

UNIVERSIDAD MAYOR DE SAN ANDRÉS
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA
EDUCACIÓN CARRERA DE LINGÜÍSTICA E
IDIOMAS



DESIGN OF A SPANISH LEARNING REFERENCE BOOK:
“GRAMÁTICA ACTIVA” FOR A1-B1 LEVELS (BASIC TO LOW
INTERMEDIATE STUDENTS OF SPANISH) BASED ON A VERB
CONJUGATION APPROACH AT CENTRO DE ENSEÑANZA Y
TRADUCCIÓN DE IDIOMAS (CETI) –UMSA (2012-2014)

PROYECTO DE GRADO TO GET THE LICENCIATURA

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RESUMEN

Las razones para aprender un idioma varían de persona a persona. Podría ser la necesidad de viajar en busca de trabajo, por vacaciones o por estudios, y para ello es necesario contar con buenos materiales, que no sólo enseñen gramática, sino la cultura también. Con todo, esos mismos motivos determinan el tiempo con el que cuenta el estudiante para aprender, en nuestro caso, el español. De ahí la necesidad de ofrecerle un material de APRENDIZAJE que le permita repasar lo que desarrollará en su clase, y asimismo, trabajar otras estructuras de una manera comunicativa y divertida. Sin embargo, se ha limitado a tratar el tiempo verbal; pues, según Llorach, el “verbo” es el elemento fundamental de la comunicación. Así, el texto está destinado para los niveles A1, A2 y B1. Por supuesto, las 4 habilidades de la lengua (hablar, escuchar, leer y escribir) están presentes en nuestro texto y enfocadas en el método comunicativo, método que es utilizado por el CETI (Centro de Enseñanza y Traducción de Idiomas). Hasta la fecha esta institución no tiene materiales definidos para la enseñanza del español y, además, en un intento por dar un curso de la lengua se tuvo que recurrir a un libro con contenido cultural de España. Por otro lado, siendo el español una lengua de mucha demanda en la actualidad, tanto como el inglés y el chino mandarín, desarrollar materiales como el libro de apoyo propuesto aquí (de práctica, consulta o referencia), y más desde un contexto enfocado en Latinoamérica), ha llevado a poner en práctica los conocimientos adquiridos en Lingüística y particularmente, en Lingüística Aplicada. Por toda esta explicación, con seguridad, este proyecto de Grado de tipo exploratorio y de corte cualitativo ayudará a estudiantes y profesores de español e incluso será un aporte importante a la Lingüística Aplicada e investigativa.

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Proyecto de grado:

Design of a Spanish Learning reference book: “gramática activa” for A1-B1 levels (Basic to low intermediate students of Spanish) based on a Verb Conjugation Approach at Centro de Enseñanza y Traducción de Idiomas (CETI)–UMSA (2012-2014)

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Abstract

The process of developing material with the goal of enhancing language appropriation is a little trodden field in the area of Linguistics at UMSA. Even though a lot of information about how to teach language is provided in the Applied Linguistics books, very little information is given to the development of the material. The following project intends to be an example of how the elements and characteristics of a language can be structured to prepare material for students of a foreign language.

The Spanish language has had an increasing popularity as a second language, and thus has become a more important tool for communication, in recent years. For this reason a lot of people come to Bolivia to study the language, and one of the institutions that provide Spanish courses is Centro de Enseñanza y Traducción de Idiomas (CETI), a language unit of UMSA. The outcomes of this project is intended to be used at the institution as a *supporting learning reference material* as well as a guide about the Spanish verb-grammar, that is to say, the conjugation and the proper usage in different tenses. In this textbook, the Spanish verb grammar is understood as an *active* one because there are many activities through which the learner is always working on and in the language (This is also the reason why the reference book is called Gramática Activa). Thus, the learner is able to communicate through his L2. We have focused on the Spanish verb grammar, the situation of the Spanish-course at CETI, its mission and vision in relation to the Spanish course, the teaching and learning materials that they rely on, as well as the Common European Framework of Reference of languages (CEFR) developed in Chapter II.

All the activities suggested in the textbook are theoretically supported - even the additional activities at the end of each textbook level. They provide practice on the different tenses by considering the four skills (reading, listening, writing and speaking) that every learner must develop for a proper communicative competence. As contents for the practices of the four skills we have applied different texts from different parts around Latin America. These activities are also an example of how we can adapt different resources as material for language learning and teaching. There is also an example of how different technologies (such as Loquendo, Publisher and creators) can be used to design materials.

In conclusion, the present project aims to development of materials for appropriation of Spanish as a L2, at the Linguistics Department, UMSA.

Key words: Learning, L2, learner, Communicative Approach, the four language skills, competence, Spanish verb grammar, motivation, materials, design, CEFR

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CHAPTER I

INTRODUCTION

Throughout the years, many teaching and learning methods and approaches have been developed. However, teaching and learning process is a complex process. It has been confirmed that it is necessary to consider many factors related to the learner such as: who is the learner? What does he learn? Where does he learn it? How does he learn it? and so on. There has been a process from a full grammatical position like the Grammar Translation Method to a method focused on communicative competences like the Communicative Approach due to the interest in learning English. Most of the successful characteristics of those ways of conveying the teaching and learning process are still been used at present because learner`s uniqueness is very important.

At present, English is not the only international language in the World. The popularity of Mandarin Chinese and Spanish has also increased. There are many people who want to learn Spanish for studying, volunteering, and living not only in Spain but also in Latin America. This Continent is a place where people speak mainly Spanish. However, if we talk about Spanish teaching and learning materials, most of them come from Spain even though there are many Spanish language schools everywhere of Latin America. Furthermore, almost all of those materials are focused on teaching. It is necessary to consider learning materials as well, because most of the foreign people do not spend a lot of time in the same place, they like travelling and due to that they look for qualified Spanish lessons so that they are able to learn the language very well and as fast as possible. Interestingly, one of the biggest problems that the learner of Spanish has is to deal with the different tenses and their conjugations. Sometimes, this causes a lack of motivation to continue learning the language, a negative attitude to the language, or insecurity and frustration. In this case, to develop learning material by considering not only the grammatical aspects, but also the culture of the L2 in Latin America is very necessary.

Centro de Enseñanza y Traducción de Idiomas (CETI) is part of the Linguistics and Languages Department of Humanity and Educational Sciences Faculty of San Andrés Major

University (UMSA). There, it is taught different languages and among them, Spanish. This year (2013) they have been working harder on promoting a Spanish course because it was noticed the need of this language although there are not students yet. We think that a Spanish learning material will be very useful for this institution; therefore, we developed a textbook based on the Spanish verb that is the main concern of any learner of Spanish.

This project is divided in five chapters. The first chapter refers to the background of CETI, the statement of the problem based on a revision of the literature related to the phenomenon. We also explain the importance of a Spanish learning reference book based on the verb and the situation of Spanish course at CETI. Finally, we present the objectives of this research, its relevance for social, also theoretical and methodological reasons and its limitations.

The second chapter contains the theoretical framework. In this chapter we have all the concepts, definitions, and theory basis to support this project by considering not only the characteristic of the reference book proposed, but also the features of the Spanish course at CETI.

The third chapter discusses the theory of the methodological framework. We define the term “project” and we mention how we get information about the situation of the Spanish course at CETI, and also we explain why this project is an exploratory and qualitative design.

The fourth chapter describes the development of the project itself. We describe how we designed the reference book and its layout, and we also present our schedule of activities. The last chapter refers to the conclusions, references and anex.

1.1. Background of the Institution

Centro de Enseñanza y Traducción de Idiomas (CETI) is part of Linguistics and Languages Department of Humanity and Educational Sciences Faculty of San Andrés Major University (UMSA). It was created by the resolution of HCU /5/173/32422/93. It is defined as a department that supports society through language teaching, translation and, at present, with edition and correction of books within and outside UMSA. CETI started offering English courses. Within their population not only university student and school students are

considered, but also any people who want to learn this language. Also, this institution offers French, Aymara and Quechua courses due to the social demand. Recently, here, there are courses to teach Italian, Chinese Mandarin Spanish as well.

As said before, CETI has recently started the instruction of Spanish as a foreign language. To obtain an internal view of the situation of the Spanish course at CETI we got some documents¹ and interviewed Mgs. Ma. Eugenia Sejas Ralde, the Chief.

The documents obtained have given us a broad view of the situation of CETI. Its mission and vision express that the institution looks for being a leader in the field of teaching languages by using innovative materials. Additionally, it is important to mention that it has been working under the Communicative Approach.

On the other hand, according to the chief of CETI, the interest for starting teaching Spanish began last year, when a Korean group was coming to Bolivia and wanted to study the language. However, because of economic issues, the course was cancelled and the Spanish course was cancelled as well, although the institution had claimed and designed the course. It was bought a course book from Spain that could have helped the teachers in the classes. Furthermore, the professors, who could have taught the language, had designed a booklet to support the teaching and learning process. Moreover, the professors had a prior experience with teaching Spanish as a foreign language. In addition, the institution had also considered the Common European Framework Reference because this framework has a description of the competences that the student has to develop according to his level.

The use of the materials in the teaching of languages is important. At CETI there are teaching and learning materials for almost all the languages that are taught, but in the case of Spanish, the few materials that exist are not enough to help the learner to develop a good proficiency in the language. Consequently, a textbook for extra-classroom use is also a need at CETI. Through the elaboration of the textbook to support the student, he will have the opportunity to have a second reference on all grammatical verbal information and also a

¹Go to ANEX (document:Plan de Trabajo Institucional Académico – Administrativo)

bigger amount of practice for the corresponding consolidation of the various elements of the verb and, furthermore, we will reduce the hard work of teachers. It is true that not only materials develop the student's competences, but they help him to learn, improve and practice the language.

CETI offers a Spanish course at the intermediate level and in group, but from a communicative expectation. However, when dealing with group lessons, it is necessary to consider that not the whole group of students has the same style of learning. In this sense, it is necessary a textbook that is a tool to practice the verb forms that are prevalent in communication. The activities should be for practicing not only its grammatical structures, but also its presence (productive and receptive) in the four skills that every student should practice. In addition, this kind of material will be very useful for all the modalities (the types of designed courses) that CETI has for Spanish lessons.

1.2. Statement of the Problem

It has been confirmed throughout the years, that the teaching and learning process of second and foreign languages is a complex process. In fact, broadly speaking, in order to understand and explain this, it is necessary to consider factors such as: who is the learner? What does he learn? Where does he learn it? How does he learn it? and so on. Thus, over the centuries, many teaching methods and approaches have been developed by considering one, two, or all those parameters based on what was the most relevant during the time that they were proposed for teaching a language. At present, the Communicative Approach, as one of the many theoretical answers to improving Teaching and Learning Process, provides a set of communication competences that the student must achieve in the language. These are the grammar, discourse, strategic and sociolinguistic. All of them are related to each other. In fact, when presenting a task and/or activity, they are presented to a greater or lesser extent. For example when you write a letter, grammatical competence is present, but also the others because the tense is structured from what the writer wishes to mention, who, when and how and this is part of the discourse competence. Therefore, this approach emphasizes the communicative aspects, employs group and individual work while emphasizing the cultural context, and the teacher is only considered as a facilitator or guide under the method developed considering this type of approach, while the learner has to develop a good

communicative competence. In order to reach this goal, many teaching materials focused on the four language skills (speaking, writing, listening and reading) were especially designed for teaching world languages, such as English, while considering the difference between the American and the British cultures. On the other hand, it is interesting to note that the interest in learning languages as international as English or Mandarin Chinese, or recent popular languages like Spanish, has increased for many reasons, such as family, work and tourism.

For teaching Spanish as a foreign language, most of the materials have been developed in reference to Spain and by Spanish people². In fact, most language schools around the world depend on these materials because they do not find other teaching and learning materials as resources for teaching this language. This is true even in Bolivia as Butrón (2012:6) points out: “Esta institución [Misión Alianza de Noruega en Bolivia] al igual que el resto de los establecimientos que brindan los servicios de castellano como lengua extranjera, lo realizan desde una realidad diferente a la nuestra...se verificó que el material utilizado es procedente de España...no transmite la cultura ni las costumbres ... dificultando de esta manera la socialización de los extranjeros en nuestro medio” This happens because of many reasons like the time and the cost that is involved. In fact, developing a material, for either teaching or learning, requires a working team whose members must have a commitment, especially, of time. In addition, the design of a material means a monetary investment. Latin America is part of Central and South America where Spanish is the main language. So, there are a lot of resources for developing teaching and learning material, at least the ones regarding the language itself. It is true that all of us as Spanish native speakers share the same linguistic system and this allows us to understand each other, but there exists a difference among Latin American countries due to sociolinguistic aspects that creates different vocabulary, difference in culture, and the way we express our ideas.

Nevertheless, if we focus on the learning process of Spanish as a foreign language, we find that one of the most common problems that the learner has is the lack of an active practice of the language in order to acquire proficiency and fluency in it. Within this active

²Go to the Interview in the ANEX (Questions: ¿Qué materiales son usados o querían usarlos para la enseñanza del español? and ¿Y el booklet? ¿Quiénes estaban encargados de diseñar el booklet?)

practice of the Spanish grammar, the difficulty is especially due to the complexity of the Spanish verbs. They include three moods and each one of these set of verb forms shows facts, certainty, and possibility, and so on, through the ending of the verb.

Most of the time, books for the classroom or course books, even text books, are not enough to cover this need. Also in a group setting it is difficult to monitor the performance of each individual student and know if the material used for the practice is appropriate for the student because this breaks the associations that the learner makes in order to give sense to social and learning activities. Additionally, among the materials, almost all of them are focused on teaching, that is to say, on materials that will be used in the class as a guide to convey the lesson. And, if we remember what we said about the Communicative Approach, regarding its main goal and its principles, it is extremely important to give the learner the opportunity to be responsible for his own learning, and to allow him to become an active participant in the Teaching and Learning Process. This will motivate him to think about his weaknesses in the language and about the potential solutions for them. For example, if the learner is not good at writing, he can use a speaking exercise as a reason for writing or vice versa, but this initiative will have to come from him. The learner knows that in both cases dealing with verb grammar is important. When this happens, the student is developing a self-evaluation of his learning as well. Therefore, a learning textbook whose design addresses this situation is very necessary to encourage the learner to learn Spanish seriously and usefully.

On the other hand, it is true that teachers have their own way of teaching a language, but a well-designed learning reference book compliments the teaching by promoting full practice of it. Moreover, it gives the student the opportunity to review all the aspects that he did not understand during the lesson. It is a kind of reinforcement of the knowledge outside of the classroom. In addition, most of the time, language learners use their L2 only within the class even if the teacher or the institution works under advisable methods like the Communicative one.

Centro de Enseñanza y Traducción de Idiomas (CETI) is part of Linguistics and Languages Department of Humanity and Educational Sciences Faculty of San Andrés Major University (UMSA). There, it is taught languages such as English, Aymara, Quechua, French, Italian Mandarin Chinese, German, and, since 2012, Spanish teaching has been

included, but as a foreign language. There, the objectives for the Spanish course³ are to familiarize the learners with the culture through the language. Additionally, the goal is to immerse the learners in a communicative intermediate level and help them communicate with local people and encourage travel through Latin America. However, the lack of teaching and learning materials forces the Spanish teachers to use course books from Spain, hand-outs from the Internet, and small booklets. Although these are useful, they are not sufficient to help the learner master the language. Every learner has his own rhythm of learning. Some people learn faster than others, especially if they are children, but in the case of adults, apart from the age factor, there may be other factors that slow the learning process. Additionally, most foreign people do not spend a lot of time in one particular country. Rather, they tend to travel around and need to learn a language as fast as possible. At present, CETI has more classrooms than before and also teachers of Spanish⁴, but there are still some limitations, for example teaching and learning materials. Even though CETI has not started a Spanish course yet, it is necessary to have teaching and learning material for all type of students that will eventually learn Spanish. This will allow the learner to practice the language during or after his lesson. Without sufficient practice, all that was learnt would be forgotten.

Our Spanish learning reference book would be very useful for the student because from an active Spanish verb grammar approach, he will review the most relevant verb grammar explanation. He will master the verb conjugations in the most frequently used tenses. He will use grammatical competence in varied communicative situations from comprehensive to productive areas. Also he will learn about Latin America's culture by reading about topics that he also might talk about in his culture. The learner will also do so in their L2 by writing, listening, or speaking; this activity will also let him learn new vocabulary such as expressions. In addition, he will become more responsible for his learning and more autonomous and self-confident in the Teaching and Learning Process. In this sense, he will also develop a positive attitude toward the language and the whole culture behind it. There is also a key answers section. This section will help the learner compare his answers and understand his mistakes and learn from them as well. Thus, in some extent, we would

³Go to the Interview in the ANEX (Question: ¿Cuáles son los objetivos del CETI con la enseñanza del español como lengua extranjera?)

⁴Go to the Interview in the ANEX (Question: ¿Con qué ambientes cuentan?)

also enrich the teaching methodology that CETI is using at present, which is the communicative teaching approach. It is important to mention that the design of this learning reference book consider both theoretical and practical sides of the Spanish verb grammar.

In conclusion, we think that as language learners and students of Linguistics and Languages Department, the learning reference book proposed here is necessary and important since it will improve the learner's active participation in the Teaching and Learning Process of Spanish as a L2.

1.3. Objectives

1.3.1. General Objective

- To design the Spanish learning reference book Gramática Activa for A1-B1 levels (elementary to low intermediate students) based on a verb conjugation approach to facilitate and support the learning at Centro de Enseñanza y Traducción de Idiomas (CETI)

1.3.2. Specific Objectives

- To establish the situation of Spanish course as a foreign language at CETI (2012-2014)
- To evaluate the Spanish teaching and learning materials at Centro de Enseñanza y Traducción de Idiomas (CETI)
- To identify the teaching approach that CETI uses to teach languages with.
- To determine the most common (used) and meaningful Spanish grammatical structures in communication.
- To propose a Spanish learning reference book by considering CETI's characteristics and the most common and meaningful grammatical structure in communication

1.4. Justification

There are many reasons why this project is relevant and feasible. Firstly, it has a theoretical value since it is an exploratory research under the basis of the qualitative method because of the following reasons:

- Spanish teaching course at CETI is recent. So, the reference book proposed will be an important bibliographical material for the learners of the institution. Moreover, it will motivate to create new own materials or just to enrich it more.
- The study is focused on learning process because there is not yet a specific student of Spanish population at CETI⁵and because of the importance of the learner´s role in the Teaching and Learning Process. It is undeniable that one of the most common problems that the student has when he is learning a L2 is the lack of active practice to acquire proficiency and fluency. As Ur (1991: 10) explains, “Practice can be roughly defined as the rehearsal of certain behaviors with the objective of consolidating learning and improving performance.” Active practice or review of verb grammar allows the learner to perform autonomously in his L2. We tailored our Spanish learning reference book to allow the learner to automatize communicatively the Spanish verb grammar used from the A1 to B1 levels⁶. This is important because without the necessary practice, what was learnt would be easily forgotten. Thus, all CETI´s students of Spanish will have a good opinion of the institution.
- It proposes an active verb grammar approach to learning Spanish. In this case, in our reference book the learner will not only face grammatical structures, but also encounter communicative situations based on the verb. This approach will complement the Spanish teaching methodology that CETI is using at present, namely, the communicative approach. We focus on the verb because, through it, all human being expresses physical, emotional, and mental actions, i.e. *Estoy cansada; Me siento muy decepcionado; Pienso que es bueno* and so on. By considering this, we designed activities based on the four skills for practicing the Spanish verb grammar. Therefore, it will encourage the learner to learn Spanish seriously, in an enjoyable and useful way, by focusing on the Spanish verb that, as we said before, requires intensive practice because of its characteristics.

⁵Go to the Interview in the ANEX (Questions: ¿A qué población va dirigido el curso de español que ofrece el CETI? and ¿Cuánto tiempo llevan trabajando en la enseñanzadel español como lengua extranjera?)

⁶Go to CHAPTER II (See: Common European Framework Reference of Languages)

- It is a project of degree that will be the basis for developing or designing Spanish teaching and learning material focused on the learner's needs and/or from the principles of the Communicative Approach.

Therefore, all of these aspects will generate new studies by considering population, teaching and learning methods of the language itself. Besides, this project will be a theoretical base to develop new materials for Spanish teaching or learning.

It will also have a social value due to the following points:

- It will satisfy a social demand. The reference book is intended for foreign students who will eventually learn Spanish at CETI.
- The product of this project will be also useful for the CETI's teachers of Spanish. The reference book will support their work either as a teaching or as a learning material. In fact, for novice teachers will be an effective teaching guide.
- Latin America also demands that the foreign students have at least a B1 level of Spanish in order to communicate with local people in different communicative situations. It is useful for tourists, foreign volunteers, and so forth to know Spanish so as to establish social relationships.
- Tourism in Latin America has grown tremendously in the past few years due to business needs, vacations, or volunteering. Before coming to Latin America, most of the foreign students want to learn Spanish in order to communicate with local people and they look for language schools to take some lessons. Their main concern is to learn structures that will help them succeed in the process.
- Any teaching and learning material must consider the cultural context where the Teaching and Learning Process takes place. Therefore, the learner understands not only the language, but also all the aspects that surround it.

All of these aspects would be topics for new investigations at Teaching and Learning Process by considering the culture related to the language taught.

The project also has a methodological value because of the following points:

- We offer data for new researches from qualitative and quantitative paradigms by considering the verb and certain tenses to help the learner of Spanish be able to communicate in the language.
- The Linguistics and Language Department will get many benefits. This proposal will motivate the students to work on an area of Linguistics related to the creation of teaching and learning materials.

1.5. Limitations

The present study is exploratory and qualitative. At present, there is not a population of students of Spanish at CETI, so the design of the reference book was developed based on the student's profile that CETI has in relation to the level of language and the teaching methodology that this institution employs, namely, the Communicative Approach as well as the Common European Framework of Reference (CEFR). Nevertheless, we only considered the grammatical, sociolinguistic discourse and strategic competences and focused very little on the lexical competence since this competence is a huge field that requires further studies as it includes many aspects such as expressions, people, and so forth. We used the interview as a technique to know the situation of the Spanish course at CETI.

Our reference book is just a proposal for a useful learning material for CETI. This institution does not have students who want to learn Spanish yet; however, it is necessary to have a teaching and learning material for all type of students that will eventually learn Spanish. Nevertheless, we reflected upon the description of the Spanish learning that we find in the Common European Framework of References for Languages in order to tailor the all the learning activities for each level.

The Spanish learning reference book developed is mainly intended to address the learner; nevertheless, its design allows even using it as a course book. It covers only the Spanish verb grammar as useful for A1, A2 and B1 levels by considering tenses. There is the opportunity to learn also vocabulary, especially with the activity related to Latin America's culture, which were considered in order to give the student vocabulary to express better their ideas related to the topic. Regarding to the cultural topics and the songs in the reference book, all of them were selected by considering the chance that they give the learner to review specific tenses (present, past, and future). The cultural topics are those that we find in any

culture such as love, marriage, or holidays, which generate curiosity on the part of the learner. The four language skills were also considered, but the focus remained on the Spanish verb grammar approach. Speaking is the least explicitly suggested skill on the instruction; firstly, because the reference book is not a teaching material, secondly, because all the activities will be reasons for singular, dual or plural communicative speaking situations depending on the learner's needs⁷. Additionally, there is also a key answers section, but only for activities such as gap-filling and completion, true and false statements, questions related to readings, or the content of a song and correction of statements. Gap-filling and completion of sentences and texts score over the number of a conjugated verb item. Thus, they fulfill theoretical and practical uses.

In relation to the layout of the reference book, we used four basic software programs. Loquendo allowed us to deal with all the audios. It is the software through which texts are turned into mp3. It converts the text to speech, and it is commonly used in the creation of a guide voice in different tutorials found especially in YouTube. The flexibility of the voices is an advantage to create conversations with different voices, such as male and female talking at the same time. Secondly, Publisher was used for the form or presentation of the textbook. This program is a component of Office that is normally used to edit different text in an easy way, and it allows one to edit the text and different details that help the text to be pleasant for the students, using different colors or images. Thirdly, Eclipse crossword is software that facilitates the creation of crosswords. Finally, Word Search Creator is a program similar to Eclipse Crossword but this program facilitates the creation of word search. Both latter programs are freeware, so no need of payment to use them. We used them for developing the three extra activities at the end of each level-part of the textbook. They are based on the verb as well, but designed for relaxing.

All those software options are just examples of how technology can be applied in the elaboration of different texts. We chose these specific materials because of their easy and practical access.

⁷Go to CHAPTER II (See: Types of Oral Communication) 13

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Applied Linguistics

According to Butrón (2012: 30-31),

la lingüística teórica [sic] denominada comúnmente “estudio científico de la lengua” ...se refiere al estudio de los enunciados verbales de los seres humanos , su propósito es describir las estructuras de dichos enunciados mediante la gramática estructurada ...en cambio, la meta de la lingüística aplicada [sic] es proponer problemas...surgidos en torno al lenguaje...es la aplicación de la teoría lingüística a las investigaciones pedagógicas...es lo que une la lingüística científica con la didáctica.

The present study deals with one of the concern of Applied Linguistics, namely, development of learning materials. For many reasons, at Linguistics Departments UMSA, there has been a small interest in creating materials⁸. But nowadays it is important that institutions like CETI rely with their own materials since this is almost mandatory in the current Bolivian Educational law, Avelino Siñani-Elizardo Pérez⁹. In addition, as students of Linguistics and Languages, we think that it is necessary to apply the knowledge acquired along five years to solve a problem related to learning a language, in this case, the Spanish language which became one of the main international languages around the world.

2.2. Communicative Approach

In Cervantes virtual dictionary, it is said that:

...método es el camino o proceso para alcanzarse un objetivo, mientras enfoque es el punto de vista o perspectiva con que se ve determinada cuestión o problema...

J. C. Richards y T. S. Rodgers (1998) proponen un modelo para la descripción de los distintos métodos, que se articula en torno a tres ejes: el enfoque, el diseño y los procedimientos. El enfoque permite establecer la base teórica en la que se fundamenta el método: teorías sobre la lengua y sobre el aprendizaje. En el nivel de diseño se determinan los objetivos generales y los específicos, la selección y organización de las actividades de aprendizaje y de enseñanza, y los respectivos papeles de alumnos, profesores y materiales didácticos. En el nivel de los procedimientos se incluyen las técnicas concretas, las prácticas y los comportamientos de profesores y alumnos.

⁸ Go to the Interview in the ANEX (Questions: ¿Y el booklet? ¿Quiénes estaban encargados de diseñar el booklet?)

⁹ Read articles 1 (section 7) and 3 (section 9) of Avelino Siñani-Elizardo Pérez education law.

The Communicative Approach is a theoretical proposal that emphasizes communicative aspects. In order to reach this goal, many teaching materials focused on the four language skills (speaking, writing, listening and reading) and were especially designed for teaching world languages, such as English, while considering the difference between the American and the British cultures.

It is undeniable the current linguistic need to communicate with people from a different culture, that is to say, to learn their language so that we are able to express through it our own ideas. This is because, as Brown states (2000), a current L2 student seeks to communicate through his L2 as he would do in his L1. This involves using the structure of the L2 in real communication situations and this demands the student to achieve that L+1 that Krashen (quoted by Brown, 2000) mentions. He points out that L+1 is achieved through the communicative competence, but the skills are not isolated from the grammatical aspect of a language, because for learning a language, grammar is necessary as the first step to establish a logical communication because the grammar will help the student recognize grammatical structures and meanings for the communication, for example, the tenses or the position of verbs, prepositions, adjectives, etc. in a sentence. In addition, the structures of the languages vary from one to another; and a clear example is the case of the German in affirmative sentences compared to Spanish; in German the verb position is at the end of the sentence, in Spanish the verb is in-between. On the other hand, in Portuguese, for example, there is not past perfect tense. These characteristics make each language unique in general. With this regard, Swan (2002:151) talks about comprehensibility and acceptability as the two major reasons why it is very important to deal with the grammar:

Knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. We must, therefore, try to identify these structures and teach them well ... the list will obviously include such things as basic verb forms, interrogative and negative structures, the use of the main tenses...

