

# STUDII ȘI ARTICOLE / STUDIES AND ARTICLES

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## LEARNING BUSINESS SPANISH WITH THE USE OF A COLLABORATIVE EXERCISE

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### Abstract

*This paper illustrates a collaborative learning instrument that can be used in any Spanish as a Foreign Language program. The authors recommend the use of the exercise in a classroom with students who already have an intermediate proficiency or better in Spanish. The instrument simulates a market where students become buyers and sellers of different commodities. Students use various learning and linguistic/marketing negotiation skills to master basic business concepts in Spanish. As students have to read, take notes and communicate orally to complete their trading transactions, they are able to practice Spanish in different ways by writing, speaking, and reading. The instrument presented offers participants a highly integrated method of learning a particular vocabulary set in a communicative manner.*

**Keywords:** *a collaborative learning instrument, Spanish as a Foreign Language program, learning and linguistic/marketing negotiation skills.*

### Rezumat

*În articol, este prezentată o metodă de învățare în colaborare a limbii spaniole ca limbă străină. Autorii recomandă întrebuintarea ei la orele de limbă spaniolă, cu studenții care au deja un nivel intermediar sau chiar avansat de cunoaștere a acesteia. Metoda dată se bazează pe simularea comunicării într-un magazin, în care studenții au atât rolul vânzătorilor, cât și cel al cumpărătorilor. Ca să participe cu succes la această comunicare, studenții trebuie să posede atât competențe de ordin lingval, cât și competențe legate de negocierea comercială. După cum ei trebuie să citească, să facă notițe și să comunice oral în acest caz, ei trebuie să facă apel la limba spaniolă orală și scrisă. Metoda în cauză le oferă studenților o posibilitate excelentă de a învăța un vocabular interactiv, axat pe domeniul comerțului.*

**Cuvinte-cheie:** *metodă de învățare în colaborare, spaniola ca limbă străină, competențe de ordin lingval, competențe legate de negocierea comercială.*

### Introduction

With the increasing enrollment of students in Spanish programs in higher education, Spanish is among the fastest growing programs in post secondary education. Spanish programs aim to help non-native Spanish speakers, heritage-speakers and native speakers, learn and improve their use of the language and

provide them with the skills to succeed in and function in a Spanish-speaking community. Although Spanish programs bring together students from different backgrounds, many of these students are not very familiar with the Spanish language and Hispanic cultures. Successful Spanish curricular designs attempt to address these students' needs to ensure proper inclusion into the new environment.

While some discussions about learning a second language focus on the factors - individual, social, and cultural - that affect students' learning, little emphasis is given to teaching methodologies that would allow proper inclusion into the new environment<sup>1</sup>. These contextual factors have been broadly discussed in the literature but teaching methodologies need to be discussed and considered from the perspective of the language, the learner, and the learning process<sup>2</sup>. This paper discusses these perspectives as they relate to teaching Spanish language students who will pursue a career in Spanish. The focus is placed on an example of collaborative learning and its positive effect on the learning of the students.

#### Literature Review

Teaching Spanish requires the ability to combine many different elements that address the learning styles, skill levels, cultural background and specific learning objectives of each individual<sup>3</sup>. Teachers can use a variety of techniques, grouping strategies and a selection of self-access materials to help all learners be successful, comfortable, and productive for each class meeting<sup>4</sup>.

Individual capacity for learning languages has been debated. Some researchers believe that all learners have the same capacity to learn a second language because they have learned a first language<sup>5</sup>. Others assert that the ability to recognize and internalize foreign sounds may be unequally developed in different learners<sup>6</sup>. Nonlinguistic factors related to an individual's personality and learning goals could influence achievement in mastery of foreign language. Attitude toward the target language, culture, native speakers, and motivation for learning can all support or impede foreign language skills development<sup>7</sup>.

While teaching a foreign language, teachers should realize that learners differ from one another in significant ways. Learners begin with varying degrees of competence and then progress at different rates in each of the language skills: listening, speaking, reading, and writing<sup>8</sup>. Other factors that add to diversity in the classroom and to rate of progress in learning foreign language are the type and amount of a learner's previous education, their learning style preference, learner expectations of appropriate classroom activities, and the culture, religion, sex, and age of each learner<sup>9</sup>. Furthermore, it deserves mention that the number one purpose students cited for going to college in a 1999 Chronicle of Higher Education article was to make more money<sup>10</sup>. Couple that finding with Jernigan's observation that roughly 60% of her language students cited future work and career possibilities as their motivation in learning a foreign language, and one must look at the possibility that courses labeled as "Spanish for Specific Purposes" are a sound investment of time and resources<sup>11</sup>.

