2006

A Pilot Study on a Holistic Model Incorporating a Psycholinguistic Approach Accelerating Second Language Acquisition

https://doi.org/10.33015/dominican.edu/2006.edu.01

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A Pilot Study on a
Holistic Model Incorporating a Psycholinguistic Approach
Accelerating Second Language Acquisition

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Submitted in Partial Fulfillment of the Requirements for the Degree
Master of Science in Education

Division of Education
School of Business, Education, and Leadership
Dominican University of California

San Rafael, CA

May 2006

Signature Sheet

This thesis, written under the direction of the candidate's thesis advisor and approved by the Chair of the Master's program, has been presented to and accepted by the Faculty of Education in partial fulfillment of the requirements for the degree of Master of Science. The content and research methodologies presented in this work represent the work of the candidate alone.

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ACKNOWLEDGEMENTS

It takes a whole village to raise a child or, in the case of writing my thesis, a true team effort to achieve this monumental task. There are many people to whom I owe my deepest gratitude for their guidance, support, love, and inspiration in the events leading up to this endeavor, as well as throughout the endeavor itself.

I would like to begin by thanking Dr. Madalienne Peters whose effusive encouragement to pursue my own original topic and allow for its creative development and unfolding was far more than what I could have hoped for in an advisor. Dr. Peters was also a major inspiration source, as she planted the thought seed that I continue on in my studies to complete my Ph.D.

In addition to Dr. Peters, I extend my thanks to all of the other professors in the department who shared their wisdom and supported me through both my teaching credential program and master's degree at Dominican University. I also want to thank my friend, Judith Williamson, for her assistance reading my thesis and providing feedback.

Other people I owe my serious gratitude to are my mother and father, Joyce Hailicka and Jack Catton. They unwittingly fostered a love and passion in me to become an educator and have been incredible role models, each in their own unique ways. They have given me, and continue to give me, tremendous support throughout my academic pursuits.

Additional educators who served as role models in the course of my professional development as an educator are Barbara Derich, former principal of Dixie School and Dr. Thomas Lowasser, Superintendent of the Dixie School District. These two extraordinary people gave me my first opportunity to work as a kindergarten teacher and they served as guiding lights

in the educational arena with their bright spirits, contagious enthusiasm and unyielding passion for their work.

I also owe my deep gratitude to Dr. Gabriela de la Vega, who has been another source of light in my life. Our serendipitous meeting in the small coastal town of La Manzanilla has opened doors to a very fulfilling joint work, including forming La Catalina Foundation to support the educational needs in our community in rural Mexico. In addition, my study was made possible by Gabriela's trust and support in allowing me to carry out my pilot study at the Universidad de Londres, of which she is the owner and president.

Finally, my heart and deepest thanks go out to my life partner Victor Manuel Amezcua. Not only has Victor fully supported me in pursuing my master's degree and writing this thesis, but many of the ideas explored in this paper originated from our synergistic work together at La Catalina Natural Language School. Victor Manuel's passion for education, making change, and doing it with heart deeply resonates with my own. This shared passion allows us to continue sparking each other's creativity and moving on a path together of working to further develop our Holistic Model of language acquisition and education.

Without the contributions of these wonderful people, as well as other family, friends, and colleagues not mentioned here who helped to shape my life, this work would not have been possible.

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ABSTRACT

Students learning a second language commonly confront insurmountable obstacles in the language acquisition process, due to the ineffectiveness of traditional, grammar-first methods. This creates detrimental effects on the learner and his or her self-esteem. Existing literature contains information about problems created by traditional approaches, the effectiveness of a natural approach and key elements necessary to establish it. The purpose of this study is to examine the failings of traditional methods and to review some important natural ways that remedy these failings, yet have their own shortcomings. This study reports efforts to improve natural approaches through on-going research at La Catalina Natural Language School that elaborates on a Holistic Model, i.e., one that considers the individual as whole by productively integrating their mind, body, and emotions.

AUTHOR'S NOTE

The work in this thesis is a synthesis of the research conducted at La Catalina Natural Language School (LCNLS) by Julie Catton and Victor Amezcua from 2003-2006. When reporting out findings, the author will often us "we" which refers to the joint work of Catton and Amezcua at LCNLS.

As the Holistic Model continues to be piloted and developed at LCNLS, those wishing to contact the author for the latest information on its development may do so through e-mail at la_catalina@hotmail.com or by mail at:

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For more information about LCNLS methodology and programs, the reader may view its website at www.lacatalinaschool.com.

CHAPTER 1

INTRODUCTION: PERSONAL ACQUISITION BATTLES

After three years of studying Spanish in high school and college, I arrived to Spain as a young, naive 25-year-old, assuming that the many hours of Spanish classes I had taken had sufficiently prepared me to be able to communicate with native Spanish speakers. I was rudely awakened as I quickly realized that all of the grammar rules, verb conjugation charts, and long lists of vocabulary words that I had struggled to memorize and learn did not get me very far when trying to comprehend and construct the language with native speakers.

I was mystified that my preparation was not the right kind of training for the real thing—to communicate in the moment with native speakers. Then the thought popped into my head, "Maybe I am just experiencing culture shock from being overloaded with new input and hearing the Castilian dialect which I am not used to. Perhaps I need to give my brain a little time to accommodate this input."

So I waited, patiently at first and then not so patiently after a brutal four months of not being able to communicate well. Questions began arising, such as "What was missing in my academic preparation of Spanish?" and "Am I just one of those 'slow learners', am I simply not good at languages, or what!"

At about eight months, my frustration level began to heighten due to the fact that I was still not fluent and I adamantly believed that I should be. This inner emotional stance of frustration seemed to be a causative factor in confining me to this plateau where I could understand bits and pieces of Spanish and communicate in a broken way, but remained unable to express my thoughts with ease and fluency. Instead of looking at the progress I had made, I dwelled on how much further along I thought I should be.

Upon returning home and shifting my focus from learning Spanish to other endeavors, a remarkable phenomenon happened to me. On a number of occasions when I had to speak Spanish again, the language began coming out with the ease and fluidity I had been desperately trying for during my time in Spain. It baffled me as to how I could be farther along, without practice and with much time having passed since my immersion experience. Vocabulary and sentence structures that I wasn't even aware that I knew seemed to flow out of my mouth and catch me by surprise.

Since these experiences 10 years ago, a set of realizations began to occur as a result of psychological work that I was doing, coupled with a continued interest and passion in striving to understand how my learning processes operated in respect to the acquisition of a second language. These reflections had to do with understanding what aspects of our conscious mind get in the way of learning.

Two things became clear in respect to my frustrating immersion experience. The first was that I was experiencing a "mental block" that prevented me from accessing the innate language skills that now I see every normal human being has. This mental block was the result of psychological issues that had not been dealt with properly, including erroneous attitudes, beliefs, expectations and opinions which caused a permeating self-doubt and lack of trust in my own ability to acquire a foreign language. The second thing that became evident was that the traditional rote learning approach of teaching languages that I was exposed to in high school and college had smothered my god-given, powerful language instinct instead of igniting it.

These phenomena helped me to identify and isolate specific problems in traditional teaching and learning approaches which make learning languages for many a hill that is hard to climb and that allows only a select few to make it to the top and achieve fluency.

Statement of Problem: A Hill Hard to Climb

Learning a second language, for many people, is like trying to climb a hill with weights strapped on their back when they are out of shape. The hill represents the enduring challenges of "learning" a second language and the resistance it creates, causing some people to turn back and the more persistent ones to continue but feel exhausted, frustrated or discouraged along the way. The weights represent the slew of wrong beliefs and wrong practices that one is lugging along with them, creating the daunting feeling that "I'll never get to the top". Finally, being out of shape equates to not having done the proper training that would allow someone to transition from "learning" a language in a painful way to acquiring a language in a natural way.

Naturally acquiring a second language might also be thought of as a hill, but one which is easily climbed by a light-footed athlete. Instead of the drudgery that an out-of-shape person experiences, the well-seasoned language acquirer ascends with relative ease and enjoys the scenery along the way. On their back, they carry the amenities that make their trip pleasurable and equip them with a set of right practices and strategies to overcome obstacles and impasses they may encounter along the way, instead of weights holding them down.

These analogies illustrate the perils inherent in "learning" a language through the traditional approaches, including the teaching of grammar before one has acquired fluency, the use of memorization as a basis for learning, and the delivery of instruction which does not take into account emotional blockages. This is contrasted with the relative ease of "acquiring" a language under the right conditions. We can see what these right conditions might look like when observing the way children learn their first language. How many children complain to their parents that they don't ever think they'll become fluent in their first language? Probably none! This illustrates to us that acquiring languages was not meant to be hard, when done in the proper

way. Even for adults, acquisition can and should come with ease. So then, what conditions need to be present to evoke this natural process? This question leads me to the purpose of this study.

What's the Purpose?

In this paper, I take an in-depth look at important research in the fields of education and psychology related to second language acquisition and explore its strengths and limitations. Through the context thus established, I present some findings of the experimental and theoretical research my partner, Victor Amezcua, and I have been conducting at La Catalina Natural Language School (LCNLS), a language school located in La Manzanilla, Mexico. This research is part of an on-going attempt to understand the underlying basic structures and processes of language and mathematics acquisition and how this understanding can help us to overcome the obstacles to these processes and accelerate acquisition. This study, however, focuses solely on the language issues. Specifically, the research includes:

1. A first-hand empirical study conducted by LCNLS at Universidad de Londres (U de L), a private university in Mexico City.

2. Anecdotal observations I have made and intuitions I received over the last ten years which have contributed to the holistic teaching/learning model we are developing at LCNLS and currently testing in our language classrooms.

3. A thoughtful synthesis of how pedagogical and therapeutic approaches can work synergistically to create a quality environment where language learning can thrive.

Through the synthesis of ideas and research presented, I identify gaps in the theoretical rationales presented and describe how the holistic model we are developing at LCNLS can add to the research.

Questions to Ponder

The questions which arose from a personal experience of feeling powerless and incapable of communicating with native Spanish speakers, even after three years of intensive studies, have lead me to pose the following questions as the focus of the research in this paper. They include:

1)   What is a highly effective approach that allows one to learn a second language just as easily and effortlessly as their first language? In other words, is there a "natural way" for adults to achieve this goal?

2)   What holistic practices from the fields of western psychology and eastern practices can help us to achieve the aim of natural second language acquisition in adults and how can these be best integrated in a language program?

A Theoretical Rationale

This research paper analyzes the work of Dr. Stephen Krashen, who has been largely influential in the linguistic community for his second language acquisition (SLA) theory and for his work with Dr. Tracy Terrell. The Natural Approach to second language acquisition first grew out of Terrell's classroom experience teaching Spanish in 1977. He joined forces with Krashen, who had at that time already developed his second language acquisition theory. Together they constructed and elaborated on the theoretical rationale for the Natural Approach and published its principles and practices in their book, *The Natural Approach (*Krashen and Terrell, 1983). Krashen and Terrell's book contains theoretical sections prepared by Krashen that present his views on second language acquisition and sections on implementation and classroom procedures, prepared largely by Terrell (Kiymazarslan, 1995).

Krashen describes language acquisition as a process that does not require extensive use of conscious learning of grammatical rules. Instead, real language acquisition develops slowly and

naturally over time, in a way similar to how children develop their first language. Optimal

conditions for learning occur in a low-stress environment, when language students first develop

their listening skills and then the speaking skills emerge significantly later (Krashen, 1995

pp. 6-7).

Assumptions

My assumptions are that Krashen's Second Language Acquisition research and Krashen

and Terrell's Natural Approach model, is limited in its scope, as it does not embody some critical

factors of both psychological and linguistic nature. Although these models have taken us a long

way in moving towards a more organic way of learning, a synthesis of additional research can

give us a new and deeper perspective of what the blockages are in second language acquisition,

how to remove them, and how to evoke the natural processes that support language acquisition. I

believe, based on the experience of teaching Spanish to hundreds of students at LCNLS, that the

new model I am presenting in this research paper will be more effective in facilitating rapid L2

acquisition.

Another assumption I hold is that the holistic methodology that had been applied

exclusively to teaching Spanish to English speaking students would be equally as effective in

teaching English to Spanish speaking students. By effective, I mean that (a) it will increase the

students' fluency level at an accelerated rate in comparison to other methodologies, (b) there will

be positive measurable change in the students' beliefs about their capability of learning a second

language, and (c) the students will relate to the methodology and curriculum, resulting satisfied

students who are engaged in the learning material and enjoy the classes.

Background and a Need for Change!

Krashen's second language acquisition theory contains a set of five hypotheses, which I examine, that provide background for this study. They are summarized as follows:

1) The *Acquisition/Learning Hypothesis* which states that language acquisition, an unconscious process developed through using language meaningfully, is the only way competence in a second language occurs. Language acquisition is an unconscious process, since language acquirers are not usually aware of the fact that they are acquiring language, but rather are only aware of the fact that they are using language for communication.

2) The *Monitor Hypothesis* says the conscious language learning, or knowing about, language, operates only as a monitor or editor (Krashen, 1997 p. 4). Its purpose is to check or correct output.

3) The *Natural Order Hypothesis* states that grammatical structures are acquired in a predictable order and it does little good to try to learn them in another order

4) The *Input Hypothesis* says that people acquire language best from messages that are just slightly beyond their current competence.

5) The *Affective Filter Hypothesis* suggests that the learner's emotional state can act as a filter that impedes or blocks input necessary to acquisition (SIL International, 1999).

Krashen's theories and research help bring to our awareness the shortcomings of traditional approaches which do not take into account important principles of language acquisition and the obstacles that anxiety creates when one is learning a second language. A further study is required which looks more deeply into the symbolic aspect of language acquisition and the emotional elements that enhance or block it. I believe that these refinements,

adjustments and extensions to Krashen's Second Language Acquisition (SLA) theory will make

the language acquisition process even more effective.

CHAPTER 2

LITERATURE REVIEW

The aim of this chapter is to summarize the current research on the teaching of second languages and how traditional practices slow and impair language acquisition. This chapter describes literature relevant to the research purposes of this thesis. It is organized into the following four sections: (a) On the Examiner's Table, which introduces the problem area, (b) Not Reinventing the Wheel, which takes a look at the existing theory and research, (c) Summing it Up, which synthesizes the major findings and themes, and (d) A Pilot Study the Will Extend the Literature, which introduces LCNLS's holistic methodology being tested.