So it is important to offer the student a variety of grammar exercises related to his L2 learning by bearing in mind the four skills (speaking, writing, listening and reading). This will allow him to be competent in different communicative situations and thus, we place the student in an active grammar learning process. One of the grammatical structures that are always

present in communication is the verb. In Spanish, its moods and their different conjugations allow us to express different ideas and, hence, messages in different communicative circumstances. In some languages there are not such characteristics, so, it is important to help the learner handle the Spanish verb grammar as much as possible, by considering not only the form that it gets in a conjugation, but also the communicative situations where each form is often used. Then, as a result, the student will comprehend how to perform with Spanish in a specific communicative situation. In addition, Otero (n.d.:6) points out the variety of forms that Communicative Approach may have depending on what teaching and learning:

El movimiento comunicativo abarca una serie de tendencias. Baghin et alii (1994) nos apuntan: a) los comunicativizados, que nos presentan una gran proporción de elementos estructuralistas, que se adaptan a un contexto comunicativo [our underlying]; b) los funcionalizados, donde se trabaja teniendo como espina dorsal las funciones del diálogo; c) los inocentes, que promueven una comunicación efectiva utilizándose de una mezcla de criterios; d) los críticos, que se subdividen en temáticos, proyectuales o interdisciplinarios; e) los ultra-espontaneistas, donde todo se da al azar, en función de la interacción ocurrida.

En el enfoque comunicativo la gramática puede tener su lugar (dependiendo de la tendencia a que nos refiramos, como ya se ha visto).

Definitely, the present study fits in the first category, hence the verb is a very important grammatical element for linguistic communication.

The lack of linguistic acceptability is another aspect that encourages or discourages the use of a language, that is to say, it is the feedback that the user of L2 gets during communication. In fact, Swam (2002: 152) says that:

In some social contexts, serious deviance from native speaker norms can hinder integration and excite prejudice – a person who speaks ‘badly’ may not be taken seriously, or may be considered uneducated or stupid. Students may therefore want or need a higher level of grammatical correctness that is required for mere comprehensibility ...

The student has to deal with grammar not only to be able to recognize grammatical structures, but also to produce them either in written or spoken language. Grammar is bad if one thinks of it only as either a way to instill in the student the idea that the teacher is superior to the student to master the grammar, the only purpose of learning or something independent of the real communicative circumstances. It is necessary to deal with grammar, especially with verb grammar, by considering the communicative situation where a certain grammatical structure is used. When the learner uses a tense correctly (its conjugation is correct and the tense is

used in an advisable communicative situation), the feedback that he receives is positive, so his listener keeps the conversation in the L2, on the contrary, he prefers to switch.

On the other hand, it is said that when there is teaching or learning under the Communicative Approach, it is planned that the student talks without paying much attention to his grammar knowledge. Dave (2010:39) states that “Communication is not restricted to isolated sentences but to participate in a discourse. Another dimension given to it was the functional or the communicative potential of language. Knowledge of the structure was not enough to develop communicative proficiency in learners.” On the contrary, it is true that a grammar limited to isolated sentences is not enough to develop communicative competence in the student, but an active grammar by considering the four language skills from the communicative approach is something essential. In fact, all the communication process with a linguistic code has a set of rules that allows the learner to express ideas and thus he has a role as an addresser, a sender or a receiver in a particular communicative situation. So, a good grammatical competence enables him to use the language in different communicative situations. For example, if someone is talking about what he did the day before or a year ago, he uses sentences like *Compramos un carro* the receiver knows he is talking about the past and not about the present, in other words, even though the Communicative Approach is based on communicative situations, it is always linked to a grammatical aspect. After all, Luzón and Soria (2012: 42) mentions that:

Podríamos decir que una enseñanza de tipo comunicativo es aquella que se enmarca como objetivo el desarrollo de la competencia comunicativa. La esencia de este enfoque se encuentra, pues, en el enriquecimiento de los objetivos de aprendizaje: no se trata únicamente de que los estudiantes adquieran un determinado sistema lingüístico, sino de que sean capaces de utilizarlo para comunicarse de forma adecuada y efectiva.

... el enfoque comunicativo subordina el estudio de los aspectos formales de las lenguas al uso de éstas con fines comunicativos. El énfasis recae, por lo tanto, sobre los procesos implicados en el uso del lenguaje... sobre el estudio de los significados, de su expresión, comprensión y negociación durante las interacciones.

So, the Communicative Approach contemplates the idea of expressing personal opinions, daily activities, that is to say, speakers' experiences through the target language, but without forgetting the linguistic constraints. Further, the student always seeks to handle very well the grammatical structures of his L2 so that he is able to express his own ideas through it. A

good exercising of verb tenses makes the student practice how to say what he thinks about and thus he can participate in a conversation, opinion, etc. For us, it is very important that the student uses the Spanish grammar in specific situations as he could do in his own language. After all, most of the time, grammar is the factor that frustrates or limits the learning process and does not allow the learner to reach the communicative competence in the language.

On the other hand, by working under the Communicative Approach, it is necessary to adequate the grammar topics to the oral and/or written part, basically depending on the students' needs. Then, Spanish grammar has to be suggested in many kinds of communication situations where the student is asked to use it so that he produces and comprehends the language and this it is very important. With reference to this, Safriyani (2009) says that those who can communicate successfully can be considered as the ones who have communicative competence. Communicative competence is the ability to interact well with others. Communication takes place in an infinitive variety of situations, and success in a particular role depends on one's understanding of the context and on a prior experience of a similar kind. It requires making appropriate choices of register and style in terms of the situation and other participants. Additionally, Luzón and Soria (2012: 42) emphasize that:

En el enfoque comunicativo se promulga un tipo de enseñanza centrada en el alumno, en sus necesidades tanto comunicativas como de aprendizaje. Esto supone una pérdida de protagonismo por parte del profesor y de los programas, en favor de una autonomía de los estudiantes y, por lo tanto, de una mayor responsabilidad en la toma de decisiones sobre su propio proceso de aprendizaje.

It is very important to encourage the student to be responsible of his own process of learning. When we offer him with a variety of communicative exercises based on the grammar of his L2, in our case Spanish, he feels that all the grammar that is learnt will be useful to communicate specific ideas in specific communicative circumstances. In this sense, it is important to invite the learner to review and practice the Spanish grammar, specifically different tenses, by considering not only different exercises, but also the four language skills. Thus, we will also generate an autonomous behavior in the student by enabling him to decide or to consider the activity that is most suitable for his need and/or interest; for example, if a student needs to practice the speaking, he can use an activity such as reading to discuss the

issue and if a good competition in the written part is missing, he can use activities in this area to improve this skill. According to Gabianni (2007: 52),

La enseñanza comunicativa es aquella que organiza las experiencias de aprendizaje en términos de actividades relevantes y tareas de real interés y/o necesidad del alumno, para que se capacite en el uso de la lengua objeto para realizar acciones verdaderas en interacción con otros hablantes/usuarios de esa lengua. Esta enseñanza no toma las formas de la lengua descritas en las gramáticas como el modelo suficiente para organizar las experiencias de aprender otras lenguas, aunque no descarta la posibilidad de crear en el salón de clase, momentos de explicación de reglas y de práctica rutinizante de los subsistemas gramaticales...un método comunicativo no es aquel que exige que el profesor rechace la gramática...

In the Communicative Approach, grammar is not left aside at all. Even though the L1 has something to do with Spanish, that is to say, both languages come from the same family; the student must learn the Spanish grammar depending on his purposes. Moreover, he is always curious in how to use his L1 structure in his target language, thus, he is comparing both languages, not only the vocabulary, but also the grammatical structures as well.

The grammar, seen from the Communicative Approach, allows the student to participate in different communicative situation, but it needs practice. Communicating is to participate in real situations with real people. However, a communicative class can relate the grammatical forms with fictitious situations in which the student feels comfortable and confident with the linguistic system of his L2 so that when he faces real situations there is no insecurity over the grammar. We posit the practice of the verb tenses because the verb plays an important role within communication in all its levels and because it is one of the main learner's learning worries.

2.2.1. Communicative Competence

Muñoz (n.d.: 198, 199) says that:

La competencia comunicativa, término acuñado por Hymes (1967,192)...puede ser brevemente definida como la capacidad de usar la lengua con éxito y propiedad, esto es, llevando a buen término las intenciones del hablante que subyacen al acto de comunicación, al tiempo que los requerimientos del contexto son reflejados en la verbalización del mensaje.

Es importante señalar que la competencia comunicativa es, por definición y simultáneamente, conocimiento abstracto de reglas y regularidades formales, funcionales y discursivas...y

destreza o conocimiento procedimental que subyace a tal conocimiento y que puede ser accesible y movilizada durante situaciones de uso, o sea, durante la actuación.

To be proficient in a communicative situation is to express something without causing ambiguities or misunderstandings. In general, people who learn an L2 like Spanish have problems with the verb forms and this causes the other person not to receive the message with the proper intention. For example, the confusion between the conjugation of the first person and the third, both singular, in conversations likes:

A: ¿Por qué compras ese disco?

B: Compra ese disco porque es muy barato.

It would involve different intentions and this ambiguity makes the learner feel bad every time that he experiences it because he has failed to succeed in language performance during a communicative situation.

It is true that having the student communicating is the main goal of any language teacher. Nevertheless, achieving a good communicative competence in him is not an easy task. He needs to practice very much. Additionally, as the author says, one of the most important aspects within the learning process is the knowledge about the rules, the grammar of a language. We posit that the verb and the tenses that we can use in order to express many ideas are the most necessary aspects to master in the L2 in order to develop a communicative competence in the student. In Spanish, it is necessary to master all the tenses in all the different moods because our linguistic performance becomes particular in each communicative situation.

2.2.1.1. Characteristics of Communicative Competence

Savignon (quoted in TEFLIN2009) mentions that there are five characteristics of communicative competence and those characteristics are:

- a) Communicative competence is a dynamic concept. In fact, during the communication process the interlocutors can switch roles when they speak on a topic of common interest that allows more or less participation from one side to the other.

This participation can be reflected in the skills (speaking, listening, writing and reading) that the user of the language uses in a specific communicative situation.

A dynamic competition exists between the sender and the receiver when both talk about the same topic and the message given is correct and unambiguous; thus, both create dynamism understandable. Communicating is to go into action, is to produce and to understand. This feature of the communicative competence demands the student to put into practice what learned in a class of languages, or learned when using a teaching or learning text.

- b) Communicative competence occurs in written and spoken language. We have to consider that not only the communicative competence occurs orally, it also occurs in writing. Regardless of the form given, there is always the process of production and comprehension in communication. To understand and to be understood are two aspects that determine the level of communicative success in any of its forms.
- c) Communicative competence is demonstrated in a variety of contexts because communication takes place in particular situations. This dynamic process is subject at the moment when we communicate. This means that it depends on the time and place in which the process is performed. These points determine a communication to be successful or wrong. A particular context demands the use of one or more communicative competences, and the experience of the user of the language through practice makes him reach to be competent and to act according to the characteristics of a particular context.
- d) Competence and performance are two concepts linked to each other. Competence is the theoretical knowledge of a language, while performance is the part of the communication in real situations and with active participants and represents the moment when the student has to face different dialects, idiolects and key characteristics in a language. In that sense, competence is the ability we have to deal with, for example, certain grammatical forms such as the verb tense of a mood whereas performance when we use it appropriately in a particular communicative context and we receive acceptability by our interlocutors.

- e) Communicative competence is always relative. All communicative situations are never defined as the use of a single type of competence (strategic, discursive, grammatical and sociolinguistic). In this sense, the context is what determines the degree of one or the other and thus, it also shows that the communicative competence, in essence, is always dynamic.

Then, to develop a good communicative competence in the student means to instruct him by considering factors like when, why, with whom and how to use the language. In other words, the communicative competence is a process that depends on many variables, for example, the context defines when to use the language. For example, our communicative competence varies from the moment we speak. It is not the same to talk to someone early in the morning and to talk to someone late at night. This also includes items such as the speaker's intention or the why. A characteristic that is also important is how we handle the language, since it is not the same to talk to an older person than to a person of our own age, and so on.

2.2.1.2. Areas of Communicative Competence

Jaimes (quoted in TEFLIN, 2009) says that communicative competence is a broad term that involves not only the structural features of language, but also its social, pragmatic and contextual characteristics. Therefore, it is necessary to understand communicative competence as the sum of a series of competences.

According to what is said in Telfin (2009) and Muñoz (n.d.) about communicative competence, there are four types of abstract knowledge that the language user possesses.

2.2.1.2.1. Grammatical Competence

It refers to the mastery of the linguistic code, namely, grammar, phonological and lexical systems as Muñoz (n.d.: 198) mentions: "...La competencia gramatical es el conocimiento morfosintáctico y léxico de la lengua meta que permite al hablante comprender y producir enunciados y reconocer no sólo lo que es posible en la gramática meta sino [sic.] también lo que no es posible o es agramatical." The grammatical competence is not only the correct use of grammatical rules, but also of the sub disciplines existing in a language such as the phonological and morphological aspects. Thanks to a good grammatical competence the student knows that it is not possible to say things like *El mujer* or *La hombre*, or that is not

correct to say *Yo tuvo un problema* because the rules of Spanish grammar do not accept any of those forms. In the process of learning a language, the student must be aware of these things. Therefore, it is important that the learner achieves a correct knowledge of a language; however, he also has to be able to manage and adapt this knowledge to specific contexts.

2.2.1.2.2. Sociolinguistic Competence

Muñoz (n.d.: 198) mentions: "...La competencia sociolingüística reside en el conocimiento de las reglas socioculturales de uso en una comunidad de habla; éstas incluyen normas de cortesía, relevancia y propiedad en distintos repertorios y contextos." People, as social beings, live in groups and for their survival communication is necessary. All communicative manifestation, especially the linguistic one, has not only structures, words, and sounds modifications, but also behavior in situations in which something is expressed. In the evolutionary process of the language, social rules were presented; they determined the precise moment to communicate and/or to express something. The correct use or knowledge about when and where to say something is known as sociolinguistic competence. This competence is often acquired by the contact with the society, but when teaching or learning a language this competition has also to be taught or learned. A cultural reading helps the learner understand the culture of his L2.

2.2.1.2.3. Discourse Competence

Muñoz (n.d.:198) mentions: "La competencia discursiva,... se refiere al conocimiento necesario para comprender y producir enunciados más allá del nivel de la oración, es decir, enunciados que forman textos ... dotados de coherencia y cohesión." The knowledge beyond the text is an important requirement when using a language. In general, people talk about different issues and in different situations. In Spanish and in many other languages, speakers tend to shorten sentences and use particles instead of complete ideas and, sometimes, expressions in a conversation. The speakers also mix issues when talking because their topics change depending on the tone in a conversation. Some people start a conversation by talking about their past activities and finish it by talking about their possible future activities. These reductions, expressions and changes are deciphered in the brain of the participants in a conversation, resulting in the management of the discursive competence. Nevertheless, we find the discursive competence not only in oral communication, but also in a written one.

Discourse competence is also responsible for the management of cohesion and coherence in the texts in order to maintain a clear communicative interaction. For example, one of the major problems when studying Spanish is the use of coherence especially when differentiating the first and the third verb person and this causes sometimes not to produce a text with a successful communicative intention, and as a result, the interlocutor has the impression that there is more than one actor in communicative situations such as:

Hola Juana

Ayer comió una salteña y estuvo muy rica ¿Puedes contarme tu día de ayer?

Saludos,

Patricia

From this we understand that Joan and Patricia are friends and who ate the salteña was the son or husband of Joan, but not Joan.

2.2.1.2.4. Strategic Competence

Muñoz (n.d.: 198) mentions that:

La comprensión estratégica abarca el conocimiento y la habilidad necesarios para resolver problemas que surgen durante la comunicación. Tales problemas pueden tener su origen en limitaciones en el conocimiento gramatical, sociolingüístico o discursivo del hablante,... o pueden ser consecuencias de factores de actuación, tales como estrés comunicativo... falta de atención...

Communication is a constant process that is present in different ways. It does not only depend on words, signs and sounds, but also on pragmatic aspects. Overall, in the process of communication, which parts are sender, receiver, message and code, the code determines how the message will be sent. Words are used in spoken and written sentences, but they depend on the context in which they are used. This is the verbal communication. However, it is also possible to use other elements that help the communicative process, like body language which is very common in oral interactions and it is known as nonverbal communication. Speakers use any of these communicative forms, but in order to keep communication, they employ the strategic competence which helps to continue communicating by choosing the suitable way to do it.

To generate a variety of communicative situations in order to develop the strategic competence in the student is very important for a real learning process because it is a way to cover the limitations and curiosities of the apprentice during this process. For example, if he wants to put an ad in the local newspaper, he must realize that he does not have to write a whole sequence of events; that would be more appropriate for a story.

2.2.1.3. Comprehension and production

According to Brown (2000:70),

Learning a second language usually means learning to speak it and to comprehend it! When we say "Do you speak English?" or "Parlez-vous Français?" we usually mean "and do you understand it too?" Learning involves both modes (unless you are interested only in, say, learning to read in the second language). So teaching involves attending to both comprehension and production and the full consideration of the gaps and differences between the two. Adult second language learners will, like children, often hear a distinction but not be able to produce it. The inability to produce an item, therefore, should not be taken to mean that the learner cannot comprehend the item.

Comprehension and language production are essential in communication. Understanding is a process of decoding a message emitted by a sender and generally the first step in successful communication. On the other hand, production is the process of using the language to send a message in a particular code, usually orally, to a receiver to continue communication.

In language learning, people are exposed to the comprehension and production of the target language. These concepts, as mentioned before, usually go together, so, to learn a language means to produce and also to understand it. Of course, there are particular learning situations in which the student is only interested in understanding his L2, like learning to read in it. Nonetheless, in the learning process itself, there will always be a less or more presence of both processes. In this sense, these are two aspects to motivate in the student through different activities because both will allow the learner to achieve a good communicative competence. Moreover, when we use the language we not only hear or listen and read because there are always situations in which we have to act with the language, but also we have to write or speak and, this is something natural in the human being and even more so in adults. For example, if someone says something, positive or negative about our country, we justify or deny it, and so on; when learning a language, this means that it is important to understand

the grammatical structures of the second language perfectly in order to produce a clear and specific message, namely, without causing ambiguity. Nevertheless, understanding not only means to understand the grammar, but also to know how to use it and that means to produce what you have in mind; at first, it is difficult because you have to think about the grammar structures so that you are not wrong, but practice facilitates the fluency that is needed in communication.

2.2.1.4. The Four Skills

According to Clausen (2006) linguistic communication has the participation of four skills: speaking, writing, reading and listening. The first two are known as productive skills and the last two as receptive. These skills are related through two parameters which are: the mode and the communicative course. He also tells us that it is important that the learner is not limited only to be a recipient of the language, but to participate with it in different communicative situations so that not only develop a passive linguistic knowledge. After all, learning Spanish is a process that requires the four skills as any other language.

The four skills focused on grammar will allow the student to be surrounded by the Spanish. In the Spanish immersion, the student should deal with listening by analyzing the grammar structure used, the context, the vocabulary and all the elements needed. Speaking allows the student to imitate the Spanish pronunciation, so, he has an idea of how to use the sounds that correspond to the grammar part. Reading is as well an important part for students because it is possible to see the structure and the vocabulary that goes with the grammar. Writing permits the students to organize his ideas in texts with Spanish information.

2.2.1.4.1. Reading

Reading is one of the most important activities to communicate over distance. This ability is learned either in L1 or L2, its importance lies in understanding academic, entertainment and social texts. It is clear that reading comprehension is related to sub disciplines such as phonology, morphology and grammar. However, it is not always practiced skill by some students especially those that are starting with the language. The motivation they have is very little and do not practice this skill often. According to Foronda (2010: 13),

‘La lectura’ es un proceso continuo de comunicación entre el autor y /o escritor del texto y el lector. Es expresado a través de una variedad de signos y códigos convencionales que sirven para interpretar las emociones, sentimientos, impresiones, ideas y pensamientos. Además es la base esencial para adquirir todo tipo de conocimientos científicos; que sin tener dominio de los mencionados códigos y signos no se tendría la menor idea de plasmarlos en un papel.

In this sense, it is important to offer the student reading activities to reinforce his reading strategies. The Spanish verb grammar has many tenses in its three moods and through them we express different things. In fact, some of them help us to express our emotions, doubts and feelings, while others are mainly factual. Therefore, the learner of Spanish must practice the verb tenses through interesting reading tasks where he is able to realize how those tenses and moods work and add new information to his schemata. That information will develop the discourse competence of the student too, either by comparing or discovering a communicative situation in the text.

Reading is not an easy task. For Foronda (2010), eight cerebral processes are identified as relevant for the development and acquisition of reading as follows:

- a) Process of discrimination and perceptive-visual memory: We recognize signs of language.
- b) Process of discrimination and perceptive-auditory memory: We associate sounds to phonemes.
- c) Perception of space orientation: We consider the page.
- d) Linking syllables and words by differing.
- e) How reading works: We go from the left to the right.
- f) Considering meaning as isolated words: We conceptualize and symbolize.
- g) Considering meaning as a whole text: We understand the text and all the aspects that it conveys.
- h) New information in our schemata: We get the information as a new experience.

This author also says that neither reading nor writing is a process based only on recognizing signs, but one that asks for abstraction. Therefore, the learner is always using the linguistic knowledge acquired and also his personal experience about the world.

Additionally, according to Velásquez (2003: 12-20) “La lectura es la base para el escalón primordial, a través del cual el ser humano tiene acceso a una gran parte de la cultura, facilita el aprendizaje de un gran cúmulo de conocimientos”. That is why it is important to offer readings about culture, for example, about Latin America, so that the learner of Spanish is able to differ some events that happen around this part of the World or the same things that happen in his home but in a different way.

2.2.1.4.1.1. Reasons for Reading

Harmer (2007: 99) says that “There are many reasons why getting students to read... In the first place, many students want to be able to read texts in [Spanish] either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be a good idea.” Definitely, there are many reasons for reading to be important; one of them is that it helps the development and refinement of the language itself. The advantages of reading when a language is acquired are for example:

- It improves the oral and written expression and makes the language more fluently when communicating.
- It increases vocabulary and improves spelling.
- Reading allows communicative relations of human beings, enriches personal connections with native speakers.
- Reading gives facility to expose one's own thinking and enables the ability to think quickly.
- Reading increases cultural background and provides information, knowledge. It means, when you read, you learn.
- Reading stimulates and satisfies the intellectual and scientific curiosity.
- Reading allows the extent of the self-learning from the knowledge that one has to enlarge the knowledge.

In conclusion, reading is very important when learning a language because it facilitates and improves knowledge. In spite of that, it is necessary to consider that just good reading texts introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.

2.2.1.4.1.2. Different Kinds of Reading

Harmer (2007: 99) mentions that:

We need to make a distinction between extensive and intensive reading. The term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material. Where possible, extensive reading should involve reading for pleasure...

The term intensive reading, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms.

Intensive reading is usually accompanied by study activities. We may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities. We will also encourage them to reflect on different reading skills.

There is no single type of reading for everyone, it depends on the interests of the person, but the truth is that reading facilitates the understanding of the meaning of the different written texts to later assimilate them critically and also it allows to develop human capacity, reflexive attitude and it is very useful to look for answers to social, economic, political and scientific events. For all these reasons, we can say that it is important to have learning materials such as textbooks with readings that allow practice and reinforce the knowledge that a student knows or has acquired about his L2 and, at the same time, facilitate access to different cultural aspects. So, on the one hand, intensive reading is very important because the activities designed to deal with grammar, especially with verb tenses, help the student mechanize rules and structures. On the other hand, it is also necessary to present him kinds of extensive reading activities, such as advertisements, stories, etc. Thus, they will stimulate autonomous, enjoyable and productive learning.

2.2.1.4.2. Writing

Troncoso and Del Cerrón (n.d.: 255) mentions that:

Escribir es representar las palabras o las ideas con letras u otros signos gráficos trazados en papel o en otra superficie. Es comunicar algo por escrito. Implica la motricidad el lenguaje (Ajuria guerra, 1980) y la memoria. Escribir supone trazar una serie de grafías complejas en su forma que deben ir encadenadas. La coordinación entre movimientos rotacionales en continuo desplazamiento para realizar unos trazos que puedan ser leídos e interpretados por otros es, probablemente, la actividad de motricidad fina más compleja que podemos aprender. Se precisan varios años de evolución y desarrollo para lograr soltura suficiente y un estilo personal. El aprendizaje de la lectura es, sin duda, más sencillo. Escribir, además de su carácter gráfico, es fundamentalmente un medio de expresión. Presupone un lenguaje interior que quiere comunicarse. Existe la intención de transmitir un mensaje por escrito y para ello es preciso un conocimiento de la lengua.

The written expression is the way that people communicate with linguistic signs and is the process that asks the user for time to organize his ideas. This form of communication is conserved throughout the years on physical media; this means that writing allows sharing ideas by breaking barriers of time and place.

Nowadays, writing is more popular because of the way that communication has evolved with the technology, and it is here where its importance grew, although it lost the formal presentation style that it had at the beginning of times. For example, in social networks like Facebook by using the chat, writing is almost a habit, but everyone writes as it was one's way. Even though this form of communication is popular, in language learning does not have enough practice in class, because of the time it needs for proper preparation in terms of form and intention.

2.2.1.4.2.1. Reasons for Writing

Harmer (2007: 112) arguments that: “There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more ‘thinking time’ than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing -that is thinking about the language- whether they are involved in study or activation.” When writing something, ideas are automatically structured properly based on the grammar of the language to give a coherent and cohesive message. That is why it is important to present the student exercises for production and comprehension such as emails,

letters etc. with different intentions. Moreover, in the case of Spanish verb grammar, some tenses and moods are more frequent in a specific type of text and writing is a good practice to reinforce the learner's knowledge about all the theoretical aspects of his L2 and to deal with coherence, cohesion and organization of ideas.

2.2.1.4.2.2. Types of Writing

Muriel (2008: 29-30) says that:

... la enseñanza de la escritura debe tener en cuenta los usos y funciones de la lengua escrita en nuestras sociedades, orientándose al dominio expresivo y comprensivo de los diversos tipos y géneros de la escritura y adecuarse a las diversas situaciones de comunicación en las que tiene lugar el intercambio de significados entre las personas. Por eso, enseñar a escribir textos diversos en distintos contextos, con variadas intenciones y diferentes destinatarios, es hoy la única forma posible de contribuir... a la adquisición y al desarrollo de la competencia escrita...

Therefore, it is very important to ask for the student to familiarize himself with as many different types of written texts as possible. If he reads an ad on the street, for example, he needs to understand not only the words used but also the intention. That is to say, it is necessary to go beyond the words and as a result of that, he will be able to create effective advertisement using his own words when necessary. In this regard, Harmer (2007: 112) says that:

...writing for learning ... is used as an aidememoire or practice tool to help students practice and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like this are designed to give reinforcement to students. ...Another kind of writing for learning occurs when we have students write sentences in preparation for some other activity. Here, writing is an enabling activity.

Writing-for-writing, on the other hand, is directed at developing the students' skills as writers. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good 'real life' reasons for getting students to write such things as emails, letters and reports. And whereas in writing-for-learning activities it is usually the language itself that is the main focus of attention, in writing-for-writing we look at the whole text. This will include not just appropriate language use, but also text construction, layout, style and effectiveness.

Writing for learning refers to the use of writing in order to practice the language at a learning level. Its objective is to practice specific characteristics of the target language. This way of writing allows students to remember and review what was learned in his new language

without much emphasis on the own characteristics of a text, namely, its style, gender and effect. So, writing for learning is a type of writing that helps the L2 learner to practice the language or to become familiar with it because he exercises and sees a grammatical structure, like the verbs, from different levels.

On the other hand, writing for writing is a type of writing in which the language is applied in different written communication situations, so it requires much more than knowledge of the language as a system and it allows the student to have a much more natural L2 performance. In that case, writing for writing allows students to improve his ability for writing texts not only with practice and use of the target language, but also in the creation of texts with more advanced features, that is to say, the form, the effect, the style, the management of ideas and the achievement of a higher level of understanding in the reader.

Writing for learning and writing for writing are two types of writing that are not separable if you want to reach a level of communicative competence on a written production level. The student feels comfortable when writing a particular text when his grammatical competence is enough to fulfill this task. Then, it is important to encourage the two types of writing in the learner, but not hastily, since written production has its own process. When learning an L2, it is important that the learner has enough practice with the grammatical structures necessary to produce ideas in the L2, after that he will be able to get to a higher level where he will be more self-confident to use the language to perform different speech acts such as advices, requests, etc.