Research has shown that individuals vary greatly in the ways they learn a foreign language<sup>12</sup>. Some learners are more analytically oriented and thrive on picking apart words and sentences. Others are more globally oriented, needing to experience overall patterns of language in meaningful contexts before making sense of the

linguistic parts and forms<sup>13</sup>. Some learners are more visually oriented, kinesthetic learners learn better when they are involved in doing things, some prefer to learn by reading and writing, and others more geared to auditory forms of learning<sup>14</sup>.

One of the most effective teaching strategies for the learning of Spanish (or any language, for that matter) involves collaborative learning where students work together as a group to perform a task<sup>15</sup>. Collaborative learning has been strongly advocated and used to promote educational goals in a variety of college disciplines<sup>16</sup>. By definition, collaborative learning requires students to work together in small groups to analyze, criticize, discuss, solve study problems and actively participate in the classroom instead of simply taking notes<sup>17</sup>.

It has been recognized that collaborative learning enables students to: (1) improve communications with other students and the students' learning<sup>18</sup>; (2) increases individual motivation and critical thinking<sup>19</sup>; (3) enables more positive student relationships<sup>20</sup>; and (4) promotes higher achievement, positive interdependence and a healthier psychological environment than any other classroom method<sup>21</sup>. Citing Ernst's research (1994), Weissberg suggests that not only is collaborative learning in a foreign or second language classroom effective for student learning with the task at-hand, but the social skills developed, such as learning how to break into a conversation, how to invite others to the discussion, how to disagree or change a topic are not skills that are readily acquired through textbook or teacher-centered learning; these are socio-cultural linguistic areas that must be explored by individual students on their own<sup>22</sup>.

A particular area of difficulty for many foreign language educators is the design of activities whose function is to improve or broaden lexical dexterity: vocabulary exercises. As Coady and Huckin (1997) and Weissberg (2001) point out, roughly 30 years have gone by since the advent of communicative language teaching; yet many classes are designed around the teacher-fronted, whole-class model of education. Furthermore, Nation and Newton (1997) demonstrate that 87% of text coverage is dedicated to the 2000 highest frequency words in most cases and that of the 2,800 or so academic or technical terms they sifted through only receive 11% of a standard text's coverage. This makes sense at the elementary level as students are learning the language in a universal and holistic way. But, for students looking to delve deeper into a particular area of technical vocabulary in their field, and for the teachers looking to teach it to them, there is very little in the way of pedagogical or methodological research.

This paper has been prepared with the hope that the collaborative technique presented can be adopted and adapted to suit personal style preferences as well as lexical or grammatical needs. The technique proved to be very enjoyable for English as the Second Language course participants, and provided them with a new and exciting way to further develop their English skills in a setting dedicated to their professional interests. This course was offered in English as a Second Language at Marshall University in 2004. An example of collaborative learning that can be used in the Spanish classroom is demonstrated in the next section.

#### A Collaborative Exercise

The class is divided into six families who act both as sellers and buyers. The names of families are presented in Table 3. We chose the following names:

Bill/Guillermo, Linda/Linda, George/Jorge, Barbara/Bárbara, Robert/Roberto and Nancy/Andrea. Each student is randomly assigned to a family. If class has more than six students, then two or more students can be assigned to a family.

At the beginning of the game, instructions are distributed to each family in the form of a general information sheet (Table 1) and supply/demand sheets (Table 2). The general information sheet is presented in a written form to all participants. The written form allows students to “warm up” and slowly prepare themselves for the collaborative activities where they will be orally practicing and learning basic business concepts in Spanish.

We recommend that a general instruction sheet in English be distributed to those classes with students who don't have knowledge of Spanish. A copy of this sheet is presented in Table 1. Those groups of students who possess at least an intermediate level of Spanish language knowledge are recommended to read instructions in Spanish. The Spanish version is also presented in Table 1 (see Appendix A, Table 1).

