


1973

Report on a Student Teaching Experience: Planning and Implementing an Individualized Spanish Program

Christine Lynn MacCormack
School for International Training

Follow this and additional works at: https://digitalcollections.sit.edu/ipp_collection

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), and the [First and Second Language Acquisition Commons](#)

Recommended Citation

MacCormack, Christine Lynn, "Report on a Student Teaching Experience: Planning and Implementing an Individualized Spanish Program" (1973). *MA TESOL Collection*. 81.
https://digitalcollections.sit.edu/ipp_collection/81

This Article is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

REPORT ON A STUDENT TEACHING EXPERIENCE
Planning and Implementing an Individualized Spanish Program

Christine Lynn MacCormack
BS State University of New York
at Brockport 1968

"Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont."

July 26, 1973



This report by Christine L. MacCormack
is accepted in its present form.

Date October 17, 1973 Principal Advisor Andrew Burrows

Project Advisors:

Andrew Burrows
American Language Academy
Trinity College
Washington, D. C. 20017

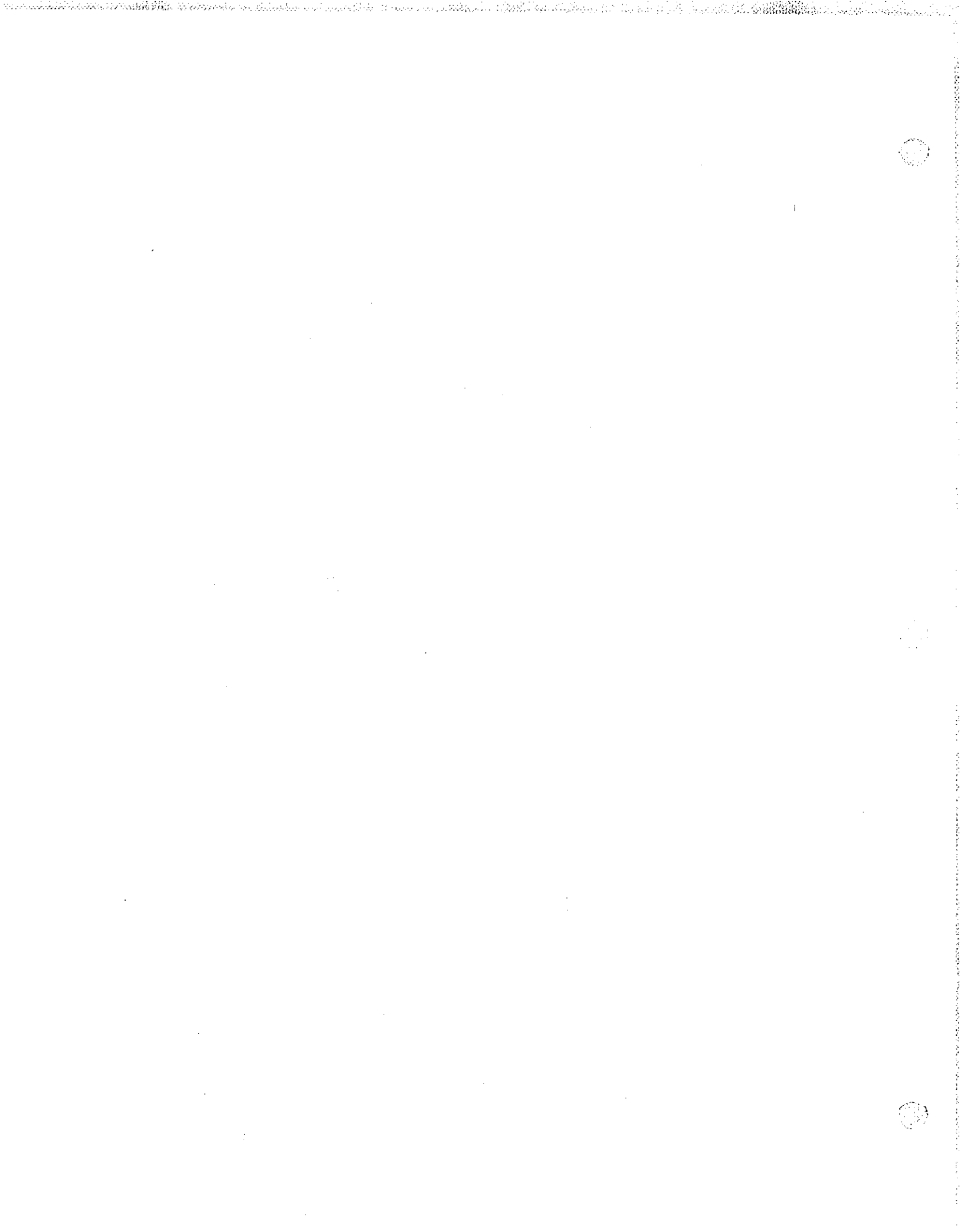
Monique Lemaitre
School for International Training
Brattleboro, Vermont 05301

Francis J. Enzien
Chairman, Language Department
Burnt Hills-Ballston Lake Senior High School



CONTENTS

I.	Purpose	Page 1
II.	Introduction	Page 2
III.	Background and Program Development	Page 3
IV.	Description of Unit Nineteen	Page 7
	Student Survey	Page 9
V.	Description of Unit Twenty	Page 10
	Unit Twenty Instructional Plan	Page 13
	Illustrations	Page 20
	Graph	Page 24
	Student Survey	Page 25
VI.	Evaluation of the Program	Page 27
VII.	Proposal for the Individualization of the Spanish Department at Burnt Hills-Ballston Lake High School	Page 31
VIII.	Conclusion	Page 35
IX.	Bibliography	Page 36



Purpose

The purpose of this paper is to report and evaluate the experience which I had student teaching at Burnt Hills-Ballston Lake Senior High School in Burnt Hills, New York.

The focus will be on the two tenth-grade Spanish classes in which I helped to initiate and run an individualized program. It is written for people who are interested in individualization and will find this personal account useful in forming opinions and possible developing programs of their own.

Introduction

In September of 1972 I visited B.H.-B.L. High School to observe Spanish classes and investigate the possibility of student teaching there in the spring. At one point during my conversation with Mr. Frank Enzien, the language department chairman, he said, "You are into individualization, aren't you?". I had never heard of it but the phrase stuck in my mind, and I did some reading to find out what he was talking about. I learned that individualization was an approach to teaching which could be applied to any level or in any area. Some of the basic premises are that students have different abilities, interests, and rates of learning, and, that by actively recognizing these differences and designing a program accordingly, a more efficient and humane educational process evolves.

On my second visit to B.H.-B.L. High School in the late fall I spoke with Mrs. Elsa Gorordo, who would be one of my cooperating teachers. I found out that she was interested in individualization for several reasons. The German department had been experimenting with it for about four years. Mr. Enzien was encouraging the other staff to try programs. He indicated that certain grade levels in the elementary schools already had Individualized Instructor programs, and the students were being trained to learn with this approach. He suggested that it would be to the advantage of the language department to consider its value. Then too, Spanish enrollment had been declining. Mrs. Gorordo's basic attitude was that it was worth trying. She had been teaching at B.H.-B.L. for six years, but, until now, she had been reluctant to try individualization. She thought that many of the students lacked the self-discipline to take more responsibility for their learning. One advantage would be that the better students would not be held back by the class. We decided to work together and give individualization a try when I arrived in the spring. I observed Mr. Enzien's German class and started reading the theory and accounts of existing programs.

Background and Program Development

The origins of individualization as a popular movement can be traced back to the late 1960's. By 1971 it had gained enough importance to merit a conference funded by the Office of Education. The organizers of the conference did a survey of thirty-four schools in the U. S. which already had programs and used this information as a jumping-off point for the conference. Since then Ronald Gougher, H.B. Altman, R. Politzer, J. Backman, Revecca Valette and others have written books about the program. They and others have conducted summer institutes and workshops and have had programs on individualization included in many of the language teaching conferences around the country. Articles and reports are included regularly in ACTFL and other magazines. Publishing companies are working to develop materials. Obviously individualization is getting a lot of attention, and many people consider it more than a fad.

At the Stanford Conference on Individualizing Foreign Language Instruction three basic tenets were agreed upon by participants.

1. Individualization implies a learner-centered classroom, in which the needs, abilities, and interests of each learner determine, as much as possible, the nature and shape of the foreign language curriculum.
2. Individualization can be viewed from three perspectives. One can individualize the goals of instruction, the means of attaining those goals, and/or the speed of attaining those goals. An individualized program may involve any or all of these aspects.
3. Individualized instruction implies tailoring instruction to the needs of the learners, regardless of whether they work independently, or in groups of any size. The critical qualification is that instruction is given to the learners only when they require it and/or request it, since it is only then that they are about to benefit from it.