To keep a flexibility to develop in the student writing skills to learn a language and to encourage him to write things such as everyday emails to a friend will allow him to feel comfortable and confident in a real life situation of written communication. On the other hand, it is also beneficial practice one of the writing skills that the students use according to the reasons they are learning the language. For example, if a volunteer in an NGO (No Governmental Organization) has to submit reports constantly, it will be more useful for him to consider the way he expresses his ideas and to notice if he makes mistakes and to work on them in class, then more writing for learning will be considered. According to Muriel (2008) because writing is a daily means of communication, it has many functional social uses. In

fact, people write for greeting, asking for, inviting, justifying, describing, that is to say, there are always a reason for writing and, as a consequence, it determines a type of writing. Below, we could show it in the following chart¹⁰:

Personal Writing	Specific Purpose Writing	Expository Writing	Persuasive Writing	Creative Writing
<ul style="list-style-type: none">•Agenda•Poems	<ul style="list-style-type: none">•Summary•Application or request•letters	<ul style="list-style-type: none">•Essays•Reports•Academic texts•Scientific Literature•Journalism•Advises	<ul style="list-style-type: none">•Leading article or editorial•Advertisement•Instructions	<ul style="list-style-type: none">•Short Stories•Dramatic Texts•Songs•Novels

¹⁰We developed this chart.

2.2.1.4.3. Speaking

Dominguez (2008: 60) says that:

Ability to handle spoken language is to be taken to include ability to understand the foreign language when spoken normally by natives, without allowances being made for the foreigner such as slowing down, repeating phrases, speaking specially loudly or distinctly, and under normal—that is, sometimes adverse—conditions of listening, i.e. to a variety of voices and accents or against a background of noise or interference. It also includes ability to express oneself in the language, using appropriate forms and constructions fluent and without unnatural hesitation, and with a delivery sufficiently resembling that of native speakers to cause absolutely no difficulties of communication, and in favorable cases to pass virtually unnoticed among them.

The ability to communicate orally is a process that requires the application of linguistic knowledge particularly in communicative situations and, as it is a production skill, this requires a lot of practice for an immediate reaction. An essential element of this practice, in the case of an L2 learner, is a comprehensive practice of the essential components of the language, including grammatical constructions that facilitate the understanding of what is said verbally, and in some way the vocabulary.

Oral production is the most important thing that any student seeks in an L2. This production bears much relationship to listening comprehension because in the communication process the participation of a sender and a receiver is important. Its importance lies in the need to use the language in different communicative contexts and immediately.

2.2.1.4.3.1. Reasons for Speaking

Harmer (2007:123) says that:

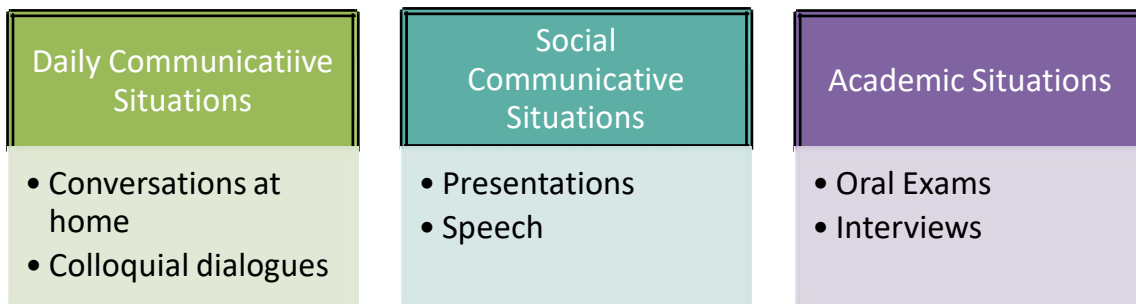
There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

All of us mostly use verbal language to express our needs, thoughts, feelings and emotions; we need it even to solve the most elemental needs of our life: hunger, thirst or shelter. We also need it to acquire knowledge, to abstract and to project ourselves professionally, and to

communicate and adapt to the environment in which we are. It is true that in the learning process the student must develop a self-confidence in the language as long as he can express what he thinks or how he feels in a particular situation, but not only in the classroom. When the student speaks using L2 structures, he demonstrates the knowledge he has about it and what he needs to improve or learn. So, it is important to encourage speech in the L2 learner so that he gains a natural automatic oral performance, but to do so, he needs to know the grammar well and thus, he can have a clear and coherent conversation.

According to Muriel (2008), language area has to cover all the aspects related to communication and one of them is speaking. After all, most of the time we are in special or complex situations where we have to express our ideas in order to maintain a relationship or to get something. Good examples of these situations are: looking for a job, making friends, making decisions and so on. Additionally, he mentions that nowadays a high level of speaking is as important as a high level of writing. Consequently, a person who does not express himself coherently not only limits his professional aptitudes, but also his social aptitudes by laying himself opening to ridicule.

Setting up a variety of communicative situations for speaking is necessary. Muriel (2008) suggests the following situations¹¹:



According to the author, it is necessary to increase the learner`s communication opportunities because thus he will be well prepared to face to all the aspects of learning. He will verify it in real situations. Nevertheless, it is true what Richards (2008: 24) mentions:

¹¹We developed this chart.

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However, students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require a talk for interaction... Initially, learners may depend on familiar topics to get by.

But not always are words what he needs to communicate; he has problems with the tenses and say something that he did not want to say. On the other hand, it is true that it is easier for the student to give opinions about familiar topics, but his grammatical mistakes reduce the confidence and he may feel unable to discuss more or say something else. So, it is necessary not to avoid grammar, especially the grammar related to the tenses.

2.2.1.4.3.2. Types of Oral Communication

Badia (quoted by Muriel, 2008) mentions three kinds of communication situations based on the number of participants in the communication process. Each one has its own characteristics and the speaker has to use different abilities to convey them. They are the following¹²:



2.2.1.4.3.2.1. Singular Communicative Situation

The listener is not expected to answer immediately; so, he does not play the role of the speaker at all. Examples of this kind of communication are a political speech, a lecture and a registered song. Then, a lecturer prepares his speech and presents it in front of an audience. The only one answer that he expects is a non-verbal reaction. In other words, the result is a

¹² We developed the chart.

passive reaction in the public because there is no verbal interaction between speaker and audience.

2.2.1.4.3.2.2. Dual Communicative Situation

In this situation two participants can interact and play different roles, that is to say, they can be speaker or listener by turns.

In an interview, the speaker interacts with the listener by discussing about different topics. When the sender and receiver exchange information about different topics, for example, in a phone call, in an interview, etc. the communication is reciprocal.

For all those reasons this type of communication is more oral because people interact through language. In this interaction, the student must deal with not only a phonological and syntactic grammatical knowledge of the language, but also a pragmatic one that allows him to interact, this means, he must take into account factors such as whom is he talking and where he does it.

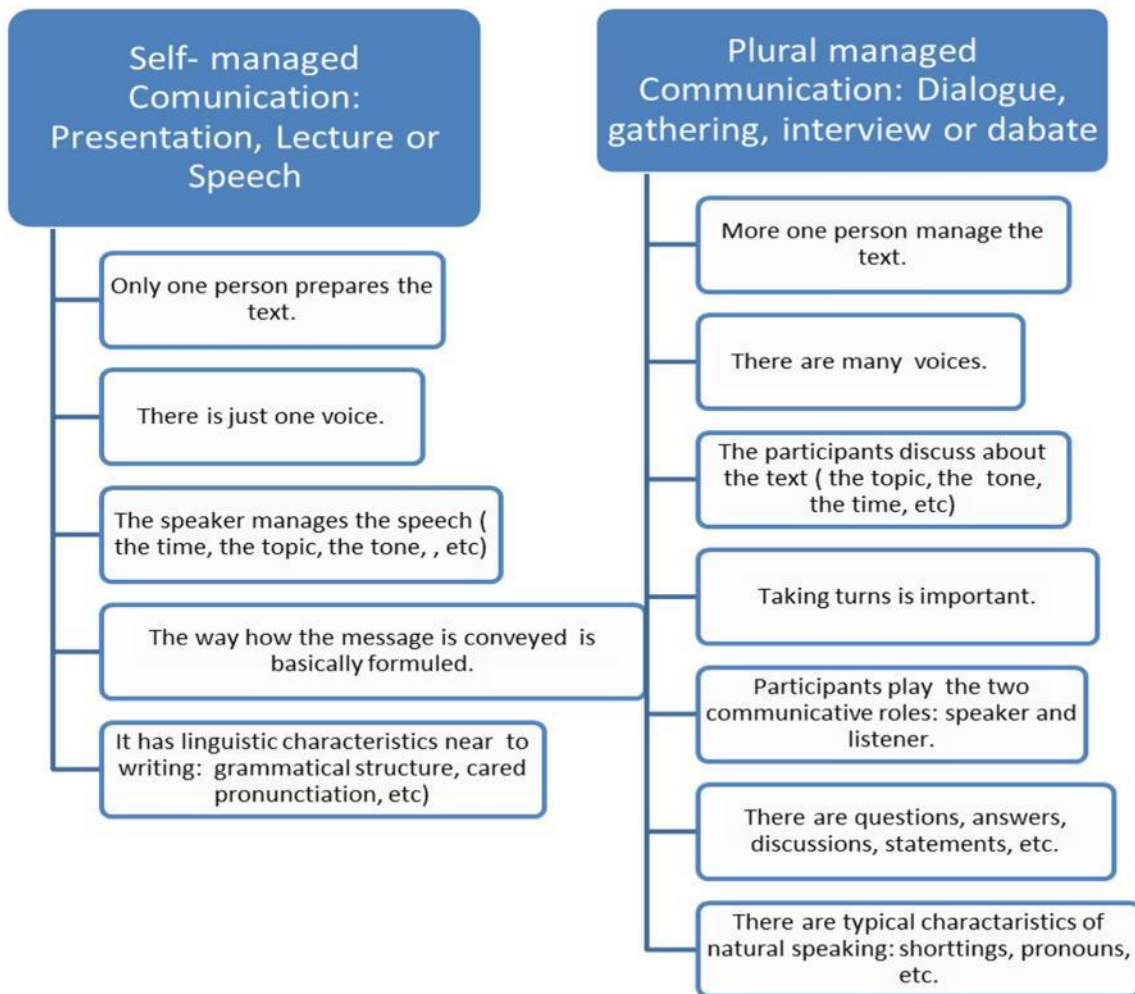
2.2.1.4.3.2.3. Plural Communicative Situation

The participants may be three or more and they alternately play the roles of speaker and listener during the process of communication.

A gathering is the result of the spontaneous and uncontrolled participation of many participants by taking turns. This type of communication occurs when many people who perform the role of sender and receiver participate simultaneously, interacting, for example, in an executive meeting, neighborhood meeting, discussion, etc. Both, the sender and the receiver provide knowledge, ideas, thoughts, and differences of opinion, making a dynamic and active participation.

The typology¹³ given here may differ from the point of view of management. Therefore, Singular Communicative Situation is considered an auto managed communication while Dual and Plural Communicative Situation are plural managed communication. The first one requires the ability to prepare oneself and to control oneself during a speech. The latter ones ask for the ability to interact and to communicate cooperatively.

¹³We developed the chart above.



According to Muriel (2008) auto management is oratory. In other words, it is the ability to speak in front of an audience, to persuade people and to inform them of something.

On the other hand, plural management means conversation. It is the ability to exchange ideas, to cooperate among speakers and listeners and to lead a social process of communication.

For many linguists plural management communication is as important as self-management one. That is why discourse analysis is becoming one of the most amazing scientific fields.

It is advisable to deal firstly with communicative situations that ask for self-management competences such as presentations, speeches, etc. because of the complexity that they involve, that is to say, these require a high level of formality, abstraction and so on. But at the same time, they seem easier for the student because as he is the only speaker, he gains confidence in the language. These activities should be considered as points for developing the student's speaking skills, but much depends on the learner himself. In this regard, Richards (2008: 10, 12) says that: “[Students] need practice in organizing their speech around problems and solutions, causes and results, and similarities and differences” “Students can benefit from learning by setting themselves presentation goals and assessing their own progress.”

2.2.1.4.4. Listening

Gil –Toresano (quoted in Dominguez, 2008:57) says that: “El proceso de comprensión auditiva es fundamentalmente un proceso mental invisible y como tal no, lo podemos observar y analizar con la misma facilidad con la que tratamos, por ejemplo, la expresión lingüística.”

The ability to listen is a process that requires a lot of practice because both attention to and familiarity with the linguistic code are very important. Both the sender and the receiver are surrounded by different sounds that are not always linguistic, in this sense, the internal analysis needed to discriminate the non-linguistic items from the linguistic ones is very important in order to understand the message. This activity is more complex than reading because what is said or heard does not have the same value when repeated one or more times, this means, unlike reading, listening process is a non-observable activity which, most of the time, once occurred, it cannot be reversed.

2.2.1.4.4.1. Reasons for Listening

According to Muriel (2008), listening is not an easy task. Even the best readers, writers and speakers might have some difficulties with this task. On the other hand, Penny Ur (quoted by Muriel 2008) says that when listening there is a predisposition to make sense of what we hear already exists, since we have an objective and a background. Besides, as listening as reading may take advantage from the context that surrounds a discourse.

It is very important to develop a good level of listening skill on the student. This is possible if we help him by assisting the student with well-structured instructions about an exercise or by explaining the exercise as clearly and simply as possible, in order to promote understanding. The student needs to practice L2 listening in order to be prepared to deal with harder tasks which require more complex levels of comprehension such as understanding ambiguity or double sense discourses, and more if he want to apply to DELE (Diploma de Español como Lengua Extranjera). So, it is necessary to present him variety of exercises by combining listening with the other skills. As a good example, Muriel (2008) suggests that before learning a grammar point, it is useful to listen to a text related to it. Furthermore, the student should engage in active listening, taking full advantage of the audio by communicating on the subject listened, for example.

Wallace, Stariha and Walberg (2004:13) mention that: “Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others.” We agree with these authors because it is true that when listening to a text, we are not only receiving sounds, but also getting meaningful information that we comprehend, share or analyze. In this sense, it is very important to consider listening exercises for the student, especially if there was not a chance to experience full speaking. For example, these exercises may enhance and test the learner’s listening by asking him questions about what he has heard.

For many students, listening is the hardest part in learning a language because we are not used to hearing or understanding the new sounds. However, it is one of the most important ways to carry out a conversation, because to learn a language, we must first hear and understand what is said. As student, we give more importance to speaking than to listening, but both are equally important because an effective communication occurs when the speaker says something and the listener understands it. Moreover, with the listening we learn to pronounce and identify the sounds that we may not have in our language, to imitate and repeat them and even to discriminate between accents because with the listening we can practice the word stress and intonation of sentences.

To conclude, by considering all that was mentioned above, we can say that the natural way to get started in learning any language is *listening*. Since the moment we were born we

started to listen to the first sounds of the world and the first words of our parents. We listened and learned everyday phrases in context and then slowly reproduced and transformed the *listening* into *speaking*. In other words, we understand that listening is where speaking starts. So, this skill is an important part of the language learning process because a failure in understanding the message being communicated can cause misunderstandings. That is why the activities developed in a Spanish class or material should prepare the student for different types of listening that exist and that mentioned below.

2.2.1.4.4.2. Types of Listening

Harmer (2007) says that when talking about listening we must make a distinction between intensive and extensive listening. The intensive refers to any listening activity that helps to develop the student's oral understanding of the sender's message during a communicative situation. This understanding ranges from the simple linguistic sounds to complex structures such as the ability to differentiate between a tense in the indicative from one in the subjunctive. Then, intensive listening comprehension is the practice of different audio activities, but mainly supervised or controlled by a teacher or a book. Usually, these activities require more effort from a student because the objective focuses on the micro skills contained within listening, that is to say, the pronunciation, a good management of structures, the use of a common or a special vocabulary that the student must understand and decode, etc. This way of understanding allows the student to practice all the micro skills mentioned above.

On the other hand, extensive makes the L2 learner practice in his rhythm either to improve their hearing in the L2 or to find distraction, pleasure or relaxation in this activity. Then, there is the pleasure of hearing different texts that exist in real life. There is no formal or academic need for its development, it is more an opportunity for the student to relax and practice the language without any pressure, this form of understanding can be found in movies and even in songs, common conversations in L2, etc.

Dave (2010) makes a classification according to the type of listening and presents three groups:

Selective Listening: This seeks specific details and information on the different oral texts. This activity is also known as scanning.

Listening for a whole comprehension: This kind of listening seeks a complete understanding of the message of the text to hear and it is also known as skimming.

Intensive Listening: This type of listening is similar to the selective listening, but the difference is that all related micro details are taken into account, that is to say, morphology, phonology, grammatical structures, and so on.

Whatever the type of activity, it is important that the learner practices listening skills because it allows him to develop an effective level of oral communication.

2.2.1.5. Grammar

Dave (2010:109) mentions that:

Grammar is defined as the total mechanism of a language that helps to communicate correctly and appropriately. It also refers to the formal analysis and description of the rules of the language. Grammar is also defined as a systematic study of language covering the areas of phonology, morphology, syntax, semantics, and word formation and sentence structure [Rutherford 1987].

That is to say, the grammar is the linguistic regulator in communication. It makes possible that what is said makes sense and there is no ambiguity possible. For the L2 student, it is important to manage it well to avoid negative experiences with the language because by mastering grammatical structures, such as tenses, he succeeds in creating or maintaining a successful communication and thus, grammar becomes active and therefore functional.

In this regard, Torres (2007:37-38) points out that: "...la gramática es...la estructura material y funcional de la lengua y la disciplina que estudia y describe esa estructura." Therefore, grammar is a crucial aspect for speaking and writing, that is to say, for the production of the language. In other words, the grammar is not limited only to comprehension skills. After all, as Dave (2010:110) says that: "The main objective of teaching grammar is to make our learners use the language correctly and appropriately. The emphasis should be on developing the receptive and the productive skills of the language. They should learn to say the same thing differently in different situations."

2.2.1.5.1. Types of Grammar

Dave (2010) classifies grammar in three according to the purpose that they have.

2.2.1.5.1.1. Formal or Prescriptive Grammar

Dave (2010:110) defines Formal or Prescriptive Grammar as follows:

... the language is believed to be static and rigid. It is split in different parts of speech, tenses, clauses, active-passive, reported speech, punctuation etc. Rules of grammar are taught deductively. The learners have to memorise the prescribed rules to master the language. Rules are taught in isolation. Grammar items are not contextualised. This makes learning more difficult because in real life situation we use language in a particular context. Form is considered more important than meaning. The teacher is more concerned about accuracy. Nesfield and Wren and Martin grammar belong to this category. This type of grammar is still popular in schools and colleges. This is responsible for the pathetic state of our learners. They cannot communicate in language in spite of their knowledge of grammar. This is also called teacher's grammar. This teaches about the language and not the language.

In other words, prescriptive grammar focuses on the perfect use of the linguistic system and to accomplish that it is presented directly to the learner, but it does not consider the communicative context and pragmatic factors which determine the use of different forms within that system. Moreover, for an efficient use of the language students have to memorize rules of the language. This type of grammar remains popular in schools and colleges, however, the criticism received for its lack of communicative practice is large. In this sense, it is considered as a static grammar.

On the other hand, it is necessary to clarify that in the TLP under any method it is not recommended to completely ignore the prescriptive grammar. The prescriptive grammar promotes the correct use of rules, giving the student a confidence in the way that one feature of his L2 is used or has to be used. That is to say, when learning the different characteristics of the language one can better express the message to be communicated. It is clear that this type of grammar only helps in the formal aspects of the language, such as form and rules, but they are features that cannot be ignored in language learning. The parts of speech such as verbs and their conjugation need to be learned properly. In this sense, the application of verb conjugation drills is also necessary when learning a L2 and much more if it is a L2 belonging to a very different language family from the learner's L1.

2.2.1.5.1.2. Descriptive Grammar

Dave (2010:110) defines Descriptive Grammar as follows:

This is called linguist's grammar. It analyses and describes the rules of the language. It believes that language is not static but is dynamic and changes from time to time. It distinguishes between acceptable and unacceptable sentences. The criterion for these changes as the

language undergoes the change. The teacher should have the knowledge of this grammar to explain the system of the language to the learners.

The descriptive grammar, as its name denotes, describes the way in which a society makes use of the linguistic elements of a language. It considers that the language changes as any other cultural aspect depending on the evolution or change of a speech community and not only refers to the lexical particularity, but also to the preference in the use of a verbal grammar structure. In this sense, the language teacher knows which forms and uses related to any grammatical aspect are better to provide the student with and which others are not, for example, the verbal structures that are more popular than others in a particular time and place. That is to say, it is a more dynamic grammar because it considers the changes that a language develops throughout time and the ways in which speakers use it. The important thing is to consider that the theoretical knowledge of L2 is not of primary importance, but its practical application or knowing how to apply the language practically.

2.2.1.5.1.3. Functional Grammar

Dave (2010:110) states that:

Communicative approach to language teaching advocates this type of grammar. It follows the process of language acquisition. The native speaker has an intuitive knowledge of grammar rules though s/he is not able to describe or analyse [sic] them. "Grammar" here, is integrated with the skills of listening, speaking, reading and writing. It follows the inductive method where the examples are given before the explanation of the rules. Grammar items are contextualized [she]. Meaning and form both are important. It puts emphasis on fluency and accuracy. Exposure and the use of the language are essential features for learning grammar. The teacher should teach this type of grammar to the learners. S/he should develop strategies to teach this type of grammar.

This kind of grammar is preferred under the Communicative Approach. The grammar is usually acquired inductively, similar to how we would acquire a native language. Under this grammar, the practice of the four skills is related to the grammar content to teach, and presents it in context, not in isolation like in the prescriptive grammar. Besides, the functional grammar rescues something from both the prescriptive and the descriptive grammar. In this grammatical approach, the linguistic form and also the meaning that it may acquire in a particular communicative context are important.

It is important to develop a good grammatical level in the student, but without forgetting that language is dynamic and therefore so is the grammar and that the user is a

human being with different motivations for learning it. However, an inductive grammar is more suitable for the teaching process, a process that occurs in the classroom, with a teacher and classmates. In the case of the learning process, carried out through a textbook for supporting learning, grammar may be presented deductively. This can also be positive as the learner will also achieve the accuracy and fluency in the language by reviewing what was learned in class and the teacher is able to guide the student to varying levels of communication.

2.2.1.5.2. Grammar in Learning Second Languages: Acquired Knowledge and Learnt Knowledge

Brucart (1996:20) explains that:

Los argumentos aducidos para desaconsejar la introducción de la enseñanza de la gramática en las clases de lenguas extranjeras provienen principalmente de las teorías que tienden a proclamar la prioridad del aprendizaje naturalista frente al aprendizaje como resultado de un proceso de instrucción. Para tal enfoque, la adquisición de una lengua extranjera sigue en lo esencial las pautas propias de la adquisición de la lengua materna, proceso que se basa en la inmersión del aprendiz en situaciones de comunicación y que culmina sin que haya necesidad de recurrir a ningún tipo de instrucción gramatical explícita. Estas teorías admiten que sobre la adquisición de las lenguas extranjeras actúan variables que diferencian ambas secuencias de aprendizaje (diferente grado de maduración cerebral, distintos objetivos, etc.), pero mantienen que el mejor modo (y de hecho, el único) de progresar en el aprendizaje de una lengua extranjera consiste en sumergir al aprendiz en los datos reales (esto es, en los enunciados producidos en contextos de comunicación).

In this regard, Ur (1991:76) says that:

The place of grammar in the teaching of foreign languages is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar; but this knowledge may be intuitive (as it is in our native language), and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned. Or is it?

It is true that it is important to immerse the L2 student into a communicative situation in which the language that he is learning, he can handle it, but in that situation linguistic forms are always present and an understanding of these forms make possible a good interaction at the level of meanings. For example, in a communicative situation in which the student needs to describe a thing that he has lost, he should use the present or the imperfect indicative instead of using the indefinite and thus, he is communicating in his L2. And, his knowledge,

as a result of an educational process or result of an active grammar, allows him to understand that in such situation it is not correct to use the indefinite.

On the other hand, it is true that a learner who wants to learn a language in context only by simple imitation of sentences can communicate relatively well, but there will always be a limit for not knowing how these phrases are structured and how he could form similar phrases. As a result, he won't feel self-confident about the language itself and will become frustrated. That is why the learning of any L2 language should begin with an active grammar and so that, we are able to produce it either spoken or written form.

Actually, the importance of teaching grammar was and is a controversial issue especially in foreign language teaching because it is not seen from the same angle. Many people agree that we need to learn the grammar of the language that we are learning, but it is important to mention that it is better if we deal with an active grammar with which the learner not only knows how to use his L2 linguistic forms, but also to express what he needs to communicate.

2.2.1.5.2.1. Learning the Grammar of a L2

Doval (1998:377) says that:

...Engel y Gotie hablan de una "gramática comunicativa" (Engel, 1990:99; Gotze, 1995:238), en la que los factores comunicativos tendrán reflejo en la gramática, es decir, siguiendo un enfoque natural comunicativo (tal como se da en la adquisición de una lengua materna) exaltan categorías de la comunicación y de las categorías de la comunicación; se trata en consecuencia de transmitir, valorar e interpretar las circunstancias del acto de habla (Engel, 1990:112). Otra cuestión es el cómo se debe transmitir (implícita o explícitamente, qué modelo gramatical adoptar), cuándo y cuánto es necesario transmitir. Estas cuestiones de tipo didáctico-metódico dependen de cada grupo o nivel concreto, pero no tienen necesariamente que afectar a la cuestión básica de gramática si o gramática no.

Definitely, the student should learn his L2 by applying its grammar in different communicative situations and use one or another linguistic form as he would do it in his L1. Besides, when the learner is exposed to communicative situations where he uses the grammar of his L2, he applies a structural form, but he also analyzes the effect that a good or an inadequate structure causes. We agree with the position that a grammar in isolation does not allow thorough learning of a language, but learning grammar by considering different communicative possibilities is very useful for the student.

Doval (1998) talks about the characteristics of a grammar for learning a L2:

- It must be a prescriptive grammar, but as a linguistic model for the learner.
- It should enable the learner to apply their grammatical knowledge to specific situations in order to practice and, therefore, to consolidate the grammar.
- The use of explanations given are clear and do not present a problem for the students.
- It is not an isolated grammar from all that implies using a language, that is to say, it is not limited only to identify forms. Then, the activities to develop from it are based on the different abilities by interacting with sub-disciplines that govern the language such as pragmatics, sociolinguistics, phonetics, morphology and syntax.
- It is selective in terms of what is most necessary for the L2 learner. For example, for a Portuguese student whose aim is to take an exam like DELE, he needs to recognize the difference between the indefinite and the perfect past tense of the indicative. So, there is more practice at the essential communicative structures and also at the more complex structures that do not allow a L2 student to progress or are just not easy for its consolidation.
- It allows reaching a good competence with the language when it is used actively with the four communicative skills through different inputs.
- It describes, in a useful way, the language to the student in order to be applicable. So, the use of a contrastive linguistics is necessary for some of the subjects in which the student has problems.
- It is a grammar that is applied to communicative situations.
- It is a grammar that seeks that the learner can handle the language.

The process of teaching or learning grammar does not only mean to consider the structures and rules that govern a language, but also to use these rules for speaking, listening, reading or writing because with these four skills there is language production as such. On the other hand, there are cases in which the student is good at dealing with grammar, but he cannot use it in an oral communicative situation because sometimes the language and this causes a lack

of motivation in the learner. Therefore, learning a language is not only to learn the grammar, but also to know how to use it in the different modes of human communication.

2.2.1.5.2.2. Grammar from the Communicative Approach

Ellis (quoted by Brucart 1996:18) explains that:

(1) The developments in SLA research over the years have been of several kinds. One development concerns the scope of the field of enquiry. Whereas much of the earlier work focused on the linguistic —and, in particular, the grammatical— properties of the learner language and was psycholinguistic in orientation, later work has also attended to the pragmatic aspects of learner language and, increasingly, has adopted a sociolinguistic perspective. Thus, whereas many researchers continue to focus their attention on how L2 learners develop grammatical competence, many others are concerned with how learners develop the ability to perform speech acts such as requests or apologies appropriately. Similarly, whereas many researchers continue the long-standing attempt to explain the psycholinguistic processes that underlie L2 acquisition and use, others have given attention to the social factors that influence development. The result is that scope of SLA research is now much wider than in the 1970s or even early 1980s.

In this regard, Brucart (1996:14) mentions that:

...lo que se ha producido en el ámbito de la investigación sobre la adquisición de lenguas extranjeras ha sido la incorporación de nuevas perspectivas que intentan atender a la complejidad del objeto de estudio: ser hablante competente de una lengua implica no sólo dominar aisladamente su léxico y sus estructuras gramaticales, sino también saberlos articular en un discurso polifónico y saberlos utilizar de manera apropiada a los fines que el hablante intenta conseguir y al contexto social en que aquél se produce.

