



CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

DOCUMENTO: Programa de curso semestral

CURSO: IO5310 Lingüística **GRUPO** 01

TIPO DE CURSO: Teórico-práctico

MODALIDAD: regular semestral

MEDIACIÓN VIRTUAL: Curso bajo virtual

CICLO LECTIVO: II-2025

REQUISITO: IO5309 Fonología **CO-REQUISITO:** ninguno

CRÉDITOS: 03

NIVEL: VI Ciclo, 3er año

HORARIO: Martes 8:00 a.m. a 11:50 a.m. (Aula 501)

HORAS CONTACTO POR SEMANA: 04

HORAS ESTUDIO INDEPENDIENTE: 5

HAE: Lunes 1:00 p.m. a 5:00 p.m. (las HAE se realizarán en el CIDICER)

AULA: 501

DOCENTE: Luz Marina Vásquez, Ph.D. (luz.vasquez@ucr.ac.cr). Tel. 25119022

DESCRPCIÓN DEL CURSO: Curso teórico-práctico de nivel intermedio, donde la persona estudiante se inicia en el estudio de los conceptos teóricos y descubrimientos importantes en el campo de la lingüística.

El curso es presencial, pero las lecturas, las guías para el desarrollo de las mismas y algunas actividades asincrónicas, especificadas en el cronograma, serán ubicadas en la Plataforma virtual institucional **Mediación Virtual**.

OBJETIVOS GENERALES:

Al finalizar el curso, la persona estudiante será capaz de:

1. Comprender la relación entre comunicación y lenguaje. (*actitudinal*)
2. Entender el desarrollo de la corriente lingüística. (*cognitivo*)
3. Identificar y describir los componentes del lenguaje (Ej. sintáctica, morfología, semántica, pragmática, sociolingüística, neurolingüística). (*cognitivo*)
4. Conocer teorías sobre la adquisición y el desarrollo del lenguaje. (*cognitivo*)





OBJETIVOS ESPECÍFICOS:

Al finalizar el curso, la persona estudiante será capaz de:

1. Comprender la relevancia de la lingüística como ciencia. (*cognitivo*)
2. Analizar diferentes teorías sobre el origen del lenguaje humano. (*cognitivo/actitudinal*)
3. Comprender los fundamentos básicos de diferentes disciplinas lingüísticas. (*actitudinal*)
4. Comprender diferentes propiedades y componentes de la lengua. (*actitudinal*)
5. Distinguir los aspectos que hacen del lenguaje un sistema versátil y permeable. (*cognitivo/actitudinal*)
6. Analizar los aspectos de transmisión y cambio del lenguaje. (*actitudinal*)

CONTENIDOS:

1. The nature of human language
2. Non-human communication systems
3. Semantics: The Meanings of Language
4. Morphology: Word structure and formation
5. Syntax: The sentence Patterns of Language
6. Social aspects of Language/Pragmatics
7. Minority languages
8. First Language Acquisition
9. Second language acquisition
10. Brain and language

METODOLOGÍA

La metodología es una metodología participativa en la que las temáticas serán desarrolladas primordialmente por la persona docente, con participación activa de las personas estudiantes, quienes trabajarán de forma colaborativa en el estudio de todos los temas por desarrollar.





Por otra parte, se importante recalcar que, si bien este curso es basado en contenidos, se insistirá en el componente lingüística y, por tanto, se evaluará en todas las tareas/presentaciones: gramática, puntuación, coherencia, pronunciación, fluidez y vocabulario.

Solamente se permitirá reemplazar las tareas asignadas con una justificación médica la cual debe ser presentada a más tardar 5 días hábiles después de que la persona estudiante se reintegre al curso (Ver apartado de Reglamentos abajo).

ACTIVIDADES

Aunque la persona docente estará a cargo de explicar en detalle los conceptos principales de cada contenido, las personas estudiantes participarán activamente en las discusiones y llevarán a cabo investigaciones cortas acerca de algunos de los temas; realizarán tareas en clase y presentaciones grupales.