One of the strong supportive arguments for the need for individualization is John Bockman's analysis of learning. He says that learning is a function of five elements: the learner's aptitude, his general intelligence, his perseverance,

the quality of instruction, and the opportunities for learning. He points out that three of these factors are related to time. Aptitude really means how much time a person requires to master something. Perseverance means how much time a person is willing to spend. The opportunity to learn means how much time is available or allowed by the school.

In most classes, even though many teachers wish it were otherwise, many students with different learning abilities are brought together and treated as multiple copies of the average student. Classes move lockstep much as in army training. If students are allowed to progress at their own rate and can vary the amount of time spent on any one phase and the total time, more students could be expected to achieve the goals.

There are equally striking arguments for allowing variation in the goals and the pathways towards the goals. At this point it would be useful to examine several programs that are already in existence. It should be realized that there are as many variations as there are programs.

Commercial packages are available which supply thirty progress packets and six cultural packets which are designed for high school Spanish. Advanced students or an entire class work through the packets, pacing themselves and evaluating themselves. They may do additional work in their area of interest. Whenever they finish the thirty packets of Spanish I they can move on to Spanish II. The students receive grades on each packet and credit according to the number completed. The teacher makes the materials available, guides, explains, drills, counsels, and leads the cultural activities. This type of program is called "Continuous Progress".

Often a group of teachers and perhaps students develop a program using the text-book they already have as a basis. They may also make use of workbooks, additional assignment sheets, programmed materials, audio tapes, video tapes, and

whatever else they have available. The students are aware of the objectives and work independently, in groups, or with the teacher. After each step or at regular intervals there are oral and written checks which can be repeated if necessary.

One non-graded, modular scheduled high school allows the students to design their own programs. Activities might include leisure work with a tutor or the teacher, or special enrichment activities. The program makes extensive use of student teachers, para-professionals, and tutors. Every thirty five days all students are evaluated and their programs and schedules are reorganized. The grades which this school uses are 1) Mastery, 2) Mastery with Condition, and 3) Retention- in which case they are given a prescription for their areas of weakness.

In one elementary school program Learning Centers are available within the classroom. In the listening center there are taped lessons, with envelopes containing instructions. In the reading center there are books, magazines and newspapers. In the writing center there are a variety of materials and activity suggestions. This program stresses individual freedom concerning the goals and the means of attaining the goals.

These four examples show that there is a tremendous range of possibility as to what an individualized program might look like, and yet, they still have many things in common. All programs are student orientated and the students share more of the responsibility for their learning. The teacher acts as a planner, a guide, an evaluation assistant, a resource person, and a catalyst for learning. Testing becomes self-testing. The students learn to work together and help each other. Some teachers already have this atmosphere in their classroom without having ever heard of individualization. Many others find it hard to believe and would have to go through attitudinal changes before attempting individualization.

The vast differences between programs exist because the situations are different, the people involved are different, and the goals are different. The factors which come into play in designing a program include the administration, the faculty, the students, the curriculum, the physical plant, the resources, the financial situation, the personalities of the people involved and the flexibility of the system. An analysis of these factors is necessary to determine what type of program is appropriate and how much change the system can handle at a particular time. Being realistic and planning beforehand is extremely important. A quote worth repeating says "If you're not sure where you are going, you're liable to end up someplace else and not even know it".¹

In considering the possibilities for a program in Spanish at B.H.-B.L. High School the first job was to analyze the situation. Mrs. Gorordo and I had to be realistic about the amount of time we had for planning, the materials we had available and the many other limitations peculiar to our situation. The next step was to draw up detailed plans for a program that would be acceptable and useful to our students. I would go to B.H. - B.L. on February 5th, and spend ten weeks there. I would also be working with Mrs. Louise Atwell who is the other Spanish teacher at the high school, and who was not interested in individualizing her tenth grade class at that time. The students from both teachers would be mixed to form new classes the following year. Most of the students studying Spanish were planning to go to college and were better than average students. Some of Mrs. Gorordo's fourth year students were available to help us as aides. Another consideration was that the program had to be manageable by one teacher after I left. Resources within the school included the library, the laboratory complete with a 10 program output console, 30 student positions, tapes, individual tape cassettes and recorders, filmstrips, slides and projectors. These aids were usually available because during most of the

1. McKinn, Lester - "Planning for Individualization." from "Individualizing the Foreign Language Classroom" by Howard Altman, Newberry Publishers 1972. Page 67

day there was a teacher or an aide attending the laboratory. There was also the language resource center which consisted of a library, study booths and some games in foreign languages. The school schedule consisted of seven forty-five minute periods with our classes meeting five times a week and also having one lab period a week. The atmosphere of the school was relaxed but controlled. The test being used was Harcourt, Brace, Jovanovich, ALM Level II, 2nd Edition, and the students were expected to complete Unit 22 during second year Spanish. The school uses a system of numeral grades, 65 being the passing grade, and gives one credit for each year's work.

The German department had been using a form of individualization for about three years, and most of the language teachers had a small group of advanced students that worked ahead using tapes and guide sheets prepared by the teacher.

In the classroom there were movable desks and chairs but no large tables, booths or other furniture except a teacher's desk, file cabinet and book shelves. Another detail that had to be taken into consideration was that any changes in the existing horse-shoe shape desk arrangement had to be made daily since Mrs. Gorordo's other classes wanted to maintain the arrangement to which they were accustomed. The two classes with which we were going to work had sixteen and twenty students respectively. Each unit of the ALM textbook that they were using contained two medium length dialogues, a two page reading selection, drills and explanation of several different grammar points and had an overall theme for vocabulary and cultural understanding. Both Spanish teachers had been spending three to four weeks on a unit and had found that there was not much time for supplementary activities although they tried to have visitors, show slides and movies, and have parties.

Description of Unit Nineteen in Textbook

When I arrived to begin my practice teaching, the two tenth grade classes had already begun Unit Nineteen. Mrs. Gorordo had been including ten minutes of group work in each day and had found that the students liked this very much. We

decided to continue in this way and start our new program with Unit Twenty. This gave us about three weeks to get everything ready. After a few days of observing I began to teach the two tenth grade classes of Mrs. Gorordo and one slower tenth grade class of Mrs. Atwell. I had time to observe Mr. Enzien's German classes and become familiar with the department and the students.

The following is an account of a class during this period including ten minutes of group work. It serves to point out some of the reasons it was felt that there was need for changes.

.....The twenty students are sitting around in a horse-shoe formation with the teacher, her desk and the blackboard in the front. Since it is Monday the teacher begins with a short warm-up of questions about the weather, activities and events that occurred during the weekend. Then the questions move on to include the past progressive, which is the tense being studied, and the vocabulary of the unit, which is all about books, movies, ghosts, storms and mysteries. (10 minutes)

Next, flash cards, which suggest a particular verb are shown, and the students are asked to form the present or past progressive form of the verb and make up a sentence if possible. (5 minutes)

After this review the teacher introduces the topic of the new dialogue as the students listen. Then the students open their books and read the dialogue after the teacher. A vocabulary list is put on the board and the meaning of the new words are illustrated or explained in Spanish as much as possible. The two sides of the room do the dialogue once more. The teacher now asks comprehension questions of individuals. She gives the assignment which is to write the answers to the comprehension questions in the book. (20 minutes)

During the last ten minutes of the class the students are asked to form groups of two or three and write a six to ten line original dialogue about one of five suggested topics. These will be finished and collected the next day and performed the third day.

During the first thirty-five minutes of the class each student had answered two or three questions, had spoken in chorus for about five minutes, had spent about four minutes

reading out loud and a few minutes taking notes. The rest of the time was spent listening to the teacher or classmates. Probably quite a bit of time was spent day dreaming or wondering what was for lunch. If they didn't catch on to the formation of the progressive tenses or the meaning or the pronunciation of certain words in the new selection they were still required to move on with the class to the next activity. Even if they had questions the horse-shoe shape and the large class probably prevented them from asking.

During the group work the amount of involvement shot up. The students were active and trying to use their Spanish even if quite a lot of English was being spoken. The teacher's job at this point was to give suggestions, answer questions and encourage the students.

After I had worked with the classes for two weeks I took a survey to find out what activities and methods they liked best and what they were interested in. It was a very simple survey in which they were asked to check any answer that was true for them. Here are the results from thirty-six students.

