EVALUATING THE EFFECTIVENESS OF PROGRAMS

DESIGNED TO IMPROVE THE EDUCATION

OF

MEXICAN-AMERICAN PUPILS

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Introductory Note

The specific purpose of this paper is to offer some suggestions which may be useful in the development of plans for evaluating educational programs for Spanish-speaking pupils. It does not presume to present a comprehensive description of research methods nor is it intended to encompass all techniques and all approaches recommended by experienced investigators. It does, however, hope to draw attention to the many variables that exist within any educational plan and to provide a simplified framework for examining them.

Eleanor Wall Thonis

SOME SUGGESTIONS FOR EVALUATING THE EFFECTIVENESS OF PROGRAMS
DESIGNED TO IMPROVE THE EDUCATION OF MEXICAN-AMERICANS

The educational needs of children from Spanish-speaking
homes have been discussed and debated among educators and other
interested persons for several years. Recently, renewed con-
cern and available funds have resulted in the establishment of
various programs whose primary objective has been stated as the
improvement of educational opportunities for these pupils. From
this statement of common purpose which appears to be a unifying
theme of the many efforts, any number of diverse directions seems
to have been taken depending upon the program planners' definitions
of improvement. For some schools, improved opportunity has been
equated with increased emphasis on the learning of English; for
other schools, improved opportunity has been sought through an
additional exposure to the dominant Anglo culture; for several
others, improved opportunity has been tied to a schedule of ac-
tivities that should enhance self-worth; for a few, improved
opportunity has been seen as a concentrated program of remedial
reading. Some plans have elements of all these curricular ad-
justments. There are probably as many definitions of improvement
of educational opportunities for Spanish-speaking children as
there are people who have anxieties about the progression of
these pupils through a school system which has been described
at times as alien to them and to their families.

In the face of so much diversity and such great disparity
among philosophies, it is difficult to meet on firm ground that
is totally acceptable and completely understood by all designers

of programs. Perhaps it is not even necessary that there be agreement among them for, as ideas are exchanged, positions are defended, and viewpoints are shared, better school practices for teaching Spanish-speaking pupils may be developed. There is, however, one requirement that appears to be an essential ingredient of all plans and the one referential point upon which all planners can agree. This task, held in common, is the need for a careful appraisal of the effectiveness of programs designed to improve the educational opportunities of these children and young adults. Such programs should include a precise statement of educational purposes; a detailed description of the plan of action, including personnel, materials, procedures, time allotments, and other signficant aspects of the proposed treatment; a complete listing of the data gathering techniques and instruments; a suggested outline of the methods of data analysis; and a careful reminder of any limitations that can be expected in an investigation of so many complex variables.

On the basis of such evidence as has been gathered and those inferences as have been made, some conclusions may be drawn regarding the extent to which the stated objectives of any program have been achieved. For the children, the question is not merely one of improved educational opportunity but rather one of improved educational performance. Continuing appraisal is needed to identify those opportunities which do result in better pupil performance and those which fail to bring about the desired improvement. Empirical investigations may help estimate the worth of present efforts and may suggest the direction of future plans. Some recommendations for the study of program effectiveness are offered on the pages which follow.

Statement of the Problem

A statement of the problem should include the reasons
for the proposed development of the special program. Essentially,
the problem definition provides not only a rationale but also
gives a description of the needs as identified. The meeting of
these specified needs then becomes a basis for the program and
its operational objectives. One such problem as related to the
concern for some groups of Mexican-American pupils may be stated
as follows:

> Children whose native language is Spanish
> and whose cultural bacgrounds are different from
> the traditional school culture upon which the
> curriculum is based may be expected to experience
> difficulty in meeting the demands of the school
> world. Among the possible causes of failure are
> these: (1) a lack of experiences out of which con-
> cepts may grow; (2) an inadequate command of the
> English language which is the language of the in-
> structional program; (3) a lowered self-confidence
> resulting from repeated frustration and failure;
> (4) an unrealistic curriculum which imposes reading
> and writing requirement in English before skills
> in listening comprehension and in speaking fluency
> have been accomplished.
>
> In view of these factors which are generally
> descriptive of the school problems of the Spanish-
> speaking child from a low-income family, it seems
> reasonable to design a program of instruction that
> would attempt to deal with these failure-producing
> conditions and to assess the effectiveness of such
> efforts to improve the educational opportunities
> of the Spanish-speaking children in the schools.