On the Examiner's Table

As knowledge from the east infiltrates and complements our western science, it becomes imperative that we re-examine our current western knowledge database and find teaching methodologies that embody a deeper understanding and sensitivity to the intricacies of human intelligence, which goes far beyond the everyday conscious mind, and encompasses the whole of the human being. Discoveries by important neuroscientists such as Candice Pert affirm that "…intelligence is located not only in the brain but in the cells that are distributed throughout the body…" (Gelb, 1998, p.5). As a result of this expanded view of intelligence, one can no longer ignore the need for a holistic approach to learning and naively teach to the mind alone— especially to the lower mind, which according to Bloom's taxonomy, is the information level where we simply recall information (Clark, 1999). We must place all of the wisdom and information we have acquired and put it on the examiner's table.

Educators are faced with the problem of how, in the context of a language classroom, to find and implement an approach where the symbolic mind can work in accordance with the body and emotions to expand and unleash our learning capacity. Additionally, how do we acquire the means and know-how to deal with the psychological and emotional blockages that curtail learning by blocking the symbolic engine of the brain? How does one move from a heavy reliance on what Krashen defines as conscious language learning to a more organic way of natural language acquisition?

Linguists such as Krashen have spent several decades researching how learners can access the unconscious mind when learning, as it is well known that the unconscious far exceeds the performance of the conscious mind. Krashen, along with Terrell, illustrates how many of the "natural" practices can accelerate second language acquisition, while some traditional practices, such as ones that rely heavily on grammar, can inhibit it (Krashen and Terrell, 1983). Krashen's study of second language acquisition and five hypotheses will be one of the primary sources for establishing the basis for prior knowledge on this topic.

For the sake of this study and research paper, I define the language I am using in order to narrow in and have a finer understanding of concepts. Below I list some of the fundamental keys terms I use throughout the paper, along with their definitions. The reader may also find additional terms that I make reference to throughout the paper defined in the glossary (see Appendix A).

1) *Traditional practice* refers to methods which engage mostly the knowledge or informational level vs. higher levels of cognitive and affective learning as defined by Bloom's Taxonomy (Clark, 1999), or in Krashen's terms conscious learning vs. unconscious acquisition (Krashen, 1997, p.p. 4-5)

2) *Holistic Model* is a term being piloted by LCNLS and refers to a teaching methodology which encompasses the whole of the individual, namely the mind, body, and emotions.

3) *Conscious learning* refers to the mode of learning where concepts are learned through memorization of vocabulary and grammar instead of through unconscious pattern processing or symbolic thinking.

4) *Acquisition* is the process through which one assimilates a language naturally, or unconsciously. This happens as one is exposed to the target language and will be expedited when the affective filter is low.

<div align="center">*Not Reinventing the Wheel: Looking at Existing Theory*</div>

In order to get a comprehensive picture of the problems of current second language acquisition theories, principles and practices, as well as possible solutions to make second language acquisition more accessible and faster, I examine the following critical aspects related to this topic, including: (a) traditional teaching techniques and their pitfalls, (b) psychological issues affecting second language acquisition, and (c) natural approaches to second language acquisition.

Research on Traditional Teaching Techniques (Not to mention their pitfalls!)

Here we examine the research on the following traditional teaching techniques: (a) conscious learning, (b) speaking preceding listening, and (c) inappropriate use of correction. I provide some critical comment on these findings and make mention of how they relate to my study.

Conscious learning. Conscious learning takes place when a person is spoon fed information and grammar rules in a way that promotes using their lower level thinking skills, such as memorization. This is particularly detrimental at the early stages of learning languages,

according to Dr, Kato Lomb, a speaker of 17 languages and possibly the most accomplished polyglot in the world. Lomb is keenly interested in grammar for deepening her conceptual knowledge of a language. In her view, however, grammar is by no means the vehicle for competence in languages. Lomb claims that grammar study should be optional for adults, and present only the most straightforward rules. Requiring children to study grammar is "absurd", from her perspective (Krashen, 1997, p. 15).

Through everyday observation, we can see that children reach essentially the same levels of language competence at more or less parallel times. That is to say, most children by the age of four can speak fluently in their first language and, by the time they are six years old, they essentially speak in a grammatically correct way, in spite of their varying upbringing, experience, or instruction.

Dr. Stephen Crain has conducted experimental studies around this topic of first language development in children. His research substantiates the inference that some aspects of syntax and semantics need not be taught to children, but they naturally acquire them, independent of their environment (Crain, 2005). These findings also make one question why a conscious learning method for languages would be promoted, be it for a first or second language.

Krashen describes conscious language learning as "knowing about the language" and claims that this type of learning is limited in its function and can soley be used as an editor or monitor. The monitor can only be applied after we have already formed our sentence mentally, not in the moment, and is used to correct or improve our accuracy. Krashen claims that the role of the monitor has its place, but it is on grammar tests or in editing and writing, but not in language acquisition (Krashen, 1997, p. 4).

The negative consequences of the monitor are not only applicable to learning languages, but can also be applied to the creative process of writing. It is now widely accepted that what is often referred to as a free-write or stream of conscious writing, where you put your monitor on hold, is the critical first step of the writing process. Howard S. Becker recommends that after you have immersed yourself in the literature on a topic for a while, sit down and write what is on your mind. He gives the following advice to his students: "Don't worry about spelling, the rules of grammar, or organization. Just write. Don't edit while you write. Don't evaluate. Just let it flow" (Gibbs, 1990, p. 141).

The learning that is supported by the most powerful engine in the mind, the unconscious mind, is the learning that can actually acquire a second language. Neuroscientists estimate that our unconscious database outweighs the conscious on an order exceeding ten million to one (Gelb, 1998, p.160). As the power of the unconscious mind far surpasses the abilities of the conscious mind, it is of the utmost importance to deepen our understanding of how the unconscious process that supports learning can be evoked in a setting that promotes the natural assimilation of language input.

I suggest that speech and written language are both creative processes and therefore require the energy of the unconscious processes versus conscious thought to maximize and fulfill their quintessential function of expression. The conscious mind can play a role later, as Krashen suggests, after the creative part of the process has manifested itself, instead of interfering with and blocking sheer expression. This sheer expression is, from my perspective, the essence of fluency.

_____

Speaking preceding listening. Krashen, along with other language researchers, promotes the development of listening skills to precede the development of speaking. According to Newmark (1966), performers who are asked to speak before they are ready will rely on first language rules while speaking the second language (Krashen, 1995, p. 27). This means that when speech does not arise in an organic way, performers will evoke their Monitor.

In the Natural Approach, students are not expected to respond in the second language in the beginning stages, but if they do, errors are not corrected and students are not required to respond in full sentences. This procedure is based on the input hypothesis (where one acquires a language through a subconscious process when the input is comprehensible and slightly above the students' fluency level) and the finding that error correction has very little, if any, positive affect on the students' learning. (Krashen, 1997, p. 10).

With methods such as Asher's Total Physical Response (1977), students are allowed to produce language on their own time rather than according to the expectations or demands of the teacher (Krashen, 1995, p. 30). The language that they produce initially can be answering close-ended questions or body language such as nodding as an affirmation or negation or pointing. .

Although the principle of listening preceding speaking is an important one, as stated by Krashen, natural language acquisition does not occur so "neatly." We can see this principle in action when observing babies as they acquire their first language. They have been listening to language well before they actually speak, but things are not so simple in nature. For example, we observe that whatever they discern auditorily, they start blurting it out, without regard to meaning, yet full of emotional expression. This uncensored blurting out, with emotional tones, is a crucial part of the language production process.

Inappropriate use of correction. Error correction has been shown to have little effect on students' language improvement and is directed at conscious learning versus acquisition, according to Krashen (1997, p. 5). Instead of correcting speech, the way to improve language skills is through exposing the student to more comprehensible input. Through this approach, their "errors will gradually disappear not by more careful monitoring of output or correction but with more comprehensible input." (Krashen, 1997, p. 12). This procedure is based on the input hypothesis.

Dr. Kato Lomb also endorsed the idea that corrections are unnecessary and, in her opinion, annoying. She feels that grammar and correction play an insignificant role in language acquisition and that the key to learning languages is through what Krashen refers to as comprehensible input. Lomb's approach to make input comprehensible was through reading novels that she liked in different languages (Krashen, 2005).

Psychological Road Blocks

As the eastern philosophies are increasingly infiltrating the head-dominated "Cartesian" western culture, the scientific world is beginning to test and validate a number of the psychological and spiritual principles that ancient sages and mystics have known for thousands of years. Additionally, the findings mentioned earlier that intelligence is located in the cells of the body, opens the doors to further scientific exploration of the relationship between the mind and the body in enabling intelligence. One implication of this finding is that when the body has stored trauma, that trauma can impede intelligence and block information processing. Therefore, it could be inferred that mental blockages are not just a problem of the mind, but also of the body.

In light of this global way of viewing human intelligence and the recognition of the effects that the body and psyche has on its functioning, I include in my literature review a look at

not only causal effects of psychological issues affecting thought processing, but also present research underlying physiological responses behind these sets of emotions. This overview provides important context, as explored in the following sections of this paper, for the Holistic Model currently being developed at LCNLS that can work towards clearing mind, body and emotional blockages. For the sake of this study, the principal psychological issues we examine are: (a) early childhood conditioning, (b) anxiety level, and (c) the physiological effects of stress.

Early Childhood Conditioning. When one acquires an onslaught of ideas about what they can and cannot do, their ability to perform is significantly impaired. What are some of these attitudes and beliefs that can get in the way? Dulay and Burt (1977) investigated the ramifications of psychological factors impeding language acquisition. They pioneered the concept of the affective filter. This concept considers the areas of motivation, self-confidence and anxiety as potential impediments to learning (Krashen, 1995, p. 30-31). Research over the last 20 years has confirmed that a variety of affective variables relate to success or failure in second language acquisition.

The concept of the affective filter is an important contribution but, in my opinion, it is very limited in its scope as it only identifies certain psychological factors (e.g., motivation, self-confidence, and anxiety.) I argue that we develop blockages for much more complex reasons, relating to early childhood conditioning and unconscious adoption of invisible attitudes and beliefs that become deep-seated in our psyche and unwittingly rule our behavior.

Another inhibiting psychological factor that can affect performance is what Martin Seligman calls "learned helplessness". Seligman first discovered this phenomenon in dogs, when he and his colleagues conducted an experiment where the dogs were given shocks while restrained and unable to escape. The dogs soon learned that trying to escape pain was futile and

even when the restraints were removed, they did not try to run away from the shock. They

simply remained where they were, whimpering and passively enduring the pain (Seligman, 1975).

Seligman's experiment illustrated that animals (including humans), when conditioned,

respond non-cognitively and become paralyzed in their capacity for any action. Seligman points

out that people who have been affected by this phenomenon acquire the attitude that "nothing I

do matters, or ever will". (Wylie Sikes, 2004).

In connecting the findings of this empirical research to my study, I must mention that I

have made anecdotal observations in the last 10 years of teaching Spanish and English classes

that this phenomenon of learned helplessness seemed to exist in a majority of my students. As

they have been subjected to methodologies which oppressed their ability to learn, they stop

believing they can learn. Seligman hypothesizes that since people can be taught to feel bad, they

can also be taught to feel good. This points to the need for an effective approach that embodies a

way of "unlearning" self-defeating beliefs and learning to have positive expectations where

students can begin to believe that they can acquire a second language.

Anxiety Level. Howard Gardner, along with Feldman (1980) and Walters (1986), has

developed and worked with the concepts of crystallizing and paralyzing experiences which can

inhibit one from accessing their intelligence. These are events that most often occur during

childhood, but can happen at any time during our lives. These events are so intense in nature that

they have deep and lasting positive or negative effects. While crystallizing experiences could be

described as a moment of empowerment when a child feels he or she is very capable of

something, paralyzing experiences are the opposite—traumatic experiences that cause a child to

form a belief that he or she is not adequate at something and propels him or her to shut down

intelligence (Christison, 1995-96).

What I believe Gardener, Feldman and Walters fail to identify and specify is an explanation of what these blockages are made up of chemically and how they can be removed. The simple identification that they are there is a step in the right direction, but in order to be able to work with children who are experiencing this phenomenon, we need to provide teachers with more background and skills that our current educational paradigm does not provide or make mention of.

The reader may take the stance that teachers already have enough on their plates and should not concern themselves with the psychological issues of their students, especially since even the most seemingly "emotionally healthy" child carries his or her own bag of emotional wounds lodged in their bodies that affects their everyday thought processing. However, if we, as educators and language teachers are truly committed to helping students have the greatest access to their cognitive and affective abilities, it is critical that we develop a knowledge of and sensitivity to the existence of these blockages, an understanding of the conditions and sources from which they can stem, a perspective on how they impair learning, and an understanding of how to work with these psychological manifestations in a classroom setting.

Affective Filter. Krashen (1981), along with Dulay and Burt (1977), also explores psychological factors impairing thought processing and has included and expanded upon their Affective Filter theory in his SLA model. The affective filter theory proposes that we develop a screen that impedes information from passing when our anxiety level is high. Krashen says that when the affective filter is high, input will not reach that part of the brain responsible for language acquisition, even if one understands the message (Krashen, 1995, p.p. 30-32).

Once again, what is not discussed is what exactly this screen is composed of biochemically. In conducting my research, I was forced to look outside the limited realms of

what is deemed necessary for mainstream educators to know and seek out for research and findings offered by neuroscientists and psychologists, in order to get answers in understanding the biochemical configuration of this screen. I believe this was so as the current reality is that education and psychology are seen as two separate disciplines that only cross over in extreme cases when a child is having a severe problem.

Another failing of Krashen's discussion of the affective filter, from my perspective, is that he emphasizes the causal factors specifically related to the classroom environment (e.g. a low stress classroom environment) as opposed to the inner environment of the student. Based on my personal experiences, I have observed that even when one is in a seemingly low-stress classroom environment, the affective filter will remain unyielding as a result of accumulated and repressed stress, creating seemingly impenetrable blockages for some students.

