>trabajar-ás</td>
<td>comer-ás</td>
<td>vivir-ás</td>
</tr>
<tr>
<td>(usted, él, ella)</td>
<td>trabajar-á</td>
<td>comer-á</td>
<td>vivir-á</td>
</tr>
<tr>
<td>(nosotros, -as)</td>
<td>trabajar-emos</td>
<td>comer-emos</td>
<td>vivir-emos</td>
</tr>
<tr>
<td>(vosotros, -as)</td>
<td>trabajar-éis</td>
<td>comer-éis</td>
<td>vivir-éis</td>
</tr>
<tr>
<td>(ustedes, ellos, ellas)</td>
<td>trabajar-án</td>
<td>comer-án</td>
<td>vivir-án</td>
</tr>
</tbody>
</table>

**Ejercicios:**

Conjugar los siguientes verbos **irregulares** en el futuro imperfecto:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>saber</td>
<td>cabr-</td>
<td>querer</td>
</tr>
<tr>
<td>decir</td>
<td>dir-</td>
<td>reponer</td>
</tr>
<tr>
<td>haber</td>
<td>habr-</td>
<td>saber</td>
</tr>
<tr>
<td>hacer</td>
<td>har-</td>
<td>tener</td>
</tr>
<tr>
<td>poder</td>
<td>podr-</td>
<td>valer</td>
</tr>
<tr>
<td>poner</td>
<td>pondr-</td>
<td>salir</td>
</tr>
</tbody>
</table>
Ejercicios:

Pepe es una persona con muy mala suerte y que parece que la Ley de Murphy le persigue
1. Lean las frases
2. Escriban qué le puede pasar a Pepe en las situaciones planteadas
3. Inventen tres situaciones más en las que ha intervenido la Ley de Murphy.

Solución sugerida:
2. …no le sonará el despertador.
3. …estará estropeada.
4. …lloverá / hará mal tiempo.
5. …le quedarán grandes / pequeños.
6. …se quedará sin batería.
Información:

**EXPRESAR UNA CONDICIÓN**

<table>
<thead>
<tr>
<th>SI + PRESENTE, FUTURO</th>
<th>SI estudias todos los días, aprobarás el examen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI + PRESENTE, PRESENTE</td>
<td>Si llueve mañana, me quedo en casa.</td>
</tr>
</tbody>
</table>

**DEPENDE DE + SUSTANTIVO**

¿Vendrás a Ibiza?
No sé... Depende de mi trabajo.

**DEPENDE DE SI + PRESENTE DE INDICATIVO**

¿Saldrás del trabajo a las seis?
Depende de si termino el informe.

---

**Información:**

**ir a + infinitivo**

- Se suele usar (ir a + infinitivo) cuando hablamos de decisiones, planes o acciones futuras muy vinculadas al momento presente.

Ejemplo: Pasado mañana va a ir de compras con su madre.

**Información:**

**¿Qué significa dentro de?**

- Sirve para expresar el tiempo que va a transcurrir antes de que suceda la acción en el futuro.

Ejemplo: Dentro de dos años viajaré a Europa.

**Información:**

**Este y Esta**

- Pueden servir tanto para referirse al pasado como al futuro.

Ejemplos:
Este fin de semana he ido al cine.
Este fin de semana voy a ir al cine.

**Información:**

**Que viene y Próximo/-a**

- Tienen el mismo significado.

Ejemplos:
El lunes que viene.
El lunes próximo.

Ejercicios:
Comentar qué planes tienen para los próximos meses.

Ejemplo: La próxima semana voy a hacer un curso de italiano.
ENCOUNTER PLAN FOR SPANISH LANGUAGE STUDENTS

GENERAL INFORMATION
Week No. 7

<table>
<thead>
<tr>
<th>Level</th>
<th>Intermediate 1</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Repaso</td>
</tr>
<tr>
<td>Time allocation</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

ASSESSMENT
Peer feedback.
Group discussion.