Throughout the years, it has been seen that there are many things to consider when talking about the process of teaching and learning a second language. Before, traditional teachers focused only on the grammatical structure, that is to say, they were very theoretical, and they lacked motivation in their classrooms which caused boredom among students. In fact, it was believed that rules were everything needed to learn a new language, but, in the present, teachers know that motivation, for example, is an important aspect for learning a foreign language. A good teacher is not only a person who has a wide and deep knowledge of the grammar, but also someone who uses teaching resources to maintain student motivation and presents the grammar and the practice adequately so that the learners achieve the production of the conversation or writing. Success in learning also depends on pragmatic issues that determine the uses of linguistic forms for controlling a communicative situation. For example, in the bank (cashier-customer) a speaker must say something like *¿Podría prestarme un bolígrafo, por favor?* but not *Dame un bolígrafo* because these sentences are

for two different communicative situations in which the social factor prevents the use of the second form. So, it is very important to present grammar to the learner in the way that he will be able to use it to communicate. Grammar should not limit the learner to memorize everything about the grammatical structures, including terminologies and technical words of the language, otherwise, this way of presenting the grammar, as stated above, fails to enable the student to communicate although he can be successful in a grammatical assessment, he may not be able to communicate verbally or in written form. After all, as Marín (1991:33, 35) says: “La enseñanza de la gramática, concebida no como un fin en sí misma, sino como el mejor instrumento para alcanzar un aceptable dominio de la lengua en todas sus manifestaciones, debe tener en cuenta los siguientes supuestos: El lenguaje es un fenómeno social.” La lengua es creación, y por tanto, producción.” Language teaching should go beyond the grammar. Grammar has to be applied in the different skills that are required to have a good communicative competence because when a L2 learner succeeds in expressing what he really means, he recognizes that each of the structures used has a fundamental role in the communicative situation. In saying this, it is undeniable that the desire to communicate and to understand others properly has been one of the most fundamental interests since the origin of the language itself. That is why it is crucial to ask how important is grammar for a correct use of the art of talking when learning a second language? The acquisition of the L1 is natural and we do not usually experience its grammar in a formal learning situation, instead, the grammar of the L2 inevitably requires this situation, because its grammatical categories correspond to a different logic from the learner's L1 in a greater or lesser extent. For example, French and Spanish belong to the same linguistic family, but in Spanish the genre of the grammatical subject and/or discursive is not considered when some verbs are conjugated in the past tense. So, the answer has to do with the great importance of the grammar that allows the student to know adequately the grammar of his L2, in terms of their forms, and also helps him to apply these forms in communicative contexts as common as they are presented in their L1.

Under the Communicative Approach, grammar continues to be important, but it is more active when it is applied to the four skills such as listening, speaking, reading and writing for its consolidation in conversation when producing or comprehending the L2.

Therefore, reviewing grammatical aspects, especially tenses, is very necessary to master a language. They let us communicate our ideas at any given time and place.

2.2.1.5.2.3. The Verb

According to Torres (2007: 132), “El verbo es la palabra nuclear más importante del enunciado. Hablar una lengua consiste en realizar actos de habla – hacer- Tales actos: hacer afirmaciones, dar órdenes, plantear preguntas sólo se hace con el verbo... permite medir la actitud del “quien” (sujeto) y conocer su performance.” The verb is the form that designates person, tense and mood of an action. Common communication depends on this word, because when we mention only the actor or object there is no clear communication. The verb has valid information that it is even by itself because it can express moods, feelings, actions, attitudes or conditions as Llorach tells us (2000: 137) that “Se llama verbo a una clase de palabras que funcionan como núcleo de la oración (§ 311), y que, en consecuencia, son susceptibles de aparecer representándola sin necesidad de otras unidades, como al decir Llovía, Venid, Voy.” Therefore, as a grammatical structure, the verb is crucial to communicate because thanks to it we can express ideas in different tenses and moods about our experience as part of a society in which the language is the medium that makes us have a role and act in it.

Unfortunately, when a language is learned, one of the biggest problems of the student is the verb. In fact, among the most common errors of foreigners who want to speak Spanish, are the concordance between the verb and the subject and also the confusion of the tenses when implementing these in certain situations. It is common to hear the conversation: *Disculpe, ¿sabe usted dónde estar la calle 5 de mayo?* or *¿hacia dónde ir esos autobús?, ¿saberlo tú? Cuando yo fui niño, tenía muchos autos.* In Spanish, the agreement between the verb and the subject is invariable because the verb conjugation must work with the number of the subject and it is important that the learner understands it. In fact, Dave (2010:112) clarifies that:

Tense is another problematic area. The teacher should not teach the tense system in detail. S/he has to explain the relevant facts to avoid confusion. S/he should expose the learners to the passages of mixed tense, so that they understand the rules. For example, 'every Sunday I watch TV, but last Sunday I went to picnic: I am not sure, what I will do next Sunday.' To teach simple present tense the learners can be asked to describe their daily routine and that of their mother/father/friend. This helps to understand the rule: I get up at 6 o'clock. My mother

gets up at 5 o'clock. This helps them to understand the rule of concord [subject and verb agreement] that with third person singular, s/ es is added to the present form of the verb. Similar techniques can be used to teach other tenses too.

Learning to communicate in a language in different tenses is a process that should address two issues. First, the different tenses express different communicative purposes and, therefore, they should be seen gradually. Second, there are more frequent tenses than others for their application in different communicative situations. What is important is to encourage the student to master the use of the verb in different tenses so that he can express his own ideas through his L2 as well as possible.

2.2.1.5.2.3.1. Spanish Verb Characteristics

In Spanish, the verb is also characterized by introducing a complete idea or message. Of course, there are other elements in the language that also allow us to communicate. However, the verb somehow has its own autonomy, such as *llueve* expresses a weather situation that occurs in the present. As we see in the example, the verb expresses this idea without depending on other elements necessarily. So, the verb is defined as the core of a sentence (Llorach, 2000) and hence it is very important in communication. Moreover, the verb expresses not only the action that occurs within a situation. Its characteristics, which are known as accidents or paradigms, provide information about who performs the action, when it happens on the timeline, and whether the action is real or has subjective characteristics.

2.2.1.5.2.3.2. Conjugation in Spanish Verb Grammar

Conjugation in Spanish verbs has to be with the following characteristics:

2.2.1.5.2.3.2.1. Person

Llorach (2000:139-140) says that:

El morfema de persona inserto en el verbo hace alusión a uno de los entes que intervienen en un acto de habla. En estos siempre existe un hablante, un oyente y todo lo demás. Se dice que el verbo lleva primera persona cuando el hablante coincide en la realidad con el ente a que hace referencia el sujeto gramatical (así en canto o vivo); se habla de segunda persona cuando lo denotado por el sujeto gramatical coincide con el oyente (como en cantas o vives); se considera que hay tercera persona cuando la referencia real del sujeto gramatical no coincide ni con el hablante ni con el oyente (tal que canta o vive). Esta tercera persona se manifiesta también cuando no interesa o no se puede puntualizar en la realidad la referencia del sujeto gramatical, es decir, cuando es imposible un sujeto explícito (como al decir Llueve, Nieva, Se canta, etc.).

In Spanish the morpheme of person is expressed through the ending of a conjugated verb and it enables to communicate a fact, that is to say, the language user of the language refers to a

particular subject according to the ending of the verb used. Then, *hablo español* is very different from *habla español* because the one who has the ability to *speak Spanish* is a different person. In each example, in the first sentence, *Yo* is the person who has the ability to perform the action of *hablar* and the second one *él/ella or usted*. This is one of the weaknesses that the Spanish student has and more so if his mother tongue is English.

2.2.1.5.2.3.2.2. Number

Llorach (2000:140) explains that:

El número es morfema solidario con la persona dentro del verbo. En la segunda serie de parejas citadas..., la oposición entre los dos miembros de cada una consistía en que el sujeto gramatical se refería bien a uno, bien a varios entes de la realidad. Se trata, en principio, de la misma distinción señalada en los sustantivos {casa / casas, pared / paredes, etc.}. Pero en el verbo (igual que en los sustantivos personales,...), lo denotado por la oposición entre singular y plural no es exactamente lo mismo que designa con los sustantivos. En estos, el plural señala que se hace referencia a varios objetos de la misma clase (casas equivale a la suma de casa + casa + casa, etc.) y el singular designa o bien un ente único (de la clase manifestada por el signo léxico), o bien el conjunto indiferenciado de todos los entes adscritos a la misma clase (valor genérico). Así, en *Piafaban los caballos* se alude a la pluralidad de objetos designados por el significante *caballos*, y en *Piafaba el caballo* se hace referencia a «un solo caballo concreto»; pero en *El caballo* es un solípedo, el sustantivo *caballo* no indica ni unidad ni variedad de objetos, sino el conjunto genérico de todos los de la misma clase.

En el verbo, la oposición singular/plural es de otra índole. Por ejemplo, *cantamos*, en plural, no se refiere a un conjunto de varias primeras personas, sino que su sujeto gramatical abarca simultáneamente la referencia a la primera persona, que es el hablante, y a otras personas no primeras; *cantáis* denota la segunda persona del oyente junto con otras; *solo cantan* alude a un conjunto de terceras personas, siendo así su comportamiento semejante al del plural de los sustantivos.

The morpheme of number works in conjunction with the person. That is to say, *hablo español* indicates first person and also the singular entity. The idea of number in the case of the verb is a little more complicated than in the noun because in some cases it is not the number "plus one" of the same case. This means that *Hablamos español* is not necessarily a *yo + yo + yo* ... it actually involves the speaker with other entities; we have to consider the relationship *tú / él/ella(s) + yo*. Besides, the issue of gender is not something that is considered in the Spanish verb conjugation system as in French. Then, in Spanish, it is advisable to apply the verb conjugation as necessary by considering two drills. The first exercise is to recognize the declination of the verb in various subjects respecting the person and number of the subject. The second exercise is to recognize the time: either present, past or future because every tense has its own declination and you can see that the roots and endings or verb endings are

different in each verb. Besides, there are regular and irregular verbs. Regular verbs are not so hard to memorize but irregular verbs deserve special attention because they exist in all the tenses with different endings.

2.2.1.5.2.3.2.3. Verbal Moods

Llorach (2000:149) says that:

... Se suele distinguir entre el dictum (o contenido de lo que se comunica) y el modus (o manera de presentarlo según nuestra actitud psíquica). Los procedimientos gramaticales que denotan la actitud del hablante respecto de lo dicho, constituyen las variaciones morfológicas del verbo conocidas como modos. De lo expuesto previamente se deduce que los derivados verbales infinitivo, gerundio y participio, que no pueden ser núcleo oracional, carecen de tal variación y no pueden ser llamados modos.

Language as a communication tool not only allows us to present our ideas as a chain of linguistic signs decodable by those who share the same language or know it, but it also allows to reflect our attitudes about what we say. For example *No creo que en el futuro conservemos nuestros valores humanos* not only makes reference to the negative form of *creer*, but also to the fact that the speaker's knowledge or experience makes him say what he asserts, and uses the subjunctive mood because this mood allows us to express ideas as mentioned.

However, when you communicate something, you do not only depend on the emotional states, but also on the situation where a person is at a given moment. For example, an office boss politely asks his secretary to do something, but if he is angry, he will talk in a rude tone of voice, but not as he talked his parents. Depending on the context and the circumstances, we use the language by considering not only lexical items, but also verb grammar structures.

2.2.1.5.2.3.2.3.1. The Indicative

The indicative mood is the most common form of speech and expresses real events in the psyche of the speaker. When we talk about the real form, we refer to activities that are not unreal, that is to say, the form *Tengo problemas* expresses something real because the speaker wants to point out the problems he has in his life. The indicative mood has temporary changes for the real actions, it means that we talk about real actions that occurred, occur, and will occur.

2.2.1.5.2.3.2.3.2. The subjunctive

The subjunctive is the mood that we use for unreal events or actions used by the speaker, that is to say, these are actions that do not have a complete reality, especially in the case of wishes. Its use is minor compared to the indicative. If people speak or communicate something about real events, this mood is almost not considered, unless they refer to emotions and feelings. This mode is not present in other languages and that is why Spanish become hard to learn for some foreigners whose mother language does not have a mood like this. In Most of its expressions carry a subjective charge. For example in the form *No quiero que tengas problemas*, the subjectivity is in the desire of the speaker over the listener.

Therefore, so far, verbal moods are responsible for expressing a message according to the speaker's mental characteristic (Llorach, 2000). The moods are classified into three groups: indicative, conditional and subjunctive. Each one has its own characteristics when conjugating a verb in.

2.2.1.5.2.3.2.3.3. The imperative

The imperative is the mood to express commands and desires. For some authors like Llorach (1994: 150-151) it is not mood: “Las particularidades del imperative [su contenido morfemático y añadir los como enclíticos los referentes pronominales átonos, el uso de –os para el plural de –d] inducen a segregarlo de la categoría de los modos...” However, in spite of this, it is useful in communication.

2.2.2. Motivation

According to González (2008:24), “La motivación es fuente de acción y de interés en los individuos cuando se pretende producir el aprendizaje. Ningún profesor debe olvidar que los procesos de aprendizaje incluyen aspectos cognoscitivos y afectivos que implican el ejercicio de la voluntad”. Additionally, according to Díaz- Barriga y Hernández (quoted by Martinez, Balboa, Benavides and Fogagnolo, 2008) motivation is to give the student reasons to learn. It explains the student's attention and effort in the teaching and learning process by considering his personal experiences. The learning process is a human process and as such it incorporates emotional, as well as cognitive factors. One of these emotional factors is motivation. When an individual is intrinsically or extrinsically motivated, he has better results in performance than when he is not. In other words, a person highly motivated

achieves his goals with a purpose, with a vision, with confidence and with commitment with himself, but if that motivation is not properly directed the learner may become demotivated so much so that he gives up on his goals. The level and definition of motivation depend on the situation where the person is. So, motivation in the field of teaching and learning is the student's interests in his learning or in the activities that lead him to improve his learning process. Interest can be acquired, maintained or increased and decreased according to what he has to face in his learning process. In other words, the role of motivation in achieving meaningful learning relates to the need to induce in the student's interest and effort.

Therefore, when motivating the student to be responsible of his learning process by offering an interesting way to practice the most difficult part of grammar as the tenses are, we activate willing on him to produce and comprehend the language that he is learning.

Additionally, Cayetano and Laredo (2008:18) argue that: "En el proceso del aprendizaje es importante que exista la motivación para la buena asimilación de las temáticas". On the other hand, Harmer (2007: 21) mentions that:

If giving students agency is seen as a key component in sustaining motivation, then such agency is not just about giving students more decision-making power. It is also about encouraging them to take more responsibility for their own learning. We need to tell them that unless they are prepared to take some of the strain, their learning is likely to be less successful than if they themselves become active learners (rather than passive recipients of teaching).

The lack of motivation is one aspect that is often associated with the failure of students in their learning activity. An unmotivated student shows no interest in learning, he does not put the knowledge to use and, therefore, rejects the ways of learning that he is offered. A motivated student, however, is more likely to achieve learning goals, because he recognizes the value of acquiring learning skills has meaning and value and participates actively.

2.2.1.5. Types of Motivation

According to Cayetano and Laredo (2008:19, 20) there are two main types of motivation. They are the following:

2.2.1.5.1. Primary Motivation

Primary motivation refers to "... disposiciones motivacionales innatas que tienden a activar al organismo son necesidad de experimento o aprendizajes previos y responden a las exigencias orgánicas y fisiológicas..." Motivation refers to the impulse toward something

special. The internal motivation (intrinsic) is the personal desire for self-realization at the level of work, professional, family, social, educational life and so on. In the case of the learning process, the motivated student tends to be responsible for his success in learning, for example, a new language. In other words, this type of motivation already exists in the student who is in a language school and looks for ways to improve his skills in the L2 and feels satisfied with him.

2.2.1.5.2. Secondary Motivation

Secondary motivation means “... exigencias sociales de origen externo y son adquiridas...” External motivation is mainly characterized by the existence of a reward when having succeeded in making something. This type of motivation is received by the subject externally, it means, this motivation is a result of what others expect from the subject or what the subject may have or maintain if he satisfies the expectation. For example, external motivation is demonstrated in the interest for a better job position, greater economic gain and so on. In other words, external motivation responds to stimuli outside the individual and is considered as a reward for performing an action in any form. Thus, in the case of Spanish learning, external motivation (extrinsic) is often the desire to satisfy the needs and request of parents who want their children to learn a language as well as the desire of a worker who is studying a language for a meeting or important conference. A test that the teacher gives to students or commentaries like *I learn Spanish for my work; I learn Spanish for my girlfriend because she is Bolivian* are also examples of external motivation.

However, it is important to mention that the internal and external motivations do not always go separately and even the external can become internal according to the individual's experience during the process. For example, a student who is learning Spanish for his job may find that his L2 not only fulfill a work requirement, but also that his World view is wider and that s/he has fun learning the language. Additionally, other authors suggest the following type of motivations:

2.2.1.5.3. Motivation of Achievement

Everybody has a desire to achieve something in life, and what is easy for one to achieve could be difficult for another, but when the desire is achieved, one recognizes that nothing

is impossible because this feeling is strong and operates like a driving force. In fact, McClelland (quoted by Gelleman: 1972, p. 133,135) says that: "... el aspecto más importante de un motivo de logro realmente poderoso, es aquel que hace que su poseedor sea muy susceptible a los impulsos como para que lo intente con vehemencia." "Entre más intenso sea el impulso de logro, mayor será la probabilidad de que el individuo exija más de sí mismo." "...el aspecto más fascinante del motivo de logro es que parece hacer de dicho logro una finalidad en sí." "El modo más importante en que el logro se relaciona con el éxito que se alcance...es la actitud que el individuo asuma hacia los riesgos."

In other words, achievement motivation is defined as the momentum when an individual that has a purpose and dares to take different risks to achieve it. S/he knows that this is the only way to succeed. The individual is motivated by the desire for personal or social recognition. This provides him the satisfaction of having succeeded in making something by posing realistic goals, planning carefully his actions to achieve results and thus, he becomes conscious of his successes and failures. So, this type of motivation leads to goals in personal and/or professional life.

Any individual may fail or succeed. The results determine the continuation or abandonment of what is being done. In language learning, this is seen in the finishing of a course. Then, when the L2 student succeeds in communicating his ideas from a basic level, for example, with the use of the present tense in different circumstances and notices that he has reached a level of proficiency and accuracy in the language, he looks for new challenges in relation to what he knows and what he wants to do. Thus, achievement based motivation is the reward that the student has when he succeeds in an activity through failures and successes during the process of his achievement. Usually the achievement depends on the activity performed and what he wants to do, but when an activity does not have a proper difficulty, he loses interest and does not want to do it well.

2.2.1.5.4. Motivation of Competence

White (quoted by Gellerman, 1972:120-123) mentions that:

Uno de los manantiales de la motivación humana es el interés por llegar a conocer cómo es el mundo y aprender a obtener de él lo que se quiere ... la gente quiere también entender y manipular su medio ambiente físico (posteriormente, también su medio social [deseo de dominio o motivo de competencia])

El que su sentido de competencia sea poderoso o débil depende del balance de éxitos y fracasos que [se tiene]...Si han predominado los balances probablemente [se considerará] la vida como una aventura bastante prometedora, donde un poco de sentido común y persistencia pueden llevar muy lejos...si los fracasos sobrepusieron a los éxitos, la vida [sería considerada] como un peligroso juego en el que correr los riesgos es...un fiasco...

...el motivo de competencia puede ser ejercitado y obtener como resultado considerables recompensas.

The desire to do things well is reflected in the motivation of compete. This form of motivation is basically the hope that the results are done every time better. However, to become competent in a particular area depends not only on the successes that we have on it, but also on the persistence we put to achieve it.

Many people have this kind of motivation. It occurs in the family, in the work and in an educational environment. It is clear that learning a language involves mastering the language and to use it in different communicative situations, but in order to fulfill all these aspects, the student has to practice, to use the language better and to apply the grammatical structures not as isolated units, but as linguistic forms in a context and always active in a social interaction. Therefore, it is important to offer supporting material in which the learner finds an active grammar which enables him the use of the language as a communication tool and not only as a linguistic system different from his.

2.2.1.6. The Student and Motivation

Dave (2010:274) indicates that:

The abstract term 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the 'motivated' learner: one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant as well as more productive: hence the importance of the topic for teachers. This first unit reviews, necessarily briefly, various interesting theoretical aspects of the topic of learner motivation that have been studied and discussed in the literature.

Nowadays, talking about motivation without having a specific situation in which motivation is observable is quite difficult. It is the situation where the individual is the one who facilitates to understand the concept. At this point, in the teaching and learning process motivation is understood as one of the necessary features that the student needs to develop in order to have success in the communicative competence of a language. Dave (2010) clearly tells us that the motivated student invests effort and is always predisposed to look for other ways to improve and/or to practice what he knows to progress in his learning process. That is to say,

this type of student is an active learner. In addition, if learning is significant, there is a favorable attitude by the student which means that there is motivation. In many situations, it is seen that the progress of the L2 student is greater when he is motivated either by a higher goal or by just something temporary like a short trip through a country where his L2 is spoken. So motivation is very important to success when learning a L2.

When the student is encouraged to control his own production in his L2 and what is learned responds to his needs, it generates the interest to relate learning and needs. Each individual differs in his sensitivity, concern, perception etc. so, each individual will be motivated to the extent that he feels comfortable with and to the extent that the information that is presented means something meaningful to him.

On the other hand, it is necessary to clarify that motivation with intelligence and prior learning¹⁴ determines that students will achieve the desired learning outcomes. In this sense, motivation is a human characteristic that cannot be ignored in the learning process because it is linked to cognitive work which is made in a particular task.

Dave (2010) mentions the characteristics of a motivated student and says the following:

- Positive task orientation. The motivated student dares to use different means to have good communication skills in the language.
- Ego-Involvement. The motivated student looks for overcoming as the learning process progresses with the main purpose to promote his image towards the society.
- Need for achievement. The motivated student knows that it is important to practice to achieve success.
- High aspirations. The motivated student wants a better understanding of the language, greater challenges and greater development in the language.
- Goal orientations. The motivated student organizes his goals with the language and aims his efforts towards them.
- Perseverance. The motivated student does not surrender to the difficulties that arise in his learning process; on the contrary, s/he looks for ways to overcome them.

¹⁴ Prior learning: In Wikipedia, prior learning is defined as learning acquired outside the classroom.

- Tolerance of ambiguity. The motivated student does not stop his learning for negative scenarios with the language. He faces them patiently, with the idea to learn them or to control them in the future.

2.3. Second Language vs Foreign Language

According to Muñoz and Stern (quoted by Butrón, 2012:14-15):

Segunda Lengua (L2), Lengua Extranjera (LE)...: Se diferencia entre estos dos términos para resaltar que en el primer caso, se trata de una lengua hablada en la comunidad en que se vive, aunque no sea la lengua materna del aprendiz, mientras que, en el segundo caso, la lengua no tiene presencia en la comunidad en la que se vive. Por ejemplo, el inglés es una segunda lengua para un emigrante mexicano en Estados Unidos, mientras que es una lengua extranjera para un estudiante en España.

La segunda lengua se usa en el entorno inmediato como lengua de comunicación denominándola lengua intranacional [sic] lo que significa que se habla dentro de un mismo país, en cambio, la lengua extranjera no se usa en el entorno inmediato como lengua de comunicación, además, la denominan lengua internacional [sic] por lo que se habla en otro país.

Therefore, the Spanish language learnt here, in South America, by foreign people who visit this part of the World is considered a foreign language for them since once they learn it, they usually return their country¹⁵.

2.4. Language Learning

According to Brown (2000), teaching and learning are complex concepts. So, depending on their characteristics and how they interact with each other, we define them differently. For example, for those who consider the Grammar Translation Method, learning means “to identify structures” However, for others, the role of the actors within Teaching-Learning Process determines the concept of learning, differing from teaching, and the teacher is just a guide. Nevertheless, it is true that if there is a need to learn, looking for a way to satisfy this need happens.

By classifying the characteristics of learning and teaching we can have a better idea of what each concept implies. In Brown (2000), we find learning as gaining experience in a specific topic by any method, thus it is a synonym of being in constant practice state in an area that the learner wants to study or practice. Also, by changing the way the learners

¹⁵ Go to the Interview in the ANEX (Questions: ¿A qué población va dirigido el curso de español que ofrece el CETI?)

behave, we see a change as well in his study routine. These ideas provide a better image of what learning, a hard concept to define, is for the teachers and learners. In other words, it is better to consider what teaching and learning involve and to understand what they may represent in authors' definitions in a specific teaching and learning situations.

In regard to learning, López (1993:112-113) says that: "... el aprendizaje se lleva a cabo cuando el individuo llega a saber algo que no sabía antes, cuando logra hacer algo que no era capaz de hacer." "El aprendizaje de una lengua supone la apropiación de un manejo tal que le permita al aprendiz comunicarse adecuadamente en esta lengua para satisfacer sus necesidades comunicativas." Learning a new language means to be able to use it in different communicative situations. Also, this implies that the learner is able to handle the grammatical structures of his second or foreign language (L2) in order to express his own ideas in a specific moment of communication. So, the appropriation of such management of the language referred to by Lopez is just mastering the grammatical structures of the language, but in communication; for example, the verb tenses, so that student can manipulate them without much difficulty, that is to say, he uses the present when it is necessary and thus, fulfill a communicative need. When the student asks for the bill in a restaurant by using the form of the verb *poder* in sentences like *¿Puede darme la cuenta?* and the waiter or waitress gives him the bill, the student realizes that the intention has achieved success. Therefore, what is important is to help the learner appropriate the verb forms so that he can manipulate them according to a communicative situation. Additionally, López (1993:197) argues the following:

... los procesos de adquisición de la lengua materna y de aprendizaje de la segunda lengua no sólo difieren en cuanto a su duración, sino principalmente en lo que concierne a la forma en la que el aprendiz recibe los insumos de esta nueva lengua... Al aprender una segunda lengua... el tiempo no sólo es reducido sino [sic] que los insumos vienen, principalmente, de un maestro y de un libro, a través de un proceso formal o consciente...

Therefore, learning a Second Language (L2) is not a simple process compared to the acquisition of the First Language (L1). The latter has the great advantage of being a continuous process; the individual is in contact with the language every day and in different communicative situations. Furthermore, he does not always use it necessarily because of an academic obligation. In addition, learning a L2 means to face not only the problem of time control, but also the age factor, and the commitment to practice it is the main requirement

that allows the learner to appropriate his L2. As a result of all of these, when learning a L2, it is important to consider a different type of immersion where the use of formal books has an important place in the sense that those texts help him (the student) to be exposed to the language. It is important to recognize that learning a language is not only by conversation, but by using books and CDs, tapes, and films specifically intended to teach. Moreover, learning an L2 requires thinking more about how the language is organized and how it works in general.

When learning exists, teaching does as well. In other words, the teaching and learning process reflects a need which comes from a student who wants to learn something, a language like Spanish, for example. So, it is important to help the learner satisfy his learning needs. In this sense, a good tailored textbook, for example, is a way to help the learner support his learning process without neglecting the other part of this process, the teaching. In fact, the teaching and learning process has to be focused on the learner, he is also responsible for the results that this process has at the end.

2.4.1. Educational Materials

Gutiérrez (quoted by Quispe. 2013:71) says:

Educational materials are the group of means which are used by facilitators for teaching and learning of students, who have to acquire knowledge through the five senses. Materials in the current school not only have to illustrate but they have to persuade for research, for discovering, for working and for contribution...The educative materials are tools to the service of learner participation [sic]..

In other words, at present it is very important to create materials that motivate the learner to be an active participant in the Teaching and Learning Process. When the learner takes responsibility in his learning, there is more advantages for him: what is learnt is practiced, he develops self-confidence, and learning is more serious. That is why, we propose a material that looks for this by considering as a starting point the concept of learning apart from the

fact that our phenomenon of study does not take place yet at CETI, namely, the teaching of Spanish as a foreign language¹⁶

2.4.1.1. Language Teaching Materials

According to Tomlinson (2008:113):

...coursebooks do not make ideal self-access materials. This is because of the fact that they are usually designed to be used within a teacher-directed classroom environment. The majority of coursebooks include instructions such as 'Tell the class', 'Ask your teacher about ...' or 'Work in groups of four', or alternatively activities may be labelled as 'Group work' or 'Class activity'. Even if the self-access learner is working with a partner or a group of friends..., these instructions can be distracting and deterring...The advantages of coursebooks are that they are usually published in series to suit a range of levels, and the layout is very attractive with glossy covers and colourful graphics and images.