The pity is that when children have a strong affective filter operating, many teachers and resource specialists, due to their limited understanding of the manifestations that these blockages produce, will identify and treat only the symptoms. These symptoms may manifest as stuttered speech, messy handwriting, or a student who is seen as disruptive, distracted, easily confused, or underachieving. If one could go to the source of the problem, or in this case, understand why the affective filter is in place, I believe we would quickly see many of these "symptoms" disappear. Instead of these students being mislabeled as having learning disabilities, educators would see that the majority simply have a high affective filter due to early childhood conditioning and repressed emotions which have not been dealt with properly. Furthermore, I believe that all students have some level of affective filter in place in varying degrees, and therefore teachers need to have some training in this field, as we can not send all of these students to the school

psychologist or resource specialist. Rather, it is something that I strongly believe must be dealt with, to a large degree, in the mainstream classroom.

The establishment of attitudes and beliefs that second language learners pick up can also be a contributing factor to the affective filter. A common unhealthy attitude in adults is that they are too old to learn. According to Michael Gelb (1998, p. 5), author of "How to Think like Leonardo DaVinci", the brain can actually improve with age. He states that "Our neurons are capable of making increasingly complex new connections throughout our lives. Our neural endowment is so great, that even if we lost a thousand brain cells every day for the rest of our lives, it would still be less than 1 percent of our total."

Pyotr Anoklin, a student of the legendary psychological pioneer Ivan Pavlov, states that our brain is capable of making a practically unlimited number of synaptic connections or potential thought patterns. He mystified many people in the scientific community when he published his research in 1968 demonstrating that the minimum number of potential thought patterns the average brain can make is the number 1 followed by 10.5 million kilometers of typewritten zeros" (Gelb, 1998, p. 5).

Physiological Symptoms of Stress – Psychosomatic or Not!

Dr. Mark V. Flinn has conducted a 13-year study on physiological effects of stress on children on the island republic of Dominica in the Caribbean which measured the fluctuations in their levels of cortisol, the stress hormone secreted by the adrenal cortex. Flinn (1996) reports that we see a high level of cortisol in kids and adults as a result of stressful psycho-social events. These events may include punishment, marital quarreling, or change of residence by family members. In addition, temperament types alone can play a role in elevated levels of cortisol. In Flinn's studies, he has found a direct correlation between children with extremely introverted

personalities and levels of cortisol. Cortisol levels have been shown to be greater among individuals experiencing chronic stress, trauma or emotional strain.

What is the causal relationship between raised cortisol levels on language learning or other cognitive functioning processes?   O'Brien and Barber (2004) state that according to an experiment conducted by American scientists, strong evidence supports that exposure to cortisol may impair cognitive functioning. During the period of administration of cortisol, memory function became impaired in otherwise healthy individuals.

This phenomenon points to the observation that even seemingly "psychologically balanced" children who would not be deemed as a student in need of counseling, such as introverted children or children who have had family transitions, can have learning blockages. Therefore, from my perspective, it is imperative that in order to be more effective teachers, we must have skills in how to work with and remove blockages inhibiting cognitive processing.

Other Natural Approaches

Although Krashen and Terrell's Natural Approach has become a widely accepted natural approach to learning languages, there are a number of other natural methods that support learning and second language acquisition which we will review that also provide deep insight. The ones I discuss are as follows: (a) tribal/social language instinct; (b) emulation of the first language acquisition process; (c) Assimil's Language Learning with Ease Method; and (d) Amezcua's Math as a Second Language methodology.

Tribal/Social Language Instinct. Smith (1988) hypothesizes that for literacy development, children need to consider themselves as potential readers and writers, potential members of the "literacy club." Similarly, it can be hypothesized that language acquisition proceeds better when acquirers consider themselves to be potential members of a group that uses the language

(Krashen, 1997, p.3). Krashen points out that when we feel welcome to join a group, the affective filter goes down, thus permitting us to better acquire those aspects of a language that the group uses.

Emulation of the First Language Acquisition process. Krashen uses the comparison of how people learn their first language as a model of how they can learn a second language. He calls this "caretaker speech" which he defines as "the modifications that parents and others make when talking to young children." He points out that several important characteristics of caretaker speech are that it doesn't make a deliberate attempt to teach language and that it is roughly-tuned to the child's level of linguistic competence, not finely-tuned. In second language learning, Krashen says that in the same way kids can comprehend "roughly-tuned" language, foreign language learners can only acquire language structures that are "a little beyond" where they are presently at (Krashen, 1995, p.p. 21-22).

Assimil, Language Learning with Ease Method. The French publisher Assimil has been publishing languages books for the past century. Alphonse Chérel, a self-taught polyglot from France, was the original creator of the methodology (Assimil, 2006). It follows an extremely simplistic, yet very effective, natural approach to second language acquisition that relies on listening before speaking for a period of time and uses no grammar. The learner initially will focus on listening and repeating without attempting to construct the language. As the learner advances, he or she will gradually assimilate the basic construction of the target language, in a similar way to how he or she assimilated his or her first language (Anton, 1987).

Amezcua's Math as a Second Language Methodology. At LCNLS, a Holistic Model is being developed and implemented that shares a number of characteristics of Krashen's and Terrell's Natural Methodology in its conceptual basis and practical implementation. The Holistic

Model, however, derived its basis from a methodology developed by my partner, Victor

Amezcua, which looks at the way the mind processes patterns. Amezcua's Math as a Second

Language Methodology (MSL) was developed while researching how to teach the "language" of

mathematics to people at the junior college level who did not like math or feel capable of

understanding it. It was first used to teaching mathematics, and later applied to languages at

LCNLS.

Amezcua's MSL approach includes a heuristic model that identifies basic brain pattern

processing operations from which complex mathematical thinking is built. It also includes a

psycho-linguistic approach that emerged from the heuristic model and from a diagnosis of the

cognitive, emotional and social causes of the failure of traditional ways of teaching mathematics

(Amezcua, 1998).

Eastern Practices and Unconscious Learning

In many Eastern practices, the aim is to help people connect the conscious and

unconscious minds to maximize their human potential. As a basis for presenting a holistic model

for language acquisition, it is important to create a context for the importance and validity that

eastern practices play in creating a "still" mind, primed for learning. In the following section we

will review the following principles and practices: (a) Buddhist philosophy; (b) flow state; and (c)

meditation.

Buddhism Principles. Zen Buddhism views each individual as having the full potential to

manifest in every way. In order to get there, J.J. Gibbs (1990) says, "we must remove the rust

and years of accumulated gunk that keep our spiritual wheels turning." The way to achieve this

is to become "less self-centered and more task-centered, or less self-conscious and more

conscious of the task at hand…" (Gibbs, pp. 4, 7).

It is common knowledge in the Zen tradition that a still mind is a desired mind. Researchers at the National Institute of Mental Health discovered that the strained, effortful concentration required when people push themselves to work on an irrelevant, uninteresting, or stressful task results in higher level of cortical arousal than does the effortless concentration characteristic of a calm and focused mind (Gibbs, 1990, p. 18).

Flow state. Mihaly Csikszentmihalyi identifies a heightened state of consciousness that can be achieved when one is fully engaged and present in the task at hand. Some of the characteristics Csikszentmihalyi cites that mark this state of "flow" include the disappearance of irrelevant stimuli from consciousness, the temporary suspension of worries and concerns, a loss of self-consciousness, transcendence of ego boundaries, a sense of growth, and a feeling of being part of some greater entity. When one enters this state of flow, they can become capable of extraordinary connection to creativity and perform with impeccable excellence (Csikszentmihalyi, 1997).

This state of flow connects to many of the ideas of the Natural Approach, for example, the letting go of the censor or monitor when speaking and attempting to create a low-stress environment. Through Csikszentmihalyi's colorful description of this state, we have a more organic sense of what Krashen is trying to achieve through his natural approach strategies, that is, a place where expressive language can flow. We have all experienced this lucid space before, where creative thought, expression or language "just flowed".

Meditation. Lawrence LeShan (1999) discusses two major results of meditation: greater efficiency and increased enthusiasm. Dr. Herbert Benson (2000) published his research on the benefits of transcendental meditation in a national bestseller, *The Relaxation Response*. Dr. Benson's well-documented research provided the final stimulus that propelled meditation once

and for all out of the religious realm and into a western-validated practice that contributes to health and well-being.

Other well-known advocates of meditation from the medical community include doctors Dean Ornish, Larry Dossey, Depak Chopra, Andrew Weil, and Jerry Jampolsky. Psychologists John Kabat-Zinn, Lawrence LeShan, and Joan Borysenko have likewise written at length about meditation and are widely read (Michel, D., 2004). As part of this research, I am interested in exploring the benefits of meditation on the mind, as these findings can help us learn how to integrate facets of meditative learning/acquisition practices which help to still the mind into the holistic model being developed at LCNLS.

Summing It Up

In summary, I have pointed out how traditional teaching techniques, such as teaching grammar in early stages of language learning, are not only ineffective, but actually can be detrimental. Krashen and Terrell's Natural Approach model has helped to catapult us into a new way of thinking about natural ways of acquiring language, but I believe it fails to embody some critical psychological and linguistic factors, as well as the factor of adult experience, that would enhance the acquisition process.

A Pilot Study that will Extend the Literature

The Natural Approach model has given us prior knowledge and a framework for understanding a more organic way of learning languages, emulating in many respects the way we learned our first language. There is, however, a need for a synthesis of additional research that can give us a new and deeper perspective on: (a) what the blockages are in second language acquisition; (b) how to remove these blockages more effectively and replace them with positive expectations, attitudes and beliefs; (c) how to better evoke the natural processes that support

language acquisition in the classroom; and (d) how to emulate the natural acquisition development that takes place in children with L1, but accelerate this process through incorporating learned adult skills. These needs have prompted a pilot study at LCNLS, aimed at answering some of these questions, which I describe in this paper. The results of this study could help us to begin to find ways to approach language learning as an endeavor of the whole individual—one which successfully integrates the multi-faceted and complex issues of mind/body/emotions learning into the language classroom.

CHAPTER 3:

A PILOT STUDY USING A HOLISTIC APPROACH

The 5 W's (Along with How)

In July of 2005, a pilot study was conducted by LCNLS at the Universidad de Londres (U de L), a private university in Mexico City that was founded in 1980. This University has roughly 2,300 students enrolled in a number of fields, including English, psychology, tourism, law, business and more. Thirteen students of Mexican nationality were recruited to participate in an intensive English language course from July 4th to July 29th, 2005. The selection criteria included the following:

- Beginning level students

- Commitment to finish the four week course

- Equally balanced men to women ratio

- Mixed ages

- Middle to upper class socioeconomic status

The purpose of the pilot study was two-fold. The first intention was to test LCNLS's methodology for teaching Spanish to English-speaking students and apply it to teaching English to Spanish-speaking students. This was done in order to evaluate the effectiveness of the methodology, measured by the students' academic progress, attitudinal changes about learning a second language, and overall enjoyment of the course. The second reason was to explore the possibility of implementing an ongoing English immersion program that would be successful in the U de L setting and compliment their existing program.

LCNLS and the U de L English department worked jointly to implement this program. The roles of each party were primarily as follows:

LCNLS provided the intellectual property, including the following:

- School concept (holistic language methodology and immersion program format)

- Teaching methodology (curriculum material including student books, teacher manuals, CD's, assessments, exams, and other didactic material)

- Teacher and assistant teacher recruitment and training

- Ongoing monitoring and overseeing of teacher and student development

U de L provided the operational functions, including the following:

- Building space arrangements and overseeing facility usage

- Recruitment of students for program

- Registration

- Overseeing daily operations

U de L recruited 11 volunteer participants who were professors, students, or recent graduates of the university and two from outside of the university. We did not include one advanced English student who audited the course in the statistical studies. The age of the participants ranged from 23 to 60 (see Table 1). The participants attended four weeks of classes, of which roughly 9 hours were devoted to an orientation, assessments and completion of course evaluations, and 51 hours were devoted to instruction of English. Homework was not required. The classes, along with four books and four CD's, were given free of charge to participants. In return, students were asked for a verbal commitment to: (a) attend all four weeks of classes; (b) complete thorough weekly evaluations; and (c) complete a psychological exam and English language assessment upon entry to and exit from the course.

Table 1

Age Statistics of 13 Pilot Course Participants

Mean	44.31
Median	50.00
Mode	53.00
Variance	179.60
Standard Deviation	13.40

Access & Permission

Universidad de Londres was selected because the owner and President is a friend and board member of La Catalina Foundation, a non-profit educational organization in which I participated as a co-founder. The foundation is vested in helping the local people gain education and skills so they can raise the quality of their living. As Dr. De la Vega is keenly interested in all aspects of education and making the latest developments and advancements accessible to her students and staff, she was eager to support us and work with us to grant us access to Universidad de Londres in order to deliver this pilot program in her school. Additionally, she was interested in seeing the results of a language program that focused on fluency vs. teaching English through primarily a grammar-based curriculum.

Data Gathering

As the purpose of the pilot program was to evaluate how much the students enjoyed the course, how much their attitudes changed about their learning, and how much English they acquired, several kinds of assessment tools were designed and implemented to gather data. These tools included a registration form, a weekly evaluation of the course, an entry and exit psychological exam, and an entry and exit performance assessment.

The registration form (see Appendix B) was used to gather demographic information from each of the students, learn about their background and experience studying English, and find out what their expectations were for the pilot course. This also helped us to choose candidates who met our selection criteria.

The course evaluation was designed to elicit a periodic quantitative and qualitative appraisal of the course. This evaluation gave students the opportunity to rate the classes, books and curriculum, teachers, and program operations and provide written feedback on the strengths and weakness of the program. These evaluations were administered on a weekly basis so we could monitor the students' attitudes about the course and work with them on their feelings and make modifications as necessary. This strategy appeared to be successful, as we were able to trouble shoot and keep the participants happy, as demonstrated by the fact that all of these very busy students and professionals completed this intensive four-week course.

The weekly course evaluations were conducted by the pilot course teacher. Students were given the option of not including their name. Students placed evaluations in an envelope upon completing them. The envelope was then passed on to LCNLS directors and routed to U de L administrators to review at the end of each week, to be able to make necessary modifications based on student feedback before the end of the course.

The entry and exit psychological exam (see Appendix C) was designed to measure the students' beliefs and attitudes, expectations, fears, personality, and desires and motivation for learning English, although these categories were not disclosed to the participant. In measuring beliefs and attitudes, students were asked such questions as, "Do you think you are good at learning languages?" To measure expectations, questions were asked such as, "Do you think that you can become proficient/conversant in English in four weeks?" To measure fears, questions

were posed such as, "Do you feel self-conscience around others when you make mistakes?"

Personality questions to measure openness and receptivity to accepting a new way of learning

language were asked such as, "Would others consider you as a person with strong opinions?"