RESOURCES
Book: Aula 3

OBJETIVOS
- Practicar con el P. Indefinido y P. Imperfecto
- Hacer predicciones
- Usar el futuro imperfecto
- Usar frases condicionales
- Usar recursos para formular hipótesis sobre el futuro
- Usar marcadores temporales para hablar del futuro

ACTIVIDADES:

Ejercicios:
- Entrevista a tu compañero/a

En tu niñez:
¿Cuál era tu juego favorito?
¿Lo jugabas solo/a o con otras personas?
¿Lo jugabas con una persona específica?
¿Lo jugabas en cualquier lugar, o tenías que hacerlo en un lugar específico? ¿Dónde lo jugabas?
¿Lo jugabas frecuentemente?
¿Costaba mucho dinero hacerlo?
¿Cuándo fue la última vez que lo hiciste?
Ejercicios:
Completer:
Ayer (ser) un día extraño. Cuando (despertarse) por la mañana directamente (pensar) que (ir) a ser un día extraño. (Yo levantarme, ducharme) y (tomarme) un café. (Mirar) por la ventana. El día (ser) muy muy caluroso pero el cielo (estar) cubierto de nubes grises. (Salir) a la calle para comprar pan. Mientras (caminar, cantar) mi canción favorita y (pensar) que (ser) un día extraño. En la mitad de mi canción, de repente, una mujer mayor (parar) su coche y me (preguntar) que si yo (ser) Britney Spears. Yo (quedarse) sorprendido porque es cierto que (cantar) una canción de B.S., pero no (parecerse) a B.S: tengo el pelo negro, no me gusta la ropa de deporte, tengo bigote y soy un hombre. La señora me (mirar) de nuevo y (decir) que yo (ser) B.S y que no (necesitar) ser arrogante. Después la señora (marcharse) muy enfadada. Cuando (llegar) a la panadería (hacer) mucho calor. (Haber) mucha gente esperando su turno, pero de repente todos (volverse) hacia mí, me (mirar) sorprendidos, y (empezar) a pedirme autógrafos. Yo (pensar) que todos (estar) locos o que (ser) una broma pesada. (Correr) hacia mi casa. (Estar) muy nervioso. (Hacer) otro café y (encender) un cigarrillo. De pronto (tener) una idea horrible… (levantarse) de la silla y (ir) al cuarto de baño. (Estar) lleno de sudor y angustia. (Encender) la luz, (mirar) al espejo y …
Solución:

Ayer fue un día extraño. Cuando me desperté por la mañana directamente pensé que iba a ser un día extraño. (Y) Me levanté, me duché y me tomé un café. Miré por la ventana. El día era muy muy caluroso pero el cielo estaba cubierto de nubes grises. Salí la calle para comprar pan. Mientras caminaba, cantaba mi canción favorita y pensé que era extraño. En la mitad de mi canción, de repente, una mujer mayor paró su coche y me preguntó qué si yo era Britney Spears. Yo me quedé sorprendida porque es cierto que tengo una canción de B.S., pero no a B.S: tengo el pelo negro, no me gusta la ropa de deporte, tengo bigote y soy un hombre. La señora me miró de nuevo y dije que yo soy B.S y que no necesitaba ser arrogante. Después la señora se marchó muy enfadada. Cuando llegué a la panadería, había mucha gente esperando su turno, pero de repente todo se volvió hacia mí, me miraron sorprendidos, y me pidieron autógrafos. Yo pensaba que todos estaban locos o que era una broma pesada. Hice otra cafetería, pensé que mi casa no estaba muy nerviosa. Otro café y un cigarillo. De pronto, una idea horrible...
Ejercicios:
- ¿Crees que en el futuro se producirán muchos cambios relacionados con estos temas? lenguas, libros, catástrofes naturales, transporte, drogas, jubilación, tecnología

Ejercicios:

Hagan predicciones sobre:
- Australia
- Medio ambiente
- Familia
- Migración
- Estados Unidos
- Racismo / Discriminación
- Comida
- Tecnología
- Medicina
Ejercicios:

Predecir cómo será la vida de un compañero/a dentro de 25 años

- **Preparar** una lista de seis u ocho preguntas para conocerlos mejor;
  Posibles temas: familia, trabajo, aspecto físico, situación económica, lugar de residencia, etc.

- **Entrevistar** a su compañero/a (s);
- **Anoten** las respuestas para tener toda la información necesaria;
- **Predecir** el futuro de su compañero/a, teniendo en cuenta las respuestas que les han dado en la entrevista.
APPENDIX P

Encounter Plan for Spanish Language Students – Advanced 1

GENERAL INFORMATION
Week No. 1

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hipótesis</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hipótesis</td>
<td>60 minutes</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT
Peer feedback.
Group discussion.

RESOURCES
Book: Aula 4

OBJETIVOS
■ Reflexionar sobre la diferencia entre creer y creerse.
■ Observar el funcionamiento de algunas partículas para expresar hipótesis.