Other statements to describe or to delimit any given
problem may include conditions that arise from local needs and
specific concerns as existing within a particular school. The
problem elements as specified then may lead to the next step
which requires the sifting of any applicable information currently
available as a result of other investigations of similar problems.
A review of the past history provides valuable background for
thinking about alternative solutions to the present problem.

The Background

The background of information generally consists of a brief review of the related research that has already taken place and may express the findings or conclusions of others who have studied the same area. As the relevant literature is reviewed and as the data given or the theories advanced are examined, a reasonable theoretical framework can be constructed to support the proposed management of the educational problem. This framework then forms the basis upon which the hypotheses of the investigation can be made. To cover the background information needed for an exploration of the several aspects of the problem previously cited, a review of the literature would probably include a survey of definitions, findings, and conclusions pertaining to the following: (1) concept formation and acquisition; (2) theories of bilingualism and its effect upon cognitive development; (3) theories of self-concept and the influences of frustration or failure upon self-worth; (4) the second language learning theories, particularly learning English by native speakers of Spanish. Each of these four major variables could probably be explored in detail through an examination of the professional journals and books in which any previous applicable research has been reported.

A review of the literature is generally a time-consuming task and one that demands great patience and care. The extracted information, however, may provide additional insights and greater understanding of the stated problem as well as increased awareness of alternative solutions which may be tested. For these reasons, this searching of any available writings on the subject

is likely to be one of the most valuable aspects of any study.

A few examples may illustrate a way of presenting the background information:

Concepts Jerome Bruner and others in their volume, A Study of Thinking, (1956) point out that the basis for all thinking and cognition is concept formation and attainment.[1]
Gage has suggested that there are at least three different ways in which new concepts may be formed and that these three ways may not be mutually exclusive. He describes these ways as follows: (1) the perceiving of common characteristics; (2) the combining of concepts already known; and (3) the inferring of underlying states or constructs as a means of forming concepts that are not directly observable.[2]

Bilingualism Children who live in two cultures whose languages are different can be expected to develop some degree of bilingualism. Weinreich has said that bilingualism may be defined in several ways.[3] One theory of bilingualism is advanced by Ervin and Osgood who suggest that the kind of bilingual system acquired depends upon the situation in which the language has been learned. If two languages are learned in a single situation or context and the native language is used to mediate meaning, then a compound system results. If the two languages are learned in two different situations, a coordinate system develops. [4]

Self-Concept Loevinger (1959) reports that there is a gradual increase in the tendency to see one's self favorably between the ages of eight and thirteen.[5]

1 Jerome Bruner, Jacqueline Goodnow, and G. A. Austin. A Study of Thinking. New York: Wiley and Sons, 1956.

2 N. L. Gage. Handbook of Research on Teaching. Chicago: Rand McNally and Company, 1963.

3 U. Weinreich. Languages in Contact. New York: Linguistic Circle of N. Y., 1953.

4 Susan Ervin and C. E. Osgood. Second language learning and bilingualism. Cited in Gage (Ed.) Handbook of Research on Teaching, p. 1085.

5 Jane Loevinger. A theory of test response. Cited in Mussen, Paul H. (Ed.) Handbook of Research Methods of Child Development. New York: John Wiley and Son Inc., 1960.

Sears and Sherman (1964) studied the
development of self-esteem in school
children and defined self-esteem as a
favorable concept of self. They identi-
fied areas of experiences that appear to
be the sources for children's perceptions
of self-esteem.[6]

English As A Second Language   Ott has said
that there are two main problems in second
language learning. The first one exists in
the relative difficulty of initial learning
which may be decreased as the student becomes
familiar with the language and the second problem
may be found in the learning of many vocabulary
items and grammar rules without accomplishing
speaking fluency.[7]

It is essential that summarized information be carefully
documented for author, title, publisher, and publication date so
that anyone who wishes to consult the original writing may find the
source from which the summaries have been made.