Finally, students were asked questions to measure their motivation to determine if it was intrinsic

or extrinsic, such as, "Would you say your desire to learn English right now is for practical

reasons?"

The psychological exams were administered by one of the LCNLS's directors. When

taking the psychological exam, students were instructed not to mark what they thought they

should say, but rather give an uncensored response. In an attempt to elicit this type of "gut

reaction" response, students were asked to read the questions and respond quickly, marking the

first answer that came to mind. The test included 24 questions and took approximately 5 to 10

minutes to complete.

The entry and exit progress assessment (see Appendix D) was designed to evaluate the

following components of L2 development: (a) Vocal Skills (pronunciation); (b) Auditory Skills

(listening comprehension, hearing & repeating); (c) Visual Skills (reading comprehension); and

(d) Language Production Skills (speaking & writing). The first part of the test was administered

to the group as a whole. The second part was conducted one-on-one with each student. The total

test included a possible total of 123 points and required 45 minutes to administer.

One of LCNLS's directors also administered the entry and exit exam for the progress

assessments. A recording was used for all of the listening exercises, to ensure consistency in the

speed, clarity and number of repetitions of the reading. Students were also given a time limit in

which they were expected to complete each of the exercises.

Data Dissection

One of the first remarkable observations of this pilot study was that a number these students who were at a beginning level in English, had spent a large number of hours studying English prior to starting the pilot course. On the participants registration form, they were asked to indicate the number of hours per month they studied English at the following institutions or in the following capacities: elementary school; middle school; high school; college; language centers; private classes; self study at home. The number of hours ranged from 0 to 2,208 with a median of 390 hours (see Table 2). This reinforced my initial intuition that the traditional grammar-first approaches in schools slow the acquisition process. As one can see in Figure 1, student #12 who spent the most amount of time studying English prior to entering the pilot course (an astonishing 2,208 hours) scored very low on his entry language assessment.

In tabulating the student course evaluations, we calculated a weekly average of the student's scores in each of the areas being evaluated. Using these weekly averages, we then tabulated the overall average for the four week course (see Table 3). On a scale of 1 to 5, with one being the lowest and five being the highest, the average student rating for their overall experience in the course was 4.54. The areas which the students rated the highest were the teachers and the books and methodology.

In evaluating the students' psychological exams, their score upon entry was compared to their score upon exit to measure their psychological growth in relation to L2 acquisition. The scores were obtained by assigning the following point values to traits we deemed positive, neutral and negative. Positive traits indicated by students answering "no" received 2 points; neutral traits indicated by answering "don't know" or "perhaps" received 0 points; and negative traits indicated by answering "probably" or "certainly" received -1 and -2 points respectively.

Table 2

Hours of Study Prior to Pilot Course Statistics of 8 Pilot Course Participants

Mean	610.50
Median	390.00
Mode	N/A
Variance	430179.75
Standard Deviation	655.88
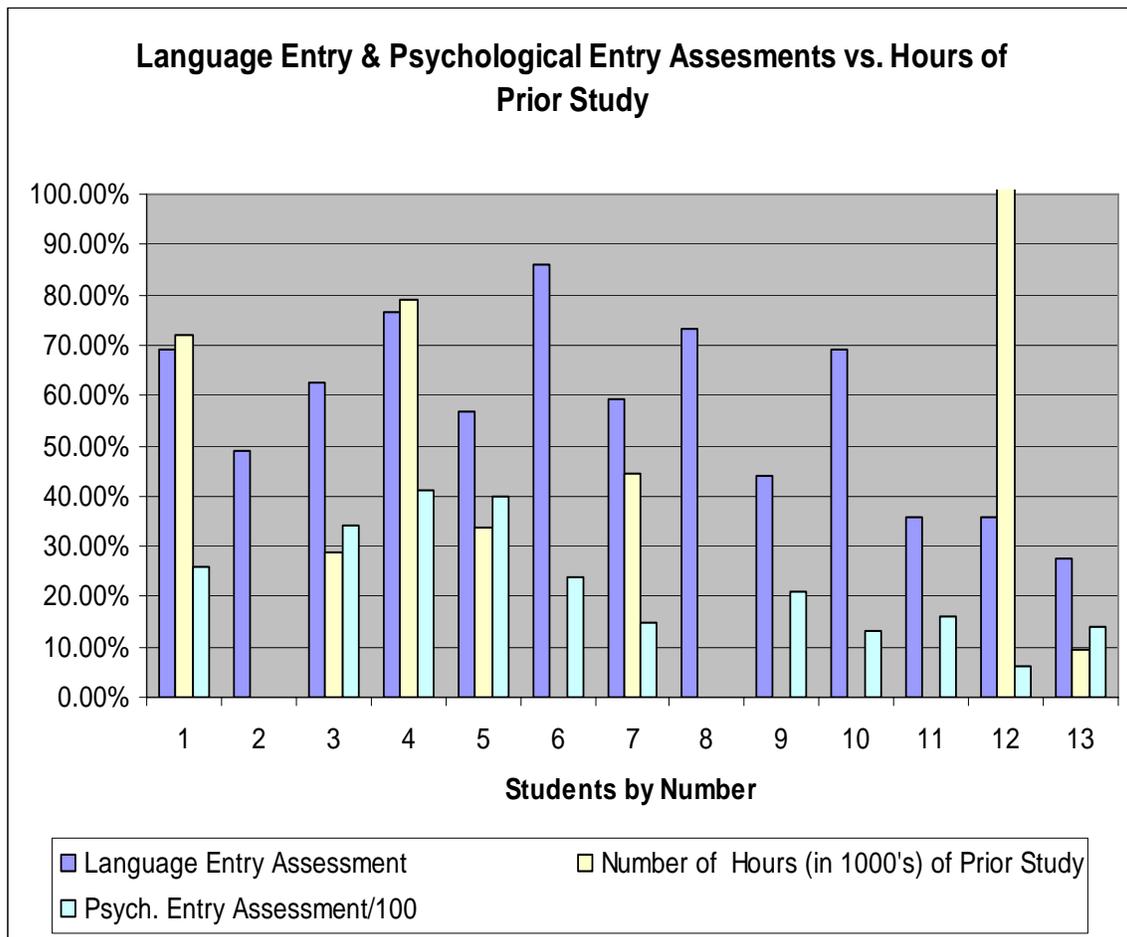
Figure 1. A look at how the number of prior English study hours affected students' entry assessments. Student #12 studied 2208 hours prior to starting the pilot course, but this figure was truncated due to the limitations of the graph.

Table 3

Average Course Evaluation Scores from 13 Students

Classes	Average of 13 students
Effective	4.54
Organized	4.30
Interesting & Engaging	4.44
Met my expectations	4.26
Books & LCNLS methodology	
Effective	4.52
Interesting Material	4.61
Met my expectations	4.43
Head Teacher	
Concerned and helpful	4.93
Effective	4.87
Dynamic	4.72
Professional	4.85
Met my expectations	4.60
Assistant Teacher	
Concerned and helpful	4.79
Effective	4.76
Dynamic	4.70
Professional	4.72
Met my expectations	4.56
Program Organization	
Program well organized	4.33
Directors helpful	4.49
Adequate facilities	4.53
Met my expectations	4.54
Overall Course	
Rating of your overall experience	4.54

Note. The scores above are the average of 4 weekly evaluations by 13 students. They evaluated the categories based on the following criteria: 1 = not at all; 2 = a little; 3 = average; 4 = good; 5 = excellent.

There were no positive traits with a 1 point value since the traits that would have been assigned that value were mislabeled in the Spanish translation and therefore could have been misinterpreted by the examinee. To minimize the potential bias created by this situation, the mislabeled traits were assigned a 0 value. The number of traits in each area were totaled up and the result was multiplied by the appropriate weight (2, 0, -1, or -2) to determine the total score.

Of the 12 students reported on for the psychological exam, 10 of these students showed a change for the positive in their attitudes towards learning English and their beliefs in their own capabilities of achieving this. Of the remaining students, only one student showed a worsened attitude by the end of the course and one remained the same (see Table 4). The student who showed a worsened attitude was a 55-year-old woman working as a secretary in an environment with high achievers. When invited to join the pilot group, she expressed that she felt a high level of self-doubt about her ability to learn English. She was also the only participant who indicated on her course registration form that she was a "beginner without experience" vs. a regular "beginner." Throughout the pilot course, this participant was overwhelmed by the enthusiasm of the other students expressing how much they were learning, while she felt that she was not learning very much. Although the format of the pilot course was designed to allow us to problem solve general attitude and learning problems, the teachers did not have enough training to handle difficult situations such as the one presented by this student. Additionally, we suspect that the course material was more effectively designed for students with some prior exposure to English, rather than "rock bottom beginners." Interestingly, however, this participant did actually show improvement on her language assessment, but was blinded by her beliefs to actually see or acknowledge this progress.

We feel the fact that 10 out of 12 students showed a positive change in their belief systems, may be the most remarkable achievement of this pilot program, as we suspect that other grammar-based programs may have the opposite effect on students—leaving them frustrated or doubting their ability to learn rather than empowering them.

At the end of the course, LCNLS directors evaluated and scored the entry and exit English language assessments. We tabulated the results by giving students a raw score on each of

the tests as well as a percentage of improvement between their entry and exit assessment. As 4 of

the 13 students did not complete all parts of assessment due to absence or oversight, I only

provide the nine scores that were complete. We did not assign scores to all of the assessment

segments, such as a tape recorded pronunciation test or the video recording of student interviews,

as these tests were designed to provide qualitative information.

Table 4

Entry vs. Exit Psychological Assessment

Students by Number	Age	Entry Assessment	Exit Assessment	Psychological Change %
1	59	26	33	7.29%
2	60	-1	28	30.21%
3	47	34	39	5.21%
4	44	41	48	7.29%
5	53	40	44	4.17%
6	23	24	24	0.00%
7	50	15	29	14.58%
8	54	0	20	20.83%
9	55	21	-5	-27.08%
10	27	13	34	21.88%
11	53	16	28	12.50%
12	28	6	18	12.50%

Note. Participant 13 was omitted from these statistics as his assessment was incomplete.

As the Table 5 indicates, all students made improvement to varying degrees in their

English language development throughout the 4-week pilot course. The range of improvement

was from 9.43% to 58.33%. The average student made an improvement of 24.25%. The four

students whose scores were not complete in all of the sections, all showed progress in varying

degrees in the exam areas they did complete.

Table 5

Entry vs. Exit English Language Assessment

Students by Number	Age	Entry Assessment		Exit Assessment		Improvement	
		Points Obtained/ Possible Points	%	Points Obtained/ Possible Points	%	Delta	% Improvement
1	59	85/123	69.11%	102/123	82.93%	13.82%	20.00%
2	60	60/123	48.78%	95/123	77.24%	28.46%	58.33%
3	47	77/123	62.60%	99/123	80.49%	17.89%	28.57%
4	44	94/123	76.42%	105/123	85.37%	8.94%	11.70%
5	53	70/123	56.91%	80/123	65.04%	8.13%	14.29%
6	23	106/123	86.18%	116/123	94.31%	8.13%	9.43%
7	50	73/123	59.35%	93/123	75.61%	16.26%	27.40%
8	54	90/123	73.17%	112/123	91.06%	17.89%	24.44%
9	55	54/123	43.90%	67/123	54.47%	10.57%	24.07%

Note. Participants 10 through 13 were omitted from these statistics as their assessments were incomplete.

As the reader may notice in the graphs in Figure 2, there seems to be a correlation in the

percentage of improvement in the English language assessment scores and psychological change

for some students. For example, student #2 had the highest rate of positive psychological change,

while also having the highest language improvement rate. Similarly, student #6 demonstrated no

psychological change and had the least improvement in language development. A topic for

further research would be investigating whether: (a) students make faster progress because they

manage to change their belief systems and attitudes; (b) students belief systems and attitudes

change because they discover they can actually acquire a second language; or (c) these two

phenomena happen in more or less in tandem.

Ethical Issues

Students who volunteered to participate in LCNLS & U de L's pilot program were

informed ahead of time that this was an experimental course. As this pilot study was conducted

in Mexico, the only permission that we needed to obtain to run this program was the permission
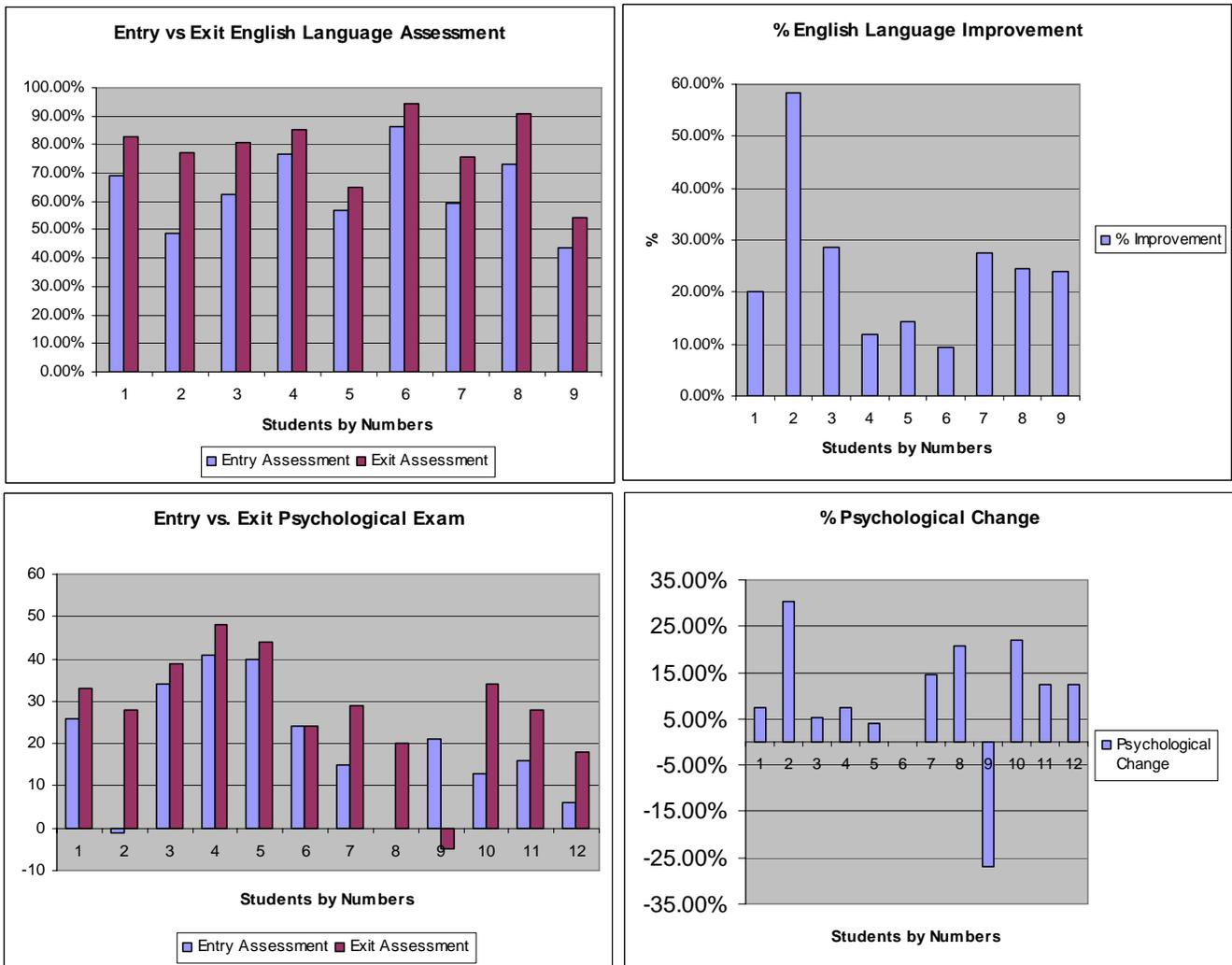
from the President of the university.