Papel de la persona estudiante: Se espera que cada persona estudiante realice la lectura del material asignado *antes* de cada clase, pues esto le permitirá realizar preguntas aclaratorias acerca de cada tema, a fin de poder realizar las tareas asignadas. Asimismo, se deberá trabajar en grupos en los cuales las tareas deben ser realizadas en equipo (o sea, **no se trata solamente de colocar diferentes partes sobre un tema sino de realizar las investigaciones y tareas de forma conjunta**). La evaluación se hará de manera individual, por lo que cada persona estudiante deberá tener participación comprometida comprobada. Finalmente, para garantizar la participación del estudiantado en todos los temas estudiados, deberán redactar preguntas sobre cada una de las presentaciones orales grupales *in situ*.

Papel de la docente: La persona docente, como experta en el tema, llevará a cabo presentaciones para cada tópico donde explicará los conceptos básicos. Asimismo, asignará tareas concretas de comprensión de lectura o de resolución de problemas sobre cada tema, así como también investigaciones sobre temáticas específicas.

Componente ético: Durante cada sesión se procurará la reflexión acerca de las interrelaciones entre cada aspecto del lenguaje y los procesos de adquisición/enseñanza de una lengua desde una perspectiva ética, lo cual será un eje transversal del curso.

EVALUACIÓN:

La evaluación es formativa y sumativa, como se describe a continuación:

Formativa: Para cada tarea/presentación oral, las personas estudiantes aprenderán a través de los procesos investigativos grupales donde se fomentará el trabajo en equipo.





Sumativa: La nota del curso derivará de las siguientes tareas:

ASSIGNMENT	PERCENTAGE
Oral Presentation #1: Non-human communication system Students are given a topic to research and present on in small groups	15%
Assignment #1: Pair work: <i>Semantics</i> (problem-solving and key concepts; essay-type of questions).	5%
Assignment #2: Pair work: <i>Morphology</i> (problem-solving and key concepts; essay-type of questions).	5%
Assignment #3: Pair work: <i>Syntax</i> (problem-solving and key concepts; essay-type of questions).	10%
Oral presentation #2: <i>Minority languages in Costa Rica:</i> group research project on the minority languages found in Costa Rica: Malecu, Bribri, Cabecar, Buglé (also known as Guaimí or Ngäbe), Teribe (also known as Naso), Brunca/Boruca, Brörán (also known as Térraba), and Limonese Creole), geographic location, language status in terms of speakers, etc. to comprehend how languages change, weaken, and may even disappear as a result of socio-political processes.	15%
Oral presentation #3: <i>First Language Acquisition:</i> In small groups, students conduct a research project on child language development to observe how first and second language acquisition processes relate to one another.	15%
Oral presentation #4: <i>Brain & Language:</i> In small groups, students research the extent to which brain disorders inhibit/disrupt language development.	15%
Reactions for group presentations: for each topic presented, students will write a reaction following the format provided by the teacher, to be handed in <i>in situ</i> .	20% (5% per reaction sheet handed in)





NOTES:

- En las tareas que incluyen respuestas ampliadas tipo ensayo, así como en las investigaciones para realizar presentaciones orales, NO SE PERMITIRÁ el “plagio”; por tanto, las personas estudiantes deberán proporcionar sus propias definiciones de conceptos clave, o bien citar las referencias según los lineamientos establecidos en APA (*Ver lineamientos acerca del plagio en el apartado de Reglamentos abajo*).
- En caso de que la persona estudiante obtenga una nota de 6.00 o 6.50, tendrá derecho a hacer un examen de ampliación. Este examen será de toda la materia estudiada en el semestre. Si aprueba este examen, su nota final será de 7.00.

BIBLIOGRAFÍA OBLIGATORIA:

O’Grady, W., Archibald, J., Aronoff, M., and Rees-Miller, J. (2017). *Contemporary Linguistics: An Introduction*. (7th Edition). Massachusetts: Bedford, Saint Martin’s Press. (410.C761c7)

O’Grady, W., Archibald, J., Aronoff, M., and Rees-Miller, J. (2011). Chapter 17: Animal Communication. In *Contemporary Linguistics: An Introduction*. (6th Edition). New York: Bedford, Saint Martin’s Press. (pp.547-580) (Available on PDF format at the Language Lab)

NOTE: The Chapters to be read from these books will be available on the Mediacion Virtual platform as pdf files.