The Investigation

The study should identify the pupils who are to be
the subjects of the investigation; the educational plan that
is to be applied; the period of time that the experiment will
take; the comparison groups who may be participating in the
study; the methods and instruments by which the data will be
gathered; the means by which the data will be analyzed; the
procedures by which the significant variables will be controlled;
and the predictions or outcomes expected as stated in the
hypothesis.

6 Pauline S. Sears and Vivian S. Sherman. In Pursuit of Self-
    Esteem. Belmont, California: Wadsworth Publishing Company, 1964.

7 Elizabeth H. Ott. A Study of Levels of Fluency and Proficiency in
    Oral English of Spanish-Speaking School Beginners. Austin, Texas:
    The University of Texas, 1967.

Subjects   The pupils whose school problem is under investigation should be described in careful detail. The description should include the total number of pupils, the number of boys and girls, their chronological ages, the grade placements, their language backgrounds in both Spanish and in English, their socio-economic status, and any other data that appear relevant to the study. Such matters as rural or urban living, occupation of the father, educational level of the mother, place in the birth order, rate of school transfer, and such information as seems necessary to provide a clear picture of the attributes of the pupils should be provided. For example, one description of the subjects might be the following:

> Nineteen pupils in the Mary Covillaud School, Marysville, California will be the subjects of this investigation. They are children for whom Spanish is a first language and for whom English is a second one. The group is composed of nine boys and ten girls whose grade placement ranges from kindergarten through grade three. There is a four year age span from 6.0 to 10.1 years. All pupils have very limited or no command of English. They come from low-income homes in which Spanish is spoken by their parents. These boys and girls have had few opportunities for contact with the dominant culture of the community.

Procedure   The procedure may outline the proposed educational plan, its purposes, and how it is to be applied. The objectives should be specified in operational terms and should be derived from the statement of the problem and from the solutions suggested from the review of the literature. In the case of a problem stated as a language learning deficit in English, and with the thesis advanced that oral

proficiency should precede reading and writing skill development, one aim of the program could be to increase the number of words and utterances in English that the pupils could understand and say. Other goals might also be specified as the use of complete sentences, the knowledge of correct word order, an awareness of varying patterns of intonation and stress, and a comprehension of certain structural variations in English. A precise statement of expected outcomes provides direction for the important components of the educational plan--personnel, materials, techniques, methodologies, time schedules, supportive services, school plant, and other curricular matters. Those features of the plan which represent a departure from the usual school mangement of these pupils should be pointed out and fully explained. The addition of different courses, new people and their functions, health services, increased time allotments for special subject matter, in-service training of teachers, parent education, special organization of classes, and any other facet of school or community support that is being provided for the improvement of educational opportunities should be described. Special effort must be made to differentiate from among the many strands of the curriculum those provisions which would have been ordinarily made and those arrangements which represent changes specifically applied for the purposes stated. For instance, if it has been hypothesized that a program of bilingual instruction using both

Spanish and English will result in improved achievement in Arithmetic and increased fluency in spoken English, the description of the plan should state what is being done about teaching the pupils in Arithmetic, what approach is being taken in the teaching of English, and by what criteria achievement in Arithmetic and fluency in English are to be evaluated. An illustration follows:

The children will spend every morning in a special bilingual class. The teacher, a native speaker of English, has a good command of Spanish. She is assisted by a teacher-aide, a native speaker of Spanish with an adequate command of English. The room will be attractively furnished and equipped with a variety of books, games, toys, art materials, manipulative devices, and records. Pictures, charts, and room decorations that contain writing will be written in Spanish. Concepts in Arithmetic will be developed on a concrete level supported by use of the Spanish language to mediate meaning until such time as the pupils have built an arithmetic vocabulary in English. A daily program to develop and to extend the pupils' skill in Spanish will provide reading, writing, and spelling in Spanish. An oral program of English As A Second Language will be given. The scope, sequence, and pace of presentation will be carefully controlled and systematically reviewed to insurance sufficient repetition and practice which will lead to mastery.