ACTIVIDADES:
Ejercicios:
¿Conocen películas o series cuyo tema sean las experiencias paranormales?

Ejercicios:
▪ ¿Les gusta este tipo de producciones?
▪ Comenten la trama de las películas o series que se mencionen.
Ejercicios:
Completar la lista con otros sucesos paranormales que se les ocurran.

1. estar poseído
2. la aparición de manchas en paredes
3. el movimiento de objetos
4. aparatos que se encienden solos
5. ...
6. ...
7. ...
8. ...

Información:
- Con creer expresamos nuestro grado de seguridad o una opinión.
- Con creerse decimos si consideramos cierta una información.
Información:

### RECURSOS PARA FORMULAR HIPÓTESIS

<table>
<thead>
<tr>
<th>CON INDICATIVO</th>
<th>CON SUBJUNTIVO</th>
<th>CON INDICATIVO Y SUBJUNTIVO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estoy seguro/-a de que</strong></td>
<td><strong>Lo más seguro es que</strong></td>
<td><strong>Tal vez</strong></td>
</tr>
<tr>
<td><strong>Seguro que</strong></td>
<td><strong>Es probable que</strong></td>
<td><strong>Quizá(s)</strong></td>
</tr>
<tr>
<td><strong>Seguramente</strong></td>
<td><strong>Es posible que</strong></td>
<td><strong>Probablemente</strong></td>
</tr>
<tr>
<td><strong>Probablemente</strong></td>
<td><strong>Puede que</strong></td>
<td><strong>Posiblemente</strong></td>
</tr>
<tr>
<td><strong>Supongo que</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A lo mejor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Igual</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>está bien.</strong></td>
<td><strong>esté enfermo.</strong></td>
<td><strong>está / esté enfermo.</strong></td>
</tr>
<tr>
<td><strong>se han casado.</strong></td>
<td><strong>tenga problemas.</strong></td>
<td><strong>viene / venga más tarde.</strong></td>
</tr>
<tr>
<td><strong>fueron de vacaciones a París.</strong></td>
<td><strong>venga pronto.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>estaban muy cansados.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EXPRESAR GRADOS DE SEGURIDAD

#### Más seguridad

1. **Seguro que** son animales marinos que entran por canales subterráneos y luego vuelven a salir al mar.
2. **Es probable que** sea una leyenda que surgió porque alguien contó que un gran animal lo había atacado.
3. **Es posible que** sea un campo electromagnético que afecta a los barcos y aviones que pasan por allí.
4. **A lo mejor** son almas que flotan en el agua.
5. **Igual** es un fraude para atraer al turismo.
6. **Puede que** sea un monstruo prehistórico.
7. **Quizá** sea una base extraterrestre.
8. **Quizá** es un "agujero espaciotemporal".
9. **Tal vez** los barcos y los aviones simplemente se hunden por razones mecánicas.

#### Menos seguridad

10. **Tal vez** sea una entrada a la Atlántida, el continente desaparecido.
Ejercicios:

¿DÓNDE ESTARÁ EL NOVIO DE MARÍA?

Puede que...
Seguramente...
Posiblemente...
A lo mejor...
Quizás...
Lo más seguro es que...
ENCOUNTER PLAN FOR SPANISH LANGUAGE STUDENTS

GENERAL INFORMATION
Week No. 2

<table>
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<tr>
<th>Level</th>
<th>Advanced 1</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Noticias y Redes Sociales</td>
</tr>
</tbody>
</table>

ASSESSMENT
Peer feedback.
Group discussion.

RESOURCES
Book: Aula 4

OBJETIVOS

- **Contar** a un/a compañero/a una noticia importante
- **Identificar** las diferentes secciones de un periódico.
- **Reflexionar** sobre la historia de las redes sociales y su impacto en la vida cotidiana.

ACTIVIDADES:

**Ejercicios:**

- ¿Cuáles son las redes sociales que utilizan más a menudo?
- ¿Por qué?

**Ejercicios:**

¿A qué se refieren estos nombres?

- La Vanguardia, El País, Clarín, La Nación, El Universal, etc.

Solución: Periódicos en español
Ejercicios:
- ¿Están familiarizados con la prensa en español?
- ¿Suelen leer estos periódicos?
- ¿Con qué frecuencia?
- ¿Qué temas les interesan más?

Ejercicios:
- ¿Recuerdan la noticia, cuándo ocurrió o algún otro dato sobre la misma?
- ¿Qué opinan sobre esta noticia?
Ejercicios:
- ¿Cuáles han sido las noticias más importantes/impactantes de los últimos años?