A coursebook serves as a thematic guide for the lessons inside the classroom. The teaching material is commonly characterized to have a good organization not only about the grammar that is used to work with, but also the thematic contents and, of course, the development of activities that allow practice of the target language. The teacher is able also to suggest the development of one activity instead depending on his student's need or to use all the activities as assignments only, but mainly by thinking about that need in terms of a group. The job of a teacher is also of a mediator of the activities that take place in and outside the classroom. Due to many reasons, each instructor or teacher exploits a text and cares about advancing topics according to his teaching timetable without really paying attention to his students. In other words, most of the time, to work with a coursebook means to have a limited time to complete its units and this makes the teacher run with the topics without considering the adequate practice of the student and then the result in the evaluation is not always good. In this sense, it is necessary to provide the student with supporting material to solve any doubts or to overcome his weaknesses. This material must be flexible and adaptable because not all the learners have the same needs. And, as we said before, some students learn better through music, through grammatical practice, by conversation or by reading. The teaching material must have a variety and quality that satisfy different needs that the L2 student may

¹⁶ Go to the Interview in the ANEX (Questions: ¿A qué población va dirigido el curso de español que ofrece el CETI? Entonces, ¿es un español como lengua extranjera o segunda lengua?)

have, and not to focus only on a specific content because it would be boring and would give preference to only one group. So it is important to remember what Brown (2000) says that in the classroom the teacher finds different individuals and that each one of them is in a unique learning teaching situation because each individual is unique. Additionally, Tomlinson (quoted by Richards, 2001) mentions the characteristics of a good teaching material as follows:

- Material should achieve impact
- Material should help the learner feel at ease
- Material should help the learner develop confidence
- What is being taught should be perceived by the learner as relevant and useful
- Material should require and facilitate learner self-investment
- The learner must be ready to acquire the points being taught
- Material should expose the learner to language in authentic use
- The learner's attention should be drawn to linguistic features of the input
- Material should provide the learner with opportunities to use the target language to achieve communicative purposes
- Material should take into account that the positive effects of instruction are usually delayed
- Material should take into account that learners have different learning styles
- Material should take into account that learners differ in affective attitudes
- Material should permit a silent period at the beginning of instruction
- Material should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities
- Material should not rely too much on control practice
- Material should provide opportunities for outcome feedback

Some of these characteristics, if not all of them, are also applied to other type of materials like learning materials.

2.4.1.2. Language Learning Materials

In regard to language learning materials, Tomlinson (2008:114) says that:

Texts for specific skills [for example] are very popular materials for self-access learning because they directly meet the needs of learners who are often looking to improve one particular skill. Skill-based texts take a variety of forms and are much more varied than coursebooks in terms of their content and layout. Skill-based texts may combine two or more skills together in one book ... for self-study purposes.

Texts for specific skills are often levelled and provide a platform for learners to work through developing the relevant skill as they go. For this reason, learners often find them very motivating as they can see a progression in their learning as they move from one level to another...these skills can be practised individually and do not require an audience. Furthermore, feedback on listening and reading tasks is easily generated in the form of answer keys and transcripts. However, writing skills and speaking skills can be problematic in a self-access context as they are less easily practised individually and do require an audience (at least an imagined one).

Therefore, language learning materials may also be materials that consider the learner's needs, focus on self-access learning and, as any material, are well structured. Moreover, these materials should not be limited to the presentation of the theory of a specific topic with examples or observations about the rules and with their respective key solutions for a correct assessment, but they should engage the learner in his learning with responsibility, autonomy and motivation. According to Parcerisa (quoted by Gonzales, 2008:28) "Un material... es un instrumento impreso para el participante con orientación técnica, que incluye toda la información necesaria para el correcto uso y manejo, así como la integración al complejo de actividades del aprendizaje para el estudio independiente..." In this sense, our supporting learning and reference book, *Gramática Activa*, fulfils these requirement so that the learner involves himself seriously in the process of learning. In spite of the fact that there is no students of Spanish yet¹⁷, we looked for what Tomlinson (2008) mentioned above in relation to material, particularly, what a reference material should have. Namely, *Gramática Activa* helps the learner feel at ease when using the material since its design is simple and practice (the tenses considered are the most used in conversations or in other types of communication, at least for the levels addressed: A1-B1; the instructions are also clear; the four skills have special treatment so that the learner may exploit the one he needs to; there is also a key section

¹⁷ Go to the Interview in the ANEX (Questions: ¿A qué población va dirigido el curso de español que ofrece el CETI? ¿Cuánto tiempo llevan trabajando en la enseñanza del español como lengua extranjera?)

for evaluation and the chance for generating cooperative learning); thus the learner develops confidence and self-investment not only with the material, but also with the language. In addition, based on the theory about the Spanish language and on our experience as teachers of Spanish, we determined verb grammar as what being perceived by the learner as relevant and useful for improving and/or learning the language.

2.4.1.2.1. Benefits of Learning Materials

A learning material is a supporting or reference material in the teaching and learning process. An appropriate material for learning is characterized by allowing the student to be autonomous and responsible of his learning progress. When a learning material allows the student to be responsible for his learning, he has the opportunity not only to be autonomous, but also self-confident and motivated, that is to say, he sees his progress when he knows that he was able to achieve a good performance in different levels of the language. For example, if he notices that he is able handle the grammar to write a letter and gets his reader reaction. It is necessary to develop interest in the student. When you offer the student topics that he can talk about, you achieved to get his attention and thus, he participates in the process, and is motivated to say something in spite of his language limitations. So, these materials are used to reinforce knowledge and/or to get new information, too. Nevertheless, it is recommended that the materials have a correct presentation of the subject to learn, the practice necessary for its consolidation and an evaluation that will show whether or not the knowledge was acquired properly.

A good supporting learning material has many advantages. It has well selected and contextualized contents so that the student puts into practice not only his grammatical knowledge, but also through readings as exercises, he knows the culture that surrounds the second language. The audios activities let him listen to the correct pronunciation of the language. Moreover, it is a mean that arise the interest of the student by arranging him favorably to start and to keep the focus on the learning process. The characteristics of the material, the physical aspect, the newness, the variety in presentation concentrate the interest of the student and encourage him to continue learning significantly. In fact, these materials are motivating in themselves because when the content is attractive and not boring, the

learner does not get annoyed by it and enjoys using it. In addition, when generating interest in the student it achieves that what is learned or revised fits and he wants to know more and to apply more in parallel.

Additionally, the use of learning materials provides a series of cognitive processes such as observation, knowledge, organization, etc. These processes are activated by different meaningful activities. For example, a supporting learning material helps to build vocabulary with different exercises; it enhances spelling and generates fluency and accuracy of the language. Furthermore, the use of such material generates a set of emotional and social processes because it promotes responsibility to put into practice what has been learned.

On the other hand, it is also important to consider the advantages of learning materials in the different learning styles of the students. Everyone learns differently. Some learn best by seeing things, representations or graphics, others by writing, reading or listening. Then, the content of a supporting material has not only to show training on structures, but also the possibility to enjoy all of them by learning, that is to say, it has to invite the student to think, reflect, imagine and focus on them. Thus, the learner develops a communicative competence of his L2, builds vocabulary with different exercises, improves and perfects spelling and, also develops the capacity for abstraction, imagination and comparison and acknowledges his weaknesses and strengths. Nevertheless, making use of supporting material implies willingness to work actively and requires breaking the isolation and the fear of not being able to respond to the exercises, to achieve the desired objectives. In this sense, the learner should be constantly exposed to every level of self-evaluation.

González (2008) found that the use of supporting and reference materials is necessary in the Teaching and Learning Process when learning a language, in her case, in English learning. She says that they help the student to practice the language. For us, there are many teaching materials, but one approached to grammar based on the Communicative Approach suggests the practice of an active grammar. This kind of book must be one that lets the student acquire independence in his learning process. This independence is shown, for example, when the learner is able to turn some tasks into the ones that he needs to master. Obviously, most of the time, to work with a course book means to have a limited time to complete its

units and this makes the teacher run with the topics without considering the adequate practice of the student and then the result in the evaluation is not always good. In this sense, it is necessary to provide the student with supporting material to solve any doubts or to overcome his weaknesses. This material must be flexible and adaptable because not all the learners have the same needs. And, some students learn better through music, through grammatical practice, by conversation or by reading. Then, the learning material, as the teaching material, must have a variety and quality in its activities so that would not be boring. So it is important to remember what Brown (2000) says that in the classroom different individuals are found and that each one of them is in a unique learning teaching situation because each individual is unique.

Learning situations are the core of any teaching or learning material as Cassany, Luna and Saenz (2003:73) mentions: "...materiales didácticos... todos aquellos materiales que nos puedan ser útiles para crear situaciones de aprendizaje..." Learning a language has the classic image of a teacher teaching a student or group of students. It is clear that many people think this, since the characteristic of the teacher is to provide knowledge in the classes, to make the student practice of what was learned and finally to perform a corresponding evaluation. However, also there are students who want to go beyond that. In this sense, the student is responsible for his own knowledge, progress and evaluation as well. Of course he cannot do it independently in its entirety. So, he uses learning materials that provide information and practice.

2.4.1.2.2. Classification of Learning Materials

According to Gutiérrez (quoted by Quispe, 2013), there are three types of materials:

a) Didactic Materials

Didactic materials are both objects and representations like figures, charts, posters, newspapers, schemes, diagrams, etc. used for constructing knowledge. So, they are materials generally utilized in the class.

b) Audio-Visual Materials

Audio-visual materials refer to the radio, television, video, slides, transparencies, etc. These kinds of materials would be employed in and outside the class.

c) Bibliographical materials

Bibliographical materials are learning modules such as text books, consulting books, journals, pamphlets, etc. In all these materials the variety is essential for motivating the student to learn. Our reference book, Gramática Activa, is within this type of materials. The learner will practice the Spanish language throughout many different exercises focused on the grammar of verbs in Spanish and he will also monitor his progress by checking the key section of the exercises in most of the cases. Besides, the student will enrich his knowledge about the language and culture, will develop a learning fixation, his imagination and abstraction capacity in the language and as a result, he will also enrich his vocabulary.

2.4.1.3. Principles of Material Elaboration

Dudley- Evans and St. John (quoted by Quispe, 2013) mention that there are five main principles for developing educational materials, either teaching or learning materials:

a) Pertinence

They have to be correlated with the objectives, competences, method and level the student. In this case, our reference book fulfills this principle. Although CETI does not have students of Spanish yet, other languages like English, French and indigenous languages are taught from the Communicative Method¹⁸. Mgs. Sejas explained us that they expect student of Spanish with basic knowledge of the language¹⁹. Additionally, we support this part by considering the Common European Framework Reference.

b) Logic

They have to be linked with the knowledge that the student need to learn and presented in a logic way. Gramática Activa has a logic based on the Spanish verb grammar. There

¹⁸ Go to the Interview in the ANEX (Question: ¿Cuáles son los objetivos del CETI con la enseñanza del español como lengua extranjera?)

¹⁹ Go to the Interview in the ANEX (Question: ¿Si el nivel intermedio es de un año para el básico serían seis meses?)

is a sequence of difficulty and complexity for using verbs in the different tenses of each mode existing in the Spanish language. Also, this helped us establish the division of our reference book apart from the colors representing each level, namely, A1-B1.

c) Simplicity

They have to use simple design and language. Simple design does not mean a boring presentation, but a meaningful one. Each element used for the design has a reason for being included even the way how the instructions are given. For example, in Gramática Activa, we divided the levels A1, A2 and B1 considering one color for each one, thus the learner will notice the limits among them. Moreover, there is a final activity for reinforcing the knowledge gotten in each level. In relation to the language, each instruction is clear and motivating.

d) Key elements

They have to consider the most relevant issues in relation to the objectives established for them. Gramática Activa is a verb grammatical reference book, then, its exercises are designed for reinforcing the knowledge of tenses (verb conjugations and their different uses).

e) Impact

It refers to the presentation patterns and style of design. Gramática Activa is presented as colorful and dynamic as possible. We used some software programs for its layout and pictures depending on the topic presented for each activity. Icons help the learner to identify the type of activity being developed.

2.4.1.4. Design of Materials

According to Gillam (1950:1-2), it is important to consider that:

...diseño es toda acción creadora que cumple su finalidad...parece explicar algo, pero, en realidad, sólo nos plantea dos problemas: (1) ¿Cómo distinguimos un acto creador? y (2) ¿Cómo establecemos si logra su finalidad o no? Debemos comprender ambas cuestiones antes de saber qué es el diseño.

... ¿cómo distinguimos un acto creador?..., produce algo nuevo. Pero con ello sólo hemos resuelto un aspecto superficial del problema. La creación no existe en el vacío, forma parte de un esquema humano, personal y social. Hacemos algo porque lo necesitamos, esto es, si somos creadores. Es ésta la única elección que cabe en la vida: o limitamos nuestros deseos y necesidades para adaptarnos a lo que las circunstancias nos ofrecen, o bien utilizamos toda nuestra imaginación, conocimiento y habilidad para crear algo que responda a dichas necesidades. Como individuos, hacemos tal elección en forma independiente, y, como grupo

social, en conjunto. Todo lo que usamos —ropas, casas, ciudades, carreteras, herramientas, maquinarias, etc. — se inventó para llenar alguna necesidad.

...Nuestras necesidades son de orden espiritual y emocional tanto como material. ¿Y qué tiene que ver la creación con este tipo de necesidad? Supongamos que contemplamos uno de esos objetos útiles a que acabo de referirme, por ejemplo, un jarrón griego. Es probable que o consideremos una pieza de museo y olvidemos que alguna vez resultó útil, pero así fué [sic.]. Se diseñaban jarrones de distintas formas para usos tan variados como beber vino y contener las cenizas funerarias. La fabricación y la venta de cerámica constituyeron una importante industria ateniense, la base de la economía de la ciudad. La creación de jarrones satisfacía dos tipos muy materiales de necesidad [sic.]. Uno era utilitario: los usos a que se destinaban. El otro era económico: trabajo productivo para muchos artesanos, mercaderes, marinos y productos que podían venderse en todo el mundo del Mediterráneo a cambio de otros que Atenas necesitaba.

So, design is creating with a specific purpose. In other words, we create something with the intention of either to solve something or to satisfy a need. In this sense, need and creation are two concepts related to each other. In the present understanding of Teaching and Learning Process, it is common to mention the student's need analysis as an important aspect in this process and, all new teaching and learning materials are focused on satisfying it by designing different strategies and/or techniques. It is advisable to focus on a specific area when designing something, even a cloth designer focuses on a specific population for a dress (size, age, color, and so on) for example.

With the teaching and learning materials, it is possible to see more than one aspect in relation to the language so that to posit and present a proposal such as on the four language skills (speaking, writing, listening and reading) and grammatical structures. But, at least in the case of Spanish learnt in Latin America, most of those materials are course books. Therefore, it is still the lack of learning materials. Furthermore, it still the lack of teaching and learning materials designed and/or developed from a Latin America's experience. Thus, there is a need to be satisfied.

2.4.1.4.1. Procedures

According to Kapr (1976:1-2), to design a book either for teaching or learning, we have to consider that: “Debe reflejar el texto y, con él, el objetivo del autor de una manera eficaz y de acuerdo con su sentido. Debe adecuarse al lector y, finalmente, producir un libro hermoso sin que trascienda a un primer plano la intención de lograr un bello diseño.” “Quien asume la responsabilidad del diseño del libro, sea un artista gráfico, un productor, un impresor de libros o algún otro tipo de fabricante de libros, haría bien en leer primero el texto o hacerse

una idea lo más exacta posible de la intención de el [sic.] autor, del probable círculo de lectores y del género literario al que pertenece dicho texto.” Therefore, when designing a book, the reason why the author/s create/s it is very important. In this sense, we must not confuse its layout with the design itself. The design considers not only the content, but also the layout. These two aspects have to be well thought and applied. In other words, we must not exaggerate on the layout, and leave the content as an afterthought.

2.4.1.4.1.1.1. Fundamental Steps for the Content of a Material

Three fundamental steps allow the student to learn a language, with either a material to use in the classroom or outside the classroom:

a) Introduction

It is an introduction of the topic to learn with an adequate amount of information that will be used for its practice. It is the first step is the presentation of what will be taught and/or learnt. In slideshare, it is said that:

La que da una idea somera pero exacta de los diversos aspectos que componen el trabajo. Se trata, en última instancia, de hacer un planteamiento claro y ordenado de un tema, de su importancia, de sus implicaciones, así como de la manera en que se ha creído conveniente abordar el estudio de sus diferentes elementos. Una introducción obedece a la formulación de las siguientes preguntas: cuál es el tema del trabajo, porqué se hace el trabajo, cómo está pensado el trabajo, cuál es el enfoque del trabajo y cuáles son las limitaciones del trabajo.

So, introduction is understood as the part that gives a global description of the different aspects included in a work. Thus, our Gramática Activa reference book, as any material, has a brief presentation where its objectives, advantages and limitations are exposed. For example, it is mentioned that the reference book is addressed for students of Spanish with, at least, a basic knowledge of the language. Also, each section introduces the tense through a simple conversation where the learner notices the corresponding verb structure.

b) Exercises

It is a compendium of exercises looking for practice or reinforcement of what is learned. The practice enables the consolidation of what is seen in the first part and finally, the evaluation ensures that the knowledge was acquired properly. In Gramática Activa there are a lot of exercises in relation to verb grammar in Spanish.

Additionally, there is a concluding section at the end of the exercises considered for each level. This section also implies practice of the language based on the verb.

c) Evaluation

In the Teaching and Learning Process there are three steps that allow the student to acquire new knowledge effectively. It is an evaluative part that will provide a consequent learning independence.

The evaluation checks whether the student learning was satisfactory or not. At the same time, it allows the teacher or facilitator to see which part needs more attention, that is to say, on which part of the learning a greater emphasis should be given for proper learning. With this regard, Ur (1991) says that the evaluation in the Teaching and Learning Process gives information about things that should be strengthened or what the learner must be aware of. So, a good evaluation allows the learner to see not only how his knowledge has progressed, but also it allows the learner to realize the points that he needs to reinforce. It is important to know the student's level during this process. Another positive effect of a good evaluation is that the student is motivated to take responsibility to study the points that he needs to review. In other words, as Calatayud (2008:1) mentions: "La autoevaluación es la estrategia por excelencia para educar en la responsabilidad y para aprender a valorar, criticar y a reflexionar sobre el proceso de enseñanza y aprendizaje individual realizado por el discente (Calatayud, 2002; 1999)."

- **Self-Assessment**

Self-assessment is a strategy more practical and productive within the Teaching and Learning Process and it is focused primarily on the student's behavior as responsible for his own learning. It is advisable to promote it as the student gains new knowledge because in this way he is aware of his strengths and weaknesses. Therefore, self-assessment in a learning process is very important because the student can evaluate if he has really learned everything correctly and consistently or not. Furthermore, self-assessment develops the ability to solve problems and, stimulates the consciousness. It is not a simply verification of the knowledge that one has, but it is useful in order to make decisions about improving or strengthening the knowledge that one has.

According Calatayud (2008), within the benefits that the self-assessment has, it allows the students to become aware of his progress in the learning process and to make him reflect on it. It also allows him to take responsibility for his activities, it motivates him. In fact, self-assessment can be considered an important factor within what evaluation means. For all of these factors, it is important to think of activities that promote this attitude in the learner. Thus, for example, he won't keep repeating errors in the grammatical forms in the L2. Then, the knowledge of the weaknesses that would exist in the process of learning also motivates the student over the activities to be undertaken in the future or that should be reviewed either with the same class material or with a supporting material.

Besides, self-assessment is an ongoing process of verification, diagnosis, examination, analysis, action and feedback that one makes when learning a language: for example, looking for continuous improvement to ensure high quality standards in the acquisition of a new knowledge.

Those three steps allow student to evaluate his learning during the learning process itself.

2.4.1.4.1.2. Format

According to Kapr (1976:3),

De la finalidad y la manuableidad [sic.] que debe caracterizar al libro para comodidad del usuario, se deriva el formato de aquél. Un libro ha de ser más ligero posible y no innecesariamente grande. A la hora de establecer el formato de los libros destinados a una lectura continua debe partirse de la amplitud óptima de los renglones.

Therefore, format is related to the purpose of a book and its characteristics in terms of size and proportion, however, who the book is addressed to determine its format. In this sense, size is the visual effect of the product (either horizontal or vertical, and so on). Proportion is the quantitative relation between the book and its parts, for such as the dimensions of its pages.

2.4.1.4.1.3. Layout

Unlike format, the layout deals with the possible strategies of material becoming beauty. Among those strategies we have software programs intended for different goals: color, pictures, voice modifier like Loquendo, and so on. Then, the layout of a book answers not only the order of the content, but also the type and size of the words, color, images so that the student or user is able to deal with it easily. Furthermore, it is important to consider icons to facilitate the difference among the activities in relation to the four skills and scores, for example. In fact, the format is close related to the author/s purpose that considers a specific addressee. Thus, the type of words is important to help the learner/reader to differentiate easily with examples, instructions and texts. In relation to the words, Kapr (1976: 3) says that:

El tipo y la expresión de la escritura deben... adecuarse al contenido y al objetivo del texto. Toda escritura despierta determinadas asociaciones, y puede destacarse de manera ligera o fuerte, emocional o racional...El diseñador puede establecer diferencias atendiendo al idioma, referencia histórica o geográfica y probable círculo de lectores. La correcta selección del tipo en la composición reviste gran importancia para la belleza del libro.

He also adds that the paper must be considered in relation to the purpose of the book. In this sense, for teaching and learning materials a division of contents by colors facilitates the learner the location of topics and motivates him. It is easier to define colors and take advantage of them if there is a hierarchical frame like the Common European Framework of Reference that refers to different learning levels of a language. We used it for establishing the division in our textbook.

For Kapr (1976:4): “Las figuras e ilustraciones deben ante todo secundar el objetivo del contenido del libro o texto, y por lo tanto deben concordar también óptica y estéticamente con la tipografía del texto.” Then, it is important to look for pictures in relation to the goal of the content of the book so that the information is also contextualized. In our case, we looked for pictures contextualizing our activities for motivating the learner.

2.4.1.4.2. Common Framework European of Reference for Languages

Sánchez (quoted by Dominguez 2008:19) says that:

El MCER no es un manual que el profesor puede aplicar directamente en clase; es un conjunto de reflexiones y orientaciones que vienen a resumir el ‘estado de la cuestión’ al que se ha llegado después de unos diez años de estudios e investigaciones en el campo de la enseñanza de segundas lenguas y de lenguas extranjeras. O si se quiere, marca o consolida una tendencia metodológica. En este sentido, es preciso tener en cuenta que dicho Marco requiere un esfuerzo adicional para ser adaptado a la realidad de los materiales docentes y del aula. En este trabajo, los principales responsables son los autores de manuales y los profesores. Sobre ellos recae la carga de adaptación. Los problemas que surjan estarán en relación directa con la formación que tengan dichos autores y profesores. Sin embargo, no habría que magnificar esos problemas, puesto que el ámbito dentro del cual se mueve el MCRE no es nuevo: es el método comunicativo.

The Common European Framework of Reference (CEFR) is a common basis for the program of language teaching. This framework provides useful information dealing with the competences the learner should develop in his L2. Because of this, its characteristics are examples of possible curricula to be used in language teaching which will consider not only the teaching of languages as grammatical structures, but also cultural and social aspects of them. At the same time, it also provides language levels in which the students can be evaluated. Nevertheless, the CEFR is not a teaching manual. It must be adapted by the creators of materials and also by the language teachers. Therefore, the CFRE is only a methodological guide that allows the language teacher, as well as creators of teaching and learning materials to reflect on an L2 learner’s degree of communicative competence, depending on the extent of his contact with the language. So, it facilitates the identification and the understanding of the learning situation in which the student is. Thus, the teacher and materials creator are able to find different ways to help and motivate the learner to achieve better results during the L2 internalization process. It is important to note that because it is only a guide, it is flexible in terms of its description of each level, that is to say, a learner may be between an A1 and A2 level and in this case the information which is known about each level allows the teacher to respond to what the learner needs to review from the A1 level before continuing with what corresponding in a A2 or what all the levels have in common.

- Levels

Level group	A		B		C	
Level group name	Basic User		Independent User		Proficient User	
Level	A1	A2	B1	B2	C1	C2
Level name	Breakthrough or beginner	Early stage or elementary	Threshold or intermediate	Vantage or upper intermediate	Effective Operational Proficiency or advanced	Mastery or proficiency

	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his field of specialization.	Can understand a wide range of demanding, longer texts, and recognize implicit meaning.	Can understand with ease virtually everything heard or read.
Description	Can introduce him and others and can ask and answer questions about personal details such as where he lives, people he knows and things he has.	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Can deal with most situations likely to arise while travelling in an area where the language is spoken.	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.	Can express ideas fluently and spontaneously without much obvious searching for expressions.	Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
	Can interact in a simple way provided the	Can describe in simple terms aspects of his background, immediate environment and	Can produce simple connected text on topics that	Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and	Can use language flexibly and effectively for social,	

	other person talks slowly and clearly and is prepared to help.	matters in areas of immediate need.	are familiar or of personal interest.	disadvantages of various options.	academic and professional purposes.	
			Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.		Can produce clear, well- structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.	Can express himself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

http://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Language

One of the most important characteristics of a human being is the language. It allows us to communicate with others, express our ideas, emotions and feelings. However, when we learn a second or foreign language, it becomes a little limited, that is to say, ideas, emotions and feelings are restricted by the learner`s level. It is important that the teacher or instructor knows the level that the student has in order to help him with his learning needs and thus, the teacher can prepare the materials that he will need to strengthen the student knowledge of his L2.

García (2007:4) says that:

En el nivel A se describe a un usuario básico, que dispone de un repertorio limitado y para situaciones muy cotidianas; en B al usuario que ya posee una mayor independencia y es capaz de afrontar un mayor abanico de situaciones; en C, por último, al que está preparado para afrontar tareas complejas de trabajo y estudio. Si esos niveles constituyen la dimensión vertical del MCER, su dimensión horizontal está formada por los conceptos de actividades, competencias y estrategias. Se parte de la idea de que el progreso en el aprendizaje se hace patente de forma fundamental en aquello que el alumno es capaz de hacer con él, es decir, en las actividades de lengua que es capaz de realizar; y en la realización de dichas actividades se ponen de manifiesto las competencias gramaticales y pragmáticas que ha desarrollado y las estrategias comunicativas que es capaz de poner en juego.

Broadly speaking, according to some texts or institutions the levels of a language are classified into three areas: basic, intermediate and advanced levels, namely, A, B and C. Level A refers to the user of a new language who can communicate basic things in everyday situations, something very similar to action and reaction, or cause and effect, because there is a high dependence upon what the other person tells him or has told him in order to interact with. In this sense, users at this level depend on a stimulus through simple questions to prepare their answers. Level B is the user who already has an independence to manage his new language; he does not depend on the questions of others or on specific situations necessarily. He can communicate in different situations. Finally, level C is the user who faces more demanding situations such as study or work and the high level of language is very important.

Garcia (2007) points out that it is important not to fall into the trap of defining a student as advanced when you still find he has problems with grammatical aspects as basic as the difference among the past tenses. In that sense, according to the competence of the use

of the language, the learner is classified into A, B, C, and each one of these levels is reached by splitting them into two, such as: b1-b2. This classification used in the CEFER defines levels as follows:

a) A1 Student

Level A1 is the first formal approach to an L2, like Spanish, and, therefore here it is very important to consider and emphasize, especially, the basis of the language in a simple and practical way. For example, it is known that one of the biggest problems that non-Hispanic speakers have is the difference between *ser* and *estar*. This is one of most difficult tasks for the learner; in this sense, simple explanations with many exercises are required, otherwise Spanish learning will be frustrating. After all, these verbs are the most common verbs in this language; we are always describing people, things, places and animals and, we also talk about where they are. Therefore, it is necessary to promote the practice of this aspect in different ways and, if possible, enable the four skills in the student to avoid the risk to continue with the lack of mastering this aspect of Spanish verb grammar. So, from that explanation and based on the table, A1 student learns how to form fundamental grammatical and communicative structures in Spanish, such as greetings, talking about oneself, giving an opinion, conjugating verbs in the present tense, describing himself and others and talking about likes and dislikes, among others.

b) A2 Student

Level A2 is the partial autonomy in the management of grammatical structures as the present, past and future. In this sense, the learner is able to interact more voluntarily and naturally compared to A1. Then, an A2 student is the learner who has some previous knowledge of basic Spanish structures. S/he looks for increasing his level of grammar and vocabulary and is able to express himself functionally in various communicative contexts. Those communicative situations demand a good proficiency at expressing ideas and, in this sense, the use of different tenses, even the future tense, is very necessary and is capable to start, continue and end a simple and fluid conversation.

c) B1 Student

Level B1 is the autonomy level not only linguistically, but socially reached by the L2 learner because he has the ability to interact with others and to be understood in different contextualized situations and to know how to deal with every day and possible problems in a flexible way. In fact, it is the level in which the student takes the initiative with the language. Then, B1 student is one who already has a better control of some of the more complex structures in the Spanish language, an advanced vocabulary, fluency in the language and a greater comprehension of the Spanish way of life. In fact, an explanation of the Spanish way of life is necessary, from A1 level.