For part of each day, the pupils will participate in other classroom activities of the English-speaking children. In music, art, and physical education classes where language is not a hindrance to meaning, the Spanish-speaking pupils will join the various groups according to their most appropriate age placement. They will also share in the total life of the school by having the same recess times for informal playground activities and by taking part in assemblies, school-wide parties, and special programs arranged by community or school groups.

Growth in proficiency in English and achievement in Arithmetic will be measured. A description of the measurement instruments will be provided in the section on data gathering techniques.

The Time Period   The plan may be applied for
any period of time as desired.   The usual length of time is
the regular school year from September to June.   If the number
of pupils is large enough and if a high rate of school transfer
does not occur, the time could be extended over several school
years, possibly a two or three-year period.   Such a longitudinal
study would require very careful recognition of all the variables
stated as well as others that might result from the passage of
time and changes in developmental states of the pupils.   The
information yielded could be rich in ideas for planning both
short and long range goals.   The time period may also include
the schedule of testing, interviewing, or other assessment
techniques so that the effects of the educational plan, either
adjustment or enrichment (or both), may be compared.   The most
common arrangement provides for an appraisal before the program
is offered and one after it has been provided.   This pre-treatment
and post-treatment assessment is usually done in the fall and in
the spring of the school year.

Comparison Groups   It is often suggested that groups
for whom no special program is being provided be included in the
study so that the results can be interpreted against a background
of comparable variables.   Subjects in comparison groups should
be described in detail and the criteria for selection should be
clearly stated.   Pupils chosen for comparison with the subjects
mentioned earlier may be identified in the following manner:

Nineteen pupils in another school in the district represent the same chronological age, sex, socio-economic status, ethnic background, and language characteristics as those pupils identified as subjects of the investigation. No systematized attempt to provide special instruction in English or in Arithmetic is being made. These pupils are in a regular program where all the instruction is given in English. No Spanish is used in the classroom nor is the program in English organized as a second language approach. Reading, writing, and spelling are taught in English for all children with a grouping provision for "slower" pupils within the class.

The comparison groups may be tested and interviewed at the same intervals and with the same instruments as used for the groups in the special program. The school progress of both groups may then be compared and the differences analyzed.

Methods of Study   Data may be gathered on both
groups of children by means of interviews with their parents and
by the use of a variety of measuring instruments. A description
of some data gathering techniques follows:

Interviews with parents - Home visits may be
made by a native speaker of Spanish and by a public health nurse
who is a member of the health services staff in the school district,
or other school person. To provide comparability of the infor-
mation gained by these visits, a structured interview technique
may be used. Each family may be asked to respond to questions
concerning the following:

Parents
1. educational level of the parents
2. country of their birth
3. language(s) spoken at home
4. occupation and employment status
5. home ownership or rental
6. health of the parents
7. any other general information

Children
1. developmental history
2. school history (number attended, places, etc.)
3. child's present health
4. special needs (vision, hearing, speech)
5. language(s) spoken by child

Other information may come out of the interview
may be included.

Assessment of intellectual potential vocabulary
level in Spanish and in English may be accomplished by the use of
the following instruments:

1. Escala de inteligencia Weschsler para niños - This scale
is a translation and adaptation of the WISC (Wechsler Intelligence
Scale for Children). The WISC consists of twelve subtests that
attempt to determine areas of strength and weakness. Scores are
reported for the verbal and non-verbal abilities as well as in full
scale score reported in both scaled scores and I.Q.

2. <u>Peabody</u> <u>Picture</u> <u>Vocabulary</u> - Directions may be given in Spanish. The age range of the Peabody is from age three through eighteen years. The pupil is required only to point at the response of his choice. Items are arranged in order of difficulty to permit a <u>basal</u> and a <u>ceiling</u> age. Buros reports moderate reliability and advises caution in using the norms. Correlations with WISC and Binet appear to be in the 70's and low 80's.