BIBLIOGRAFÍA COMPLEMENTARIA:

Lyons, J. (1981). *Language and Linguistics*. USA: Cambridge University Press.

Radford, A., Atkinson, M., Britain, D., Clahsen, H., and Spencer, A. (1999). *Linguistics: An Introduction*. United Kingdom: Cambridge University Press.

Yule, G. (2000). *The Study of Language*. USA: Cambridge University Press.

REGLAMENTOS

REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL, CAPÍTULO VI, artículo 24 De las normas de evaluación:

ARTÍCULO 24. Cuando la persona estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que la persona estudiante se reintegre normalmente a sus estudios. Son justificaciones: la





muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito. En caso de rechazo, esta decisión podrá ser apelada ante la dirección de la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en este Reglamento.

REGLAMENTO DE ORDEN Y DISCIPLINA DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE COSTA RICA

ARTÍCULOS 4 y 9. El plagio es una falta muy grave, según el Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica; de ser comprobada, se penaliza con suspensión del estudiante regular “no menor de seis meses calendario, hasta por seis años calendario”.

SCHEDULE OF ACTIVITIES	
Week 1: August 12	1. Teacher introduction and welcoming message 2. Presentation and approval of course syllabus and course policies 3. Introductory Motivational Videos about the origin of human language 4. Students' collaborative work: self-introductions and general questions about language and communication based on videos. 5. Reading assignments x next class: 1) O'Grady, Archibald, Arnoff, and Rees-Miller (2017), Chapter 1: Language: A Preview (p.1-15) 2) O'Grady et al. (2011); Chapter 16: Non-human Communication Systems (p. 547-580) 6. <i>Reading comprehension guidelines for Chapters 1 & 16</i>
Week 2: August 19	<i>Communication vs Human Language</i> • Introductory presentation by teacher on Human Language/Group work and discussion • Teacher introduction to animal versus human communication systems / distinguishing features • Oral presentation #1 (15%): In groups of three or four, students research on and prepare a presentation about a non-human communication system previously assigned.





	The presentation should include the distinguishing features present in each non-human communication system (refer to rubric and specific guidelines provided at the end of this document). DUE August 26
Week 3 August 26	<i>Non-Human Communication Systems</i> • Oral Presentation #1 DUE: Students present on non-human communication systems (collaborative work). (15%) • Reactions for Presentation #1: a written reaction based on the format provided by the teacher to be handed in <i>in situ</i>. • Reading assignment x next class: O'Grady et al. (2017), Chapter 6: Semantics: The Analysis of Meaning (p. 217-260). • <i>Reading comprehension guidelines for Chapter 6</i>
Week 4: September 2	<i>Semantics: How meaning is learned</i> • Teacher introductory activity • Presentation on Semantics, an introduction to key concepts • Assignment #1 (5%): Semantics: problem-solving and key concepts; essay-type questions). DUE September 9 • Reading assignment x next class: O'Grady et al. (2017). Chapter 4: Morphology: The Analysis of Word Structure (p. 121-165) • <i>Reading comprehension guidelines for Chapter 4</i>
Weeks 5 & 6: September 9 / 16	<i>Morphology: The Analysis of Word Structure</i> • Teacher introductory activity • Presentation on word formation processes • Practice on word formation • Assignment #1 DUE September 9 (5%) • Assignment #2 (5%): Morphology (problem-solving and key concepts; essay-type questions). DUE September 23 • Reading assignment x next class: O'Grady et al. (2017). Chapter 5: Syntax: The Analysis of Sentence Structure (p. 167-216) • <i>Reading comprehension guidelines for Chapter 5</i>