The instructions quoted in Table 1 are sufficient for the players to start their selling and buying transactions. Players learn that their obligation is to meet their family demands by selling their commodities to the other market participants and buying other commodities from them. Each family is also given a list of the items available to trade and items that are needed. An example of a list for the Bill family is presented in Table 2 (see Appendix A, Table 2):

The Bill Family has ducks, geese, horses, donkeys, pigs, and dogs to trade away for chickens, roosters, cows, mules, pigeons and cats. The Bill Family does not know the relative value of these animals in the overall market. The supply and demand characteristics of the market set the price of goods, not relative size or preconceived notions. The players do not receive any information about the market conditions other than their individual buying or selling orders.

In addition to providing players with lists of needed and available items, each player is also given a quantity of money. Money is introduced for price discovery. Enough currency should be given in bills of adequate denomination to assure that there is not a liquidity problem or a deflation in the market. The amount of currency used should be in proportion to the amount of goods added. Nevertheless, it is better to have too much currency than too little at this stage. The currency should be in some obviously fictitious unit, like Ecos or Bozos, so that players will have no preconceived notions concerning value. The use of money as a unit of account not only conveys information about the relative supply and demand of a given trading item, but it can greatly simplify the accounting necessary to provide an accurate record of trading. An example of an ECOS money sheet is attached at the end of the Appendix B.

Since the goal of trading is wealth maximization, each trading family tries to get as many "things" as possible. For example, the Bill family needs 20 ducks, but it would be better for this Trader to have 30 or 40 ducks. The more "things" that the Bill family can get the richer the family will be. One thing that the Bill family does not want to do is to finish the trading period with any ducks, geese, horses, donkey, pigs or dogs left over. These were items that the Bill family wanted to trade away, and it would be inefficient to take them back out of the market. All items brought into the market should be traded away for other "things."

At the beginning of the experiment, a short period is allowed to answer general questions and to review the instructions before trading begins. After the families have a chance to make sure they understand the instructions, the game is started. When the market opens, families start to make deals with other trading families to complete transactions consistent with each family's supply of goods and specified needs. Everyone is free to circulate and make trades at any time. Students communicate orally in the target language, Spanish in this case, to complete their trading tasks. Trading continues until the close of the market is announced by the instructor. At the end of the trading session, each trading family reports what "things" it has, including items successfully traded for and items not yet traded away (see Appendix A, Table 3).

Determination of the success or failure of each family occurs when families can be identified as winners or losers by determining whether or not they were able to meet their needs. A family who collects all the needed items, and maybe extras, wins over families who cannot meet their basic needs. The increase in profits can also be considered as one of the elements of a winning position. At the end of the game, the transactions for each trading family and for the total market are presented so that the families are able to observe how their behavior affected other trading families. Examples of the Individual Trading Sheets and the Master Market Matrix are presented in the Table 3 and Table 4 respectively (see Appendix A, Table 3 and Table 4):

Interaction within the group and between groups plays a very important role in increasing effectiveness of the Spanish language learning. Oral interaction can be enhanced by assigning roles. Students with lower levels of Spanish proficiency might work in pairs with those students who are more proficient to develop and generate a joint work effort within trading families.

Students in a trading family are responsible for keeping accounting, looking for trades and asking while trading to ensure that all commodities are purchased and sold. The larger the group the more difficult the task may become. However, it is possible to assign roles and then change these roles after twenty minutes of play so that every student has a chance to practice and experience different linguistic and market strategies within the game context.

In summary, the game is primarily a learning experience that can help the Spanish and prospective business students practice some basic business concepts through their own involvement. Its strength derives from the fact that students learn the language by actively participating in a collaborative exercise that imitates the real market situation. The group interaction and collaboration produces role-playing situations that involve the Spanish students who learn by discovery and practice while working in groups.

The collaborative game provides an excellent and enjoyable learning environment where the Spanish students particularly, business students, practice Spanish. Students are able to practice the basic trading phrases, numbers of commodities traded, the names of commodities that are traded, market-specific terms such as "surpluses", "equilibrium", "commodity", expressions of courtesy and politeness and general conversational Spanish as well.

The collaborative exercise presented generates experiences that lead the Spanish students to more sophisticated and relevant inquiry, and language practice.

Students' observations and their abilities to connect the real-world analogies to the exercise events, lead to an easier and more efficient language learning environment. The student's involvement helps retain the experience and provides a powerful technique that increases student's interest and understanding of the basic business concepts that are expected to learn and master Spanish.