3. <u>Three</u> <u>Wishes</u> - A projective technique to attempt to draw from the pupils some information regarding their needs, motives, dreams and desires. "<u>Si</u> <u>tuvieras</u> <u>tres</u> <u>deseos</u> ¿<u>cuáles</u>, <u>serían</u>?"

4. <u>The</u> <u>Madeline</u> <u>Thomas</u> <u>Completion</u> <u>Stories</u> - A projective technique for children which uses a series of stories that leave the endings open. These stories may be adapted in Spanish and read to the pupil. An <u>oral</u> response from the child may be elicited. The content is that which may be of common concern to school children of any cultural group or social class. There are two levels of The Madeline Thomas Completion Stories for both elementary and secondary pupils.

5. <u>Machover</u> <u>Draw-a-Person</u> - The children are asked to Draw-a-Person. Directions may be given in Spanish and a few questions about the drawing may be asked.

6. <u>The</u> <u>Bender</u> <u>Gestalt</u> <u>Test</u> <u>for</u> <u>Young</u> <u>Children</u> is a perceptual and projective test for children between the ages of five and ten years. It consists of nine figures which are presented one at a time. The pupils are asked to copy these designs on a blank piece of paper. Scoring and interpretation of the drawings will yield information on the visual-motor perceptual skills of the children and some cues to their personality traits. The regular Bender

Gestalt Test may be used with older pupils using the regular scoring and administration techniques.

7. The Gesell Maturation Index is an index of school readiness. Children are given various developmental tasks and are assigned a maturation level on the basis of their success in managing the various tasks. This instrument is very useful in the appraisal of young children.

8. The Linguistic Capacity Index is a test based on a contrastive analysis of grammar and phonology in both English and in Spanish. It is a group measure administered orally by the examiner. The pupil responds by placing a mark on a picture. The subtests include Vocabulary, Contrastive Phonology and Contrastive Grammar. It was designed to test the English language skills of pupils whose native language is Spanish and assumes some understanding of English. It does not test oral English.

Analysis of Data The data gathered on both groups may serve a descriptive purpose to identify their learning potential, their strengths and their needs. In addition to this information, these data may be analyzed to discover growth patterns in language and in school progress. Data for the two groups can be compared to determine the impact of the special program. Data for boys and girls should be analyzed separately. Appropriate statistical measures may be applied to test the significance of the differences, if any are indicated. Case studies may be written in detail for each child if the number of pupils is not too large and if the evaluator has enough time and assistance to complete these individual case studies.

Limitations There may be several limitations in any investigation that suggest caution in applying the findings to other

groups. First, if the number of subjects is small, a wide application of the findings cannot be assumed. Too, the teacher variable should be noted. If there is one teacher and one teacher aide involved in the instructional program that is being examined and if there are several teachers and several aides in the comparison group, the variability among teachers in training experiences, attitudes and other important aspects of classroom management may not have been controlled. There is also to be considered the Hawthorne Effect that may have influenced the performance of the special educational plan. If the investigation proposes to look carefully at pupils in the early primary grades, the generalizations drawn from such a study would not necessarily apply to children in other grades. Finally, there are some cultural biases in the measuring instruments that translation into Spanish alone does not remove. The WISC, for example, has been standardized on a Puerto Rican population and most of these children are of Mexican background. Vocabulary tests, regardless of language used to administer them, are likely to favor middle class children whose experiences are generally wider than those of children who come from lower income families.

In spite of these many stated limitations, the data gathered and analyzed should provide valuable descriptive information and suggest several implications for the improvement of the educational opportunities for Spanish-speaking children. The data should also offer a few answers to the question: To what extent did the program really provide improved opportunities for Spanish-speaking pupils and to what extent has the educational performance of these pupils been improved?