Ejemplo:
GENERAL INFORMATION

Week No. 3

<table>
<thead>
<tr>
<th>Level</th>
<th>Advanced 1</th>
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</thead>
<tbody>
<tr>
<td>Topic</td>
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<td>Time allocation</td>
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ASSESSMENT

Peer feedback.
Group discussion.

RESOURCES

Book: Aula 4

OBJETIVOS

- Reflexionar sobre noticias latinoamericanas.
- Comentar cuestiones relacionadas con el uso de redes sociales y aplicaciones informáticas.
- Aprender vocabulario nuevo del ámbito del mundo de fútbol.

ACTIVIDADES:

Ejercicios:

- El presidente de Ecuador, Rafael Correa, no soporta la crítica y por ende ha tenido varios problemas nacionales e internacionales con diferentes medios de comunicación e individuos.

¿Qué le recomiendas al presidente Correa?
Ejercicios: Inversiones

A pesar de la oposición de la mayoría de los brasileños, el gobierno brasileño invirtió varios millones de dólares en la organización del Mundial de Fútbol 2014. (Utilización actual de los escenarios deportivos).

El gobierno ecuatoriano invirtió varios millones de dólares por una publicidad turística en el Super Bowl de 2015. (Música, locutor, etc.)

1. ¿Cuál es tu opinión con relación a este tipo de acciones por parte de algunos gobiernos latinoamericanos?

2. ¿Qué les recomendarías a estos dos gobiernos o al resto de gobiernos latinoamericanos?
Ejercicios:

- Chile es actualmente uno de los países más prósperos de América Latina, y se pronostica que en poco tiempo será parte del primer mundo.
- Su nivel de educación se compara con cualquier potencia mundial.
- Chile ha mantenido relaciones comerciales y políticas con EE. UU. sin dejar su ideología socialista.

1. ¿Qué piensas sobre la pérdida de identidad que está sufriendo el pueblo chileno cuando por las calles cada vez usan más palabras y frases en inglés?

2. ¿Crees que Chile debe ser considerado como un país de primer mundo a pesar de los grandes rasgos de pobreza que se evidencian a lo largo del país?
Información:

- Una noticia debe dar respuesta a las siguientes preguntas:
  quienes, qué, cómo, por qué, cuándo y dónde.

- Sin embargo, el orden en que se responda a estas preguntas dependerá de cada noticia, ya que se contestarán siguiendo otra de las reglas del periodismo: la regla de la pirámide invertida, es decir, de mayor a menor interés.
Ejercicios:

- ¿En qué sección de un periódico se podrían encontrar estas noticias?
  - ¿Sueles leer esa sección en el periódico?
  - ¿Existe prensa deportiva en sus países?
  - ¿Hay muchos periódicos deportivos?
ENGLISH PLAN FOR SPANISH LANGUAGE STUDENTS

GENERAL INFORMATION
Week No. 4

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<thead>
<tr>
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ASSESSMENT
Peer feedback.
Group discussion.

RESOURCES
Book: Aula 4

OBJETIVOS
- Comentar los efectos positivos y negativos del turismo y expresar acuerdo y desacuerdo.
- Opinar y reaccionar ante opiniones con el indicativo y subjuntivo.
- Reflexionar sobre el uso y el significado de algunos conectores y mostrar una capacidad de cohesionar textos.
ACTIVIDADES:
Ejercicios:

¿Qué ilustran estas fotografías?

TURISMO DE MASAS VS. TURISMO RESPONSABLE

Ejercicios:
¿Cuáles pueden ser los efectos positivos y los efectos negativos del turismo?

- Es un motor importante de la economía de muchos países. Puede llegar a ser la principal fuente de ingresos.
- Crea empleo.
- Hace que aumenten las inversiones extranjeras.
- A menudo contribuye a mejorar las infraestructuras, por lo que se mejora la calidad de vida de la población local.
- Ayuda a preservar el patrimonio artístico y cultural.
Efectos negativos del turismo

- **Impacto económico**: se invierte mucho dinero en este sector y se recorta en otros sectores; aumentan los precios de los bienes de primera necesidad, por lo que puede provocar el aumento de la desigualdad; si el país deja de ser un importante destino turístico, sufrirá una grave crisis económica.

- **Impacto medioambiental**: se construyen complejos turísticos, campos de golf... que provocan la destrucción de costas, bosques... Los turistas gastan más agua y energía que la población local. Se deteriora el medioambiente, se masifican los pueblos, hay más contaminación acústica.