#1. For me the pace of Spanish class is-

a)	alright	<u>19</u>		
b)	too fast	<u>17</u>		
c)	too slow	<u>1</u>	Total	<u>36</u> responses

#2. I believe that I learn the best with

a)	the book exercises	<u>19</u>		
b)	reading	<u>7</u>		
c)	the workbook exercises	<u>12</u>		
d)	teacher's explanation	<u>19</u>		
e)	the dialogues	<u>14</u>		
f)	projects	<u>16</u>		
			Total	<u>87</u> responses

#3. I like to study the best

a)	with the teacher and the class	<u>11</u>		
b)	with an assignment and a friend	<u>8</u>		
c)	with a small group	<u>17</u>		
d)	by myself	<u>10</u>		
			Total	<u>46</u> responses

#4. I would like to

a)	learn games	<u>15</u>
b)	learn about Spanish-speaking countries	<u>19</u>
c)	meet Spanish-speaking people	<u>20</u>
d)	learn songs	<u>2</u>

Total 56 responses

From this survey I found out that almost half the class thought that the class pace was too fast for them. The three ways that they thought that they learned the best were using book exercises, from the teacher's presentation, and doing projects (there had not been very many in Spanish class). The most popular way to study was in small groups. They expressed interest in meeting Spanish-speakers, learning about different countries and learning games. My first reaction was one of surprise at the difference and variety in the students choices and interests. The survey seemed to be a good indication that an individualized program which allowed more freedom in pacing, choice of procedure and supplementary activities would be popular. For the time being I encouraged students who felt that they were falling behind to come in during their study halls and after school for extra help. I spent two Fridays sharing my experiences and slides of Spain and the Dominican Republic with them. Regretfully I didn't do as much as I should have to find people who could visit and make the time for other cultural activities. The grades on the standard unit test showed me that quite a few students (ten students got less than 80%) had not really mastered the material in this unit. This would cause them additional problems later. Also many students who did very well (eight students got 95% or better) were probably bored by the review days.

Description of Unit Twenty

During these three weeks Mrs. Gorordo and I had been putting together many ideas and suggestions, deciding on the format and writing and collecting materials. We decided to use the ALM text book as the basis of our program for the following reasons. The students were already accustomed to its

format. Our students would be mixed in classes the following years with Mrs. Atwell's students and would be expected to know the material through Unit twenty-two. There was not time to write a completely original program and doing so would not necessarily produce anything better than what we had in adapting the text book to our needs. We decided to basically only individualize the pace and the supplementary activities. The core material would be the same for everyone. The procedures would be outlined in a student guide. Students wishing to vary the procedure could discuss it with the teacher. The guide consisted of a series of steps, each containing some listening, some reading, some writing, and some oral practice. The book material was divided into steps that were short enough so that the students would not get discouraged. Worksheets and work book exercises were included in the steps wherever we felt there was need for more practice. The commercial tapes were included and we prepared additional tapes of the reading selection from the book and music tapes. Each step also included one to three supplementary activities designed to meet different interests, supply a change of pace and reinforce the material in the step. At the end of a step which consisted of two to four days' work there was an oral check and a written quiz. The oral check would provide the opportunity for the teacher to check the student's pronunciation, comprehension, and his ability to use the vocabulary and the structure being studied in guided conversation. The written quizzes that followed would be kept short and simple. Their purpose would be to encourage the student, show him that he was making progress and also provide another way to check whether or not he was ready to move on to new material. We decided to start each class with a five or ten minute introduction, review or drill to get the students in a Spanish frame of mind and also give us a regular opportunity to take care of routine tasks. A date would be set for the Unit test which would allow a little extra time so that the slower students could also be ready.

Students would be graded by averaging the unit test, quizzes, several worksheets, and written assignments, and a classroom grade reflecting effort, behavior, and extra credit work.

Many of these ideas were borrowed from Mr. Enzien's program, and others came from articles and guides. We do not wish to take credit for inventing anything. Our purpose was to design a program which suited our situation and which would meet the needs of our students.

Mrs. Gorordo and I divided the preparation work and managed to be ready a week ahead of time. I wrote the guide, the keys to the book exercises which would be available to the students, prepared the supplementary activities and made the wall chart for keeping track of each individual's progress. Mrs. Gorordo got together all the quizzes and worksheets we would need. We discussed the idea with the students on several occasions, and the day after the test on Unit Nineteen we handed out and explained the guides and encouraged them to read them over the week-end.

The next six pages include the guide itself and examples of the quizzes and worksheets. The tapes that the students used were available on cassettes in the classroom and were also available in the regular lab. Teresa Pasley and Maureen Mulvey were two fourth-year students who volunteered to help, and they were responsible for checking worksheets and giving individual help. The keys for the book exercises were available in a file cabinet along with the worksheets and other materials. The quizzes were kept in a separate file. There were two or three similar quizzes for each step so that not everyone took the same one, and a student could take a second quiz on the same material if he were not satisfied with the first.

Unit 20 INSTRUCTIONAL PLAN

Unit 20 provides the student with an opportunity to become acquainted with various aspects of the Spanish world and culture. Everyday customs such as meals, shopping and foods are included and also the importance of earthquakes, a common occurrence in many parts, is explained. The students skills in reading, writing, listening and speaking should improve. In Unit 20 he will learn about the (Imperativo) Command form with tu, the forms of some irregular verbs such as pedir, sentir, morir and dormir, and the formation of some irregular gerunds (diciedo). Another grammar point included is the use of Hay in different tenses, and the use of SE as an unidentified agent.

Unit 20 has been broken down into 6 steps each containing 2-4 days work. (A day includes 40 minutes in class and at least 20 minutes outside of class) This instructional plan is arranged for your benefit to allow you to work at your own pace, work by yourself, with a partner, with a group or with the teacher as you choose. It is meant to build your confidence as you take more of the responsibility for your own learning. For those who finish a step faster than most there are supplementary activities designed to be enjoyable, a change of pace, and useful to language learning.

Since this is the first attempt in Spanish 10 J with this approach we are answering some of the common questions in writing .

1.) Are we going to be left by ourselves? No. There will usually be two teachers and an aide in the room at all times. For those who want to still work in a group with the teacher, that will be available. You are expected to ask for help whenever you can not understand something. Remember there are copies of the tapes, the book, keys, and other students which can help you work out problems.

2) How will we be graded? At the end of each Step there is a quiz which you take when you are ready. If you do badly (80 or below lets say) you can study , get help and then take a different quiz. Also before each quiz there is an oral check with the teacher. Some of the steps involve work sheets or written work which will be graded. Other factors are effort, classroom behavior, and the supplementary activities. Last of course there is the unit test which will be taken on a date set by the teacher when everyone who has made a serious effort is finished with the unit.

Step I. Basic Material I (179-181)

- a) Listen to the tape Section A in the lab. Tape A includes the Basic Material I and the Listening Ex.# 41 in the work book pg13.
 - b) Read the Basic Material I on pages 179 to yourself and then to a partner helping each other with pronunciation and understanding.
 - c) Study the meanings of all the new words and then do worksheets #1 and #2. Turn these in to be checked by the teacher.
 - d) Write out exercises #1 and #2 on pages 180 and 181, practice them orally with an friend and check yourselves with the key.
 - e) Write exercise #3 on page 181 in the book carefully and turn it in to be checked by the teacher.
 - f) Do exercises # 4,5,6, and 7 on page 181 in the book and check the answers with the key.
 - g)
 - g) Go for the Step I Oral Check with the teacher by yourself or with up to three friends who are also ready. You will be asked to read parts of the dialog, give appropriate responses to the expressions in the Supplement, answer questions and use the vocabulary correctly.
 - h) Take the written quiz on Step I by yourself.
- * Bring in five pictures of food with the correct Spanish name for the bulletin board.
- ** Do the crossword puzzle about Step I material.

Step II. Grammar (182-189)

- a) Read the presentation on 182 of Regular Familiar Commands. Ask the teacher for help in understanding and proper intonation. Practice the drills #8,9, and 10 on 182,183 in the book orally. There is a key to check yourselves.
- b) In the Workbook do exercises #1 and 2 on page 69 and check your answers in the back of the book.
- c) Read the presentation of verbs that change the stem vowel e to i in the book on pages 133-134. Practice drills #11,12 and 13 on pages 134-35 in the book orally and then write them. Check your answers with the key.
- d) Do the workbook exercise #3 on page 70 by yourself and then check your answers with the key. Ask for help if you need it.
- e) Read the presentation of the verb Sentir with its stem changes on page 136 in the book. Do exercise # 16 on page 187 in the book orally first with a friend and then write it. Check your answers with the key.
- f) Read the next presentation of Dormir and its stem changes on pages 137-38 in the book. Practice drills # 17,18, and 19 on pages 187-39 orally first and then write them. Check with a key.
- g) You're almost finished. Write out the paragraph on page 189 in the past and hand it in to be checked.
- h) Do exercise #4 in the workbook on page 71 and then check it with the key. Ask for help if you made any mistakes.