Figure 2. Language and psychological entry vs. exit assessments and improvement percentage
graphs.

CHAPTER 4:

A COMPARISON STUDY USING A "GRAMMAR FIRST" APPROACH

LCNLS is conducting a comparison study at U de L using university students in two beginning English language classes, in which grammar is a key component for teaching the language, even though the classes have other non-traditional components. The purpose of this study is to measure the differences in attitudes and beliefs, as well as performance, between students who participated in the LCNLS/ U de L pilot program using LCNLS's Holistic Model and students who are taking a semester-long course using a more traditional approach.

We attempted to create experimental conditions and parameters that were as similar as possible. Table 6 shows the similarities and differences of the testing conditions.

Table 6

LCNLS and U de L English Programs Similarities and Differences

Demographics of Studies	LCNLS/U de L Pilot Program	U de L English Program
Date of Program	July 4 – July 29, 2005	February – May 2006
Total hours of course	9 hours of orientation and testing 51 hours of English instruction 0 hours of required homework 60 HOURS TOTAL	2 hours of orientation and testing 34 hours in class 12 hours of required homework 48 HOURS TOTAL
Duration of course	4 weeks	10 weeks
Number of hours per week	15 hours	2.25 hours
Language Taught	English	English
Nationality of Students	Mexican	Mexican
Location	U de L campus, Mexico City	U de L campus, Mexico City
Population	Professional Adults & University Students	University students
Number of Participants	13	20
Mean Age of Participants	42.21	20.2
Median Age of Participants	48.5	20
Mode Age of Participants	53	18
Socioeconmic Status	Middle class, educated	Middle/upper class, educated
Gender ratio	7 female: 6 male	15 female: 5 male
Core Currículum Utilized	Holistic/natural approach	Approach where grammar is a key component
Director administering tests	Victor Amezcua/LCNLS	Victor Amezcua/LCNLS

LCNLS conducted the first part of their comparison study on February 2nd, 2006 with U de L students who were in their second week of beginning English classes. The students assessed were in courses that meet five days a week for 50-minute class sessions over the course of a trimester. One 50-minute class period was used to collect information and deliver the assessments, including: (a) gathering participant background information; (b) conducting a psychological exam; and (c) administering LCNLS's English Performance Assessment.

The only level of participation that LCNLS has in this English program is to carry out a statistical study. The methodology used and the curriculum materials are being managed by U de L's English department.

The final phase of this study will take place at the end of the semester in May 2006 after the students have completed the trimester and approximately 48 hours of U de L's coursework. The three tests mentioned above will be administered for a second time in order to measure the students' academic and emotional growth related to English acquisition. Due to the time parameters of this research paper, these results will not be included in this paper.

CHAPTER 5:

HOLISTIC MODEL AND METHODOLOGY

Holistic Model: The Theory in Depth

This chapter examines some of the conceptual and practical roles the mind, body and emotions play in learning a second language and how an understanding of these roles leads to a Holistic Model. The goal of this model (see Figure 3) is to provide a general framework for language acquisition that provides insights and is useful for both the language facilitator and the independent second language learner.

Why is this model called a "holistic" model? According to one definition, holistic means emphasizing the organic or functional relation between parts and the whole (World Reference, 2003). In the case of second-language learning, we feel a model is needed that does precisely this—that is, illustrates the need for wholeness of the human being in its approach to learning. When all parts of ourselves, including the conscious and unconscious mind; the body; and the emotions, are working in harmony instead of against each other, this creates the highest potential for L2 acquisition. When one part is shut down and is not helping or, worse yet, is creating mental, emotional or physical obstacles, we can still function, but our capabilities are impaired.

The Holistic Model assumes that essentially everyone has the capability of and gifts for learning a second language, when the conditions are right. Unless the learner had difficulties learning his or her first language due to speech or learning disabilities, learning a second language should not be hard. What we believe is hard about learning a second language is getting past the blockages and psychological "gunk" we acquire that foster our belief that we are not "good" at languages because we are too old, too forgetful, or too dense to learn. So the Holistic

Model aims at "undoing" or removing the learning obstacles at the levels of the mind, body and emotions so the learner's innate ability to communicate can kick in and do its job.

If any of these components (the unconscious and conscious mind, the body, and the emotions) are not fully operational and working in harmony, it would be like driving on the freeway in first gear—one could still get somewhere, but it would take a lot longer. These three components, working together in the proper way, provide the fuel and power necessary to ignite the human language instinct.

In the Holistic Model, the traditional term of "language teacher" is replaced by "language facilitator". This is because we believe that humans have a language instinct and do not acquire language by being "taught". The language facilitator's role is to create conditions in which the learner can begin to effectively and efficiently construct his or her knowledge of the language, including unconsciously uncovering grammar rules, through using the provided input and attempting to produce meaningful output.
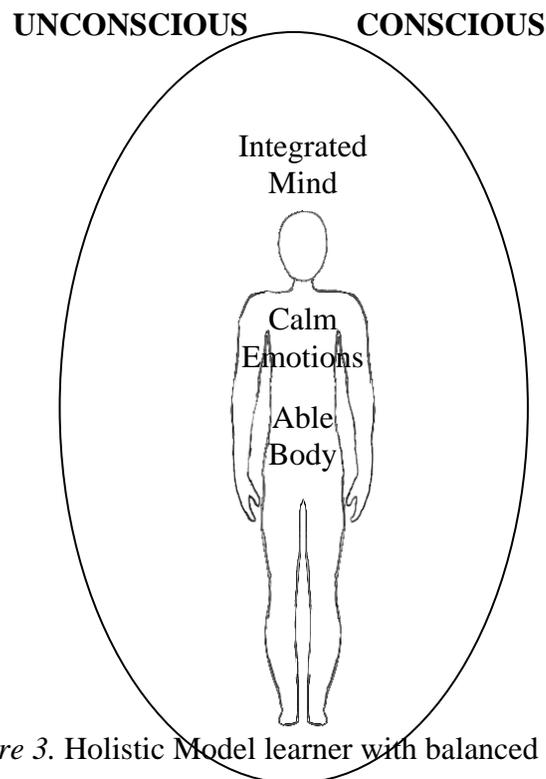
UNCONSCIOUS   **CONSCIOUS**

Integrated
Mind

Calm
Emotions

Able
Body

Figure 3. Holistic Model learner with balanced centers.

On Mind

Most traditional methods rely solely on the mind, and the lowest mental function (namely, memorization) at that. Natural methods, such as Krashen and Terrell's Natural Approach, place high importance on the role of the unconscious mind, but in my opinion, undermine the role of the conscious mind. The Holistic Model, on the other hand, aims to evoke both the unconscious and conscious thought processes in L2 acquisition, while directing their functions to accomplish the tasks for which they are best equipped.

Just as in the Natural Approach, the unconscious mind plays a very important role in the Holistic Model. Familiarization with a second language, which happens at an unconscious level through repeated exposure, is perhaps the most critical element. It allows the brain to use its symbolic abilities to extract the underlying patterns and correct idiomatic usage of the language, including tenses, gender correlations, word order and prepositional correspondence, and also the sound characteristics, such as pronunciation, intonation, and inflexion. This happens unconsciously, without the learner ever having to be told what rule is governing that structure.

According to the Holistic Model, the conscious mind plays an equally vital role in L2 acquisition. Some examples of adult skills which we consider associated with conscious thought are metacognitive and more advanced symbolic thinking skills such as reading, understanding roots of words, and the ability to label basic universal language structures. Additionally, as Krashen and Terrell point out, the conscious mind plays a "Censor" role in self-correcting one's language output. Finally, a crucial point not brought up by Krashen, to my knowledge, is the ability of the conscious mind, when trained properly, to serve as a learning advocate or "inner coach." That is to say, once a person learns and begins to internalize a set of right practices and beliefs about learning a language, the conscious mind can serve to reinforce these beliefs and

practices. Thus, we advocate a metacognitive role for the conscious mind, focusing on

reinforcing these positive learning habits. In Table 7, I identify what is the right use of conscious

and unconscious thought applied to the various L2 acquisition skills, according to the Holistic

Model.

Table 7

Right Use Of Conscious & Unconscious Thought In L2 Acquisition

Skill Area	Unconscious Thought	Conscious Thought
Language Skills Development	√	√
Speaking	√	√
Free flow	√	
Blurting it out	√	
Censoring & self-correcting speech		√
Listening	√	√
Sound pattern recognition	√	
Focused listening for specific information		√
Reading	√	√
Visual pattern recognition	√	
Reading for comprehension and comparative analysis		√
Writing	√	√
Free flow	√	
Editing		√
Translating	√	√
General Cognitive & Emotional Skills	√	√
Metacognition		√
Symbolic Thinking	√	√
Right practice	√	√
Taking risk (letting go of fear of making mistakes)	√	√
Belief that you are capable of learning	√	√

According to this breakdown of conscious and unconscious thought process applied to language acquisition tasks, it could be hypothesized that both types of thought processes are equally important. The unconscious mind is vital and most effective in serving as the receptor of language (listening with a "child's mind," perceiving and instinctively processing patterns in spoken and written language, and candidly producing language), while the conscious mind is central in applying to L2 acquisition learned adult skills such as metacognition and productive practices.

On Body

The Holistic Model takes the role of the body seriously in the endeavor of learning. The student, first and foremost, should have his or her basic physical needs met, such as being fed, well hydrated, rested, and comfortable. If these basic needs are not met, then part of the student's attention is on these unmet needs, instead of on learning. Amazingly enough, many adults neglect to attend to these unmet needs.

Traditional methodologies, which do not incorporate multi-sensory modalities to reinforce learning, take for granted the role of the body in the learning process. As stated in the literature review, the whole of the body does possess intelligence (not just the brain). One can have a first-hand experience of the intelligence of the body by paying attention to the way it aids our memory. For example, when there is a high level of body sensation and emotion, such as touch, movement, sound, sight, smell, taste, or excitement, connected to an event, one will often have a more vivid recollection of the experience associated with that sensation.

On Emotions

The Holistic Model embodies a psycholinguistic approach to L2 acquisition. Language facilitators are trained to work with the students' emotional stances. We call these emotions

"stances" as they are merely postures that arise from one's set of current beliefs and attitudes about their relationship to learning a second language. As affective filters are removed and students have positive experiences in acquiring their L2 through right practices, their emotional stances can dramatically shift.

One of the most important emotional aspects to work with involves encouraging students to establish reasonable expectations for their language development and helping them to assess that development. Students at LCNLS are presented with the following five-stage conceptual framework, while being made aware that the process of L2 acquisition is not always so neatly defined and progresses in overlapping and intermingling stages (Amezcua & Catton, 2004).

1. Passive Stage

   In the passive stage, the learner becomes familiar with the symbols and rules of the new language unconsciously by receiving strategic language input. This occurs principally through the auditory and visual modalities and may include reading and listening to contextually rich language (versus language out of context such as vocabulary lists or verb charts). The auditory skill we emphasize at this beginning stage of L2 acquisition is pronunciation through a series of exercises to train the mouth to articulate the sounds of the target language. This stage emulates, in some ways, the processes a baby goes through in learning their L1 from *birth to 18 months old*.

2. Active Stage

   In active stage, the learner has already acquired a basic listening competency and may get the "gist" of what is being said in simple conversations. Additionally, the learner has been training his or her mouth to produce the new sounds of the target language through vocalization exercises. Although listening is still a very important component of the active

stage to increase one's familiarization with L2, there is an added emphasis on language production. The active stage models, in some ways, the baby who is *18 months to 3 years old* and understands a lot and is attempting to construct and produce the language. As adults bring more skills young children, they can also begin writing in this stage.

3. Fluent Stage

    At the fluent stage, a core vocabulary can be used in real time to communicate without having to translate from one's native language, however the learner still experiences his or her limitations using the target language when he or she is put in a new environment where the language is more specialized or sophisticated. This stage equates to the child of *3 to 5 years of age* who is proficient at understanding and communicating his or her needs in his or her immediate world.

4. Vocabulary Expansion Stage

    As we engage in various activities, the vocabulary relevant to those activities is naturally acquired in the vocabulary expansion stage. This stage may involve reading about special interest topics or being exposed to the target language spoken by a variety of people from diverse fields and backgrounds. The focus is on increasing one's listening and reading comprehension, developing a more extensive vocabulary, and refining one's use of proper grammatical structures. This stage would be similar to a *5 to 7 year old* who is learning about the different content areas in school and developing his or her vocabulary and complexity of speech.

5. Language Deepening Stage

    The language deepening stage involves consciously "learning" about the grammatical structure of the target language in order to nurture a deep and refined sense of the language.

For example, the learner would identify and label parts of speech, refine written composition skills and self-correct errors. Additionally, at this stage, the learner gains a greater level of mastery of the usage of the target language. More abstract language can be understood and produced such as literature, idiomatic expressions, humor, and poetry. This stage would be similar to an *8 year old up to an adult*, where they begin studying their L1 language metacognitively to understand its grammar and nuances.