Weeks 7, 8 & 9: September 23 & 30; October 7	• Assignment #2 (5%): Morphology DUE September 23 <i>Syntax: phrase, clause, and sentence structure</i> • Teacher formal presentation on the topic • In-class exercises on tree structures for simple clauses • In-class exercises on tree structures for simple sentences, complex sentences, complementizers, and movement • Assignment #3 (10%): Syntax (problem-solving and key concepts; essay-type of questions). DUE October 14 • Reading assignment x next class: O'Grady et al. (2017). Chapter 13: Language in Social Contexts (p. 483-530) • Reading comprehension guidelines for Chapter 13
Week 10 October 14	<i>Sociolinguistics/Pragmatics</i> • Teacher's initial presentation • Group work based on discussion questions • Minority languages • Assignment #3 DUE: Syntax (10%) • Oral presentation #2 DUE October 21: Minority languages in Costa Rica (15%): In groups of 3 or 4, students research on the minority languages found in Costa Rica (Malecu, Bribri, Cabecar, Buglé (also known as Guaimí or Ngäbe), Teribe (also known as Naso), Brunca/Boruca, Brörán (also known as Térraba), and Limonese Creole), and prepare a 15-minute presentation where they highlight the socio-cultural groups who speak them, approximate geographic location, number of speakers, language status within the community/outside, language family, basic morpho-phonological and syntactic features and refer to sociolinguistic aspects of the target language.
Week 11 October 21	• Oral presentation #2 DUE: Minority languages in Costa Rica (15%) • Reactions for Presentation #2: a written reaction based on the format provided by the teacher to be handed in <i>in situ</i>. • Reading Assignments x next class: • O'Grady et al. (2017). Chapter 10: Second Language Acquisition (p. 389-423).





	- O'Grady et al. (2017). Chapter 9: First Language Acquisition (p. 447 - 388) Reading comprehension guidelines for Chapters 10 & 9
Week 12: October 28	<i>First and Second Language Acquisition</i> - Teacher's initial presentation - Motivational videos on FLA - Group work based on discussion questions Oral presentation #3 (15%): In groups of three or four, students conduct a study wherein they observe the natural language development process by at least 3 children between ages 2 and 5 (refer to rubric and specific guidelines provided at the end of this document). DUE November 11
Week 13: November 4	Students work on the FLA project
Week 14: November 11	- Students- presentation on FLA DUE (15%) Reactions for Presentation #3: a written reaction based on the format provided by the teacher to be handed in <i>in situ</i>. - Reading Assignment x next class: O'Grady et al. (2017). Chapter 12: Brain and Language (pages 455-481) <i>Reading comprehension guidelines for Chapter 12</i>
Week 15: November 18	<i>Brain and Language</i> - Teacher presentation on Brain and Language Oral presentation #4 (15%): Brain and Language. In groups of three or four, students do research and prepare a presentation about brain disorders that result in language impairment (aphasia, language savants; SLI; dyslexia; dysgraphia; agrammatism). Refer to specific guidelines and evaluation rubric at the end of this document. DUE November 25
Week 16: November 25	Oral presentation #4 DUE: Brain and Language (15%) Reactions for Presentation #4: a written reaction based on the format provided by the teacher to be handed in <i>in situ</i>.





General Guidelines for Oral Presentations

Students will work in groups of three or four (depending on the size of the class) and they will prepare a 15 or 20-minute formal presentation on a topic previously assigned in class. For the presentation, students shall use **not only the information provided in the reading assigned** for each topic; they need to go beyond the basic reading to research the topic assigned and will provide well-supported data to develop each topic (specific details are indicated for each presentation depending on the topic).

Grades will be given **on an individual basis**, even if all oral presentations are conducted in groups.

On the other hand, and though the content is central in students' presentations, linguistic skills such as grammatical structure, vocabulary, pronunciation and fluency will constitute an important portion of your grade.

The APA format must be used for references and citations. Grades will be assigned on an individual basis, although the presentations should be designed as a group.

Oral Presentation # 1: Non-Human Communication (15%) **DUE on August 26**

Each group will be assigned a non-human communication system/phenomenon to present on. In addition to getting information on the topic assigned from the reading included in the course anthology, **students must research on their own** to provide a detailed description of the communication system assigned. They will design a formal presentation to make it more interesting and easier to follow, NOT TO READ FROM! The audio-visual material designed shall be free from grammatical and spelling mistakes; hence, they must be thoroughly checked **before** the presentation is due. Pictures and short video clips might be used to *support* the presentation if needed (not to replace it!). Student participation should be balanced among group members.