- **Impacto social**: puede aumentar las diferencias sociales a causa del incremento de los precios. Lo tradicional se convierte en folclórico. Se reproducen los hábitos de los turistas. El régimen político de un país puede verse afectado.

Ejercicios:

¿Están de acuerdo con las opiniones anteriores?

Sugerencias:

- (No) Es cierto que...
- (No) Es verdad que...
- A mí (no) me parece que...
- Yo (no) creo que...

Información:

**ORGANIZADORES DE LA ARGUMENTACIÓN Y CONECTORES**

Para añadir una nueva información negativa
- por si fuera poco
- y para colmo

Para resumir y concluir
- en resumen
- en fin

Para ordenar la información
- en primer lugar
- en segundo lugar
- además
- por una parte
- por otra parte
- por último
- por un lado
- por otro lado
ENCOUNTER PLAN FOR SPANISH LANGUAGE STUDENTS

GENERAL INFORMATION
Week No. 5

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<tr>
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<td>Time allocation</td>
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</table>

ASSESSMENT
Peer feedback.
Group discussion.

RESOURCES
Book: Aula 4

OBJETIVOS
■ Ser capaz de usar correctamente el indicativo o el subjuntivo.
■ Expresar y defender opiniones y valoraciones personales, y reaccionar mostrando acuerdo o desacuerdo.
■ Gestionar los turnos de habla.
■ Organizar y conectar la argumentación.

ACTIVIDADES:
Ejercicios:
▪ Debatar activamente en cada uno de los temas planteados

Temas de debate:
1. La homosexualidad debería ser tomada con seriedad.
2. El aborto debería ser permitido solo en casos especiales.
3. Los hombres deberían hablar de deportes todo el tiempo.
4. Luego de casarse, las mujeres deberían quedarse en casa para cuidar a los hijos y hacer las tareas del hogar.
5. No debería existir la equidad de género.
6. Australia debería ser independiente del Reino Unido.
7. Estados Unidos no debería meter sus narices en los problemas de otros países.

8. Australia debería abrir sus puertas a refugiados y otros migrantes del mundo.

9. La etnicidad blanca no debería tener tanto poder sobre las otras razas.

10. Las personas deberían fumar en el lugar que se les antoje.

11. Los seres humanos deberíamos manipular nuestros genes a nuestro antojo.

12. La jornada normal de trabajo a tiempo completo debería ser de 20 horas semanales.

13. Hacer yoga debería prohibirse porque no sirve para nada.

14. La pena de muerte debería usarse en todos los países.

15. El uso de tecnología debería estar prohibido en reuniones familiares.

16. Las mascotas nunca deberían ocupar el lugar de los hijos en un hogar.

17. Todos deberíamos ser cristianos.

18. Todos deberíamos ganar el mismo salario y vivir en las mismas condiciones.

19. La fidelidad no debería existir. Deberíamos tener la oportunidad de estar con quien nos plazca.

20. Todos deberían aceptar que Dios existe.

21. La iglesia católica debería desaparecer.

22. Los sacerdotes deberían tener la oportunidad de casarse.

23. No deberían existir las fronteras.

24. Las religiones deberían desaparecer.

25. Nadie debería preocuparse por su aspecto físico o el de los demás.
ENCOUNTER PLAN FOR SPANISH LANGUAGE STUDENTS

GENERAL INFORMATION
Week No. 6

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<tr>
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</tr>
<tr>
<td>Time allocation</td>
<td>60 minutes</td>
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</tbody>
</table>

ASSESSMENT
Peer feedback.
Group discussion.

RESOURCES
Book: Aula 4

OBJETIVOS
- Ser capaz de hablar sobre algunas fobias y elaborar una lista con recomendaciones para superarlas.
- Expresar sentimientos.
- Aprender algunas expresiones para describir y explicar algunas tradiciones y deportes de riesgo.
- Ser capaz de reconocer y usar diferentes recursos para dar consejos.

ACTIVIDADES:
Información:

Expresiones para hablar de sentimientos:
- me da muchísimo miedo,
- lo paso fatal,
- siento pánico,
- tengo un miedo horrible a,
- entro en pánico.