CHAPTER III

METHODOLOGY

3.1. Project of Degree

Velasco (2005: 36) mentions that:

El Proyecto de Grado, por su naturaleza y carácter operativo, no es una investigación que requiere de hipótesis y de una amplia fundamentación teórica y la verificación empírica de las variables de estudio. Lo importante es la matriz de actividades, la factibilidad, y la significación práctica de los resultados en relación a una problemática concreta.

Although the project does not have a hypothesis, it is still a scientific investigation. It is organized and systematic. Besides, it has a schedule of activities and its development lets the researcher understand the phenomena scientifically. Therefore, as with any scientific research, with the project, we face a social problem and we find an approach in order to understand the situation and solve it in a practical way.

In this regard, Tintaya (2008:347-348-349) defines Project of Degree as “... es una propuesta, un plan de actividades organizadas con el objetivo de resolver, responder o afrontar una situación límite, cristalizar y potenciar el desarrollo de cierta región de la necesidad.” “Los proyectos tienden a resolverse afirmándose como propuestas que responden a una racionalidad medio-fin...” “...constituye un horizonte de posibilidad que implica procesos de investigación (diagnóstico) e innovación. A partir de la constatación de los límites, de las potencialidades y necesidades se diseñan materiales, instrumentos... en respuesta a los requerimientos y expectativas de "desarrollo.” This author also mentions the following characteristics:

- It is not a study for experimental purposes.
- It aims to develop an empirical and theoretical proposal supported by a diagnosis and conceptual discussion.
- It is a study of innovation.
- It starts from understanding the problem or the need in order to offer a proposal by demonstrating its viability and feasibility logically and intuitively.
- Regarding its format, it can have a variety within the written presentation.

Because the project of grade does not respond to experimental purposes, it is almost always employed to solve social problems. It has a theoretical support that responds to an empirical diagnosis deep enough to fulfill the purposes of the investigation. The proposal allows the transformation of the reality of the problem investigated through the application

of it. The way it is presented depends on the characteristics of the phenomenon and on the investigators.

Within the teaching and learning process of Spanish as a L2, we find many issues to deal with. For example, the lack of prepared teachers, preparation for classes, infrastructure or teaching and learning materials are some of the limitations that language schools have. In the case of materials, there is a variety of them, from course materials to supporting learning materials. The present project focused on the lack of supporting Spanish learning materials at Centro de Enseñanza y Traducción de Idiomas (CETI) and, in order to design a teaching-learning material, we posit the use of the verb as principal element in the communication for success in L2 learning.

As said before, CETI is dependent of UMSA, and it is part of the Linguistics and languages Department. They teach native and foreign languages, and have recently started with the instruction of Spanish as L2. They teach these languages under the Communicative Approach. And, since the interest they have, in the case of Spanish, is to provide the learner practice in the communicative process, it is important that they have materials to achieve a link also with the Latin American reality. This, in turn, will encourage other linguists to create other materials to support the Teaching and Learning Process by considering a specific Spanish-speaking context.

It is also important to mention that when we made the diagnosis of CETI²⁰, we found that, even tough, it has always been one of their goals, the teaching of Spanish as L2 has not been implemented until then and, the reason was the lack of students and infrastructure, among other obstacles. Currently, it is promoting the course and they have more classrooms to carry it out. Thus, we decided to consider the field of learning and designed a textbook that will be useful for all their potential students of Spanish as L2; that is to say, we did not consider their nationality at all since there are not specific students. Thus, we fulfilled what Tintaya means with way-goal.

3.2. Qualitative Method

According to Mora, González, Canfux, Liendo, Viaña, Quiroz, Vázquez and Suárez (2008: 105, 106),

La investigación cualitativa permite comprender la realidad, tratando de interpretar el contexto de sus actores, a través de la reflexión permanente sobre las problemáticas del tema de estudio. Pretende analizar cualidades y conceptos, desde la reflexión crítica, capaces de ser relacionados con experiencias.

Under the qualitative method, the researcher focuses on the reality of the phenomenon and the knowledge he has helps generate data that contribute to solve an aspect or a need of

²⁰ The interview was carried out on .03.11.13

reality. This means, the project provides solutions to a problem that a specific part of the society faces for different reasons. Commonly this new knowledge opens or clears doubts about a situation in a specific case. In our case, because of the education and training we have, we focused on the development of a supporting material for learning Spanish as L2 at CETI. This institution belongs to the Linguistics and Languages Department of UMSA. CETI always has had the intention to teach Spanish but, they have not been able to do so for several reasons, such as the infrastructure and the lack of materials for the teaching and learning process. Therefore, this project will propose a solution related to the materials for the learner of Spanish as a foreign language.

As students of Linguistics and Languages at UMSA, we have always been aware of the existence of CETI. However, the teaching and learning process of Spanish was never carried out until now. Then, we began to consider on the teaching and learning process that they have and, we discovered the need of material that allows practical support and the review of the knowledge acquired on this language, by taking into account our experience as language learners, the mission and vision of the present CETI and also the objectives they have in relation to the Spanish course²¹.

3.3. Exploratory Design

According to Hernández, Collado and Baptista (1991:59-60), “Los estudios exploratorios se efectúan, normalmente, cuando el objetivo es examinar un tema o problema de investigación poco estudiado o que no ha sido abordado antes.”

Los estudios exploratorios nos sirven para aumentar el grado de familiaridad con fenómenos relativamente desconocidos, obtener información sobre la posibilidad de llevar a cabo una investigación más completa sobre un contexto particular de la vida real, investigar problemas del comportamiento humano que consideren cruciales los profesionales de determinada área, identificar conceptos o variables promisorias, establecer prioridades para investigaciones posteriores a sugerir afirmaciones....

Exploratory studies are those that allow us not only to know a part of a reality that is not studied yet, but also to investigate situations that have not happened before for different reasons. In fact, it is very useful for identifying the characteristics and critical needs of a new phenomenon whose familiarization is important to carry out further studies based on these findings.

Because of the recent incursion of teaching Spanish as L2 in CETI and the diagnosis that has been made about it, this study is exploratory. It is true that there are other institutions that offer Spanish classes, but it is the first time that it will be experienced at UMSA and particularly at CETI. In this sense, it will be the first time that CETI will have its own material

²¹ Go to the Interview in the ANEX (Question: ¿Cuáles son los objetivos del CETI con la enseñanza del español como lengua extranjera? And in the document Plan de trabajo institucional académico – administrativo, see: The Mision and Vision of CETI)

for Spanish as L2. With this in mind, it is also necessary to mention that the design of our textbook responds to the way that they work, that is to say, by considering the Communicative Approach²². In addition, the type of research or modality under which we explained the phenomenon is new in the Linguistics and Languages Department of UMSA, namely, the project of degree. The approach that our textbook has is innovative because it will allow the learner of Spanish to practice and review the verb from a principle of activeness. Thus, the verb is the core of the textbook.

3.4. Population

3.4.1. Direct Beneficiary Population

The textbook is developed for adult people²³ who eventually will learn Spanish as a foreign language at CETI. They might be from different nationalities, but the levels considered are A1, A2 and B1²⁴.

3.4.2. Indirect Beneficiary Population

Firstly, this project will benefit CETI since this institution will have a resource that responds to the way they work and also will allow their students of Spanish as a L2 to complement their studies to acquire the training as the institution expects²⁵ and, thus, also the Linguistics and Languages Department will be benefited. Secondly, the teachers of Spanish as a L2 will also benefit because the textbook has a layout that support and allow to be used as a teaching material. In addition, the activities presented pretended in the textbook are flexible for the practice of the four skills as comprehensive as productive.

3.5. Interview

According to Cuenta (2003: 17),

Esta técnica consiste en recabar información a través del diálogo directo entre el...entrevistador y...los entrevistados. Se trata de una información sobre distintos aspectos... que va dirigida a determinar los problemas que [en un determinado espacio] existen y las necesidades específicas...en las áreas de trabajo o de los individuos.

Callisaya (2008:71-72) defines interview as “La entrevista es una conversación oral entre dos o más personas, en la que uno es el entrevistador y otro (u otros) son los entrevistados. La

²² Go to the Interview in the ANEX (Questions: ¿Cuáles son los objetivos del CETI con la enseñanza del español como lengua extranjera? and ¿Quién recomendó el material? And in the document Plan de Trabajo Institucional Académico – Administrativo, see: The Mision of CETI)

²³ Go to the Interview in the ANEX (Questions: ¿A qué población va dirigido el curso de español que ofrece el CETI?, Entonces, ¿es un español como lengua extranjera o segunda lengua? and Entonces, ¿lo que pretende el CETI es dictar español a jóvenes y adultos?)

²⁴ Go to the Interview in the ANEX (Questions: ¿Las clases de español son regulares y/o aceleradas? and ¿Para determinar los niveles de lengua están usando el Marco Común Europeo?)

²⁵ Go to the Interview in the ANEX (Questions: ¿Cuáles son los objetivos del CETI con la enseñanza del español como lengua extranjera?)

entrevista tiene el fin de obtener alguna información sobre un problema o cuestión determinada.” He also mentions how important this technique is in order to obtain information about a phenomenon: “... es importante porque el entrevistador puede estimular al sujeto a una mayor penetración en sus propias experiencias y explorar, así, áreas importantes no previstas en el plan original de investigación.”

The investigation uses different techniques and instruments to collect data of a phenomenon and its consequent analysis. Among the instruments that are used, we could mention the survey, the recording media and the interview. However, these instruments must be consistent with the phenomenon of study. For example, when the phenomenon has a big population that needs to be evaluated, it is clear that we will handle a large number of information sources and we should use a survey. In the case of this study, the phenomenon is relatively new and there is no population yet to apply techniques of quantitative or other qualitative data collection. However, the interview of people involved within the phenomenon provides good information about important points that increases knowledge of the subject.

It is important to clarify that during the diagnosis and the interview²⁶, CETI did not have a population of students of Spanish. In this case, the only source of current information about the phenomenon was the staff of CETI. Thus, we decided to consider using an interview to understand better the study phenomenon of this project.

Therefore, the design of our textbook responds to the characteristics of the CETI. In other words, it is based on the interview, on the antecedent known about CETI, and on the document²⁷ that we have been provided as well as the literature revision. Nevertheless, it is important to mention that the textbook is not intended to change the working parameters of the institution. In this sense, we kept the teaching approach that CETI uses, that is to say, the Communicative Approach. In addition, the textbook is aimed to the population that the CETI’s Spanish course addresses; that is to say, it covers three levels: A1, A2 and B1 framed in what CETI pretends to cover. Thanks to the interview conducted with the Principal of CETI, we confirmed the need of a supporting learning material by considering the working parameters of the CETI and the possibility to adapt it to the immediate needs of this institution.

²⁶ Go to the Interview in the ANEX (Question: ¿Cuánto tiempo llevan trabajando en la enseñanza del español como lengua extranjera?) The interview was carried out on 03.11.13

²⁷ Go to the ANEX to see the document and the interview.

3.5.1. Types of Interview

3.5.1.1. Structured Interview

There is a high level of control, as the interviewer has to develop a questionnaire before the interview. All the questions are the same for all the interviewees and they are applied in the same order. According to Cuenta (2003:17), "...requiere respuestas concretas. [las preguntas] pueden ser tan específicas que exijan al entrevistado elegir entre distintas alternativas...El cuestionario es la guía fundamental de la entrevista dirigida". It is a type of interview that allows knowing specific information about a phenomenon through questions whose answers are closed. The questionnaire guides the interview. It is more advisable to use it to gather information about a phenomenon known or relatively familiar but not new.

3.5.1.2. Non-Structured Interview

For Callisaya (2008:72) a non- structured interview consists of "... el entrevistador tenga mayor libertad y flexibilidad para formular preguntas, permitiendo el entrevistado narrar sus vivencias y experiencias, y exponer sus puntos de vista dentro de una manifestación espontánea". Cuenta (2003:17-18) states that:

En esta clase de entrevista las preguntas son tan generales que el sujeto puede dar amplia y variada información. Aquí el entrevistador debe ir registrando todo lo que se diga y ampliándolo con preguntas que puedan servir para precisar mejor los conceptos vertidos o para captar información sobre aspectos nuevos que vaya revelando el entrevistado. En cualquier caso, se debe diseñar sólo una guía general que dirija la entrevista y contemple los aspectos sobre los cuales se requiere indagar...

Through this type of interview we get all the information about a phenomenon as deeply as possible. In other words, the researcher seeks to find the relationships between all the parts that comprise the phenomenon, as well as discover new ones. Thus, when allowing the interviewee to provide as much detail about one or all the aspects of the phenomenon of study, it manages to have a more complete and comprehensive data about its reality. However, we must consider factors that may complicate its application, for example the predisposition or willingness of the interviewee, the time that the interview may last and others like the level of knowledge of the reality in which the phenomenon is.

3.5.1.3. Semi- Structured Interview

Cuenta (2003:17) explains that this type of interview "Utiliza preguntas abiertas de mayor amplitud que las usadas en la entrevista estructurada, pero no tan amplias como en el caso de la no estructurada. Es decir, se combinan preguntas ya establecidas con otras generales y nuevas, surgidas durante la entrevista misma." This author points out that there is no strict limitation among these types of interviews, just that a specific need of information determines the use of any one of them. What is important for the interviewer is to register the information required. In this case, all the types of interview are useful and generate information. What make one decide

for one of them are mainly the topic of the research, the objectives that the researcher has and especially the interviewee's availability.

In our case, we used the semi-structured interview. In advance, we prepared some open and closed questions for our interviewee²⁸ but during the interview we also posed others. Those questions would help us to clarify some doubts that we have about the current situation of CETI with regard to Spanish lessons. Nevertheless, we were conscious that we would have less than one hour to carry out the interview due to all the activities they have at CETI, especially our interviewee. On the other hand, the teaching of Spanish in the CETI is a new phenomenon, in terms of application. As mentioned earlier, we only found that they had the intention to teach it. Therefore we consider ten relevant questions only. Other questions were posed during the interview.

3.5.2. Steps of the Interview

As any technique, interview follows some steps to reach the goal of its use, below, we present them.

3.5.2.1. Before the Interview

Callisaya (2008) suggests considering the following steps:

- To arrange the interview in advance.
- To contact the people in charge of the institution.
- To have a background about issues related to the institution, such as their interests and needs.
- To look for the appropriate time to carry out the interview by considering the time and the occupation of the interviewee.
- Be careful about criticising the interviewee's point of view.

According to Cuenta (2003) it is important to consider the goals of the interview itself in order to design a basic schema for the questions; even a non-structured interview has to have, at least, four general questions. Then, timing should be considered. In the case of this project we followed these steps:

- We developed ten fundamental questions that allowed us to understand the situation of the phenomenon of study and we also confirmed our previous ideas about it. Moreover, during the interview, we discovered some characteristics that we did not consider. It is necessary to mention that the ten questions were based on our experience as language learners, on the theoretical framework, and on what we knew about CETI.

²⁸ Go to the ANEX to see the questionnaire.

- We made contact with the person who was going to provide us the information and explained to her the objective and the importance of the interview. We appointed the interview. In fact, we considered the time when she could be able to help us. It was at the end of her first part workday. Although she was tired, she kindly helped us with the interview.

3.5.2.2. During the Interview

It is also advisable to follow these steps:

- To identify the interviewee.
- To greet.
- To explain the objective of the interview by mentioning the importance that it has for the institution.
- To create a good environment of communication.
- To use the vocabulary appropriated to the situation.
- To give enough time to the interview for answering the questions.
- To listen to the interviewee.
- To be careful with the tone of voice.
- To avoid prejudices and to beat about the bush.

On March 11, 2013, we had an interview with Mgs. Maria Eugenia Sejas Ralde, the chief of CETI. According to Cuenta (2003), it is helpful to motivate the interviewee to participate by creating a good atmosphere of self-confidence, and providing an introduction by mentioning the objectives of the interview, this is also very important in order to get enough information to fulfill them. Days before we requested her for this interview, and we arranged to have the interview at noon so that the participant would continue with her everyday activities normally.

During the interview, we were confirming and discovering new things about the Spanish course at CETI. It was confirmed that, at CETI, Spanish is taught as a foreign language and also that it is addressed to adult and young foreign students. It was also discovered that at CETI, no prior experience was found in the last year, even though there was a desire to start teaching Spanish as foreign language when Mgs. Rojas was the head of the institution. We also discovered that the following are among the objectives that CETI has:

- To allow the practice of teaching to the students of Spanish area at the Linguistics Department.
- To show the culture through language. With this objective we confirmed that they work under the Communicative Approach.
- To incorporate Spanish in the different languages teaching at CETI
- To teach Spanish by considering the Common European Framework

- To provide an Intermediate Spanish course of a year or half a year, according to the modality. The intermediate level should be sufficient to develop communicative competence in the learner.
- To provide regular and accelerated modalities, all from Monday to Friday and in a group.

In the case of teaching materials, it was found that they have acquired a book from Spain to teach the course and it was considered for being designed under the Communicative Approach which basically works with the oral and written production of the language, in term of communication. In addition, the group of teachers who would teach the course has developed one booklet complementary to the book. We also discovered that there was an intention to produce a book, but the time and money did not allow it.

3.5.2.3. After the Interview

It is important to conclude the interview by considering these recommendations:

- To register the data.
- To conclude the interview cordially.
- To thank the interviewee for the interview.

Fortunately, for our interviewee it was not a problem to record what she was saying about the phenomenon in a cell phone. According to Cuenta (2003), it is necessary to reread or to relisten to all the information obtained. Just the main ideas or the ones related to the objectives must be registered.

CHAPTER IV

DEVELOPMENT OF THE PROJECT

4.1. Stages for the Design of the Project

4.1.1. Identification of the Most Common Spanish Grammatical Structures

Torres (2007) and Llorach (2000) tell us that the verb is the most meaningful part in every statement because it has a communicative load. That is why it is very important. In the case of the conjugation of Spanish verbs, it is necessary to take into account the strict dependence of the terminations with the tenses like past, present and future. Thus, designing a supporting material which presents exercises that will allow the learner to deal with an active grammar is very necessary. An active grammar is a grammar that is not limited to generating high performance in the student's grammatical competence, but also to considering it in the four communicative skills in different tasks.

4.1.2. The Verb in the Reference Book and the Grammatical competence of the levels A1, A2 and B1 under the Common European Framework Reference for Languages

It is important to remember what said Dominguez (2008). He says CEFR is a guide and not a manual because its applicability depends on a specific teaching and learning process. Then, its interpretation depends on various aspects. In our case, we established the tenses for A1, A2 and B1 by considering the objectives that CETI has for the Spanish course. So in our reference book, the tenses have the following correspondence:

- A1: Ser, estar, haber, verbos regulares e irregulares, gustar, reflexivos
- A2: Pasado (perfecto, imperfecto) y futuro (perífrasis)
- B1: Pasado (indefinido, pluscuamperfecto), futuro, condicional, subjuntivo (presente, imperfecto)

4.1.3. The Verb in the Activities Related to the Four Skills Developed for A1, A2, and B1

All the exercises presented in the reference book are focused on the practice of tenses without neglecting what is mentioned in the Communicative Approach. Therefore, the four skills are considered. Thus, through all of them, the learner will review and practice the most frequent verbal tenses that there are in the communication. He will also put into practice speaking (singular, dual and plural), but this will depend on the student and his self-assessment.

4.2. The Layout of the Reference Book

When designing a book, it is very important to consider not only its content, but also how we are going to present it. The type of letter, color, picture, titles, icons are among the main aspects to consider. In our case, we decided the following:

- a) Type of letter: Times New Roman
 - Main headlines: 20
 - Instructions: 14
 - Conjugation chart: 11
 - Text: 12 or 11 depending on the texts
- b) Color: We chose three colors²⁹ to specify the levels:
 - Orange is addressed to A1.
 - Green is for A2.
 - Purple is for B1.
- c) Pictures: We considered pictures to present the tenses along the activities.
- d) Icons: All of them are related to the four skills. They also allow to access video or audio activities.

²⁹Read Escola D'art de Disseny PDF

Additionally, we used the following software programs:

- e) Publisher: It is a software program that helped us to arrange systematically all the activities. In fact, it is a program of desktop publishing through which we could define the color for each level's activities, their order and the pictures for each level.
- f) Loquendo: For the practice of the oral comprehension, the use of Loquendo was necessary for the creation of the audio files. Loquendo is a tts (text to speech) software that is used to transform the written text into spoken texts, its popularity is more common with the creation of tutorials in you tube. The software permits the use of different voices within a conversation, it includes some oral language features as interjections and different expressions that make the voice sound more natural.

The creation of the text was made by the simple transcription of all the conversations and just inserting them in the text box of the software. Then different voices were chosen and, depending on the situation, some expressions and audio modifications were made. To provide a better background to the dialogues it was necessary to use environment audio files as street files or train files.

- g) For the extra activities we used Eclipse Crossword and Word Search Creator. Both programs are freeware, so no need of payment to use them.
 - Eclipse crossword, is a software that facilitates the creation of crosswords, it is very simple to use, it just requires a list of words that will be used for the activity and it also needs a list of clues for the student. It creates the crossword and combines the words in different possible puzzles. The user of the program has a lot of options to publish or print the new crossword it can be on the web or in a paper to use in classrooms.
 - Word Search Creator is a program similar to Eclipse Crossword but this program facilitates the creation of word search, the user needs a list of the words for the activity and the software just introduces random letters to fill the grids. The position of the words can be selected as the software gives different options for the form of the crossword.
- h) Because the Internet has become an important part in human lives, its use has extended into different areas like business, entertainment and education. A lot of

institutions, professors, teachers and students are working with different programs and blogs to share knowledge and to provide education in a different way, which is more attractive and goes beyond the traditional classroom. As examples of those tools we mention the following:

- Hot Potatoes

Hot Potatoes is a piece of software with six applications that create exercises for the World Wide Web. The applications are JCloze, JCross, JMatch, JMix, JQuiz and The Masher. This freeware was created by the Research and Development team at the University of Victoria Humanities Computing and Media Centre. With hot potatoes it is possible to create different attractive, web-based interactive exercises. Moreover, the HTML pages can be modified easily before uploading them to a folder on the server or delivering them to any Internet-connected computer equipped with a browser. As a result, this software might be a useful tool for developing virtual practice[s] for the learner of a L2 since its applications allow a variety of possible exercises. However, Hot Potatoes must be used in conjunction with another program in order to share the exercises made.

4.3.Parts of the Reference Book

4.3.1. Gap-Filling and Completion

4.3.1.1. Definition of Gap-Filling and Completion

According to Ur (1991:39) “This usually tests grammar or vocabulary, as in the examples. It is tedious to compose, though not so difficult as multiple-choice; it is more easily administered in writing than in speech; the marking is usually simple. You may need to be aware that there is more than one possible right answer.”

So, gap-filling and completion is a way to evaluate what one learns (for example, verbs, adjectives, etc.), generally in a written way. In this activity, the linguistic context that surrounds a word allows to have one or more possible right answers to fill the gap. In any case, the suitable answer in itself shows that the student has assimilated and internalized the essential characteristic of the concept that is being evaluated or practiced and that he is able to justify another possible answer. Moreover, what makes this activity interesting is that its presentation is free: how we present it to the student is not the issue, because what is

important is that the student works with the words that are in blank to complete a text by considering a small dialogue structure in a specific communicative situation.

4.3.1.2. Gap-Filling and Completion in the Reference Book

- a) Gap-filling and completion in simple phrases
- b) Gap-filling and completion in texts

According to Llorach (2000), Spanish conjugated verbs present a variation of person, number, tense, mood, and aspect. Thus, there are two types of verbs. On one hand, regular verbs whose conjugation does not change their root and keep the same ending suffix tense and, on the other hand, irregular verbs whose conjugations are particular because they are based on the tense, mood, number, and person. Their root changes once they are conjugated. In this sense, conjugating verbs in Spanish is not an easy task since a student has to consider many factors as the ones we mentioned above. If we compare it with the conjugation of verbs in English, we notice that the latter is easier. Llorach (2000) and Torrez (2007) point out that the verb is the most important part of a sentence, since it is a word through which a human being expresses physical, emotional and mental actions. Therefore, conjugating verbs successfully is very important in order to communicate many things because through it we realize things such as temporal features (based on the different tenses) and social relations (based on the subject number: singular or plural). At this point, we are in front of a prescriptive grammar as Dave (2010) describes it.

In our Spanish learning reference book, the student will find activities related to gap-filling and completion in phrases and in texts, which deal with conjugation of the Spanish verbs. This will help him practice, mechanize, and relearn all what he learnt in his Spanish lessons in relation to the tenses and the conjugation of the verbs in each tense. On the other hand, this also will further motivate the student since with the gap-filling and completion exercises, he will be more confident with his grammatical competence when using Spanish in a specific communicative situation. Additionally, this activity is scored over a number of verbs that need to be conjugated in a tense. The score gotten will also help the learner in the self-evaluation of his learning. Thus, the student will be conscious of his weaknesses and strengths in learning process.

As we said before, both the gap-filling and completion in simple phrases and the one in texts are very useful. The student will mechanize the conjugation of the Spanish verbs and deal with tenses without problems because his grammatical competence will help him become more successful in his L2. Nevertheless, the activity of the gap--filling and completion in text demands a bigger effort on the part of the learner since his discourse competence is also important to understand the text and to complete it. After all, the text itself is a kind of complete discourse since all the phrases are related to each other. So, it is necessary to focus on the whole text in order to fill in the blanks. He has not only to keep the agreement between subject and a verb in a phrase, but also consider the coherence and the cohesion of the text itself. The learner has to be conscious of the fact that in Spanish, sometimes, the subject is not explicit, but it is determined from the context. This kind of gap-filling and completion activity also offers some comprehension questions about the text and the student will also evaluate his learning by answering them. All is scored, even the comprehension questions of the texts.

Successfully filling in the right answer will increase the student's level of motivation, competence and achievement, and will motivate him extrinsically and intrinsically. The positive score gotten will provide a stimulus to look for higher challenges. As a consequence of all this, the student will see self-evaluation as a positive, necessary, and important tool to learn better. This is highly recommended, especially for the learner of Spanish, because he deals with grammatical structures of a language that is not his and because within the Spanish verb grammar there are regular and irregular conjugations even in the same tense.

4.3.1.3. Application

Both the gap-filling and completion in simple phrases and the one in text are presented at the beginning of a new tense and after a short explanation about its use. We considered this because it is a strategy that will help the learner practice and be familiarized with regular and irregular conjugations. The student will consider the matching subject and verb have to have and, additionally, he will comprehend what is possible to express through a verb conjugated in a specific tense. At the end of the activity there is a score box. The gap-filling and completion is scored over the number of verbs needed to be conjugated. The student will see the key of answers to compare his answers with.

By completing this kind of exercises, the learner will practice facing more complex activities where a variety of tenses will be tested. In the case of A1 student, it is necessary that he deal with the conjugation of verbs in the present as accurate as possible in order to avoid future problems in the upper levels. Clearly, a weak grammatical competence causes disappointment, lack of self-confidence and motivation, and a negative attitude toward the language. This leads the learner to feel lost in a communicative situation.

On the other hand, the student will put into practice writing as a way of learning. This will help him keep in mind both the right conjugation and the spelling of the verb in question in a specific tense, especially those verbs with irregular conjugation. He will read intensively because before conjugating, he will have to pay attention to the agreement between the subject and the verb in question and the whole text (in case of the gap-filing and completion in texts). At the same time, he will practice writing for writing exercise since by filling in the blank, he will write the right form of a specific verb and also by answering the comprehension questions. Moreover, the student will evaluate his competence in comprehension.

4.3.1.3.1. Level A1

a) Gap-filling and completion in simple phrases

- Estos diálogos están incompletos; usa el verbo SER y elije el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; usa el verbo ESTAR y elije el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; usa el verbo TENER y elije el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; usa el verbo HABER y elije el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; usa el VERBO REGULAR en el presente de Indicativo y elije el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; usa el VERBO IRREGULAR y elije el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; usa el VERBO REFLEXIVO y elije el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; usa el VERBO PRONOMINAL en presente de indicativo y elije el inciso adecuado para completar las conversaciones.

Practicing the conjugation of verbs in present tense is very important at level A1. The A1 student faces the Spanish verb grammar for the first time. Most foreign people have problems with the distinction between *ser* and *estar*, mainly because in their own languages, there is only one verb that covers both meanings. In Spanish, through these two verbs, we express different ideas, and if they are not practiced enough, the student will mix up all their uses. In Spanish, we also have irregular verbs in conjugation with different changes in their root and in order to master their conjugation, practice is very important. In the case of pronominal verbs, the student has to understand that the agreement between the subject and the verb is not the same as with the reflexive ones.