The use of collaborative techniques in the Spanish language classroom results in greater student involvement, motivation and interest than do more traditional individual learning activities. It helps students integrate ideas, develop mastery of the concepts and terms that they are expected to learn. The other importance of the collaborative instrument is its effect on the social and cultural setting in which learning takes place. Games allow participants to learn and practice skills such as decision-making, allocation of resources, persuasion, influence-resisting among other participants and most important oral communication. The instrument offers participants a very integrated method of learning foreign language. Perhaps a separate instrument testing student acquisition of the marketing vocabulary to measure the effectiveness of our activity would be a helpful one. A simple pre- and post-activity vocabulary quiz would serve as a rough measure of the success of the instrument we here present.

#### Conclusion

To better serve American students who want to learn Spanish and as colleges and universities continue to experience high demand for Spanish programs, the institutions have to offer programs and services that maintain quality courses of study. This paper has focused on the Spanish instrument from the perspective of the language, the learner, and learning process by emphasizing collaborative and active learning techniques. Successful foreign language programs must continue to address the evolving needs of students through the implementation of sound and effective teaching instruments. Spanish classroom lessons need to be structured to take advantage of individuals' experiences and areas of expertise and must foster interaction between the students. An active collaborative learning event offers students the opportunity to develop both fluency in the target language and familiarity with everyday culture, which would be valuable to teachers of foreign languages at all educational levels.

#### Notes

<sup>1</sup>Bell, 1991.

<sup>2</sup>Adger et alii, 1995.

<sup>3</sup>Wrigley et alii, 1992; Jernigan, 2001.

<sup>4</sup>Santopietro, 1991.

<sup>5</sup>Holt, 1995.

<sup>6</sup>Jordan, 1992.

<sup>7</sup>Wrigley et alii, 1992; Jernigan, 2001.

<sup>8</sup>Bell, 1991.

<sup>9</sup>Tarvin et alii, 1991.

<sup>10</sup>Moser, 2001.

<sup>11</sup>Jernigan, 2001.

<sup>12</sup>Graham, 1994.

<sup>13</sup>Rabideau, 1991.

- <sup>14</sup>Shank, 1993.  
<sup>15</sup>Berry et alii, 1992; Weissberg, 2001.  
<sup>16</sup>Maier et alii, 1994.  
<sup>17</sup>Wrigley et alii, 1992.  
<sup>18</sup>Rosow, 1990; Morley, 1991.  
<sup>19</sup>Tarvin et alii, 1991.  
<sup>20</sup>Adger et alii, 1995.  
<sup>21</sup>Johnson et alii, 1989; Maier et alii, 1994.  
<sup>22</sup>Weissberg, 2001.

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## Appendix A

Table 1: *General Instruction Sheet*

The detailed rules of the game in which you are involved are given in the attached material. There is information which is specifically addressed to you. A few general rules are as follow:

1. Today we are going to set up a market in which you are buyers and sellers. After reading the instructions and reviewing your specific information, the instructor will give you a chance to ask any questions you might have. Then we will begin the trading process.
2. Please do not discuss the game with anyone until the instructor informs you that you may legitimately do so. The information which each player has and does not have about other buyers and sellers is an important variable in the structure of the game. You may alter the entire situation by a chance remark. You are not supposed to reveal your information to any other family unless you have a particular reason for doing so.
3. Please continue with the game until it is over.
4. Please be careful and take seriously every move you make while buying and selling.



5. Take as much time as you need in making your move, but try to meet the deadline which is indicated by the instructor during the game.
6. You are in control of your family with the other members. There are five other families who similarly are involved with buying and selling, each with a name specified on its supply/demand sheet.
7. You are given a list of items that you have to trade and need to obtain and money that you need to use while buying in order to meet your demands. You have an obligation to do as well as you can for your family, and try to amass as much wealth as possible. Your effectiveness is measured by how much you meet your family's demand by raising your wealth, and by getting at least as a good price for your commodities as other players operating in the same market.
8. The first column of your supply/demand sheet indicates the items that you have available for trading purposes. Column two indicates what you must obtain to reach the consumption goals of your family. You are expected to try to reach this consumption goal by trading the items you have available.
9. When the market opens, you may proceed with trading. Single transactions are completed when two traders agree on the terms of an exchange. As soon as you complete a transaction, report your transaction to other members of your group so that you will know how much you still need and how much you have left to trade in order to meet your needs. You then continue to complete new transactions in accordance with your needs. You are expected to complete all transactions within 30 minutes.
10. After the market is closed, the instructor will determine and report whether all families have represented their families more or less successfully based on your reports.
11. You cannot use violence or intimidation to affect a trade and you are not allowed to trade any fractional units of goods; you must trade whole units.
12. You need to develop your own techniques of information gathering, accounting, price discovery and terms of communication.
13. You will be informed when the market ends by your instructor. If there are no questions, the market is open.