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Summary

This paper has sought to provide an overview of the many elements which should be included in an evaluation of a program designed to improve educational opportunities of Spanish-speaking children of Mexican-American heritage. It does not represent a rigorous nor a highly sophisticated approach to research design. The suggestions are offered merely as a way of appraising the many efforts that are presently being extended on behalf of these pupils. N. L. Gage's Handbook of Research on Teaching and Paul Mussen's Handbook of Research Methods in Child Development offer many research models and excellent advice on measurement and evaluation.

José Enrique Rodó, a great intellectual and spiritual voice of Latin-America at the turn of the century, said: "A man who is carried away by the partial appearance of things, and whose point of view is in error, is heading straight for mediocrity."

There is need to continue the search for a more complete picture of the educational needs of Spanish-speaking children and for improved methods of meeting them. For, as Rodó has warned, the dangers implicit in a "partial appearance of things" are self-evident.

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Machover: Dibujar una persona (todo el cuerpo) – Español

Instrucciones: Dígale al niño: Quiero que dibujes una persona,
                prefiero que me des tu mejor dibujo – el tuyo)
                Si el niño no quiere dibujarse, anímelo Nótelo
                Si el niño quiere dibujar otras cosas (casa, árbol, etc.)
                   permítalo. Si al dibujar la persona, note si empieza
                   con la cabeza o con el cuerpo.
                Si el niño habla durante el dibujo, nótelo.
                Al terminar el dibujo, hágase las siguientes preguntas:

Empiece con lo siguiente: Para conocer a esta persona, vamos a contar
                           un cuento o vamos a hacer varias preguntas:--

(1) ¿Qué está haciendo el niño?_____

(2) ¿Cuántos años tiene?_____

(3) ¿Dónde trabaja?_____

(4) ¿Qué va a ser (ambición)?_____

(5) ¿Es inteligente (saca buenas notas?)?_____

(6) ¿Cómo está de salud?_____

(7) ¿Es bien parecido?_____

(8) ¿Le gusta pelear, reñir?_____

(9) ¿Tiene muchos amigos?_____

(10) ¿Qué se dice de él?_____

(11) ¿Le gusta la familia?_____

(12) ¿Le gusta la escuela?_____

(13) ¿Le gusta la maestra?_____

(14) ¿Qué le gusta más en la escuela?_____

(15) Si quisieras hacer (o tener) tres cosas, ¿cuáles serían?

        (a)_____

        (b)_____

        (c)_____

Me llamo:_____   Feche:_____

Examinado por_____

Otras observaciones:

Nombre: _____

Fecha _____

1. Un niño (a) va a la escuela. Durante el recreo, no juega con otros niños. Siempre se está solito en un rincón. ¿Por qué?

2. Un niño pelea con su hermanito. Su madre viene. ¿Qué va a pasar?

3. Un niño está a la mesa con sus padres. Su padre de repente se enfada (enoja). ¿Por qué?

4. Un día mamá y papá están enojados. Han reñido. ¿Por qué?

5. Algunas veces le gusta contar chistes (bromas) a sus (a) amigos (b) a sus padres. ¿Qué clase de chistes?

6. Un muchacho recibió malas notas de sus clases. Llega a casa. ¿A quien le va a enseñar (mostrar) la tarjeta? ¿Quién le va a regañar más?

7. Es domingo. Sus padres han ido de viaje (o a misa) y llevan al niño (niños). Cuando vuelven a casa, la madre está triste. ¿Por que?

8. Este niño tiene un amigo que le quiere mucho. Un día su amigo le dice: Ven commigo. Voy a enseñarte algo, pero es un secreto. No le vayas a decir a nadie. ¿Qué le va a enseñar? (mostrar).

9. Ya es tarde. El niño está en cama y apagaron la luz. ¿Qué hace el niño?

10. Una noche no puede dormir. Está triste y ha llorado. ¿Por qué?

11. Se despierta durante la noche. Tiene miedo. ¿Por qué? ¿a quién?

12. El niño crece. ¿Quiere el niño hacerse todo un hombre o quiere permanecer como un bebé?

13. Cuando el niño duerme, muchas veces sueña. ¿En que sueña?

14. ¿Cuales de todas las histories te gusta más (todos los cuentos)?