Ejercicios:
¿Sufres de alguna fobia?
¿Qué cosas crees que se podrían hacer para tratar de superar esos miedos?
Información:
Estructuras para dar consejos:
- Deberías + hacer (infinitivo)
- Si estuviera en tu lugar, + dudaría (condicional)
- Yo + iría (condicional)
- ¿Por qué no + intentas (presente de indicativo)
- Yo que tú, + intentaría (condicional)
- Te aconsejo que + hagas (presente de subjuntivo)
- Podrías + entrar (infinitivo)

Información:

- Consiste en saltar / hacer / trasladar...
- Viene de(l)... / Tiene su(s) origen(-ígenes) en... una tradición asiática / el alpinismo...
- Data de... / Existe desde... el siglo xx / principios/mediados/finales del siglo xix / 1920
- Se popularizó en...
- Se ha convertido en... una atracción turística / un deporte muy caro...
- Está considerado/-a / se considera... un deporte / el deporte más extremo...

Ejercicios:
1) 
- Persona A: Describe el deporte;
- Personas B: Adivina el deporte;
- A y B: Conversar al respecto.


2) 
- Persona B: Describe el deporte;
- Personas A: Adivina el deporte;
- A y B: Conversar al respecto.

Copias para la Persona A

El Paracaidismo

El descenso de ríos o rafting

El ciclismo de montaña

Escalada o rapel

Salto en bungee
Copias para la Persona B

El Excursionismo

El Buceo

Gotcha o Paintball

Surf

Motocross
ENCOUNTER PLAN FOR SPANISH LANGUAGE STUDENTS

GENERAL INFORMATION
Week No. 7

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<tbody>
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<td>Topic</td>
<td>Vivir solo</td>
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</table>

ASSESSMENT
Peer feedback.
Group discussion.

RESOURCES
Book: Aula 4

OBJETIVOS
■ Reflexionar acerca de las ventajas y los inconvenientes de vivir solo (sin pareja)
■ Reflexionar sobre el uso de algunos conectores.

ACTIVIDADES:

Ejercicios:
¿En qué se parecen y en qué se diferencian?
Soltero y Solo

Ejercicios:
1. ¿Conocen a personas sin pareja?
2. ¿Cuáles creen que son sus motivos?
Posibles respuestas:

▪ porque están separados / viudos / divorciados,
▪ porque han decidido no casarse,
▪ porque no han encontrado a la persona ideal con la que compartir su vida,
▪ porque no tienen tiempo,
▪ porque no quieren tener hijos,
▪ porque quieren estar solos,
▪ etc.

Ejercicios:
1. En tu país, ¿cómo percibe la sociedad a una persona que no está casada o no vive en pareja?
2. ¿Qué cambios se han dado en la situación de estas personas en los últimos años?
3. ¿Crees que las personas deben tener parejas para ser felices?

Información:
▪ Volverse: sirve para expresar una transformación en el carácter o en la actitud de una persona.
▪ Hacerse: expresa cambios relacionados con la edad, la profesión, el estilo de vida, etc.
▪ Convertirse en: solo puede combinarse con sustantivos
▪ Ponerse: indica un cambio de estado en el aspecto físico o en el ánimo de la persona.
Ejercicios:

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<thead>
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<tr>
<td>alguien completamente diferente</td>
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<td>en forma</td>
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<table>
<thead>
<tr>
<th>VOLVERSE</th>
<th>HACERSE</th>
<th>CONVERTIRESE EN</th>
<th>PONERSE</th>
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Solución (de la ficha)

<table>
<thead>
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<td>gafas</td>
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<tr>
<td>un engreído</td>
<td>guerrillero</td>
<td>su pasión</td>
<td>gordo</td>
</tr>
<tr>
<td>sociable</td>
<td>monitor de yoga</td>
<td>una persona muy influyente</td>
<td>cachas</td>
</tr>
<tr>
<td>su profesión</td>
<td></td>
<td></td>
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</tbody>
</table>
Ejercicios:
- Completar las frases con conectores

Ejemplo:
Disfruto un montón pasando el fin de semana en casa. De hecho, a veces desconecto el móvil para que nadie me moleste.

1. Disfruto un montón pasando el fin de semana en casa.
2. Me da mucha envidia la gente que tiene pareja.
3. Con mis amigos, soy muy exigente.
4. Me da miedo no encontrar a mi media naranja.
5. Llevo fatal lo de hacerme mayor.
6. Me siento muy realizado con mi trabajo.
Author/s:
Ayala Pazmino, Mario Fabricio

Title:
How service-learning improves language-learning outcomes for Spanish language students

Date:
2017

Persistent Link:
http://hdl.handle.net/11343/208854

File Description:
Complete thesis

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