**Table 1 (Continues): *Hoja de instrucciones general***

Las reglas detalladas del juego en el que estás involucrado se dan en el material adjunto. Hay información destinada específicamente a ud. Algunas reglas generales siguen aquí:

1. Hoy vamos a establecer un mercado donde uds. son compradores y vendedores. Después de leer las instrucciones y revisar alguna información específica, el instructor las dará una oportunidad de hacer preguntas. Luego comenzamos el proceso de negociaciones.
2. Por favor, no discutan el juego con nadie hasta que el profesor les diga que se puede. La información que cada participante tiene o que no tiene es un componente variable importante en la estructura del juego. Se puede cambiar la situación completamente por un comentario al azar. No se debe revelar su información a cualquier otra familia a no ser que tenga una razón por hacerlo.
3. Por favor continúe hasta que el juego termine.

4. Por favor tenga cuidado y tome muy en serio toda decisión que tome al comprar y vender.
5. Tome todo el tiempo que necesite en hacer sus jugadas, pero intente limitarse al tiempo dado por el profesor.
6. Ud. está en control de su familia junto con los otros miembros. Hay cinco familias más que están igualmente involucrados en el comprar y vender, cada una con su nombre puesto en la hoja de exigencias y provisiones.
7. Ud. recibe una lista de cosas que tiene y que necesita obtener además de dinero que tendrá que utilizar para comprar o negociar sus necesidades. Ud. tiene una obligación de hacer lo más que pueda para su familia y de aumentar toda la riqueza posible para ella. Su efectividad se mide por cuánto ud. puede alcanzar todas las exigencias de su familia, por cuánta riqueza puede amasar y por el precio que ud. pudo negociar en sus compras, comparado con el precio que otros pagaron en el mismo mercado.
8. La primera columna de su hoja de exigencias/provisiones indica las cosas que ud. tiene disponible para negociar. La segunda columna indica qué necesita obtener para alcanzar las metas de consumo de su familia. Se espera que ud. intente alcanzar esta meta de consumo negociando las cosas que tiene disponible.
9. Cuando abra el mercado, puedo comenzar a hacer sus negociaciones. Transacciones individuales se completan cuando dos negociantes se ponen de acuerdo en los términos del negocio. Cuando se complete el negocio, cuénteles del negocio a los demás miembros de su familia para que todos sepan cuánto más necesitan y cuánto más queda para negociar para alcanzar las metas de su familia. Luego sigan negociando según sus necesidades. Deben terminar todas las transacciones en 30 minutos.
10. Luego de cerrar el mercado, el profesor determina y reporta si todos los grupos han representado a sus familias con éxito o no, según los reportes de uds.
11. No se puede intimidar o usar violencia para efectuar un cambio y no se puede cambiar parte o fracción de cosas: sólo cosas íntegras.
12. Ud. necesita desarrollar sus propias técnicas de amasar información, contabilidad, descubrimiento de precios y términos de comunicación.
13. El profesor les informará cuando el mercade cierre. Si no hay preguntas, el mercado está abierto.

**Table 2: *The Individual Trading Sheet***

THE BILL FAMILY				
TO TRADE			NEEDS	
DUCK	20		CHICKEN	18
GOOSE	12		ROOSTER	60
HORSE	15		COW	6
DONKEY	12		MULE	6
PIG	24		PIGEON	40

DOG	12		CAT	30
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**Hoja de comercio individual**

La familia Guillermo			
TIENE PARA NEGOCIAR		NECESIDADES	
PATO	20	POLLO	18
GANSO	12	GALLO	60
CABALLO	15	VACA	6
BURRO	12	MULA	6
CERDO	24	PALOMA	40
PERRO	12	GATO	30

**Table 3: The Individual Trading Sheets**

THE BILL FAMILY				THE LINDA FAMILY			
TO TRADE		NEEDS		TO TRADE		NEEDS	
DUCK	20	CHICKEN	18	DUCK	15	CHICKEN	18
GOOSE	12	ROOSTER	60	ROOSTER	20	GOOSE	6
HORSE	15	COW	6	COW	30	HORSE	4
DINKEY	12	MULE	6	DONKEY	12	MULE	6
PIG	24	PIGEON	40	PIG	24	PIGEON	40
DOG	12	CAT	30	CAT	9	DOG	12