Step II.

- i) Go to the teacher for the Step III Oral Check. You will be expected to explain how familiar commands are formed, and illustrate their use with proper inflection! Also you must be ready to use any of the verbs presented in this unit in the preterit in drills and free conversation.
- j) Take the written quiz on Step II by yourself.
- ** Play Bingo with 3-4 others to practice the verb tenses.
- ** Prepare 10-15 commands and challenge a group to a game of Simon dice " Levanta tu mano derecha".

Step III. Basic Material II. (189-190 }

- a) Listen to Tape B in lab which include the Basic Material II and Listening Exercise on page 12 in the Workbook.
- b) Read the Basic Material II to yourself and to your partner. Help each other with pronunciation, inflection and understanding.
- c) Study the vocabulary in this section and do the worksheet. Turn it in to be checked.
- d) Practice answering the questions in ex. # 20 and 21 on page 191 in the book. Then write out ex. # 20, 21 and 22 and check them with the key.
- e) Write out ex. 23 and 24 on page 192 in the book and check with the key.
- f) Study the presentation of HAY on page 192 and then do ex. # 25 and 26 on 193 in the book orally with a friend. There is a key to check your answers. Write a few to be sure you understand this words use and its forms in the past, present and future.
- g) Go for the Oral Check on Step III Material. You will be expected to read the dialog with correct pronunciation, answer questions on the material and use Hay, in its various forms.
- h) Take the quiz on Step III by yourself.
- ** Ask a Spanish or Latin American friend about food in their country. Write a short paper about this topic.
- ** Draw and illustrate a cartoon using ideas and vocabulary from this section.

Step IV. Grammar (194-199)

- a) Read the presentation of the Present Participle on page 194 in the book. Observe carefully the changes in the gerunds. Ask for help on understanding the presentation if you need it.
- b) Practice the ex. # 23, 29 and 30 with a friend orally and then write them out. There is a key to check yourselves. (p.195 in book)
- c) Do the Workbook Ex. # 5 and 6 on pages 72, 73 and check your answers.
- d) Read the presentation of the unidentified agent se on pages 196-97 and ask for assistance if you need it.
- e) Practice Ex # 31, 32, 33, 34 and 35 orally with a friend. (197-98)

Step IV.

- f) Write out ex. #33 and 36 on page 197 and 193 and check your answers with the key.
- g) Do Ex. # 7 in the workbook on page 73 and check with the key.
- h) Write out Ex. # 1 and 2 on page 192 in the textbook and hand it in to be checked.
- i) Go for the oral check (remember up to 4 can go together). You will be expected to form correct sentences with the past progressive of the verbs in this section. Also you must demonstrate and explain the uses of Se as an unidentified agent.
- ** Ask for a strip on a country you are interested in. Draw a map of that country showing products, topography or climate.

Step V. Reading (199-202)

- a) Listen to the Tape C in lab. The tape includes the reading and ex. # 44, 45 and 46 in the workbook pages 12 and 13.
- b) Study the list of words on page 201 and make a list of other words you didn't understand. Look them up and practice using them with a friend.
- c) Read the letter and try to answer the questions with a partner. For example read lines 1-15 aloud, then silently, then answer 1-6 on page 201-02. Continue reading lines 15-30 and answer 7-14 and finally finish the story and questions. Ask for help.
- d) Write a short letter answering the one in the book "Querida madre ... Use as many of the new grammar structures and vocabulary words as possible and hand it in to be checked.
- e) Go for an oral check in which you will be expected to read any paragraph from the story and answer questions on it. Also be prepared to form original sentences with the vocabulary words.
- f) Take Quiz on Reading.
- ** Write a letter in Spanish to the Consulado of a country you are interested in and ask for information.

Step VI. Review

- a) Listen to tape D and do ex. #47, 48, and 49 on pages 13 and 14 in the work book. They will help your listening comprehension.
- b) Do ex. #38, 39, 40 and 41 on pages 202 and 203 in the book with special attention to the verb caer. There is a key to check yourself.
- c) Do the narrative variations orally with a friend. This is ex. #42 on page 203. There is a key to check yourselves.
- d) Write out ex. # 3, 9, and 10 in the workbook on pages 74 and 75. Check for answers and ask for help if anything is unclear.
- e) Do the paragraph rewrite on page 205 in the text book. This should be turned in to be checked.
- f) Go for an oral check in which you will be expected to form correct sentences in the past tense. Also this is the chance for questions on anything in Unit 20 with which you still need help.
- ***Choose one of the dialogs on 204-05 or make up your own and tape it.

Unit 20. Step II. Quiz de Gramática.

Escriba una oracion usando los siguientes verbos en imperativo

1 traer, (Juan, cubiertos) -----

2 poner, (Maria, mesa) -----

3 limpiar (casa, Elena) -----

4 llamar (Carlos a papa) -----

5 estudiar (Rosa , matemáticas) -----

Escriba las siguientes oraciones en preterito

6 Yo pido -----

7 Ellos piden -----

8 Carlos y Juan no sienten el templor -----

9 Tú te sientes enfermo -----

10 Yo no siento el ruido -----

11 El niño no duerme bien -----

12 Los gatos duermen mucho -----

13 El chico duerme en su casa -----

14 De repente no duermo -----

15 De pronto siento un terremoto -----

16 Nadie muere en el accidente -----

17 Prefiero estudiar ahora -----

18 El prefiere venir temprano -----

19 Repitieron eso? Tú -----

20 Siguieron comiendo?? Tú -----

21 Pidieron sal y pimienta? Nosotros -----

22 Se vistieron muy rápido Tú -----

23 Consiguió el disco., Tú -----

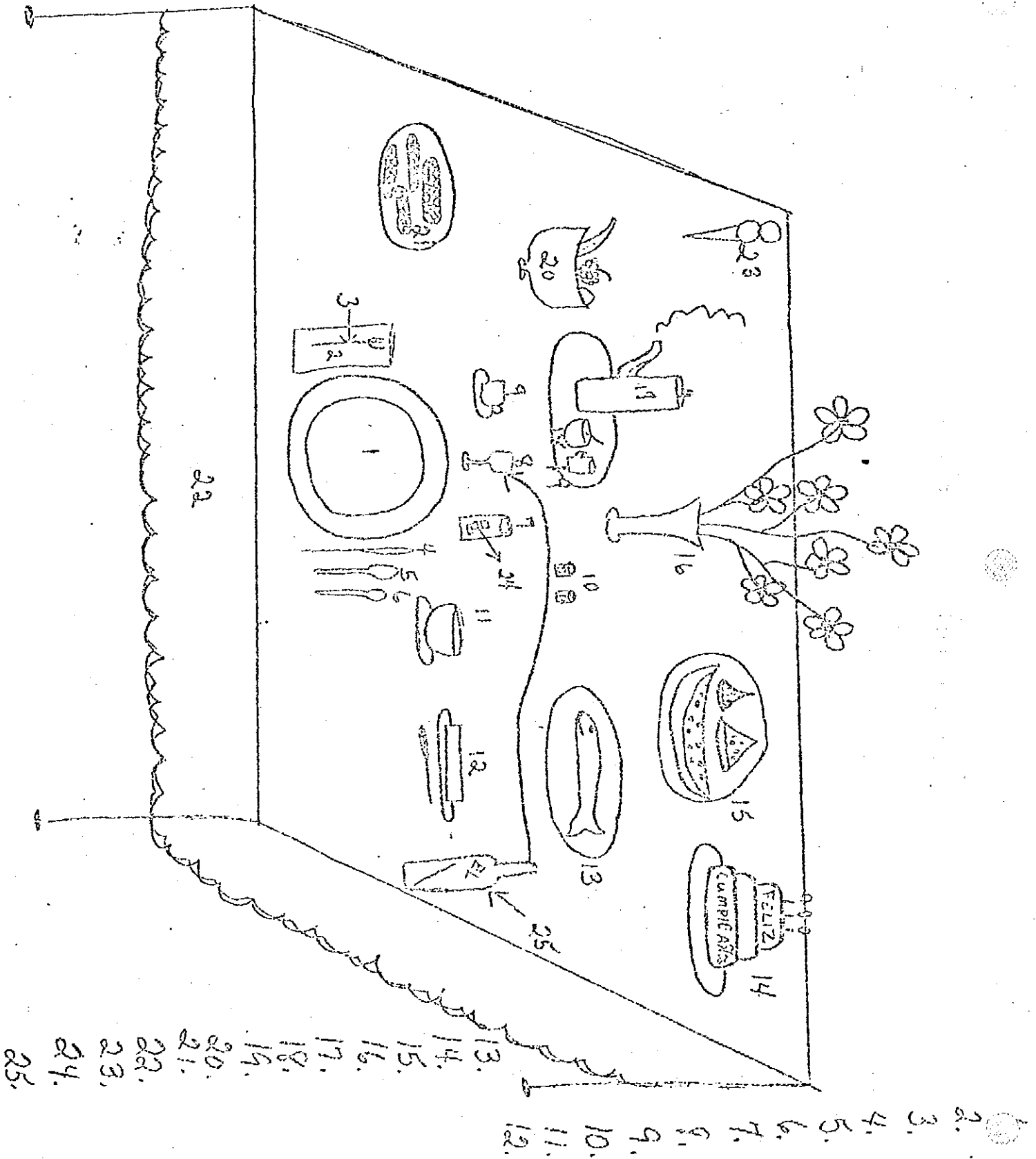
Complete las siguientes oraciones usando los siguientes verbos en el tiempo correspondiente.