In addition to helping to establish clear expectations, the language facilitator also helps the learner find the right motivation, improve his or her self-esteem and acquire good practice habits. As we saw in the literature review section of this paper, this can be done only if an environment of trust has been established, in which adult learners feel a part of the group and are not inhibited or afraid to take risks.

When unattended negative beliefs and emotions consume the learner's psyche, they become like weeds in a garden that compete with the growth of the plants being cultivated. If these weeds, or psychological impediments, are not removed, chances are that the learner will not bring L2 acquisition to its full potential.

As a majority of adults have already accumulated a lot of weeds in their garden, the language facilitator plays the role of the gardener. This is done through "retraining" adults to have a "child's mind" -- a mind that is curious, focused on the present, less rigid in ideas and opinions, more aware of their senses, and more honest about their emotions.

Interplay of Mind, Body & Emotions: The Practice Brought To Life

This section focuses on current practices being implemented at LCNLS which support the interplay of mind, body and emotion and their equally important roles in learning. As I mentioned previously, we start with the basics of helping students remember to take care of the

basic needs of their bodies. In the course orientation, students are reminded to come to class well-rested and fed, and bring plenty of water to drink so their mind is alert. They are encouraged to engage in relaxing activities before class, such as gentle exercise or meditation, to help them transition from the busyness of their thoughts and day and ground them in their bodies.

Additionally, the holistic classroom is set up for students' comfort, including proper lighting, good ventilation, and comfortable chairs. Students are given "brain breaks" where they can get up, walk around and recharge after extended periods of sitting. Although these practices may seem very instinctual to many, we often find that students neglect to carry them out unless reminded, resulting in tired people unable to function at full capacity.

The language facilitator's next challenge is to gain the trust of learnesr and help them feel a part of the group. Some of the ways in which language facilitators may accomplish this is by being a good listener, showing empathy, allowing others to share about themselves, and creating an environment that allows students to participate and make mistakes without feeling judged or put on the spot.

As language facilitators gain the trust of learners, they in a more suitable position to begin retraining learners in productive learning habits. This is done initially through an orientation class on the Holistic methodology, as well as through on-going reinforcement and reminders throughout the period of contact between the language facilitator and the learner.

Many students are surprised to hear a new, more empowering perspective presented by the language facilitator—that just as they were capable of learning their first language, they are equally, if not more, capable of learning a second language. The retraining is aimed at the following: (a) replacing old self-sabotaging beliefs with new empowering ones; (b) setting

guidelines for right practice; (c) creating reasonable expectations for the course; and (d) providing helpful self-assessment tools instead of self-bashing tools!

Another goal of the language facilitator is to help the learners find a still mind—one that is relatively undistracted by the extraneous chatter. As many people step into the classroom with their mind full of this kind of chatter, including worries, opinions, and self-defeating attitudes and stories, it is important to let the students take the "steam" out of these mind states. This can be done in a number of ways. For example, the participants can be given an opportunity to process their day or share something that is on their mind, through partner conversations, group conversations, or a short period of writing. Such activities seem to allow the learner more mental space by quieting the mind. This lays the psychological groundwork for managing the learner's emotions. We believe that when the emotions are calm and conscious thought, with its fears, judgments, and opinions, is not consuming all of the learner's attention, a deeper layer of thought and concentration becomes accessible.

When the learner is more "open", meaning they are not being continually swayed by self-defeating thoughts or rehashing their mind's worries, they are approaching a more relaxed state of mind and are primed for accessing the unconscious power of the mind. The learner is coached to participate in practices that allow them to shed their inhibitions and exhibit some of the characteristics of a child learning L1, such as:

- Not expecting to understand everything

- Not being afraid of sounding stupid

- Being eager to imitate the people around the learner and communicate with people in the immediate environment

- Being an active listener

- Having a tireless attitude towards practicing language (not viewing learning a language as a daunting task)

- Not being concerned with grammatical rules, but rather familiarizing oneself with the sounds of the language and seeking to have meaningful communication
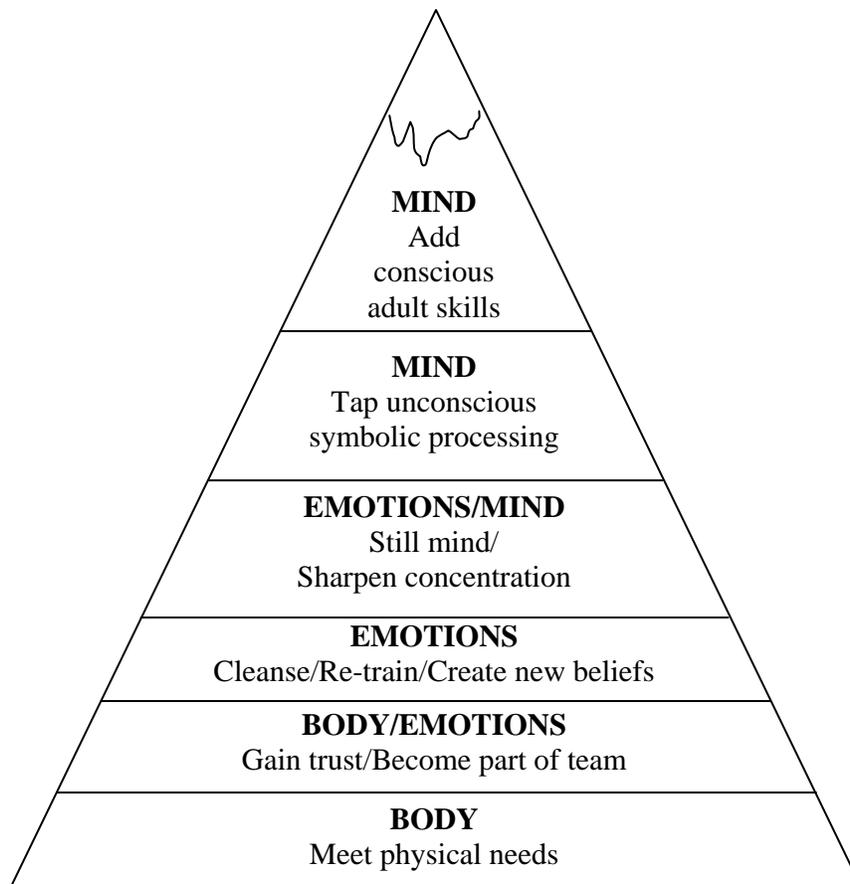
- Daring to blurt it out

Although a number of students resist taking these risks, we find that the fact that some are willing to do so creates an atmosphere of trust that is contagious. Then, little by little, even the more reserved people tend to become more patient and forgiving of themselves.

With the learner's body and emotions supporting the language practice, additional productive learning habits and exercises can be introduced that will further assist in sharpening concentration and using the unconscious mind. The area in which most people need more training and guidance is learning how to access the unconscious mind and intentionally apply it to their learning. This is where the Holistic Model strives to offer a psycholinguistic approach that allows students to feel more at ease, giving them more direct access to this part of the mind.

An example of an exercise that accesses the unconscious mind in LCNLS's holistic methodology is one in which learners listen to a passage read in the target language, without being concerned with making out meaning. This effort would be equivalent to a child playing and "listening" to adult conversations in the background. The child would not get frustrated if they do not understand, but rather just take in the sounds, acquire some meaning, and familiarize themselves with the more advanced language, presumably in a relaxed state of mind. As easy as this exercise may sound, many students end up frustrated because of their belief that they are supposed to understand everything they hear, and if they do not, then this means they are not learning.

Another simple exercise to access the unconscious mind is to hear phrases and repeat them without reading, again without being concerned about meaning. Through this exercise, the unconscious mind begins to distinguish auditory patterns and becomes able to reproduce them.

Yet another exercise that activates the unconscious mind is a series of dual-language inputs through various modes simultaneously. For example, the learner reads an English text in silence while listening to the equivalent passage read in Spanish, or reads the Spanish in silence while listening to it read in English. Although the primary focus of attention might be on one input source (e.g., visual or auditory), by dividing one's attention, the second input is received more at a subconscious level.

MIND
Add
conscious
adult skills

MIND
Tap unconscious
symbolic processing

EMOTIONS/MIND
Still mind/
Sharpen concentration

EMOTIONS
Cleanse/Re-train/Create new beliefs

BODY/EMOTIONS
Gain trust/Become part of team

BODY
Meet physical needs

Figure 4. Optimal Learning Conditions for
Climbing the L2 Mountain.

Most of us do not need much training to evoke the conscious mind, as it is the part of our minds that occupies most of our awareness throughout the day. What we do need training in, however, is knowing how and when to apply conscious thought and awareness in a way that will be most productive to our learning endeavors, e.g., in a metacognitive way. Table 7 suggests areas where we should begin to apply the right use of conscious and unconscious thought to the various tasks in L2 acquisition.

According to the Holistic Model, conscious adult skills applied to L2 acquisition can significantly accelerate the learning process. As indicated in Figure 4, students use their conscious minds in developing their language skills, as well as their general cognitive and emotional skills, which provides critical scaffolding necessary to optimally support the language acquisition process.

In a holistic classroom, learners use their conscious adult skills in a number of exercises, including reading, translating between languages, focused listening exercises for extracting specific information, and editing their written work. Additionally, learners are coached to use their conscious thought to self-correct poor habits and reinforce the embodiment of productive ones. Finally, conscious thought applied towards comparative analysis between two languages is very useful in accelerating language acquisition.

CHAPTER 6:

IN CONCLUSION

We are at the end, and yet at the very beginning in this very exciting research area. In this thesis, I outlined some of the problems that traditional grammar-first approaches create and discussed some natural approaches, such as that of Krashen and Terrell's, which are successfully addressing some of the language acquisition problems. The research led me to discover, however, that even their model does not consider some fundamental intricacies of the acquisition process, such as: (a) how does one more effectively work with psychological aspects that may impair learning and remove the affective filter?; (b) how can one accelerate the "slow" process of acquisition through receiving Comprehensible Input?; and (c) how can the conscious mind productively support the L2 process in a more expansive way than just being the "censor"?

At LCNLS, we are keenly interested in solving some of these language learning obstacles. A holistic model has been emerging that is striving to address these problems. Although this methodology has been developing and utilized in language classrooms since 2003, the pilot study conducted at U de L in July of 2005 was the first "formal" testing of this methodology. The results showed us positive quantitative results in attitudinal changes in the learning of 10 out of 12 students and an improved learning in all students, across the board. Additionally, the method produced a number of "happy campers" after the 4-week program, suggesting that this way of study is less stressful and intimidating than more traditional, grammar-based programs.

Some Limitations (No Study is Perfect!)

In order to begin to make a more complete diagnostic evaluation of this methodology, the comparison study which is in its initial stages, will need to be completed at U de L on their more traditional methodology. This comparison study will provide us with additional insight into the

learning curve for English "learning" vs. natural acquisition, in addition to how students' beliefs are affected by the methodology being utilized. Much work is still ahead and more thorough studies with improved assessment tools will need to be carried out.

Implications for the Future

~~What Does this All Mean?~~

In order to help further shape and refine the ~~FOR FURTHER INVESTIGATION~~ ~~s the~~ Holistic Model, there are a number of components which will be important for future investigation. These areas include:

- Creating a h~~H~~olistic language facilitator training program~~s~~

- Further implementing and testing of a~~A~~nxiety-reducing techniques to lower Affective Filters

- Conducting a study on how attitude and learning reciprocally affect one another

- Integrating r~~R~~esearch on dietary practices supporting optimal brain functioning

- Investigating the bodies rhythmic cycles of alertness (optimal time of days for language assimilation)

- Examining and integrating h~~H~~olistic classroom design elements supporting mood elevation and enhanced performance (color therapy, feng-shui, music, etc.)

The need for an effective teaching/learning L2 methodology is becoming of paramount importance as there is a growing need and interest in second language acquisition. Additionally, a model that combines grounded theory from the west along with ancient practices and wisdom from the east will create the level of wholeness and balance that traditional, mainstream language programs fail to offer. It will be crucial that this model draws its knowledge base from multi-disciplinary sources, including education, linguistics and psychological studies. Though the Holistic Model has been applied to L2 acquisition, it clearly has important ramifications to any

kind of learning, so we hope that this model can grow to encompass improving education in

general, serving both educators and learners in a variety of disciplines.

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APPENDIX A

Glossary

<u>LCNLS Defining/Redefining of Terms</u>

Awareness – a state of consciousness where one can achieve maximum learning. This state involves being acutely aware of one's body, thought and emotions simultaneously and how they interplay with one another to affect one's reactions and manifestations in one's inner world as well as the world around them.

Censor - also known as the ego or conscious mind. Although the censor is vital for our survival, it usually gets used in the wrong way, creating fears and inhibitions which impair authentic and free thought

Divided Attention - Instead of focusing all of one's attention outside of themselves, one contains half of their awareness inside of them. This does not mean attending to their thoughts alone, but also to the sensations and emotions in their body.

Familiarization - an organic way of learning, also could be thought of as acquisition.

Flow - a heightened state of awareness where one is fully in the present, absorbed in a task, free from fear and performing at unimaginable heights with ease.

Fluency - defined as the ability to understand and express oneself with ease in "real time".

Holistic Model - a term being piloted by LCNLS and refers to a teaching methodology which encompasses the whole of the individual, namely the mind, body, and emotions.

Learning Obstacles - any kind of obstacle that gets in the way to curtail one's learning. This can include poor teaching and learning practices, wrong beliefs, and unprocessed psychological "gunk" that gets in the way.

Mental Block - a seemingly impenetrable block in processing information where one is unable to make synaptic connections in certain neural pathways.

Still Mind - a mind that is empty and free from stress and the broken record syndrome, in other words, from rehashing thoughts or regrets of the past or future anticipations or obsessions. An empty mind allows space for deep insight and allows for an easier language acquisition.

Symbolic Thinking/Processing - the ability to perceive, recognize, generate and process patterns.

Traditional Learning – learning through the use of lower level thinking skills, such as memorization and limited modalities.