Each presentation must include the following sections:

- 1) **Introduction:** the communication system/phenomenon assigned is introduced by providing relevant background information.
- 2) **Development of the topic:** Development of the topic through extensive well-supported information, the definition of key concepts, and any other materials required for a thorough understanding (videos, pictures, graphs, etc.)
- 3) **Conclusion:** arguments on whether the communication system described evidences human language features and why are thoroughly discussed.





Evaluation Rubric: Non-Human Communication Systems/phenomenon (15%)			
Aspect Evaluated	Value	Points Obtained	Comments
Content Development: Students properly develop the topic by providing accurate thorough well-supported arguments, definitions, and concrete examples. APA citation format is used.	45 points		
Grammatical form: The audio-visual material used, and the presentation are free from grammatical mistakes. The sentence patterns used include compound and complex sentences.	30 points		
Fluency: The student makes correct use of segmental and suprasegmental features throughout the presentation.	15 points		
Vocabulary: The student uses appropriate technical and advanced vocabulary to develop the topic assigned. He/she does not hesitate in search for words to develop ideas.	10 points		





Oral Presentation #2: Minority Languages in Costa Rica (15%) Due October 21

Each group will be assigned a minority language to research and present on. Presentations will be 10 to 15-minutes long.

Power Point Presentations or other audio-visual materials are to be used as a way to make your presentation more interesting and easier to follow, NOT TO READ FROM! The material shall be free from grammatical and spelling mistakes; hence, they must be thoroughly checked before the presentation is uploaded. Pictures and graphs might be used *to support* the presentation, if needed. Student participation should be balanced among group members.

Each presentation must include the following sections:

- 1) Introduction: general information about the socio-cultural group that speaks the minority language assigned (name; geographic location, population, etc.).
- 2) A brief description of the language structure (language family, morpho-syntactic and phonological properties) and a thorough description about the actual status of the language within the target community.
- 3) Conclusion: A concluding statement regarding the vitality of the language described and possible efforts to revitalize and maintain it, as well as an academic opinion on our poor knowledge about minority languages in Costa Rica.

Evaluation Rubric: Minority Languages (15%)			
Aspect Evaluated	Value	Points Obtained	Comments
Content Development: Students thoroughly present the topic at hand by specifying the community (ies) where the language is spoken, geographic location, internal structure of the language, and language status (socio-linguistic aspects); proper use of the APA citation format is used	45 points		
Grammatical form: The presentation and audio-visual materials are free from grammatical mistakes. The sentence patterns	30 points		





used include correct compound and complex sentences.			
Fluency: The student makes correct use of segmental and suprasegmental features throughout the presentation.	15 points		
Vocabulary: The student uses appropriate technical and advanced vocabulary to develop the topic assigned. He/she does not hesitate in search for words to develop ideas.	10 points		





Oral Presentation #3: Child Language Development (15%) **DUE November 11**

In groups of three or four students, analyze the acquisition of one or several language components (phonology, syntax, morphology, semantics, pragmatics) in speech by three to five children of comparable ages.

To conduct this research project, students must read the chapter on first language acquisition to identify the normal developmental patterns through which children acquire their L1. If needed, they shall read beyond the course reading material.

Once you are knowledgeable about the FLA process, choose the topic which you would like to observe in the child data:

- a) Phonology: the acquisition of a specific phoneme, the acquisition of phonological processes such as reductions and deletion, etc.
- b) Syntax: MLU (Mean Length of Utterance per Morpheme), word order patterns, information questions, complex structures, use of connectors, etc.
- c) Semantics: use or perception of the meaning of various words, concepts, expressions, etc. (this topic is more appropriate for children younger than four)
- d) Morphology: conjugation of verbs, adjectives, nouns, pronouns, articles (subject-verb and number agreement); formation of new words.
- e) Pragmatics: appropriateness in the use of idiomatic expressions, sayings, etc.

The analysis must be thorough to include multiple instances of that component. Students might combine two or more of the processes described above.