Therefore, the gap-filling and completion activity in simple phrases is very useful. Firstly, the learner will focus on one simple phrase at a time, and; secondly, it is a good starting point to begin to know a language.

b) Gap-filling and completion in texts

- ¿Quién es Joaquín? Completa el siguiente texto con el verbo SER en presente de indicativo.
Ahora contesta a las preguntas de acuerdo al texto.
- ¿Qué pasó en el hospital? Completa el siguiente texto con el verbo ESTAR en presente de indicativo.
Ahora contesta a las preguntas de acuerdo al texto.
- ¿Cómo es la fábrica de Chocolate? Completa el siguiente texto con el verbo TENER en presente de indicativo.
Ahora contesta a las preguntas de acuerdo al texto.
- ¿Conoces El Palacio de los Cóndores? Completa el siguiente texto con el verbo HABER en presente de indicativo.
Ahora contesta a las preguntas de acuerdo al texto.
- ¿Quién es Jorge? Completa el siguiente texto con los VERBOS REGULARES en presente de indicativo.
Ahora contesta a las preguntas de acuerdo al texto.
- ¿Quieres ir de viaje? Completa el siguiente texto con los VERBOS IRREGULARES en presente de indicativo.
Ahora contesta a las preguntas de acuerdo al texto.
- ¿Quieres conocer mi rutina? Completa el siguiente texto con los VERBOS REFLEXIVOS en presente en indicativo.

Ahora contesta a las preguntas de acuerdo al texto.

- ¿Cómo es mi mamá? Completa el siguiente texto con los VERBOS PRONOMINALES en presente de indicativo.

Ahora contesta a las preguntas de acuerdo al texto.

The Gap-filling and completion activity in texts is also a very useful practice for an A1 student. He also needs to analyze and practice verbs in more elaborated linguistic context. It reflects the communicative value that the verb has. This activity also represents a challenge for a student since there could be more than one irregular verb in a text.

4.3.1.3.2. Level A2

a) Gap-filling and completion in simple phrases

- Estos diálogos están incompletos; escribe la forma del verbo en pretérito perfecto y elige el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; escribe la forma del verbo en pretérito imperfecto y elige el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; escribe la forma del verbo en futuro de perífrasis y elige el inciso adecuado para completar las conversaciones.

As we discussed before, gap-filling and completion helps a lot in dealing with grammatical aspects of the verb. When the student practices it, he remembers what he knows about the Spanish verb. This is very useful for fulfilling more complex written or oral tasks.

Sometimes, the conjugation of Spanish verbs in the present perfect tense and in the compound future tense *ir+a+infinitive* is hard for foreign students whose mother tongue considers *genre* or accepts adverbs in the conjugation of verbs in similar tenses. The gap-filling and completion activity in phrases is very useful to mechanize the principle that in Spanish those kinds of tenses are inseparable units and that *genre* agreement is not considered at all.

b) Gap-filling and completion in texts

- ¿Quién es Mafalda? Completa el siguiente texto con el pretérito perfecto compuesto de los verbos para descubrirlo.
Ahora contesta a las preguntas de acuerdo al texto.
- ¿Cómo vivían los primeros hombres de la tierra con la piedra y el fuego? Completa el siguiente texto con el pretérito imperfecto: La era de la piedra y el Fuego.

Ahora contesta a las preguntas de acuerdo al texto.

- ¿Qué va a hacer Don Serafín? Completa el siguiente texto con la perífrasis de futuro de los verbos : Los Planes de Don Serafín

Ahora contesta a las preguntas de acuerdo al texto.

The gap-filling and completion activity in texts is very useful in order to practice reading, to acquire new vocabulary and to deal with verbs in context. So, with this kind of activity, the student develops reading comprehension.

4.3.1.3.3. Level B1

a) Gap-filling and completion in simple phrases

- Estos diálogos están incompletos; escribe la forma del verbo en pretérito indefinido y elige el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; escribe la forma del verbo en pretérito pluscuamperfecto y elige el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; escribe la forma del verbo en futuro imperfecto de indicativo y elige el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; escribe la forma del verbo en condicional simple y elige el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; escribe la forma del verbo en imperativo y elige el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; escribe la forma del verbo en subjuntivo presente y elige el inciso adecuado para completar las conversaciones.
- Estos diálogos están incompletos; escribe la forma del verbo en subjuntivo imperfecto y elige el inciso adecuado para completar las conversaciones.

It is very important that B1 student distinguishes the conjugation of a verb in the present, in the past and in the future. Most of the time, foreign people have problems with the simple past and the imperfect past tenses, and therefore, they have to practice a lot the uses of these tenses and to be careful with their conjugations. Sometimes, although it is said that the conjugation of the imperfect past tense is easier, there are students who confuse *-ía* and *-aba* endings. Moreover, as in the present, there are irregular verbs and the student has to learn them by heart.

On the other hand, it is also easy to conjugate verbs in the past perfect tense because the student only needs to remember how to deal with the past perfect tense, and the only difference is the auxiliary verb *haber* ends with *-ía*. The gap-filling and completion activity

helps the student rehearse its uses and conjugation compared with the ones of the other past tenses.

Both the simple future and the simple conditional tenses have the same procedure of conjugation, although the endings are different and their uses are different as well. The student has to practice them hard when to use one or the other in a specific communicative situation.

The conjugation of the imperative is not completely similar to the one in the present of the subjunctive. For example, the form for commands with *tú* is different with both kinds of verbs: regular and irregular ones.

Moreover, the student almost always mixes up the different uses of the tenses of the subjunctive. When filling blanks, he will learn and practice not only how a verb must be conjugated in the tenses of this mood, but also the ideas that he will be able to express through a verb in each specific tense. Additionally, there are some key words that ask for the use of the subjunctive such as *ojalá, es importante que, no creo que, etc.* and the student will put into practice them as well.

b) Gap-filling and completion in texts

- ¿Qué dice Jaime Fernández de su experiencia en San Pedro de Marcoris? Completa el siguiente texto con el pretérito indefinido de los verbos para saberlo. Ahora contesta a las preguntas de acuerdo al texto.
- ¿Por qué Rapunzel había vendido su cabellera larga? Completa el siguiente texto con el verbo en pluscuamperfecto. Ahora contesta a las preguntas de acuerdo al texto.
- ¿Cómo cambiará el mundo en los próximos 20 años? Completa el siguiente texto con el futuro imperfecto. Ahora contesta a las preguntas de acuerdo al texto.
- ¿Qué dice Galindo? Completa el siguiente texto con la forma del condicional simple de los verbos. Ahora contesta a las preguntas de acuerdo al texto.
- ¡Qué rico! Completa la receta con la forma del imperativo de los verbos entre paréntesis. Ahora contesta a las preguntas de acuerdo al texto.
- ¿Qué dice la jefa? Completa el siguiente texto con la forma del presente de subjuntivo de los verbos.

Ahora contesta a las preguntas de acuerdo al texto.

- ¡¿Qué novedades?! Completa esta carta con el subjuntivo imperfecto de los verbos para descubrirlo.

Ahora contesta a las preguntas de acuerdo al texto.

Regardless of what the tense is, linguistic context enables the student to understand how the verb relates to other grammatical elements in a text and to get the writer's message. It also helps the learner to consider less frequent tenses like the past perfect tense and the simple conditional.

In the case of the subjunctive, we present the student with a text where he will find commands, emotions, and wishes and will figure out verbs that mainly require the use of this mood (like *querer*, for example). This is important because subjunctive tenses are mainly in subordinate phrases and not all the subordinate phrases have to be in one of the tenses of the subjunctive mood. This is something that the student has to be conscious of.

4.3.2. Songs

4.3.3.4.3.2.1. Definition of Song

Ugarte (2008:67, 68-69)says that:

Una canción es una composición musical relativamente corta, para la voz humana (comúnmente acompañada por otros instrumentos musicales), la cual expresa palabras (lírica) [sic]. Típicamente es para un solo vocalista, aunque puede también ser para un dueto, trío, o para más voces, si embargo [sic] cuando está compuesta por más de una voz en alguna parte, es considerada coral.

Song is a means that presents communicative situations where not only linguistic codes are, but also other factors like lyrics, musical instruments, and singers. All these elements help make the situation real.

4.3.2.2. Songs in the Reference Book

With regards to the didactical uses of song Ugarte (2008:69) points out that: “La canción se utiliza para tantas cosas que es casi imposible pensar en todas ellas:...como método para relajarse, como forma de diversión a través del baile...”“La canción es un arte con el que nos encontramos a diario, desde que nos despertamos hasta que nos acostamos.” In this sense, Quirós (n.d.: 4.6) mentions that song is a good didactical strategy. It is universal because all

human beings listen to some kind of music. When using music in the teaching and learning process, the language teacher creates a positive learning atmosphere that motivates the student since it is an authentic and enjoyable material. Most of songs have a simple language and presentation. It is easy to get it and it is also a way of cultural expression. In addition, it is the reason for listening, speaking, writing, and reading. Moreover, the learner feels identified with the story in a song acquires new vocabulary and improves his pronunciation. Because of all these characteristics, song is very useful to develop the four language skills from the level A1. What is important is to look for songs depending on both the student's level and on the aspect that we want to help the student improve, practice or learn through. Therefore, with songs proposed the learner will rehearse the Spanish verb grammar from a functional grammar perspective. Dave (2010) mentions through the functional grammar the four language skills are used and, this help the student get accuracy, proficiency, and fluency in his L2.

In the lyrics of a song, the student finds a variety of lexical items and grammatical structures (such as the verb). Throughout it, the conjugation of the verbs lets the learner consider when the actions take place and this is important in order to get the message.

With the songs in our reference book, the student will develop motivation toward achieving competence because, as White (quoted by Gellerman, 1972) says that the learner will face the thing that he wants to manipulate, that is to say, to control the grammatical structures in order to be successful in a specific communicative situation. In addition, he will also develop a motivation of achievement once he understands the content of the song and is able to talk or write a comment about it by considering his experience. At the same time, he also will train his grammatical, sociolinguistic, strategic, and discourse competences in order to understand the song. Additionally, it is said that when using the Communicative Approach it is advisable to use real materials, and song is one of such real material.

In regard to the types of songs, Ugarte (2008:68) classifies songs in the following types:

Folk Song: "Es aquella que se transmite oralmente , de acuerdo al contexto cultural ...Las cantan desde solistas, conjuntos, tríos, etc."

Modern Song: “Durante el siglo XX –XXI han surgido muchas formas de hacer canción dirigidas a una sociedad que cada vez escucha mas [sic] la radio , ve más la televisión , navega más por Internet o compra los últimos éxitos de las estrellas de la canción.”

Brown (2000) tells us that each student is a specific learning situation and that is why, it is very important to offer him a variety of ways to rehearse, practice, improve, or learn something. In this sense, it is advisable to deal with different kinds of songs where the student finds the grammatical structures that he is practicing.

Therefore, the variety of songs that the learner will find in the reference book will also let the student use his strategic competence to understand the whole lyric and its content. In addition, learning languages through songs breaks the traditional teaching methods. Songs also will motivate the student because of their different rhythm and genre.

4.3.2.3. Application

We selected songs where the student will find a specific tense to practice. It is true that any particular song has neither only one grammatical structure nor only one tense, but we selected songs based on the high frequency of one tense or the presence of the tense that the learner will practice with them. All the aspects that are related to teaching Spanish using songs, will allow the learner to put into practice any of the language skills. After all, most of the time, songs are considered as a good strategy to practice only listening, but in fact, it is useful for the all four language skills.

In our reference book, firstly, the student will read the lyrics of the song and if he finds unknown words, he will use his strategic competence in order to discover their meanings. Some students will use the dictionary; others will ask the teacher or a partner or will infer their meaning from the context.

The student will also apply an intensive reading because in order to complete exercise, he will have to read the lyrics of the song and he also will answer some questions about the content of the song. Additionally, based on the comprehension of the content, he will also answer some questions, based on his experience or opinion. These questions will help determine his comprehension.

On the other hand, the student will also put into practice writing for writing. He will have to write a composition from what he understood and his experience related to the topic the song reflected in the song and by considering the question for this activity. We posed questions that will guide the learner to use mainly a specific tense. Writing about songs has the same advantages as listening to them. The student acquires new vocabulary, practices grammatical structures and so on. Writing a composition is also a good strategy to evaluate comprehension of written and spoken language. So, when the student writes a composition by considering his opinion and experience, actually he puts into practice all what he knows about the language. Additionally, he has to pay attention to the coherence and cohesion of his writing. This will also be a good strategy to help the student be responsible and self-evaluate his learning. Therefore, he will practice, on one hand, an intensive listening through verb scanning and, on the other hand, an extensive listening because music is one of the most valued arts in itself as it is relaxing, enjoyable and what a person expresses through it.

In the reference book, all the activities are flexible in their application, so, the learner will put into practice the skill most necessary for him. This flexibility of the activities in the reference book will help the student be autonomous and responsible for his learning.

4.3.2.3.1. Level A1

- Escucha la canción, completa y ordena la letra: Ella y él (Ricardo Arjona)
- Escucha la canción, completa y ordena su letra: No hago más na' (El Gran Chombo)
- Escucha la canción, completa y ordena la letra: Me gustas (Joan Sebastian)

Ricardo Arjona's song shows a Central America's culture. With this song the student will practice the simple present tense; there are some verbs in the past, but most of the verbs are in the present. The text is not hard to understand. It is about a Latin American story of love and the learner will compare it with how he experiences love.

El Gran Chombo's song presents the conjugation of reflexive verbs in a funny way to talk about daily activities. What is important is that reflexive verbs are there. Additionally, there are simple verbs and the student will also compare them with the reflexive ones. The

exercise is in the present tense. In regard to the culture, this song shows a part of the Latin America's culture. Thus, the student will compare it with his culture and his daily activities.

Joan Sebastian's song is useful for practicing verbs like *gustar* and understand how deal with this kind of verbs.

4.3.2.3.2. Level A2

- Escucha la canción, completa y ordena su letra: Un buen día (Los planetas)
- Escucha la canción, completa y ordena su letra: Amor de madre (Aventura)
- Escucha la canción, completa y ordena su letra: Si nos dejan (Luis Miguel)

With Los Planetas' song, the student will practice the past perfect tense. He will notice how this tense relates to the present. In addition, he will improve his pronunciation.

With Aventura's song, the student will focus on the imperfect past tense since it is about a person who remembers how his childhood was. Sometimes, foreign people confuse the uses of the simple past tense with the ones of this tense, so is very important to offer the learner contexts where these tenses are used so that he learns how to use them.

With Luis Miguel's song, the student will deal with the future, but expressed through the compound form: *ir+a+infinitive*. The student must understand that the elements of this compound form are not separable and that the preposition "a" is important. The content of the song helps the learner understand how this kind of future tense works and also he will reflect on the characters' situation in the song. The concept of love is universal and that is what the message of the song tries to explore.

4.3.2.3.3. Level B1

- Escucha la canción, completa y ordena su letra: La historia de Juan (Juanes)
- Escucha la canción, completa y ordena su letra: Mariel el capitán (Sui generis)
- Escucha la canción, completa y ordena su letra: Idilio (Maria Juana)
- Escucha la canción, completa y ordena su letra: No Dudaría (Antonio Flores)
- Escucha la canción, completa y ordena su letra: No me ames (Jennifer López)
- Escucha la canción, completa y ordena su letra: A Dios le pido (Juanes)
- Escucha la canción, completa y ordena su letra: Como un dolor de Muelas (Joaquín Sabina)

With Juanes' song the student will practice the simple past tense. Additionally, he will

reflect on the events that a child called Juan had to face. In Latin America there are many children who have similar problems.

It is difficult to find songs where the past perfect tense is present. So, we considered Sui Generis' song to work with it. The questions are designed to have an answer in this tense because the content of this song makes it possible to do so. There is a sequence of events and thus, the learner will reflect on the events before others.

With Maria Juana's song, the student will practice the simple future tense. In addition, he will be familiarized with Bolivia's folk music.

With Antonio Flores' song, the student will put into practice the simple conditional. In addition, he will reflect on the human being's behavior.

With Jennifer López' song, the student will practice the imperative. Additionally, the dialogue that the characters are engaged in will help the learner understand better the content and the uses of this mood.

With Juanes' song, the learner will practice the present tense of subjunctive. He will reflect on the uses of this mood.

Finally, with Joaquín Sabina's song, the student will put into practice the imperfect past tense of subjunctive. He will see the use of one of the key words that suggests the use of this tense, that is to say, the *como si* expression for unreal comparisons. It is not hard to understand the content of the song since it is a romantic music.

4.3.4. Open Questions

4.3.5. 4.3.3.1. Definition of Open Questions

Most of the time, open questions or *wh-* questions need to be answered in a complete phrase. In addition, the questions are very useful for getting more information about what we are inquiring about. The questions also help to start conversations while obtaining what we need to know. Open questions are more productive than closed or yes/no questions.

There are many types of open questions, like the following:

- a) Open Questions for Classification: When the interviewer wants to get information to classify it.
- b) Open Question for Testing: They are useful to get in depth information.
- c) Open Questions for Predicting: They are useful to understand the interviewee's attitude and thinking.
- d) Open Questions for Hypothetical Situations: They are useful to present hypothetical situations to the interviewee and to observe his answer.

4.3.3.2. Open Questions in the Reference Book

Open questions are very useful because they stimulate conversation and creativity and, they generate additional questions to deal with. This strategy helps the student develop fluency and proficiency.

In the reference book the student will find five open questions related to one specific tense in certain situation. He will answer them by being careful with the agreement among the subject, the verb and the tense. This strategy also helps the student practice a tense in a communicative way because he will consider his experience in order to answer them.

We present the open questions after an activity related to the songs. This presentation will help the student move from a full, already contextualized, activity to one where his experience and creativity are very important to consider. This will motivate the student and build his competence and achievements. As a result of this, he will develop both extrinsic and intrinsic motivation because his answer correctly written will motivate him. He will also be able to evaluate his comprehension not only from grammatical point of view, but also pragmatically. Therefore, open questions will help the student practice tenses through a communicative grammar. In fact, the student will apply his grammatical, strategic, and discourse competences. Moreover, with this kind of strategies or activities, we fulfill one of the main principles of the Communicative Approach. It states that each student is unique and because of that it is very important to value his answers. On the other hand, with this activity

the student's L2 passes from a learnt knowledge to an acquired knowledge since he is able to express his own ideas through his L2. In this sense, the learner applies the grammar that Doval (1998) talks about and that it is selective and applicable to communicative situations.

4.3.3.3. Application

The student needs to be good at conjugating verbs. So, it is very important to consider activities like the open questions one. Thus, he becomes much more familiarized with the verbs in a specific tense while paying attention to the verb's ending and their uses. Most of the time, there is interference from the learner's mother tongue. Therefore, it is necessary to present the student with activities that will help him have enough practice to be able to move easily between the two languages. For example, in French, the compound past needs to have a genre agreement between the subject and the past participle of the main verb. That is why we listen to things like *Elena ha subida al bus*. Sometimes, the learner mixes up the endings of tenses or their uses, like in *Cuando fui niño mis amigos y yo comiábamos dulces después de la escuela, pero un día nos ponieron un castigo*. This is why in the reference book the student will find open questions related to a specific tense and the student will answer the questions in his way. With this activity he will be trained to deal with those kinds of questions in a conversation or any other similar communicative situation.

Moreover, the student will put into practice an extensive reading exercise since the questions are in a specific tense: the one that he will have to consider to answer them. On the other hand, he will also put into practice writing for learning exercise because he will have to combine his experience and creativity in a specific tense. In addition, as we said before, he will turn the written activity into speaking one, for example, into a dual speaking.

4.3.3.3.1. Level A1

- ¿Quién eres? Es tu primer día de clases de español y tus compañeros quieren conocerte. Responde a las preguntas.
- ¿Dónde están? Necesitamos encontrar algunos objetos. Responde a las preguntas según la fotografía usando el vocabulario en los recuadros.
- Vamos a imaginarnos que estamos en el hotel y quieres registrarte, pero necesitamos las preguntas para estas respuestas del recepcionista. Usa el verbo TENER.

- Escribe unas notas informativas respondiendo a la pregunta: ¿Qué cosas hay en la ciudad de La Paz para visitar o para hacer? Mira el vídeo Collita.
- Ahora hablamos con un periodista. Él te pregunta sobre tu vida familiar. Contesta a sus preguntas usando el presente de indicativo regular (V. regulares)
- ¿Puede y no puede? Eres ayudante en un SPA y el cocinero quiere saber qué pueden o no pueden comer los comensales. Según la información, describe qué puede o no pueden comer estas personas (V. irregulares).
- Estás en el hospital porque te sientes muy cansado y es porque llevas una vida poco saludable. Contesta las preguntas del doctor describiendo una rutina de una persona poco saludable (V. reflexivos).
- ¿Qué gustos? Mira a estas personas. Según lo que ves, ¿qué le gusta a cada una? (V. pronominales)

Open questions are very useful for A1 student because they help him be more autonomous with his L2. Most of the time, students understand the rules theoretically, but they need a lot of practice. Additionally, in Spanish, the present tense has many key cases such as *ser* and *estar*, irregular verbs, reflexive verbs, and pronominal verbs. All of them need special treatment and practice.

Moreover, when the student deals with open questions to practice a specific tense, he also practices the use of *wh-* questions by thinking about the verb that goes with them. Not all the *wh-* questions work with any kind of verb. For example, it is not correct to say neither *¿Dónde eres?* nor *¿Tú qué vas?* In addition, when communicating, we always ask for information and answer or give information, so, it is very important to give the student the opportunity to practice tenses through this kind of activity and because it is mainly an individual task, he will be able to organize his ideas.

4.3.3.3.2. Level A2

- Eres un/a paciente y estás en el hospital. Tienes que responder al formulario de ingreso (Pretérito perfecto).
- Eres una persona famosa y te hacen una entrevista sobre tu infancia. Responde a las preguntas (Pretérito imperfecto).
- Estás en un restaurante con tu pareja. El camarero toma notas del menú que prefieren. Pide por ambos. Responde a sus preguntas (Futuro perifrástico).

The A2 student has to have a good level to be able to deal not only with the present tense, but also with the past perfect, the imperfect past, and the compound future tense

(*ir+a+infinitive*) that we have in Spanish. He needs to distinguish present actions from past actions or from future ones. Open questions are useful to practice this.

4.3.3.3.3. Level B1

- Te hacen una encuesta sobre tu experiencia en la universidad. Responde a estas preguntas usando el pretérito indefinido.
- Queremos aprender de tu experiencia para encontrar un trabajo. Responde a las preguntas. (Pretérito pluscuamperfecto).
- ¿Dónde vacacionaremos? Una agencia turística te hace llegar un cuestionario vía e-mail. Aquí están algunas de sus preguntas. Respóndela (Futuro imperfecto).
- Buscas hacer amigos. Has encontrado una página web que puede ayudarte. Para ser miembro debes responder a algunas preguntas. Éstas son algunas de ellas. (Condicional simple).
- ¿Qué les dirías? Elige el imperativo para las siguientes situaciones. (Imperativo)
- ¡Felicidades! Hoy es tu cumpleaños ¿Qué esperas de tus amigos y familia? Responde a estas preguntas (Subjuntivo presente).
- La decepción. A veces muchas personas son decepcionadas por algo que no hicieron sus padres, amigos, conocidos etc. Expresa deseos en el pasado según la situación usando el imperfecto de subjuntivo. (Subjuntivo imperfecto).

The B1 student must have a good level to be able to deal with almost all tenses in different moods. In the case of subjunctive, posing questions to deal with this mood is a little bit difficult since its tenses depend on specific expressions or phrases, even verbs. That is why in the case of the imperfect, we considered situations. At the end, the student will also consider his creativity and experience to describe a situation as he is answering open questions.

In regard to the imperative, we considered giving instructions and commands by looking at images in order to obtain the same results when applying open questions, that is to say, the student must focus on the conjugation of the tense by considering his experience and creativity.

4.3.4 . Writing Texts

4.3.4.1 . Definition of Writing Texts

According to Alzina (n.d.:4),

Muchos manuales de didáctica y los libros de texto presentan ejercicios concretos de ortografía, de morfosintaxis, de comprensión, de expresión y de léxico. Muchos de los ejercicios están descontextualizados. El hilo conductor es poco claro. No se sabe muy bien por qué se hace un ejercicio u otro. Sólo el profesor sabe lo que “toca” a continuación y cómo hay que resolver los siguientes ejercicios. El alumno no puede intervenir en el proceso de selección de contenidos y esto le resta margen de autonomía. Las actividades que proponen algunos manuales cierran la reflexión y la actividad de pensar... [el] texto, un texto que tiene significado por sí mismo. El texto ayuda a encontrar sentido al escribir, nos ayuda en la tarea de aprender significativamente.

It is true that writing texts is very productive, but before can be applied, the student must practice all the things that will be needed, and otherwise, it will be hard to fulfill the activity. That is why; we offer the learner a variety of activities to practice tenses. Besides, when writing texts, the student needs a lot of time to think about the main idea and the supporting ideas for his composition.

On the other hand, it is undeniable that writing texts gives him the opportunity not only to focus on a tense, but also on new vocabulary. In writing, it is very important to give all the details needed that will help the reader understand the text, to keep coherence and cohesion, even to consider the style, the tone and the message. On the contrary, in speaking, those requirements are not consciously considered since it is mainly a face to face interaction.

4.3.4.2 . Writing Texts in the Reference Book

Writing texts is very useful to learn languages. It is a strategy to recall all that was learnt about the L2 and to focus on a specific tense. Additionally, the student deals with coherence and cohesion. When writing something we always have a purpose or a goal. So there are as many types of texts as different purposes to write them for. It is very important to give the learner an opportunity to put into practice all the verb grammar that he acquired, so that he will be able to express his ideas not only by writing, but also by speaking. Sometimes, there is not much time to develop successfully this activity in the class. For this reason, it is usually a kind of homework activity. It is important to practice it because it is part of the communicative competence.

Moreover, writing texts is also enjoyable. The student uses his creativity to give a specific form to the text. The text itself has a presentation which is familiar to the student, and it is exciting to see how each student develops his own text. He combines grammatical structures with all the experience that he has regarding the type of text. For example, if he has to write or complete an ad for a newspaper, he knows it has to be clear, with all the adjectives needed to describe something, with enough information to access what is in the ad, and so on. He knows that it is not necessary to develop a large text to make it work. When writing this kind of texts, the learner becomes self-confident and motivated because he uses his experience to write a text and, at the same time, he becomes familiarized with features that have the presentation of the text in his L2.

To sum up, a text must have the following characteristics:

- A good level of grammar
- Clear register
- Coherence
- Cohesion

These characteristics in writing let the student use his discourse competence because he has to consider them in order to achieve the goal. In addition, the student evaluates on his own his knowledge of the grammar of his L2. When he achieves his goal in writing the ideas that he wanted to express, he becomes satisfied and motivated by that achievement.

Writing specific texts let the learner practice not only specific tenses, but also learn new vocabulary and compare the presentation of the text in Spanish with the one of the same text in his mother tongue.

4.3.4.3 . Application

As we said before, there are two types of writing. Writing for learning is just for practicing a specific grammatical structure without considering neither elements of presentation, nor pragmatic features of a text. On the contrary, writing for writing's sake does all that. For this type of writing it is very important to use different communicative situations. Thus, we have texts like letters, e-mails, itineraries, etc. Then, the writer has to be careful with organizing

his ideas, spelling and grammar. It is particularly important to pay special attention to verb grammar, so that to avoid misunderstandings.

In the reference book, in some cases, the student will have a model for writing: for example, an advertisement in a newspaper. But, there are also texts that have only questions that suggest possible ideas to develop on as well as the presentation itself as in the case of an itinerary. What is important is the student's experience and creativity in using the right tense to use. Therefore, there are models, questions, and suggested topics to write about in a text and they will help the student focus. They were considered due to the complexity of the text and according to the learner's level.

4.3.4.3.1. Level A1

- Escribe una composición simple acerca de ti. Usa las siguientes preguntas para guiar tu redacción (hoja de presentación personal).
- En el siguiente anuncio algunas personas dan información de sus productos, según esta información, describe los productos con oraciones completas. Usa los verbos SER, ESTAR, TENER, HABER, verbos regulares e irregulares.
- Escribe una carta a tu mejor amigo sobre tu rutina en Bolivia. Usa verbos reflexivos y pronominales.