  

THE GEORGE FAMILY				THE BARBARA FAMILY			
TO TRADE		NEEDS		TO TRADE		NEEDS	
DUCK	15	CHICKEN	24	CHICKEN	12	DUCK	60
GOOSE	8	ROOSTER	60	ROOSTER	20	GOOSE	6
HORSE	8	COW	4	COW	18	HORSE	3
MULE	12	DONKEY	4	DONKEY	8	MULE	4
PEAGON	100	PIG	32	PIGEON	100	PIG	48
CAT	30	DOG	16	DOG	16	CAT	30

  

THE ROBERT FAMILY				THE NANCY FAMILY			
TO TRADE		NEEDS		TO TRADE		NEEDS	
CHICKEN	9	DUCK	60	CHICKEN	9	DUCK	80

ROOSTER	30	GOOSE	9	ROOSTER	30	GOOSE	90
HORSE	20	COW	10	COW	12	HORSE	30
MULE	15	DONKEY	6	DONKEY	8	MULE	4
PIG	16	PIGEON	60	PIG	16	PIGEON	60
DOG	12	CAT	40	CAT	20	DOG	12

**Table 3 (Continues): Las hojas de comercio individuales**

LA FAMILIA GUILLERMO				LA FAMILIA LINDA			
TIENE PARA NEGOCIAR		NECESIDADES		TIENE PARA NEGOCIAR		NECESIDADES	
PATO	20	POLLO	18	PATO	15	POLLO	18
GANSO	12	GALLO	60	GALLO	20	GANSO	6
CABALLO	15	VACA	6	VACA	30	CABALLO	4
BURRO	12	MULA	6	BURRO	12	MULA	6
CERDO	24	PALOMA	40	CERDO	24	PALOMA	40
PERRO	12	GATO	30	GATO	9	PERRO	12
LA FAMILIA JORGE				LA FAMILIA BÁRBARA			
TIENE PARA NEGOCIAR		NECESIDADES		TIENE PARA NEGOCIAR		NECESIDADES	
PATO	15	POLLO	24	POLLO	12	PATO	60
GANSO	8	GALLO	60	GALLO	20	GANSO	6
CABALLO	8	VACA	4	VACA	18	CABALLO	3
MULA	12	BURRO	4	BURRO	8	MULA	4
PALOMA	100	CERDO	32	PALOMA	100	CERDO	48
GATO	30	PERRO	16	PERRO	16	GATO	30
LA FAMILIA ROBERTO				LA FAMILIA ANDREA			
TIENE PARA NEGOCIAR		NECESIDADES		TIENE PARA NEGOCIAR		NECESIDADES	
POLLO	9	PATO	60	POLLO	9	PATO	80
GALLO	30	GANSO	9	GALLO	30	GANSO	90
CABALLO	20	VACA	10	VACA	12	CABALLO	30
MULA	15	BURRO	6	BURRO	8	MULA	4
CERDO	16	PALOMA	60	CERDO	16	PALOMA	60

PERRO	12	GATO	40	GATO	20	PERRO	12
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**Table 4: The Master Market Matrix**

ITEM	QUANTITY SUPPLIED	QUANTITY DEMANDED	MARKET STATUS
DUCK	50	200	SHORTAGE
CHICKEN	30	60	SHORTAGE
GOOSE	20	30	SHORTAGE
ROOSTER	100	120	SHORTAGE
COW	60	20	SURPLUS
HORSE	50	10	SURPLUS
MULE	30	20	SURPLUS
DONKEY	40	10	SURPLUS
PIGEON	200	200	EVEN
PIG	80	80	EVEN
DOG	40	40	EVEN
CAT	100	100	EVEN

**El Matriz Principal de Mercado**

ARTÍCULO	CANTIDAD PROVEÍDA	CANTIDAD EXIGIDA	ESTADO DEL MERCADO
PATO	50	200	ESCASEZ
POLLO	30	60	ESCASEZ
GANSO	20	30	ESCASEZ
GALLO	100	120	ESCASEZ
VACA	60	20	EXCESO
CABALLO	50	10	EXCESO
MULA	30	20	EXCESO
BURRO	40	10	EXCESO
PALOMA	200	200	UNIFORME
CERDO	80	80	UNIFORME
PERRO	40	40	UNIFORME
GATO	100	100	UNIFORME

Appendix B.  
An Example of ECOS Money Sheet Received by Each Trading Family.