Once you decide on the topic(s) to be analyzed, design the instruments needed to collect the data for the analysis; you might use a naturalistic approach (i.e., observation of natural interaction) or an experimental approach (i.e., tasks designed to assess a specific linguistic component). You will coordinate this with your teacher well **before** the data collection takes place.

Now, find a group of at least three children of comparable ages to collect the data from (preferably children younger than 6). The children might be younger siblings, cousins, nieces and nephews, or other relatives or friends. If you look for children in a formal context such as a daycare center, make sure that you design a proper *consent form*, as required. To ensure validity, and if possible, include boys **and** girls.

Once you have the group of children, schedule at least two sessions (at least 20 minutes each; the sessions should include all the children at the same time or smaller sub-groups) wherein you will collect the data by using the instruments previously designed.

After the data are collected, prepare a 20-minute oral presentation to present your findings to the class. Rely on the use of any audio-visual materials to portray the information (e.g., PP Presentation, videos, audio recordings, etc.).





Each presentation must include the following sections:

- 1) Introduction: A formal description of the acquisition of the linguistic component selected (e.g., how is word order normally acquired by Spanish-speaking children?; what deletion processes are used by young children?, etc.).
- 2) Methodology:
 - a. Subjects and Context: a thorough description of the setting in which the data were collected as well as of the participating children (number, ages, gender, etc.).
 - b. Data collection: a thorough description as to *how* the data were obtained (i.e., the instruments used) and how they were analyzed.
- 3) Results: a thorough analysis of the data obtained based on the topics studied on FLA (e.g., stage of acquisition, patterns, violations of rules, evidence of learning, etc.)
- 4) Conclusion: A concluding statement regarding what you learned from this research project.

Evaluation Rubric: First Language Acquisition (15%)			
Aspect Evaluated	Value	Points Obtained	Comments
Content Development: Students properly present the findings by providing a clear introduction to the topic, definition of key concepts, concrete examples from the data collected, and arguments supported not only through the data analysis but also through theoretical information.	45 points		
Grammatical form: The audio-visual material used, and the presentation are free from grammatical mistakes. The sentence patterns	30 points		





used include compound and complex sentences.			
Fluency: The student makes correct use of segmental and suprasegmental features throughout the presentation.	15 points		
Vocabulary: The student uses appropriate technical and advanced vocabulary to develop the topic assigned. He/she does not hesitate in search for words to develop ideas.	10 points		





Oral Presentation #4: Brain and Language (15%) **DUE November 25**

In groups of three or four students, you will be assigned a language or cognitive impairment (e.g., Language Savants, Aphasia, etc.) to analyze how language is represented in the human brain and how lesions to any area of the brain result in language impairment. Presentations will be 15 minutes long.

To conduct this research project, you must read the chapter on Brain and Language and research about the language or cognitive impairment assigned.

Power Point Presentations are to be used as a way to make your presentation more interesting and easier to follow, NOT TO READ FROM! The Slides shall be free from grammatical and spelling mistakes; hence, they must be thoroughly checked before the presentation is uploaded. Pictures and short video clips might be used *to support* the presentation if needed. Student participation shall be balanced among group members, and each student must talk for **at least 6 minutes in total**.

Each presentation should include the following sections:

- 1) Introduction: A formal description of the language or cognitive impairment/phenomenon assigned.
- 2) Concrete examples to illustrate the language or cognitive impairment/phenomenon described.
- 3) Conclusion: A concluding statement regarding what you learned about how language is distributed throughout the human brain.

Evaluation Rubric: Brain and Language (15%)			
Aspect Evaluated	Value	Points Obtained	Comments
Content Development: The student properly presents the topic at hand by giving relevant definitions, concrete examples, and data provided in the theoretical information and the literature reviewed. APA citation format is used	45 points		
Grammatical form: The	30 points		





presentation is free from grammatical mistakes. The sentence patterns used include compound and complex sentences.			
Fluency: The student makes correct use of segmental and suprasegmental features throughout the presentation.	15 points		
Vocabulary: The student uses appropriate technical and advanced vocabulary to develop the topic assigned. He/she does not hesitate in search for words to develop ideas.	10 points		