As we said before, the purpose of including this activity in the reference book is to give the student the opportunity to practice all what he knows and learnt in his L2. The A1 student will also have this opportunity. For example, in order to practice “Haber” or “there is/are” in English, he will use a video that will help him with the vocabulary needed to develop his writing. We also included some open questions as a guide for the learner's writing. They will suggest main topics and supporting ideas for the text. There are also some models to help the student realize the presentation of a certain text.

4.3.4.3.2. Level A2

- Escribe una carta a tu amigo/a de lo que te ha pasado hoy.
- Escribe un correo electrónico a tus padres o a tu mejor amiga/o describiendo un viaje tuyo. Usa el imperfecto.
- ¿Qué vamos a hacer en nuestro viaje? Escribe un itinerario (entre 5 y 7 días) de un lugar turístico que conoces.

For this level, we consider fewer open questions because the student has to be more autonomous, responsible, but as creative as or more than the A1 student.

4.3.4.3.3. Level B1

- Ve las imágenes y cuenta en un artículo lo que pasó en el Año Nuevo Aymara en Tiwanaku, el 21 de Junio de 2013.
- Escribe tu biografía. Usa el pluscuamperfecto en los casos necesarios.
- Responde a las preguntas de acuerdo a la situación que tienes en los anuncios. Ahora escribe un anuncio indicando el personal que necesitas, las funciones que realizará, el sueldo y el horario de trabajo que tendrá, cómo tendrá que ir vestido para la entrevista, etc.
- Casualmente tu amiga y tú están de vacaciones y hablan de sus posibles planes. Completa el siguiente diálogo con el condicional simple.
- Escribe instrucciones para usar el Skype.
- Lee estos titulares de periódico y reacciona eligiendo una de las construcciones impersonales.
- Trabajas en una agencia de ayuda sentimental y recibes una carta sobre un problema que tiene un hombre casado. Lee el extracto de la misma y responde usando el imperfecto de subjuntivo.

Unlike A1 or A2, B1 has more complex activities for writing. According to the Common European Framework, B1 student has to be autonomous and good at writing any kind of text.

4.3.5 . Skimming and Scanning in Listening

4.3.5.1 . Definition of Skimming and Scanning

In the Cervantes dictionary we find that “La exploración [scanning] es una técnica que suelen utilizar cuando se busca una palabra en la guía telefónica o un diccionario. Busca palabras clave o ideas. En la mayoría de los casos, usted sabe lo que está buscando, por lo que está concentrado en encontrar una respuesta en particular”. “El propósito de skimming es obtener una visión general "y no" los detalles específicos del material.

In general, these two strategies are used in reading. One of them is very useful for getting general ideas and the other for identifying details. Both are useful in other cases besides reading.

4.3.5.2. Skimming and Scanning in Listening Activities in the Reference Book

Skimming and scanning are useful strategies for all four language skills. All depends on how we present the activities related to them. For example, skimming in a listening activity helps the learner identify the communicative context. The learner identifies the context that surrounds the information such as music, intonation of the characters' voice, etc. This will help him be familiarized with the audio. In fact, the number of times he listens to the audio is a practice of skimming in itself. On the other hand, scanning in a listening activity helps the student find only the specific information to complete the activity itself. He has to distinguish the information that is not needed from the important one.

Scanning requires the listener or the reader to be able to recognize the location of the information in the text and previous skimming of the text helps a lot to get that. Muriel (2008) and Harmer (2007) say that written comprehension is easier than oral because it is possible to answer questions about a written text rather than those questions related to an oral communication. That is why, skimming is very important in listening because the listener has to distinguish not only relevant information, but also sounds and structures such as tenses and who does, did, or will do certain activity. In addition, it is difficult to remember or grasp all the information when one only listens as the message is easily forgotten if it is not used. When we listen to something in our L2, sometimes, it is very hard to identify details. This happens due to the influence of the L1 since the student always thinks about the sounds and structures that exist in his mother tongue.

Therefore, with this kind of activity the student will put into practice not only his grammatical competence through a functional grammar, but also his discourse competence. This way, the learner will consider also the pragmatic aspect of the content of the listening in order to identify either the character that does something or the actions that the character does. This will develop motivation of achievement in him based on his right answers and the improvement of this skill.

4.3.5.3. Application

In our reference book, all the activities for listening are focused on tenses by considering the character that does something and the actions done by him. As we said before, the verb is the

most important unity within communication. So, the student will have to identify who does, did, or will do something and/or what the character does, did or will do. He will practice an intensive listening exercise because the information that he will have to recognize is something related to the verb itself. Additionally, he will apply skimming and scanning to fulfill the task. Before listening, he will also predict the information since the activities lend themselves to do so.

Moreover, the student will also put into practice writing for learning because he will deal with listening activities that were designed to practice verb grammar in an active way and also reading for learning.

4.3.5.3.1. Level A1

- Yo me llevo... Escucha la conversación y anota 10 cosas que hay en la tienda de Juan.
- ¡Te amo! Escucha el diálogo y después relaciona las frases con uno de los nombres: Amor de lejos.
- ¿Qué hace Manuel en un día normal? Escucha a Manuel y ordena las frases según aparecen en la grabación.

With the listening activity for *haber* the student will not only put into practice the uses of this verb, but also will learn new vocabulary.

In Spanish, it is possible to have an implicit subject and; sometimes this is a problem for the learner. That is why, it is very important to have activities that help him practice this aspect of Spanish verb grammar.

Ordering information it is useful to develop coherence. A1 student must also practice this. On the other hand, reflecting on the meaning of a phrase as it is, even though we use other words to express, is very useful as well.

4.3.5.3.2. Level A2

- La necesidad me obliga! Escucha el audio. Conjuga los verbos en pretérito perfecto y ordena la información del 1 al 6 de acuerdo al contenido: Un trabajo a los 15 años.
- ¡Como para repetirlo! Escucha el audio e identifica la imagen que le corresponde a la oración: Mis fines de semana en Melgar (Pretérito imperfecto)
- ¿Buenos planes? Escucha el audio y marca las actividades que va a desarrollar cada personaje de la conversación (Perífrasis de futuro).

All the listening activities are focused on a specific tense. Thus, we help the student be familiarized with the tenses. Additionally, the learner will also acquire new vocabulary and this activity is a good way to practice listening for getting information during conversation.

4.3.5.3.3. Level B1

- ¿Y qué pasó? Escucha y ordena La información del 1al 10: La primera vez que viajé a Londres.
- ¡¿Alguien se lo había imaginado?! Escucha el audio y ordena las frases según aparezcan: ¡Qué bien lo pasamos!
- ¡Qué civismo! Escucha y completa los extractos con el verbo mencionado en el audio ¡Ojo! Los extractos no necesariamente siguen un orden.
- ¡El lugar ideal para pasar las vacaciones! Escucha el audio y completa la información. El año pasado, una cadena de agencias de viajes realizó una encuesta para conocer los gustos viajeros de sus posibles clientes.
- Escucha la siguiente conversación y marca los ingredientes que se usarán.
- Mi media naranja. Escucha las siguientes descripciones sobre una pareja ideal y completa con el verbo en subjuntivo presente correspondiente.
- ¡Mágico! Completa las historia con las palabras que faltan y con el imperfecto del subjuntivo.

As we said before, each listening exercise considers a specific tense. In the case of subjunctive, a fictional description has a lot of phrases in this mood. The activity designed for this mood has also a question that he will have to answer by using the subjunctive.

The imperfect tense is used for talking about unreal situations, emotions, doubts and wishes. That is why we considered OZ Magician to help the student practice it by listening something about it. Additionally, there is a picture that the student will use to get more ideas to answer the question below the text or to infer information before listening.

4.3.6 . Correction

4.3.6.1 . Definition of Correction

In the dictionary Cervantes, we find that:

Por corrección de errores se entiende la labor de rectificar las equivocaciones —desviaciones de las normas lingüísticas, de las convenciones culturales, etc. — que cometen los aprendientes en el proceso de aprendizaje de una LE. Cualquiera de los componentes del lenguaje puede ser objeto de corrección; así, se habla de corrección gramatical, fonética,

pragmática, sociocultural, no verbal, etc. Un procedimiento usual de corrección comienza por comparar la versión incorrecta con la correcta, y a continuación aplicar alguna técnica correctiva, realizando actividades ad hoc.

So, correction is the identification of a fault or error in either a process or a task. In the teaching and learning process of languages, the correction is always present. The teacher or tutor is often responsible for the correction and the student is prone to making mistakes.

On the other hand, correction is a good way to practice the language. It lets a self-assessment on the student. He becomes more proficient in the language since not only learn from the mistakes made, but also assess his capability to correct grammatical mistakes and his performance in the four language skills.

4.3.6.2. Correction in the Reference Book

As mentioned before, correction allows the student to self-assess. The student realizes what are his weaknesses and strengths in the process of learning.

As a learning strategy, correcting errors in a language allows the learner to put into practice his linguistic competence and embody the theory learned or acquired about the language in the classes. Thus, error correction allows internalizing the rules of the target language. In fact, the learner uses his grammatical competence, as a prescriptive grammar, that helps him to reflect on a specific structure.

4.3.6.3. Application

The learner will put into practice reading skills, particularly intensive reading because he has to go beyond understanding the idea expressed. He has to justify the use of one form or another from a reflection of what he learned about the structure in question.

In general, the activity is very useful to help the learner to justify one structure instead. Thus, for example, he becomes conscious of the rules of the Spanish verb grammar by internalizing them. To monitor the answers, in the textbook, he will find the key solutions. This will allow the student to compare his hypotheses about language with the correct answers so that he is able to reinforce the grammatical rules.

Level B1

- ¡No se dice así! Corrige las oraciones en caso necesario (Presente de subjuntivo).
- ¡Lo correcto es...! Elige la forma correcta en las siguientes oraciones (Imperfecto de subjuntivo).

B1 student is supposed to have a knowledge of the present and past of subjunctive. This mood is the most difficult aspect of the Spanish verb grammar. The correction, at this level, requires a greater understanding not only of the form of the verbs, but also the proper use of the different cases where the subjunctive in the present or past is required. Then, correction goes beyond the identification of key words that indicate the use of a subjunctive form. Its analysis also goes through the communicative intention. Moreover, B1 student competence should be much more abstract as it is described in the CEFR. Therefore, in the textbook, correction is more developed for him.

4.3.7 . True or False

4.3.7.1 . Definition of True or False

According to Ur (1991:50), “This does not directly test writing or speaking abilities: only listening or reading. It may be used to test aspects of language such as vocabulary, grammar, content of reading or listening passage. It is fairly easy to design; it is also easy to administer, whether orally or in writing or to mark.”

Therefore, true or false activity is a criterion of evaluation. It is useful for developing logical and verbal analysis by the student. However, this analysis must not be only based on a written text, but also based on what the student learnt.

4.3.7.2 . True or False in the Reference Book

The true or false activity is very useful to help the student reflect on grammatical structures such as tenses and evaluate his learning. Llorach (2000) points out that the Spanish verb grammar is complex because of its moods, tenses, and the agreement that subject and verb have in a phrase. In this sense, it is very important to offer the student activities to master it. During the teaching and learning process, he has to be conscious of his weaknesses and

strengths in the language. With the true or false activity as a self-evaluation, he will observe his progress. Then, he will also develop motivation of achievement and of competence.

4.3.7.3. Application

We present true or false activity at the end of all the other activities related to a specific tense. There are five statements that will measure the student's knowledge about a specific tense.

Moreover, the student will put into practice intensive reading because the activity is related to the things that he has to know about a tense, that is to say, about its uses and conjugation.

For all the levels (A1, A2 y B1)

¿Falso o verdadero? is a question that suggests reflection. The student will consider whether a statement is either true or false by reflecting on the tense and its conjugation. Spanish verb grammar has three moods and they have many tenses that the student has to practice a great deal in order to improve his grammatical competence.

4.3.8 . Vocabulary –Translation

4.3.8.1 . Definition of Vocabulary

According to Ur (1991: 71) “Vocabulary can be defined ,roughly, as the words we teach in the foreign language ...As a useful convention all [the] cases [such a as more than single words, multi-words item] by talking about vocabulary `items ` rather than `words`.” Vocabulary not only represents lexical forms of a language, but also culture. In the teaching and learning process there are many ways to teach, learn, and present language. In our case, teaching vocabulary is not our objective, but because we offer the student some cultural reading, we also present him with some useful vocabulary and expressions so that he understands the text. In fact, we considered what Doval (1998) says about the characteristics of a communicative grammar. This author says that it includes contrastive analysis. Based on this, we designed the activity called *¿Y cómo se dice en tu idioma?* The student will have to translate the words into his language. Translation lets him acquire new words by associating them with the ones that exist in his language.

4.3.8.2. Vocabulary-Translation in the Reference Book

In the teaching and learning process, a simple translation does not take much time. In addition, one of the most important advantages of translation is the possibility to compare forms of the same idea. In general, when the student does not understand a word, he uses the dictionary or asks the teacher for the meaning. Regarding the teacher, he uses many strategies to help the student understand the meaning of the unknown word like drawings or gestures. No matter what strategy the student uses to understand and keep in mind the new word, there is always a process of translation.

With this kind of activity in our textbook, the learner will put into practice his strategic competence to understand and remember ten words before the cultural reading takes place. What is important is that the student is free and responsible in the way in which he is able to satisfy that lexical need. Brown (2000) says that each individual is unique and in this sense, how we learn something is also unique to each of us. In either written or spoken language production, it is very important to have a basic vocabulary to express our ideas through our L2. As a result, the student develops motivation that will lead to competence and achievement.

Obviously, it is also possible to consider English as the language for translating the words and expressions mentioned in this activity if the student decides to try to solve the exercise by using the hot potatoes version.

4.3.8.3. Application

For all the Levels (A1, A2 y B1)

Most of the time, the student does not have enough vocabulary to express his ideas. Beginners need vocabulary and intermediate and advanced students need to acquire more word as well, especially the words in specific areas of knowledge or for specific topics. When translating, the student uses one strategy to acquire new vocabulary. However, it is necessary that he puts into practice the new words; otherwise, he will forget them. That is why, in the textbook the student will find this activity before the culture reading one, using the same words. This is

done by comparing the situation with the learner's own experience. Moreover, the student will put into practice intensive reading of those words.

In the case of B1, the challenge is higher as is the student's level itself. As we know, vocabulary is always developing because of sociolinguistic factors such as the age, the speech community and so on. Young people create new words and expressions or uses to change the classical meaning of a word, even its spelling or pronunciation. Sometimes, old people accept those words and expressions and use them as well. We considered the Peruvian jargon, but we also give the student some synonym of them. Some of the words are also used in other Latin America countries like Bolivia. Thus, it will help the student find their equivalents in his mother tongue.

4.3.9 . Culture

4.3.9.1 . Definition of Culture

According to Herrero (2002:1),

La cultura es una abstracción, es una construcción teórica a partir del comportamiento de los individuos de un grupo. Por tanto nuestro conocimiento de la cultura de un grupo va a provenir de la observación de los miembros de ese grupo que vamos a poder concretar en patrones específicos de comportamiento.

It is difficult to define culture without considering a specific situation and a group of people. That is why culture itself is a huge source of many kinds of investigations. However, understanding of culture will be reached when considering how to deal with it as the author says. At present, teaching languages is mainly conveyed from the Communicative Approach and this suggests considering culture within the teaching and learning process.

4.3.9.2 . Culture in the Reference Book

Culture involves all the human being's aspects such as religion, tradition, and language. In the teaching and learning process, it is very important to consider it since it has to do with how certain words and grammatical structures are used within a specific group of people.

López (1997) mentions that the student learns, practices and assimilates many things through the culture of the L2. That is why, it is very important to consider it when teaching and learning vocabulary and grammatical structures. The Spanish language has an enormous

amount of vocabulary and it depends on where the words and expressions are used. With regards to the grammar, especially, the Spanish verb grammar, we also are able to distinguish through it the many cultural differences that exist. For example, in Bolivia we do not use the verb form for *vosotros*, but in Spain they do. So, it is necessary to give the student activities that deal with these aspects so that he will be conscious of them to avoid cultural confusion at this level. On the other hand, the student is almost always interested in knowing the culture of his L2. Therefore, culture is a good reason topic in the Teaching and Learning Process.

In the reference book, the student will find four topics related to culture in the activity in relation to. Those cultural items are the same that he talks about in his L1. They are: Carnival, Marriage, Christmas, and Love. Thus, he will not only use the Spanish verb grammar, but also his experience and, at the same time, will discover amazing particularities about the Latin American culture. Therefore, he will use both his grammatical and discourse competences in order to express his ideas by comparing, describing, etc. In addition, he will put into practice a functional grammar. On the other hand, he will develop not only motivation of achievement and competence, but also intrinsic and extrinsic motivations because those topics are familiar to him and through them, he also will receive new cultural information about his L2. Moreover, he will use his strategic competence to fulfill the task.

At the end of the text, there is a question that the student will answer in a written way, but he also will be able to apply speaking if he needs to practice it more. This will help him be autonomous, responsible and self-evaluating of his learning.

4.3.9.3. Application

As we said before, culture is very important in the teaching and learning process. So we consider it in our textbook. Before learning about the culture, the student will get the equivalents of some key words and expressions in his L1. Those words and expression will be very useful to develop either a composition or a speech about the topic. The question that it is posed at the end of the text suggests commenting about the topic by using a specific tense and by considering the learner's experience about the topic. As a result of this, he will use his discourse or cultural competence not only for understanding the text, but also for writing or speaking. In the case of writing, he will put into practice both writing for learning and

writing for writing's sake because he will practice tenses and express his own ideas. And, if the practice were oral, he will put into practice a dual or multiple speaking. In any case, this activity will help him acquire more fluency and self-confidence in the language. It is important to clarify that in those topics there will be tenses related to the same temporal characteristic of each tense. That is to say, there is a cultural text for the four types of past tenses only, thus, the student will see how those tenses work with each other.

4.3.9.3.1. Level A1

- El Carnaval en Brasil
¿Y cómo es el carnaval en tu país?

Reading helps the learner understand and use certain vocabulary, grammatical structures and culture. For the textbook, we selected a text about carnival in Brazil because this topic requires the usage of the present tense. So, the student will put into practice regular and irregular verbs in this tense. Additionally, he will know amazing and interesting aspects about this celebration in a Latin American country, thus, he will also compare it with how he celebrates carnival.

4.3.9.3.2. Level A2

- Los Hijos del Sol
¿Y cómo eran los Celtas?

With these activities, the student will practice the imperfect past tense that we have in Spanish. In addition, he will know one of the main explanations of the indigenous population. Also, the question at the end encourages talking about his culture.

4.3.9.3.3. Level B1

- El Matrimonio aymara
¿Y tú o tus padres cómo se casaron? ¿El matrimonio es importante para ustedes como para los aymaras? ¿Por qué sí? ¿Por qué no?

With these activities, the student will practice the four types of past tenses that we have in Spanish. In addition, he will know the customs related to marriage in Aymara culture. As a result, he will compare it with the process that takes place in his culture. Acquiring new

vocabulary is also an advantage in this activity. Moreover, the question at the end encourages not only talking about the past, but also about the present.

- La Navidad en Venezuela
¿Y tú cómo la celebrarás? ¿Cómo te dijeron tus padres o amigo/as que la celebrarían?

Christmas lets us consider future plans. We selected this topic because the student will use it as a reason for performing in the future tense. In addition, he will acquire new vocabulary and discover amazing things about Latin America. The learner will use not only a specific tense to express his ideas and experience. It is possible that he will also use past, but the question at the end suggests him to use mainly the future tense.

- Trabajas en una agencia de ayuda sentimental juvenil en Perú y recibes estas cartas sobre un problema que tienen Ramona y Manuela. Responde a Ramona o a Manuela aconsejándole sobre su problema.
 - Ponte en la situación de Ramona/ Manuela
 - Ponte en la situación del novio de Ramona/ Manuela

In Spanish, we have the subjunctive mood. Llorach (2000) says that it is for expressing emotions, doubts, and opinions and advices. It is necessary to present the learner with activities that help him practice this mood. That is why we considered the case of a sentimental agency. Additionally, we also specified the sentimental agency by mentioning that it is in Peru. Thus, the student will understand that the vocabulary used in both letters belong to a Peruvian context. The student will read two letters and answer one or both letters as if he worked for that agency.

4.3.10 . Extra Activities

4.3.10.1 . Jokes

Jokes are typically for the entertainment of friends and people in general. The desired response is generally laughter. Jokes have other purposes and functions, common to comedy, humour or satire in general.

Humorous learning materials have a number of advantages. Firstly, they increase motivation by being potentially amusing. Secondly, they are memorable and can help the learner to remember grammar. Lastly, they lead to spontaneous practice and consolidation of

grammar through the learner's natural desire to share jokes with others.

4.3.10.2 . Word Search

A word search is a word game that uses letters of a word in a grid that usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be horizontally, vertically or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search puzzles have a theme to which all the hidden words are related.

Word searches are commonly found in daily newspapers and puzzle books. Some teachers use them as educational tools for children; the benefit is that young minds can learn new words and their spellings by intensively searching for them, letter by letter, in the puzzle.

Word search puzzles are often used in a teaching or classroom environment, especially in language and foreign language classrooms. Some teachers, particularly those specializing in English as a Second Language (ESL), use word search puzzles as an instructional tool. Other teachers use them as a recreational activity for students.

4.3.1.0.3. Crossword

A crossword is a word puzzle that normally takes the form of a square, a rectangular grid or other forms. It has sometimes white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. When there are black shaded squares, they are used to separate the words or phrases.

CHAPTER V

5.1. CONCLUSION

The following is a presentation of conclusions in relation to the study:

In terms of teaching and learning materials, it was found that at Centro de Enseñanza y Traducción de Idiomas (CETI) there are not materials for the Spanish course. As a consequence, it had been acquired a book from Spain to teach the course: *Gente*. This book works under the Task Base Learning (TBL) approach, although during the interview it was informed that the book had been considered as being designed under the Communicative Approach³⁰. The TBL approach basically makes the student practice with the most common situations where the target language, in this case the Spanish, is used. However, it is necessary to mention that there was not access to the book because it had been returned since the first lesson of Spanish did not occur³¹. Nevertheless, some information about *Gente* was looked for on the Internet and these are the findings:

- Because *Gente* works under the TBL approach, the activities make the student practice more on communication and the grammar explanation is given only when the student has problems when performing the task. As a result, the practice of the most important elements of the language like the verb is not practiced in extent in spite of the student book has a grammatical summary at the end, including a list of verbs.
- Most of the activities in *Gente* need to be guided by the teacher. However, at CETI the Spanish course is designed to provide an Intermediate Spanish course of a year or half a year to achieve a level enough sufficient to develop communicative

³⁰ Go to the Interview in the ANEX (Question: ¿Cuáles son los objetivos del CETI con la enseñanza del español como lengua extranjera? and document: Plan de Trabajo Institucional Académico – Administrativo: misión y visión)

³¹ Go to the Interview in the ANEX (Questions: ¿Cuánto tiempo llevan trabajando en la enseñanza del español como

lengua extranjera? and ¿Qué materiales son usados o querían usarlos para la enseñanza del español?)

competence in the learner. Then, there is still the need to generate a full participation of the student in the teaching and learning process.

- *Gente* has also a workbook that has a key section. Nevertheless, it follows the sequence of the units of the student book. In this sense, the contents and almost all the activities are contextualized in Spain. On the other hand, the number of units (11 units per book) could not be covered completely due to the characteristics of the Spanish course at CETI³².
- *Gente* was developed by considering the Common European Framework of References for Languages (CEFR). As a consequence, there is one *Gente* book for each level, namely, A1, A2, and so on. But, as we said before, although the characteristics of this framework are examples of possible curricula to be used in language, it is not a teaching manual. It must be adapted by the creators of materials and also by the language teachers depending on the situation where the Teaching and Learning Process happens. Therefore, the CEFR is only a methodological guide that allows reflecting on an L2 learner's degree of communicative competence, depending on the extent of his contact with the language. So, CEFR is flexible in terms of its description of each level.

The group of teachers who would teach the course has developed a booklet. Again, we could not have access to this material, that is to say, the booklet, because there was not the teachers' permission. Apparently was developed to support, to some extent the book. We also discovered that there was an intention to produce a book, but the time and money did not allow it.

As a solution of those limitations, *Gramática Activa* is a reference book that will support the learning process of Spanish at CETI. It is a useful complementary material for any course-book of Spanish and/or a teaching and learning material in itself. However, we focused on learning because students do not only need an instructor or teacher who teaches him grammatical structures, but also a material where he puts into practice, in the class and

³² Go to the Interview in the ANEX (Questions: ¿Las clases de español son regulares y/o aceleradas? and ¿Sí el nivel intermedio es de un año para el básico serían seis meses?)

outside, all the verb grammar learned. Besides, for the Communicative Approach (the one under which languages are taught at CETI) the student must be the main actor in the Teaching and Learning Process. Furthermore, the textbook was developed to fulfill the main objectives that CETI has in relation to the language: to provide an Intermediate Spanish Course to be learned in a year or half a year, according to the modality (regular or accelerated course), hence the practice of the conjugation of the verbs is full communicative. After discussing the concept of Communicative Approach in the light of the works of various authors, such as: Brown (2000), Luzón and Soria (2012), Marín (1991), and Gabianni (2007), it was concluded that with this approach, grammar also must be considered in a great extent by allowing the student to participate in different communicative situations, but the method demands practice. Therefore, it was emphasized the practice of the verb-tenses because the verb plays an important role within communication in all its levels and because it is one of the learner's main learning-concerns. Furthermore, it was read the literature in relation to the importance of *the verb* as a grammatical structure in communication. It was reflected on Llorach's (2000) and Torrez' (2007) points of view about this and determined the verb as the most common (used) and meaningful Spanish grammatical structures in communication. The verb is the form that designates person, tense and mood of an action. When mentioning only the actor or object, there is no clear communication. As a result, the Spanish-learning textbook was designed with the following characteristics:

- In *Gramática Activa*, the student will find many activities in the four language skills (speaking, listening, reading and writing), all of them are focused on verbs in the different tenses and under the Communicative Approach (songs, cultural topics, and so on). As a consequence, the approach that the textbook has is innovative allowing the learner of Spanish to practice and review the verb from a principle of activeness since the book focuses on the verb combinations by the practice of the four skills in the language and full participation of the learner. Therefore, the student will improve all the communicative competences (grammatical, discursive, sociolinguistic, and strategic) in Spanish. Thus, the verb is the core of the textbook. The tenses for each level were considered from the description of learning in CEFR and CETI's profile learner of Spanish (intermediate level).

- *Gramática Activa* is divided into the first three levels according the CEFR (A1, A2, and B1). The book permits a practice of the most communicative tenses that Spanish has. The present, the past and the future tenses, the imperative and the subjunctive mood were posed to be the most important forms in Spanish to communicate. Therefore, the book explains and helps to practice these forms with activities for the four language skills. Each unit introduces the tense to be practiced with a picture using the tense. The conjugation and the use of the verb are explained in detail with examples. The practice of verb conjugation and different activities are provided using songs, conversation, videos and small readings to consolidate the use of the tenses. We used three colors to separate the levels mentioned above. All these aspects will motivate the learner to involve in the learning process.
- In *Gramática Activa*, the learning of Spanish is mainly the student's responsibility. He will decide which language skill is more important to practice for him. In this sense, all the activities are flexible.
- In *Gramática Activa*, autonomy goes throughout all the activities. For example with the activity *Open Questions*, he is free to answer as he feels them (any pragmatic information), the only thing he must consider is the agreement between the subject and the verb in relation to the question. There is a key section to provide the correct answers for some exercises.
- In *Gramática Activa*, the student reflects on the language with activities such as *True or False* where he has to think about non-grammatical sentences or possible rules in relation to a verb or a tense, even a mood.
- In *Gramática Activa*, Latin America's culture is shown through the language. There are readings that let the learner discover countries like Bolivia. They could be used as reasons for speaking or writing. This depends on the student and the skill he needs to practice more. This also lets the learner to develop many activities such comparison.
- *Gramática Activa* is a learning material, for appropriation and teaching of Spanish as a L2, developed in Bolivia and by Bolivian people. It is true that to design any

book takes time and involves production costs. But there are some programs that allow designing one's own material such as *Loquendo*, *Publisher*, *Eclipse crossword* and *Word Search Creator* used for the layout of our textbook. Furthermore, it is practical to think about one specific useful aspect of the language that the learner needs to grasp in order to develop a learning material. In our case, we found *the verb* as the most meaningful unit within communication that the student has to practice in order to become competent in his L2.

- As CETI's own material, *Gramática Activa* will be used in any moment, enriching the library of the institution.
- Finally, the design of *Gramática Activa* suggests the need to work more on the development of teaching and learning materials for languages not only theoretically, but also by considering all the benefits that New Technologies in Information and Communication (NTIC's) have for designing them.

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ANEX