19 Él se levantó, se bañó y se -----

20 ----- tres personas anoche en el templor

21 La maestra leyó y los alumnos ----- despues

recibir
vestirse
morir
dormirse
repetir
sentirse



UNIT 20-Exercise 1

Rewrite each of the following sentences, replacing the verb with the familiar command form of the verb in parentheses.

Ex. Habla más despacio, por favor. (leer) *Lee más despacio, por favor.*

1. Lupe, trae fruta. (comprar) _____

2. Barre ahora, Matilde. (arreglar) _____

3. Termina tu tarea. (escribir) _____

4. Toma una taza de té. (preparar) _____

5. Anita, ¡plancha la ropa! (lavar) _____

6. Regresa temprano, por favor. (volver) _____

Step II b) instructs the student to do Exercise #1 in the workbook. When he finished he can check the answers in the back of the book.

Unit 20 Step II. Oral Check

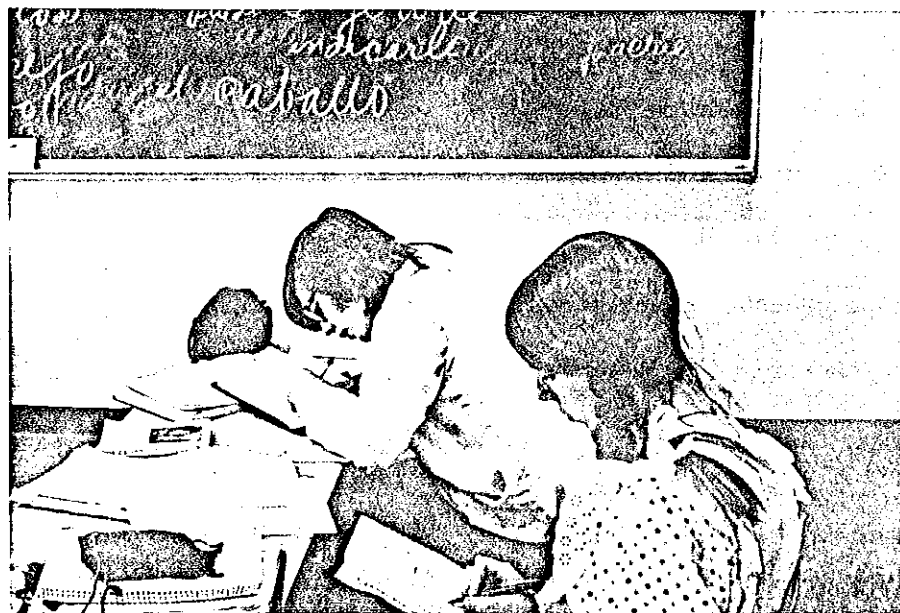
Objectives: Check the student's ability to use the familiar commands and certain irregular verbs in the past tense in semi-realistic situations and in guided conversation. Also check pronunciation and comprehension of new vocabulary words.

Exercises: I) set up the situation of a family sitting around the table. Start a dialogue requiring the commands and then have the students continue the pattern. II) Ask one student to play the part of a Latin American house-wife and give instructions to her maids. III) Ask students questions in the past requiring the verbs in this unit. Direct the students to ask each other questions. IV. Tell the students to question each other about what they did the previous weekend.

Evaluation: Pass or Fail. Pass means 80% of the responses were correct.

This is my cue card for the oral check at the end of Step II. The oral checks were usually done without the books unless I wanted them to read in order to check intonation and pronunciation.

During the first few days the students formed their own semi-permanent groups of two, three or four students and found places around the room where they felt comfortable. It was surprisingly quiet. People felt relaxed and moved around the room as was necessary. All of these pictures were taken on the same day after about four weeks with the program.



Picture #1. Susan and Cathy are doing worksheets on vocabulary.



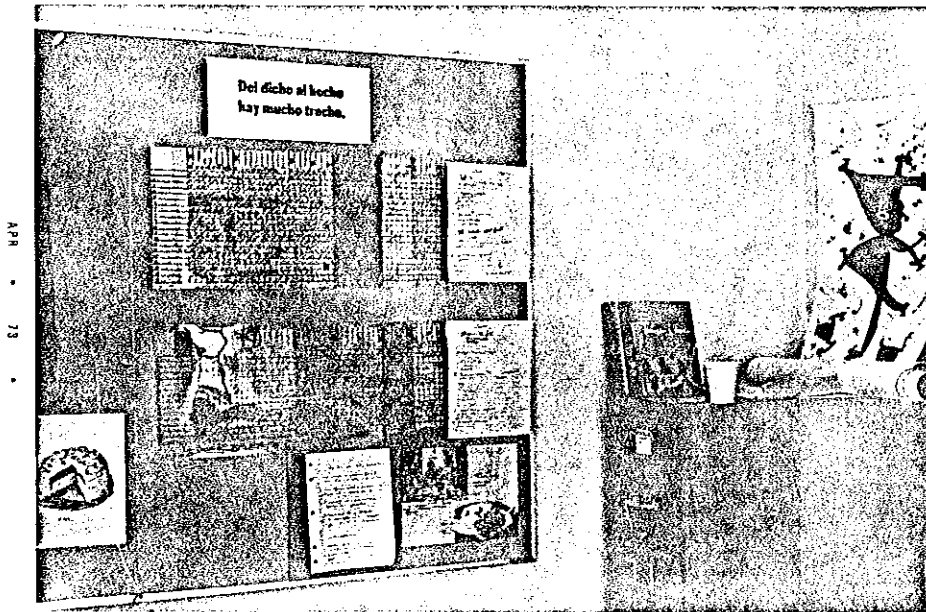
Picture #2. Alice and Susan are practicing a dialogue. Starr and Leanne are doing a written assignment from the text book. Steve is in a group having an oral check with Mrs. Gorordo.



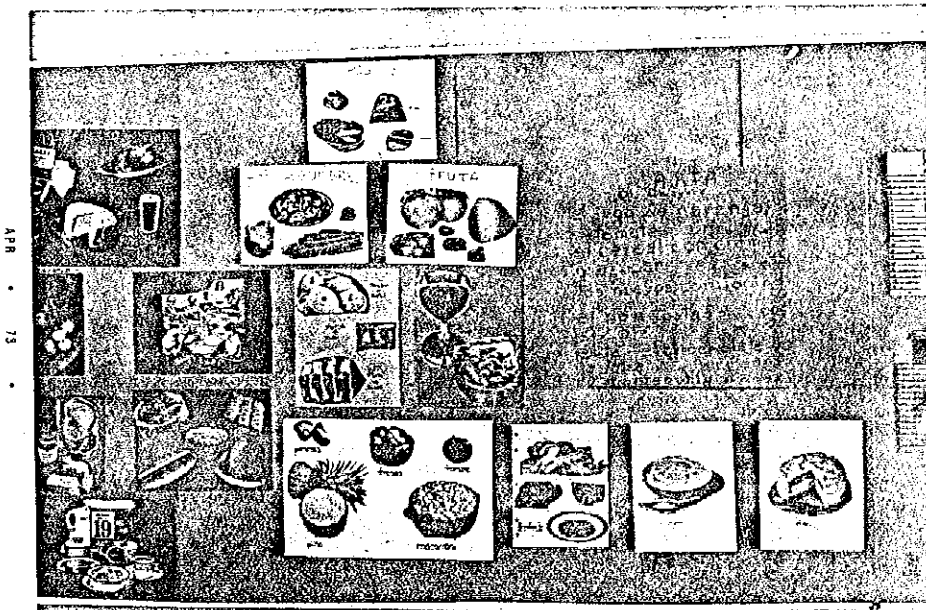
Picture #3. Teresa was a fourth year student who attended one class regularly and corrected worksheets, answered questions and helped keep records. Mureen, the aide in the other class also tutored students who she could see were falling behind or who asked for her help.