15. ¿Que recuerdos tienes de tu niñez (cuando eras muy pequeño)?

<u>Completion Stories for Secondary Level – Español</u>
(Patterned after Madeline Thomas Completion Stories)

Nombre del Alumno_____ Fecha_____

Nombre de la escuela_____ Grado_____

1. Este joven asiste a la escuela. Durante el intervalo entra clases
y el almuerzo, él no se junta con otros alumnos. Se queda solo en el
pasadizo del edificio o en un rincón del salon (foyer) del edificio.
¿Por qué?

2. Este joven tiene un hermano que no se porta bien con él y, no obstante,
su mamá le pide que lo lleve a los juegos de pelota o con sus amigos. ¿Qué
piensa de eso? ¿Qué hara este joven?

3. Todos sus amigos toman parte en los partidos de escuela excepto él.
¿Qué piensa de esto? ¿Qué hara?

4. Todos los miembros de su pandilla tienen novias y le atormentan mucho
porque él no tiene novias. ¿Qué piensa el de ésto? ¿Qué debería hacer?

5. En casa, su padre le da tereas que hacer, pero su padre nunca queda
contento del resultado. ¿Cómo se siente el joven de esto? ¿Qué debería
hacer?

6. El joven sabe manejar carro, pero sus padres no le dejan manejar el
carro a menos que ellos voyan con el. ¿Qué piensa el de esto?

7. El joven quiere asistir a un juego de fútbol lejos de la cuidad pero
sus padres no se han decidido darle permiso. ¿Por qué? ¿Que debería hacer?

8. Le parece al joven que todos los alumnos pertenecen a grupos especiales
y no que incluido. Se siente triste y ofendido. ¿Por qué no fué incluido?
¿Qué hace?

9. El joven desearía pedir una cita a una jovencita. Ella está en la misma
clase de matematicas y el desea llevada al baile de su clase. ¿Cómo lo hará?

10. El joven ha recibido su reporte y recibió notas muy malas. ¿Cómo les
presentará esta situación a sus padres? ¿Como reaccionarán?

11. Este joven ha prometido a su padre que va a cortar el sacate este
sábado. Unos amigos le invitan a nadar. ¿Acentará la invitacion? ¿Cómo se
siente de ésto?

12. Unos de sus amigo piensan ir a un juego de fútbol a otra ciudad.
Después del baile habrá una cena y un baile. El joven sabe que tiene que
estar en casa a las once de la noche, la hora designada por sus padres. ¿Qué
hara en esta situación?

13. Juan llega a casa de Roberto. Roberto es muy amigo de Juan. Hoy día
le sorprendió cuando Roberto le dijo a él: "Ven conmigo. Quiero enseñarte
algo, es un secret. No le digas a nadie." ¿Qué le enseñara Roberto a Juan?

14. El joven termina su tarea y ya es noche. Se acuesta y trata de dormir pero no es posible.
     (a) ¿En que piensa?
     (b) A veces al acostarse esta muy desanimado.

15. Varias veces sueña. ¿En que sueña?

16. De repente despierta. Se asusta y tiene miedo. Empieza a sudar. Se sienta erecto en la cama. ¿Por qué tiene miedo?

17. Esteban finalmente se duerme y empieza a soñar felizmente. Le parece que todos sus deseos se realizarán en este sueño. ¿Cuáles son sus deseos?

18. Pedro a veces se disgusta con sus padres porque creen que todavia es niño. A veces tiene miedo de crecer y secretamente quisiera vivir en el tiempo cuando era niño. ¿Porqué piensa ésto? ¿Tiene planes para el futuro?

19. Al pensar en los libros que ha leído para sus clases de inglés siempre recuerdo a varios que le interesan pero los cuales no fueron requisitos del profesor. ¿Cual de ellos le gustó mas?

20. Al recordar los días de tu niñez, ¿qué es lo primero que te viene a la mente?