Solicitud de Información
Para el Estudio Piloto de Inglés por
La Catalina Natural Language School (LCNLS)
&
Universidad de Londres (UL)
(Todas las preguntas deben ser contestadas para ser admitido en el programa)

INFORMACIÓN GENERAL

Nombre _____
Apellido _____
Dirección _____ (opcional)
Ciudad _____ (opcional)
Estado _____ (opcional)
Código Postal _____ (opcional)
Teléfono (Casa) _____ (opcional)
Teléfono (Trabajo) _____ (opcional)
E-Mail _____ (opcional)
Fecha de Nacimiento _____
Edad _____
Sexo (marque con un círculo)   **masculino   femenino**
Estado civil (marque con un círculo)   **soltero   casado**
El grado más alto de educación logrado (marque con un círculo)
primaria   secundaria   preparatoria   universidad   postgrado

Ocupación: _____
Nacionalidad _____

NIVEL DE INGLÉS & ANTECEDENTES
(Esta información es para tener una idea del nivel que el estudiante piensa que tiene en el inglés, aunque se va a hacer una evaluación formal al principio del curso)
Estimación del nivel de ingles (marque con un círculo):

Principiante sin experiencia   Principiante   Principiante avanzado   Otro _____

Número de años que ha estudiado inglés _____

Por favor de una lista de la experiencia que tiene estudiando inglés, incluyendo el número aproximado de meses, horas por semana de estudio y su evaluación de la calidad del programa de inglés donde estudió:

Lugar de Estudios	No. de Meses	No. de horas Por semana	Evaluación del programa (1-5) (de 1= malo a 5= excelente)
Primaria	_____	_____	_____
Secundaria	_____	_____	_____
Preparatoria	_____	_____	_____
Universidad	_____	_____	_____
Centro de Lenguaje	_____	_____	_____
Instrucción Privada	_____	_____	_____
Auto enseñanza	_____	_____	_____

NIVEL DE INGLÉS & ANTECEDENTES

¿Ha viajado a algún país de habla Inglesa? (marque con un círculo)   **Si   No**

Sí es así, ¿En dónde, cuánto tiempo, y cuánta exposición tuvo al inglés?

_____
_____
_____
_____

Comentarios sobre su nivel de inglés:

_____
_____
_____
_____
_____

¿Se considera usted una persona con facilidad para aprender idiomas o tiene dificultades en esta área?

_____
_____
_____
_____
_____

Describa una experiencia positiva que haya tenido aprendiendo inglés o cualquier otro lenguaje

_____
_____
_____
_____

Describa su peor experiencia aprendiendo inglés o cualquier otro lenguaje

_____
_____
_____
_____

¿Qué otros lenguajes habla y a que nivel?

_____
_____
_____

INFORMACIÓN SOBRE EL PROGRAM

Por favor explique su motivación para aprender inglés

_____
_____
_____

Por favor explique sus razones para participar en esta clase

_____
_____
_____

¿Cuáles son sus expectativas al completar el semestre de clases de inglés?

_____
_____

APPENDIX C
Student Psychological Profile for Pilot Course (English Version)

Name: _____   **Date:**_____

	0=don't know	1=no	2=maybe	3=probably	4=certainly
1. Do you think you are too old to learn a new language well?	_____	_____	_____	_____	_____
2. Do you think a parent or past teachers would say that you are not strong in Spanish?	_____	_____	_____	_____	_____
3. Do you think you do not perform well in your own native language?	_____	_____	_____	_____	_____
4. Do you think a parent or past teachers would say that you are not strong in learning languages?	_____	_____	_____	_____	_____
5. Do you think you are no good at learning languages?	_____	_____	_____	_____	_____
6. Would you say your level in English right now is very low?	_____	_____	_____	_____	_____
7. Do you feel it is unlikely that you can become proficient/conversant in English in four weeks?	_____	_____	_____	_____	_____
8. Do you feel that the only way to learn a language is through memorization and learning grammar first?	_____	_____	_____	_____	_____
9. Do you feel self-conscious around others?	_____	_____	_____	_____	_____
10. Are you afraid to make mistakes?	_____	_____	_____	_____	_____
11. Does learning something new intimidate you initially?	_____	_____	_____	_____	_____
12. Do you feel anxious when you are trying to understand what is being said in another language and you are unable to comprehend?	_____	_____	_____	_____	_____
13. Does speaking in another language, when you are not fluent, make you feel embarrassed or shy?	_____	_____	_____	_____	_____
14. Would others consider you to be a person with strong opinions?	_____	_____	_____	_____	_____
15. Would you consider yourself introverted?	_____	_____	_____	_____	_____
16. Do you find it difficult to listen when someone talks for a long time?	_____	_____	_____	_____	_____
17. Do you find it difficult to focus on one task at a time?	_____	_____	_____	_____	_____
18. Would you say that overall your level of stress is high?	_____	_____	_____	_____	_____
19. Would you say that finding ways to manage your stress level is challenging?	_____	_____	_____	_____	_____
20. Do you find it hard to give your full level of attention in classes?	_____	_____	_____	_____	_____
21. Would you say your desire to learn English right now comes from practical reasons (e.g., better job, more money, higher achievement, etc.)	_____	_____	_____	_____	_____
22. Would you say that at this time the more subtle benefits of learning to expand your mind is not the most important of the benefits?	_____	_____	_____	_____	_____
23. Would you say right now that your level of motivation for learning English is pretty low?	_____	_____	_____	_____	_____
24. Would you say you want to learn English more because it is something you think you should learn rather than something you want to learn?	_____	_____	_____	_____	_____

Perfil Psicológico del Estudiante del Curso Piloto (Versión en Español)

Nombre:_____ **Fecha:**_____

	0 = no se	1 = no	2 = quizás	3 = probablemente	4= ciertamente
1. ¿Piensas que eres demasiado viejo para aprender bien una nueva lengua?	_____	_____	_____	_____	_____
2. ¿Piensas que uno de tus padres o algún maestro que hayas tenido diría que tu español no es sólido?	_____	_____	_____	_____	_____
3. ¿Piensas que no te desempeñas bien en tu lenguaje nativo?	_____	_____	_____	_____	_____
4. ¿Piensas que uno de tus padres o algún maestro que hayas tenido diría que no aprendes bien otros lenguajes?	_____	_____	_____	_____	_____
5. ¿Tú piensas que no eres bueno aprendiendo otros lenguajes?	_____	_____	_____	_____	_____
6. ¿Dirías que tu nivel de inglés es ahorita muy bajo?	_____	_____	_____	_____	_____
7. ¿Sientes que es improbable que seas proficiente/fluido en inglés en cuatro semanas?	_____	_____	_____	_____	_____
8. ¿Sientes que la única manera de aprender un lenguaje es memorizando y aprendiendo gramática primero?	_____	_____	_____	_____	_____
9. ¿Te sientes incómodamente observado por otras personas?	_____	_____	_____	_____	_____
10. ¿Tienes miedo de cometer errores?	_____	_____	_____	_____	_____
11. ¿Te intimidas inicialmente aprendiendo cosas nuevas?	_____	_____	_____	_____	_____
12. ¿Te sientes ansioso cuando estás tratando de comprender lo que se está diciendo en otro lenguaje y no eres capaz de entender?	_____	_____	_____	_____	_____
13. ¿Hablar en otro lenguaje, sin ser fluido, te hace sentirte avergonzado o tímido?	_____	_____	_____	_____	_____
14. ¿Otros te considerarían ser opinionado?	_____	_____	_____	_____	_____
15. ¿Te considerarías tu mismo ser introvertido?	_____	_____	_____	_____	_____
16. ¿Consideras difícil cuando alguien habla demasiado tiempo?	_____	_____	_____	_____	_____
17. ¿Considera difícil enfocarte en una tarea a la vez?	_____	_____	_____	_____	_____
18. ¿Dirías que tu nivel de estrés es alto en general?	_____	_____	_____	_____	_____
19. ¿Dirías que encontrar formas de manejar tu nivel de estrés es difícil?	_____	_____	_____	_____	_____
20. ¿Encuentras difícil poner toda tu atención en clase?	_____	_____	_____	_____	_____
21. ¿Dirías que tu deseo de aprender inglés por ahora resulta de razones prácticas (e.g. mejor trabajo, más dinero, mejores logros, etc.)	_____	_____	_____	_____	_____
22. ¿Dirías que en este momento los beneficios sutiles de aprender a expandir tu mente no es el más importante de los beneficios?	_____	_____	_____	_____	_____
23. ¿Dirías que ahorita tu nivel de motivación de aprender inglés es bastante bajo?	_____	_____	_____	_____	_____
24. ¿Dirías que quieres aprender inglés más porque es algo que piensas que debes aprender en vez de algo que quieres aprender?	_____	_____	_____	_____	_____

APPENDIX D
Pilot Program English Assessment

Test Name	Area Tested	Skills Tested	Format of Administration	Length of Assessment	Testing Instructions
Pronunication Test	Vocal	pronunciation	one-on-one	2 minutes	Student reads a passage while teacher records
Running Records	Vocal	reading speed with accurate pronunciation, translation, self-correction	one-on-one	5 minutes	Student read a passage while teacher keeps track of their errors
Recorded Passage	Auditory	Listening comprehension	whole group	10 minutes	Students listen to a recorded passage 3x and answer multiple choice questions in Spanish
Listen & Translate	Auditory	Listening comprehension, translation	whole group	5 minutes	Students hear a short sentence in English 4x, then they write the translation in Spanish
Hear & Repeat	Auditory	Listening, repeating	one-on-one	2 minutes	Students hear a short sentence of 5-7 words and they repeat it
Reading Comprehension	Visual	Reading comprehension	group	8 minutes	Students read a passage silently and answer multiple choice questions in Spanish
Written Translation	Visual	Reading comprehension, translating	group	5 minutes	Read a sentence in English and write the corresponding translation in Spanish
Interview	Language Production	Speaking, Listening Comprehension	one-on-one	6 minutes	Students will be asked simple questions. They must understand the question and formulate a spoken answer to it
Writing Sample	Language Production	Writing	group	6 minutes	Student provides a writing sample following the guideline presented

TEACHER GUIDE & SCRIPT
BEGINNER'S ENGLISH ENTRY/EXIT ASSESSMENT
(for teacher use only)

Teacher says:
1. *Hoy, van a tomar este examen de inglés y van a tomar otro el último día de clases. Esta es una herramienta de asesamiento para monitorear el avance logrado desde el principio del curso.*
    You are going to be completing this English exam today and another one on the last day of the course. This is an assessment tool to track your improvement from the beginning of the course to the end of the course.
2. *Respondan de la mejor forma que puedan, pero sin frustrarse. No pueden usar un diccionario ni notas.*
    Try to do the best you can, but don't get frustrated. Do not use a dictionary or notes.
3. *¡No copien!*
    Do not consult with a neighbor.
4. *En las pruebas verbales, traten de contestar tan extensamente como puedan con más de una palabra si es posible.*
    On the speaking tests, try to answer as much as you can, and give answers of more than one word if possible.
5. *El examen va a ser administrado en dos partes. La primera parte va a llevar 35 minutos y se le va a dar a todo el grupo.*
    The test will be administered in two parts. The first part will take 35 minutes and will be administered as a whole group.
6. *La segunda parte va a llevar 15 minutos y va a ser dada individualmente.*
    The second part will take 15 minutes and will be administered one on one.
7. *Por favor, escriban su nombre completo y la fecha en los espacios apropiados en la hoja de respuestas. Vamos a empezar ahora el examen de grupo…*
    Please write your full name and the date in the space provided on your Student Answer Sheet. Now we will begin the whole group test…

Whole Group Tests

AUDITORY-Recorded Passage
Time: 10 min.
Teacher Says:
"Van a escuchar un pasaje corto 3 veces. Para demostrar su comprensión del pasaje, contesten las siguientes preguntas de opción múltiple en español sobre el pasaje. Por favor, primero lean las cuatro preguntas de opción múltiple antes de escuchar el pasaje. Tienen un minuto para esto. Empiecen ahora. [El maestro espera]
"You are going to listen to a short passage 3 times. To demonstrate your comprehension of the passage, answer the following multiple choice questions in Spanish about the passage. Before you listen to the passage, take one minute to read the four multiple choice questions now."
[Teacher waits]

Ahora vamos a escuchar el pasaje 3 veces. Van a tener un minuto entre cada lectura del pasaje para completar y revisar sus respuestas. Muy bien, vamos a empezar con la primera lectura. **[El maestro toca la grabadora.]**

"We will play the passage 3 times and give one minute between each playing to complete and review your answers. OK, now I will begin the recording."

Recording Says:

Sarah went home to her house very tired. She had a hard exam that day at school. All she wanted to do was lie on the couch, relax and watch TV. But then the telephone rang. She got up to answer it and it was her boss. He told her that one of his other employees was sick and didn't show up for work. He asked her if she could come in right away to the restaurant to work. Sarah desperately needed the money as she had just bought a new computer, so she said that she would.

Student Questions:

1)   ¿Por qué estaba Sara cansada?
   a) Hizo mucho ejercicio
   b) Trabajó mucho
   c) Tuvo un examen
   d) Estaba muy estresada

2)   ¿Qué le pidió el jefe de Sara que ella hiciera?
   a) Abrir el restaurante
   b) Cerrar el restaurante
   c) Remplazar a alguien que estaba enfermo
   d) Renunciar a sus vacaciones

3)   ¿Qué hizo Sara cuando llegó a su casa?
   a) Descansar
   b) Darle de comer al perro
   c) Leer el periódico
   d) Limpiar la casa

4)   ¿Para que necesitaba Sara dinero?
   a) Quería comprar una computadora
   b) Acababa de comprar una computadora
   c) Para comprar computadora para su hermana
   d) Para pagar por sus estudios en la escuela

Teacher Says:

Muy bien, van a hacer lo mismo con las siguientes cuatro preguntas. Empiecen por revisarlas primero. **[El maestro espera]**

Muy bien, ahora vamos a escuchar el pasaje 3 veces. Van a tener un minuto entre cada lectura del pasaje para completar y revisar sus respuestas. Muy bien, vamos a empezar con la primera lectura. **[El maestro toca la grabadora]**

OK, now you will do the same with the next set of 4 questions. Please begin reviewing them now. [Wait]

OK, now I will start the recording and play it 3 times, giving you one minute to answer the questions between each playing. [Plays recording]

Recording Says:
Bill was about to turn 40 and feeling pretty depressed about his life. His wife had left him last year and he was thinking about making a career change. Too many bad things were happening at once in his life. So he decided that he needed to take a vacation. He called a good friend from his college days and asked him if he wanted to take a trip to Italy to meet beautiful Italian women. He agreed and they made plans to go on the trip for his birthday.