Picture #4. In the center of this picture there is an oral check going on. These got more relaxed and creative as the weeks went by. Mrs. Gorordo is giving the check and the group includes Steve, JoAnn and Ned.



Picture #5. The two large charts are the progress charts. They are covered with acetate and the students mark off the steps with a grease pencil. The two sheets to the right are sign-up sheets for the dinner we were planning after the test on Unit 20. A sheet at the bottom lists suggestions for people who finish ahead of others. The file cabinet contains papers and materials which students might need.



Picture #6. One of the first supplementary assignments was to bring in pictures of foods with their Spanish names. The menu was a girl's own idea for extra credit.

Mrs. Gorordo, the students and I were generally pleased with the way our program worked. The first few days there was a tremendous amount of enthusiasm but within a week we found it necessary to start suggesting completion dates for the different steps because some students were getting behind the others. The following is a description of a class during this period.

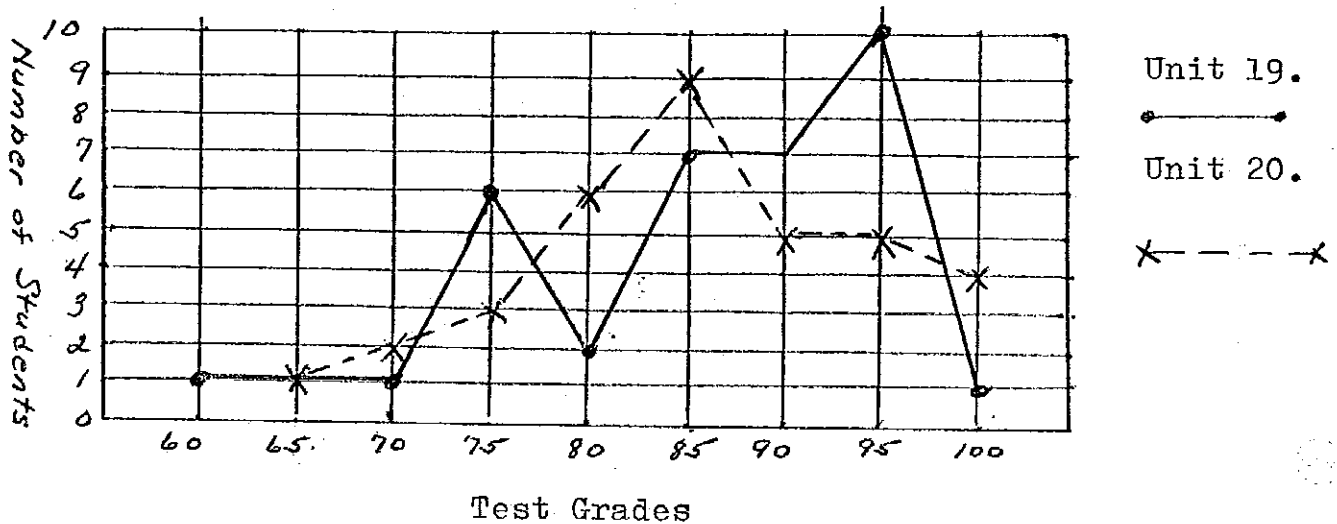
.....There are twenty desks in a small horse-shoe and the rest are arranged in the back of the room in groups of twos or threes. As the students enter they either sit down to wait or go to check off steps on the chart, get materials or begin working. The teacher calls them all together and makes a few announcements and returns papers. She asks questions about the weekend, in Spanish, and gives several examples of a structure that many of the students are presently working on. A few show impatience with this class activity, and when she tells them to begin work they all start moving in different directions. Ten students move to favorite corners and groups and begin working on work sheets, practicing a dialogue, or reading from the textbook. Two students ask the teacher for a particular quiz and are directed to sit in certain seats in the front of the room to take the quiz. A few others have individual questions, and two students tell the teacher that they are ready for an oral check. One student asks the student aide to correct his work sheet immediately while he listens to the tape. One of the teachers begins to give an oral check, and the other moves around the room listening in on different groups and helping or encouraging individuals. There is quite a lot of English being spoken but the noise level is low and the atmosphere is relaxed.

About three days before the date set for the unit test several students still had two steps to finish. We helped them decide which activities were the most essential and gave them most of our attention in class. Although the suggested supplementary activities did not interest many students, those who had finished all the steps got involved in planning a Spanish dinner for the class complete with music, menus, and waiters. We had a very successful dinner the day after the test. The average grade on the Unit Twenty test was about the same as the average on the Unit Nineteen test. It is significant, but no proof of anything, to notice that on this test more students got about 85% and less students got 80% or less than on the Unit Nineteen test. I would

interpret this to mean that students who worked harder were able to master more of the material. Because this approach required so much self-discipline, there were also some who accomplished less.

Graph Comparing the Grade Distribution on Unit Test Nineteen and Unit Test Twenty.

TEST GRADES VS NUMBER OF STUDENTS RECEIVING THAT GRADE



Student Evaluation of Unit Twenty

Another unscientific but interesting measure of our success was the student evaluation of Unit Twenty. I prepared a questionnaire asking them what they thought were the advantages and disadvantages of Unit Twenty, what they liked and disliked, and asking for their suggestions for improving the method. They were free to write anything they wanted, and there was a great deal of commenting on all aspects of the program. Responses that were very similar are recorded together here, and comments which were only made by one student are grouped under the title OTHER since reporting every single response would not be particularly useful in this report.

Question #1. What are the advantages of working as we did in Unit Twenty?

Responses::

- a) I could work at my own pace 20 responses
- b) Higher grades (because I understood things better) 12
- c) I could get individual help without staying after school 5
- d) I could work longer on things I didn't understand 5
- e) Time for extra things 4
- f) Other 14

Total 60 responses

Question #2. What are the disadvantages?

Responses::

- a) It was easy to get behind 9 responses
- b) It was too fast 6
- c) There was a feeling of a race (wrong attitude) 4
- d) There were no disadvantages 6
- e) Other 8

Total 29 responses

Question #3. What did you like or dislike about Unit Twenty?

Responses::

- a) I liked it in general 4 responses
 - b) Better grades 4
 - c) Learned more and worked harder 3
 - d) Working at my own pace 5
 - e) Oral checks 2
 - f) Interesting 2
 - g) Other positive responses 9
- Total positive responses 29
- h) Too fast 2
 - i) Too much competition 2
 - j) Other negative responses 5
- Total negative responses 9

Question #4. What changes would you suggest in any of the following areas?

a) The guidesheets?

Responses:: They were O.K. 8, they should have less written exercises 1, they should have more detailed explanations 1, they should be shorter 1, put one on the bulletin board 1

b) The Supplementary Activities

Responses:: There should be a more interesting variety 8, there should be more parties 2, there weren't any 1, they didn't seem worthwhile 1.

c) The Oral Checks

Responses: They were O.K. 5, they were good and helpful 2, they could move 1, they should be shorter 1, they should be longer 1, there should be more free conversation 1, they should be in a separate room 1, smaller groups - even individual oral checks would be better 1.

d) The Quizzes

Responses: They were O.K. 7, they were fair 3, there were too many 2.

e) The Student Aide

Response: She was O.K. 7, she was very helpful 2, she was good 2, she was not much help 1.

f) The Teacher

Responses: She was O.K. 6, she was there when you need her 1, she should relax 1, she should present each week 1, I had trouble getting help 1.

g) The Student

Responses: O.K. 7, we had to work more 3, we did it all 1.

h) Other

Responses: We need more explanation 2, we need more help writing 1, not so much book work 1, we need to speak more 1, too many worksheets 1.

The student survey responses were mostly positive and constructive. I considered these student comments very important and was glad that Mrs. Gerardo and I had already made changes in that the by-ones that were the same as items the students had suggested. In discussing the results of the survey with them we encouraged them to let us know when they needed help, tell us what kind of oral check they wanted, and continue to give us suggestions on how the program should be organized. We explained that since I was leaving, Mrs. Gerardo and the student aide would have more work than before, and they would have to accept more responsibility also.

Evaluation of the Program

Our program was individualized in the sense that the students could pace themselves within one unit, could work in small groups, alone or with the teacher, and were given a choice as to what supplementary activities they wanted to do. They had very little choice about what they were to learn and how they were to learn it. Sometimes we would suggest or permit a student to do an exercise orally instead of writing it or let him do only a few instead of a whole exercise. Most students assumed that they had to do everything and either did it or checked it off on the chart and hoped they would not be caught. I feel that the students we were working with could be given more freedom to decide how they were going to learn something and how much practice they needed before being tested. This summer I read Rebecca Valette's book on Behavioral Objectives and learned several things about designing programs. The teacher should first decide what he wants the students to learn and be able to do. Then, the students must understand exactly what the goals are and how they will be tested. Because Mrs. Gorordo and I were not sure of these things, our students did a great deal of extra busy work. As it was, I would often try to hurry students into an oral check, and they would resist, wanting to be well prepared and not really clear on what they would be expected to do in the oral check and on the quiz.

Another important point is that the students do a lot more reading and writing in this type of program. A great opportunity to practice oral Spanish is missed if the class room conversations are in English. Many of the work sheets had translation exercises, and, I think, that they could be replaced with Spanish--Spanish exercises with synonyms, antonyms and definitions. I also question whether or not it is necessary to have the guide written in English. Mr. Enzien had tried writing his guide in German once and found

that it causes a great deal of confusion. I think that it would be worth trying to write the second or third guide in Spanish after the students are used to the procedure.

The oral checks were a very rewarding part of the program for both the students and the teachers. While there were two of us they worked very well, but Mrs. Gorordo has told me that it is more difficult to give your attention to a group of three or four students for very long when there is not another teacher in the classroom. Our procedure was to spend ten or twenty minutes with a group reading, acting out a dialogue, doing chain drills, describing pictures or realia, and having guided or free conversation. As I relaxed and let go of my cue cards, the students also relaxed, and we found that we could joke, be creative, and have a real conversation together in Spanish.

The supplementary activities which the guide suggested included games, compositions, making posters or maps, preparing short presentations or original dialogues, watching filmstrips, interviewing Spanish speakers and listening to music. The only activities that were elected by more than five students were the posters, the games and the music. They enjoyed planning the dinner and helping others, and a few felt that they had finished the required work and should have free time. This is one of the problems created by a program that does not allow the students to go on to the next unit. I noticed that the faster students slowed down in Unit Twenty-One. One solution is to make the supplementary activities inviting and of real value to the student. Some form of extra credit could be used but with suggestions from the students, imagination and flexibility. I think that activities can be found that will interest the students even without credit. I would like to see students work in lower level classes as assistants, arrange their own three day cooking classes, bring in speakers, movies, go on trips

or to meet people and pursue their own interests in the school and community.

Many students mentioned higher grades as an advantage of the new system. Most of the students who received higher grades deserved them, but our grading system did not work very well and needs to be examined. Each student should have had five quiz grades, a unit test grade, about five written assignment grades and a classroom grade. Students who took a quiz twice received the average of the two grades. Not many students completed all the quizzes and all the written assignments, and our record keeping system was not very well organized. If students had done supplementary activities they received a high classroom grade. Because we tended to give students the benefit of the doubt when a grade was missing, the grades tended to run high.

The supplementary activities should not be considered extra or unimportant. Spanish class should do more than teach grammar and vocabulary, but the activities which a student chooses should depend on his interests. I would recommend representating the different parts of the program more equally in the grade. It could be divided into fifths with the five equal parts being 1) the quizzes, 2) the oral checks and effort shown to use Spanish in class, 3) the written work, 4) the unit test, and 5) the supplementary activities.

The two student aides that we had were Teresa Pasley and Maureen Mulvey, fourth year Spanish students and very active members of the senior class. Teresa began to attend less frequently and lose interest. One reason was that she had too many commitments, and, I think, another is that we did not give her very interesting jobs and often forgot to thank her for her help. Maureen took more initiative and began tutoring students and was happier with the work. I don't feel our use of the student aides was very well managed although they did help us a great deal. A lot of the confusion that Mrs. Gorordo and I had about how to keep

records and what to correct, was passed on to the aides. The aides deserve some form of academic credit, or some reward such as a dinner or movie invitation in recognition of their work. There should be a substitute system, and the aides should have the responsibility of contacting their substitute when they cannot attend. Many fourth year students could profit from this experience, so a ten week commitment from one student would be sufficient.

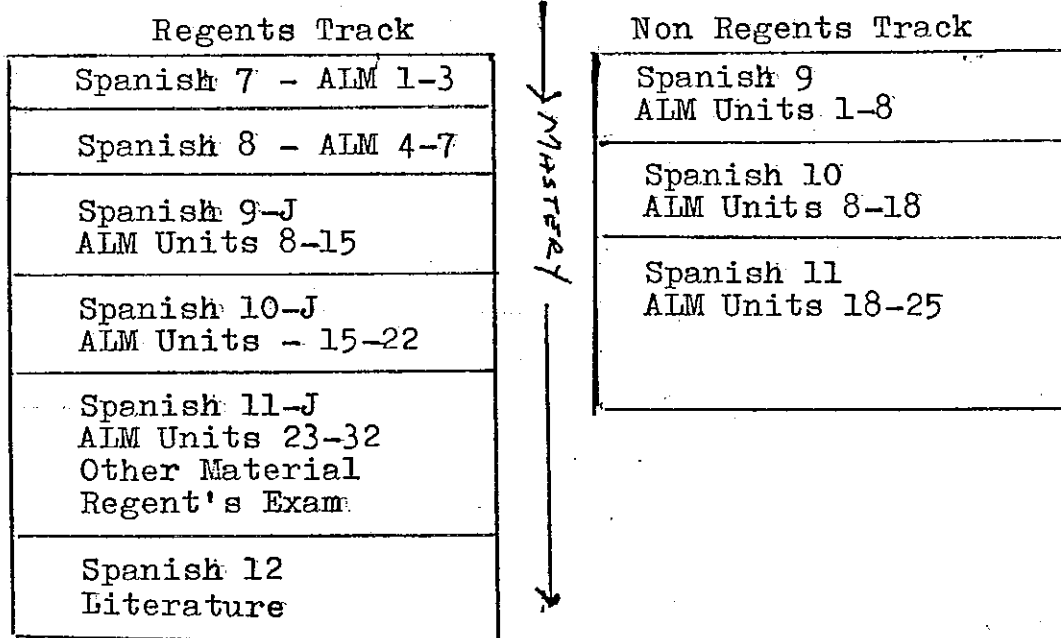
One of the reasons that our program worked fairly smoothly is that there were two teachers. It was definitely more of a strain on Mrs. Gorordo and the students after I left because of the doubled demand on her time. Another reason is that we tried to be realistic and did not attempt too much. The program got off to a good start, and I expect that it will continue to grow next year.

In order to experiment with more of my ideas about individualization, I have written a short proposal for individualizing the entire Spanish program in grades ten, eleven and twelve. I am not attempting to work out these plans in much detail. That would be the job of the teachers involved and would require at least a two week summer workshop.

Proposal for the Individualization of the Spanish Department
at B. H. - B. L. High School

The system at B.H.-B.L. encourages students to start a language in the seventh grade or the ninth grade, and a few also begin in the tenth grade. Those who start in the seventh grade are called the "Regent's track", and the letter "J" is used to identify them. For example, at the high school there are three 10 "J" classes, two 11 "J" classes and one 12th grade class available to those students who pass the Regent's exam. For students who started in the ninth grade there are two Spanish 10 classes and one Spanish 11 class. Last year there was also a Spanish I class for students beginning the language in the tenth grade. One of the big problems in the Spanish department is that students, and even whole classes, progress at different rates. Changing a student from one track to another at the end of the year is difficult, but sometimes done, and changing a student during the year is almost impossible. Another problem is the student attrition rate. For example, there were about one hundred and thirty tenth-grade students studying Spanish last year and only twelve twelfth-graders.

The diagram below shows the level of students in the two basic tracks. It might be useful in understanding the current problems which, hopefully, my proposals would help resolve.



Spanish 10

In the Spanish 10 classes there are students who have already studied another language and also students with lower language aptitude who did not begin a language until the ninth grade. When they reach tenth grade there is already a wide variation in the amount of Spanish that they know and in the number of chapters which they studied in the ninth grade. I also student-taught in this class and found it to be a difficult situation. I suggest that after a very few weeks the students who have the ability to progress faster than the majority be separated and taught to use the guides so they can progress as a group or as individuals. Perhaps they could work within the same classroom or maintain membership in the class by spending one day a week with the class when the textbook is set aside. Many teachers are already doing this type of thing, but they should have time to prepare tapes and guides for these students so that more could participate, and they could be offered a better program. In January or the following year these students could be changed to the Regents Track. The other Spanish 10 students need the teacher's example and attention. They should be allowed to pursue their interests in Spanish-speakers and countries, perhaps doing projects in English.