Student Questions:

5) ¿Por qué estaba Bill deprimido?
   a) No tenía dinero
   b) Se estaba sintiendo enfermo
   c) Su esposa lo había dejado
   d) Lo corrieron de su trabajo

6) ¿Por qué quería ir Bill a Italia?
   a) Para conocer mujeres bellas
   b) Para aprender sobre la cultura Italiana
   c) Para estudiar italiano
   d) Para visitar la Rivera Italiana

7) ¿A quién invito Bill a ir a Italia con él?
   a) Un primo
   b) Un compañero de trabajo
   c) A una mujer hermosa
   d) A un buen amigo

8) ¿Cuándo va a cumplir Bill 40 años?
   a) Antes del viaje
   b) En un año más
   c) Durante el viaje
   d) Regresando del viaje

AUDITORY-Listen & Translate
Time: 5 minutes
Teacher Says:
Van a escuchar una grabación de una oración corta en inglés dos veces seguida por una pausa. Durante la pausa, vas a escribir la traducción de la oración en tus hojas de respuesta. Vas a escuchar de nuevo la misma oración dos veces más con una pausa después de cada lectura. Durante las pausas, completa y revisa tu traducción. Este proceso va a ser repetido con cada oración **[El maestro toca la grabadora]**
You will hear a recording of a short sentence in English two times followed by a pause. During the pause, you will write the translation of the sentence in your test booklet. You will hear the

same sentence again 2 more times with a pause after each reading. During the pauses, complete and review your translation. This process will be repeated for each sentence. [Plays recording]

Sentences:
9) *My car is more than ten years old.*
10) *He lives in a big white house.*
11) *My cousin's neighbor has three dogs.*
12) *The teacher arrived late to class.*

VISUAL-Reading Comprehension
Time: 8 minutes
Teacher Says:
Vas a leer en silencio un pasaje en inglés. Después de leerlo contesta en español las preguntas de opción múltiple sobre el artículo. Por favor empiecen a leer…
You will read the passage in English silently and on your own and then answer the multiple choice questions about the article in Spanish. Please begin reading…

A Happily-Ever-After Story

What makes couples have a long and happy marriage? Is it saying "I love you"? Is it never telling a lie? Is it taking out the garbage for your wife or having dinner ready for your husband?

Percy and Florence Arrowsmith, a British couple who just completed 80 years of marriage, recently shared with the BBC their secret to success. Florence says you must never be afraid to say "I'm sorry" and never go to bed angry at one another. Percy's secret consists of two simple words: "yes, dear." In addition to these practices, Florence admits that she likes to have a glass of sherry at lunch and whisky at night.

As a result of their seemingly simple life practices, Percy and Florence took the Guinness World Record title for the longest marriage and for the oldest married couple's aggregate age. Presently, Florence is one hundred years old, Percy is one hundred and five, and the couple has three children, six grandchildren and nine great-grandchildren. This is truly a happily-ever-after story.

Student Questions:
13) De acuerdo con el artículo, ¿Cuál de los siguientes es el secreto de Percy para un matrimonio largo y feliz?
   a) Decir "Te amo"
   b) Decir "Sí cariño"
   c) Beber una copa de whisky en la noche
   d) Decir "Lo siento"

14) ¿Por qué Percy y Florence aparecieron en el libro de record mundiales de Guinness?
   a) Por haber alcanzado la mayor edad
   b) Por tener el mayor número de hijos
   c) Por haber alcanzado la mayor edad combinada de una pareja de casados
   d) Por haberse casado a la edad más joven

15) De acuerdo con el artículo, ¿Cuál de los siguientes es uno de los secretos de Florence para un matrimonio largo y feliz?
   a) Saber manejar su estrés
   b) Pedir perdón
   c) Beber una copa de vino en las noches
   d) Siempre decir "Si"

16) ¿Cuál es el mensaje de la historia?
   a) Enseñarte como esta pareja sobrevivió un matrimonio largo
   b) Señalar las cosas que pueden lastimar a un matrimonio
   c) Sugerir que si no eres feliz en un matrimonio deberías dejarlo
   d) Compartir la historia de una pareja que tuvo el mayor número de nietos

---

VISUAL-Written Translation

Time: 5 minutes

Teacher Says:

Van a leer las siguientes oraciones en inglés en sus hojas de examen y luego van a escribir su traducción al español lo mejor que puedan. Si no pueden traducir cada palabra, traduzcan las palabras que sepan o el significado que ustedes crean que la oración tenga.

You will read following English sentences in your test booklet and then write your translation into Spanish the best you can. If you can't translate each word, just translate the words you know or the meaning you believe it has.

Sentences:
   17) Every morning before work I go for a thirty-minute walk.
   18) Then I eat a light breakfast, such as eggs, toast and orange juice.
   19) With this routine, I feel that I have a lot of energy during the day.

LANGUAGE PRODUCTION-Writing Sample

Time: 7 minutes

Teacher Says:

*20)   Van a escribir en inglés un párrafo sobre el siguiente tema: **Descríbete a ti mismo, incluyendo tus características físicas y de tu personalidad.** Trata de usar todos los renglones.*

*You will write in English a paragraph about the following theme: **Describe yourself, including your physical and personality traits.** Try to fill up all of the lines provided.*

_____
_____
_____
_____
_____
_____

TEACHER GUIDE & SCRIPT
BEGINNER'S ENGLISH ENTRY/EXIT ASSESSMENT
(for teacher use only)

One-on-one tests

VOCAL-Pronunciation Test
Time: 2 minutes
Teacher says:
Vas a leer el siguiente pasaje en inglés sin ayuda, y te voy a grabar. Trata de pronunciar lo mejor que puedas. Después de que diga la fecha y el nombre de la prueba, por favor empieza a leer.
You are going to read the following passage in English without my assistance, while I record you. Just do the best you can. After I say the date and test name, please begin reading.
Reading:
Learning English is very important for several reasons. One reason is that it is used in more countries as an official language than any other language. You can use it almost anywhere you travel to communicate with others. Speaking English may also help you get a good job.

VOCAL-Running Records
Time: 5 minutes
Teacher says:
Por favor lee el siguiente pasaje a una velocidad normal. Si no sabes la pronunciación correcta, trata lo mejor que puedas. Después de leerlo, tradúcelo al español lo mejor que puedas.
Please read the following passage at a normal speed. If you don't know the correct pronunciation, just do your best. After you are done reading it, you should translate it into Spanish the best you can.
Reading:
In the United States, there are public schools and private schools, but public schools are much more common. Public schools for children, ages five through eighteen are free to attend as they are paid for by the government. Private schools, although very expensive, generally have the reputation of providing a better education.

AUDITORY-Hear and Repeat
Time: 2 minutes
Teacher says:
Vas a escucharme leer una oración corta a la vez. Repítela tan exactamente como puedas. Hagamos una prueba primero. Repite la siguiente oración… After class I like to go to a cafe
You are going to hear me read one short sentence at a time and then I want you to repeat it the best you can. Let's try a sample. Repeat the following sentence…
Sentences:
       The lady was wearing a red hat.
       I went to the store to buy milk.
       On Thursday we had our final exam.
       I met with my friend on Saturday.

LANGUAGE PRODUCTION-Interview

Time: 6 minutes

Teacher says:

Voy a grabar tus respuestas a las siguientes preguntas en inglés. Trata de usar más de una palabra en tu respuesta. Usa oraciones completas y di tanto como puedas. Por ejemplo, si la pregunta es: What is your favorite color? En lugar de contestar "red" di: "My favorite color is red." Después de que diga la fecha y el nombre de la prueba, te voy a empezar a hacer las preguntas.

I am going to record you answering the following questions in English. Try to use more than a one word answer if possible. Use a full sentence and say as much as you can. For example, if the question is: What is your favorite color? Do not answer "red," instead say: "My favorite color is red." After I say the date and test name, I'll begin asking you the questions.

Questions:
1. What is your full name?
2. Where do you live?
3. How old are you?
4. When is your birthday?
5. What is your profession?
6. How old are your parents?
7. Do you have any brothers or sisters?
8. Do you have a dog or a cat?
9. How long have you been studying English?

STUDENT ANSWER SHEET
BEGINNER'S ENGLISH ENTRY/EXIT ASSESSMENT
(for student use)

Name:_____ **Date:**_____

PRUEBA AUDITIVA - Pasaje Grabado #1
Selecciona con un círculo la respuesta correcta
1)   ¿Por qué estaba Sara cansada?
   a) Hizo mucho ejercicio
   b) Trabajó mucho
   c) Tuvo un examen
   d) Estaba muy estresada

2)   ¿Qué le pidió el jefe de Sara que hiciera?
   a) Abrir el restaurante
   b) Cerrar el restaurante
   c) Remplazar a alguien que estaba enfermo
   d) Renunciar a sus vacaciones

3)   ¿Qué hizo Sara cuando llegó a su casa?
   a) Descansar
   b) Darle de comer al perro
   c) Leer el periódico
   d) Limpiar la casa

4)   ¿Para que necesitaba Sara dinero?
   a) Quería comprar una computadora
   b) Acaba de comprar una computadora
   c) Para comprar una computadora para su hermana
   d) Para pagar por sus estudios en la escuela

PRUEBA AUDITIVA - Pasaje Grabado #2
Selecciona con un círculo la respuesta correcta

5)   ¿Por qué estaba Bill deprimido?
   a) No tenía dinero
   b) Se estaba sintiendo enfermo
   c) Su esposa lo había dejado
   d) Lo corrieron de su trabajo

6)   ¿Por qué quería ir Bill a Italia?
   a) Para conocer mujeres bellas

b) Para aprender sobre la cultura Italiana
c) Para estudiar italiano
d) Para visitar la Rivera Italiana

7) ¿A quién invito Bill a ir a Italia con él?
a) Un primo
b) Un compañero de trabajo
c) A una mujer hermosa
d) A un buen amigo

8) ¿Cuándo va a cumplir Bill 40 años?
a) Antes del viaje
b) En un año más
c) Durante el viaje
d) Regresando del viaje

Score:_____/8

PRUEBA AUDITIVA – Escucha y Traduce

9. _____
Score: _____/7
10. _____
Score: _____/7
11. _____
Score: _____/8
12. _____
Score: _____/7

Total Score:_____/29

PRUEBA VISUAL - Comprensión de Lectura
Lee el pasaje y contesta las preguntas que siguen.

A Happily-Ever-After Story

What makes couples have a long and happy marriage? Is it saying "I love you"? Is it never telling a lie? Is it taking out the garbage for your wife or having dinner ready for your husband?

Percy and Florence Arrowsmith, a British couple who just completed 80 years of marriage, recently shared with the BBC their secret to success. Florence says you must never be afraid to say "I'm sorry" and never go to bed angry at one another. Percy's secret consists of two simple words: "yes, dear." In addition to these practices, Florence admits that she likes to have a glass of sherry at lunch and whisky at night.

As a result of their seemingly simple life practices, Percy and Florence took the Guinness World Record title for the longest marriage and for the oldest married couple's aggregate age. Presently, Florence is one hundred years old, Percy is one hundred and five, and the couple has three children, six grandchildren and nine great-grandchildren. This is truly a happily-ever-after story.

Preguntas:

13) De acuerdo con el artículo, ¿Cuál de los siguientes es el secreto de Percy para un matrimonio largo y feliz?
   a) Decir "Te amo"
   b) Decir "Sí cariño"
   c) Beber una copa de whiskey en la noche
   d) Decir "Lo siento"

14) ¿Por qué Percy y Florence aparecieron en el libro de record mundiales de Guinness?
   a) Por haber alcanzado la mayor edad
   b) Por tener el mayor número de hijos
   c) Por haber alcanzado la mayor edad combinada de una pareja de casados
   d) Por haberse casado a la edad más joven

15) De acuerdo con el artículo, ¿Cuál de los siguientes es uno de los secretos de Florence para un matrimonio largo y feliz?
   a) Saber manejar su estrés
   b) Pedir perdón
   c) Beber una copa de vino en las noches
   d) Siempre decir "Si"

16) ¿Cuál es el mensaje de la historia?
   a) Enseñarte como esta pareja sobrevivió un matrimonio largo
   b) Señalar las cosas que pueden lastimar a un matrimonio
   c) Sugerir que si no eres feliz en un matrimonio deberías dejarlo
   d) Compartir la historia de una pareja con el mayor número de nietos

Score: _____/4

PRUEBA VISUAL - Traducción Escrita

17) Every morning before work I go for a thirty-minute walk.

_____

_____

Score:_____/12

18) Then I eat a light breakfast, such as eggs, toast and orange juice.

_____

_____

Score:_____/14

19)   With this routine, I feel that I have a lot of energy during the day.

_____

_____

Score:_____/12
Total Score: _____/38

PRODUCCIÓN DE LENGUAJE – Muestra de Escritura
20. ¿Por qué quieres aprender inglés?

_____
_____
_____
_____
_____
_____

Score:_____ (count the number of words written correctly in English)

<u>STUDENT SCORE SHEET</u>
BEGINNER'S ENGLISH ENTRY/EXIT ASSESSMENT
(for teacher use only)

Student Name:_____   **Date:**_____

One-on-One Tests
VOCAL-Pronunciation Test (hear recording)

VOCAL-Running Records

In the United States, there are public schools and private schools, but public schools are much

more common. Public schools, for children ages five through eighteen, are free as they are paid

for by the government. Private schools, although very expensive, generally have the reputation of

providing a better education.

En los Estados Unidos hay escuelas públicas y escuelas privadas, pero las escuelas públicas son

mucho más comunes. Las escuelas públicas, para niños de 5 a 18 años son gratuitas porque son

pagadas por el gobierno. Las escuelas privadas, aunque más caras, generalmente tienen la

reputación de proveer una educación mejor.

Total # of Words (TW): <u>50</u>

C = self-corrected	**_____ = mispronounced**	⬭ **= wrong translation (WT)**

Time it took to read passage:_____/minutes_____/seconds
Correctly Pronounced Words (CPW = TW– MW): _____/50
# of self-corrected words: _____
Correctly Translated Words (CTW = TW– WT): _____/51
TOTAL SCORE (add CPW + CTW): _____/101

AUDITORY-Hear and Repeat

Sentence	# of words correctly repeated
The lady was wearing a red hat.	/7
I went to the store to buy milk.	/8
On Thursday we had our final exam.	/7
I met with my friend on Saturday.	/7

Score:_____/29