Spanish 10-J

These students already have seventh and eighth grade introductory courses and a full year in the ninth grade. Most of them plan to take the Regent's exam in the eleventh grade. One of the problems here is that some students are falling behind and getting discouraged. One solution is the program which Mrs. Gorordo and I have already implemented. I think that a possible variation of this would be to start all students on a continuous individualized program. Normally in one year a teacher presents 8-10 ALM units. I would call eight units one year's work and give one credit to students who complete eight units. Students who complete

ten units would get $1\frac{1}{4}$ credits, and those who complete twelve would get $1\frac{1}{2}$ credits. There could be a testing date every two weeks when students who were ready could be tested on different units. By using the language lab and pre-taping the oral parts of the test there should be no problem with testing. Instead of the five to ten minute introduction each day I would suggest using every Monday for guided conversation, games, slides, presentations, visitors or trips. A continuous progress program would be difficult to implement because students would be working on several different units at one time. The teachers would need several weeks to prepare for this and train para-professionals or student-aides to help them. It would require the cooperation of the guidance department in offering partial credits.

Spanish 11

The students from Spanish 10 who did not work up to the 11-J level would be placed in Spanish 11. I would continue to work with them as a class using ALM and supplementing it with other materials. More group activities and projects could be offered. I would not necessarily individualize using the guides unless a particular class had a wide range of ability. These students could also participate in the mini-courses offered to 11-J students during the second half of the year. They should be encouraged to continue with Spanish 12 which is designed to include them as proposed here.

Spanish 11-J

There seemed to be a definite lull in interest in the Spanish 11-J classes which I observed. The students wanted Regents credit, but they were tired of ALM and tired of grammar. The best way to work with these people and others from 10-J who presently drop out would be to use mini-courses. Perhaps the Spanish 11 students could also participate. The first mini-course which I am suggesting is a grammar and writing class which would be available at two or three levels depending on the number of students. Since mini-courses are in themselves a form of individualization, I would not use

the guides. If the students are properly placed there are advantages to working with an entire class. After ten weeks I would offer two or three different classes for each of the next three ten-week periods. The chart below is an example of how I would organize two classes for the first half of the year and three for the last half of the year when Spanish 11 students join Spanish 11-J students. I would suggest using two teachers here and in Spanish 12 to offer students a choice and exposure to different teachers and make good use of their talent.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Grammar and Writing-Low	Conservation and Drama	Spanish Literature	Regent's Exam Review
Grammar and Writing-High	Latin American Art and Music	Short Stories	Conversation and Drama
Spanish 11 class-----		Conversation and Drama	Latin American Art and Music

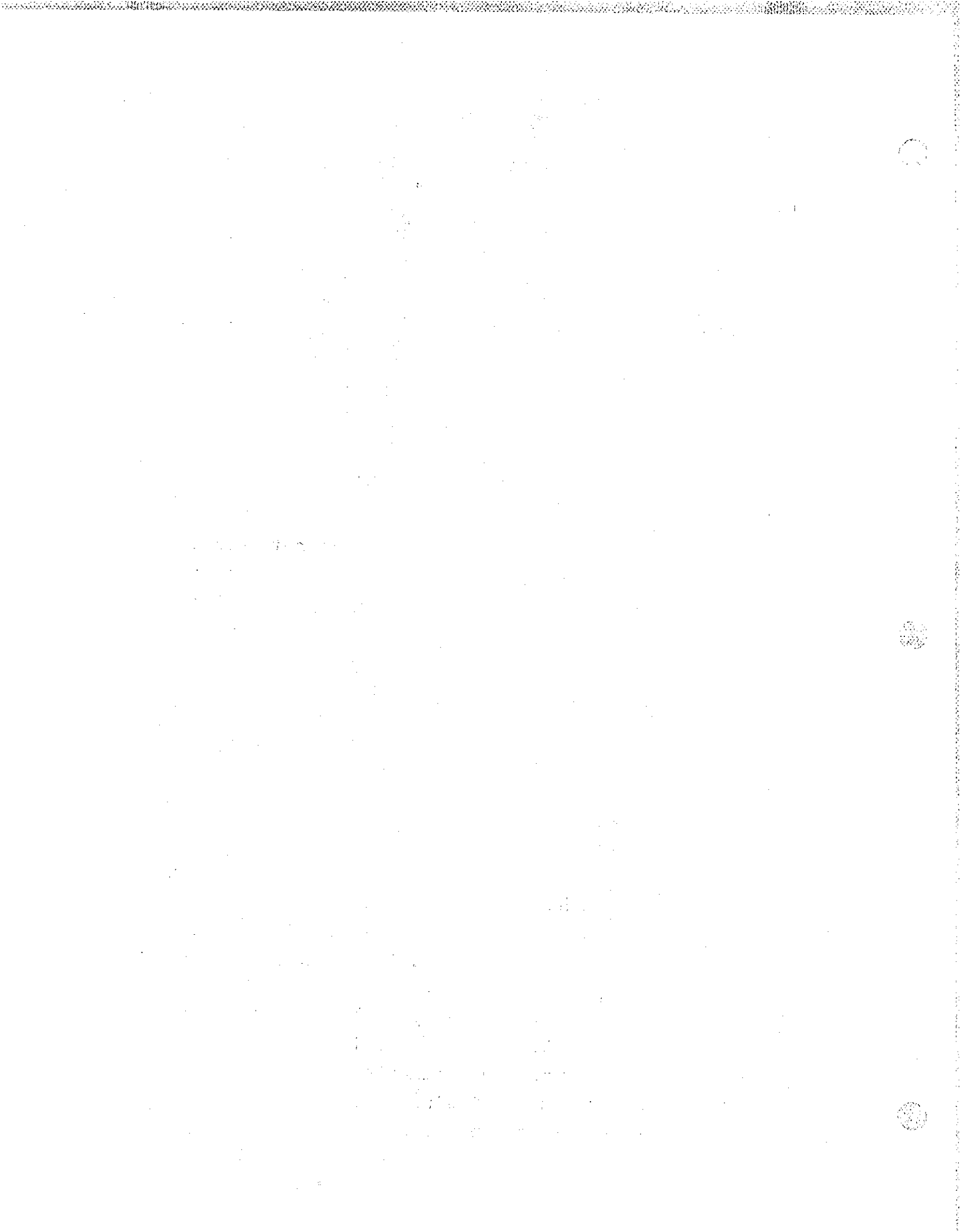
Spanish 12

With the mini courses and the focus off the Regent's examination I think that more students would continue with Spanish 11 and 12, so I am planning for two groups and two teachers. This may not be possible in the near future because of a limited budget. I have also included Student Aide as a module for credit. I think that most students are capable of being responsible aides, and they would benefit from that experience. It would also help facilitate the programs at the lower levels. The courses suggested here are hypothetical because the actual mini courses would depend on the teachers and students involved.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
The Spanish Novel	Short Stories	Writing Skill	Latin American History
Short Plays	Conversation & Current Events	Cooking, Music&Dance	Spanish Civilization
Student Aide	Student Aide	Student Aide	Student Aide

Conclusion

Implementing this type of total program into a high school would require a great deal of work, the cooperation of the teachers, guidance department, and administration, and could take several years. I think that it would help eliminate the problems of lack of interest, high withdrawal rate and low enrollment in the language classes. It would thus provide for different abilities, interests and goals.



Bibliography

- Altman, Howard B. and Robert L. Politzer, eds. Individualizing Foreign Language Instruction: Proceedings of the Stanford Conference. Rowley, Massachusetts: Newbury House Publishers, 1971.
- Altman, Howard B. Individualizing the Foreign Language Classroom: Perspectives for Teachers. Rowley, Massachusetts: Newbury House Publishers, 1972.
- Gougher, Ronald L., ed. Individualization of Foreign Language Instruction: A Practical Guide. Philadelphia: Center for Curriculum Development, Inc. (now owned by Rand McNally)
- Lange, Dale L., ed. Britannica Review of Foreign Language Education, vol. II, Individualization or Instruction. Chicago: Encyclopaedia Britannica, Inc., 1970
- Valette, Rebecca and Renée Disick. Modern Language Performance Objectives and Individualization. Harcourt Brace Jovanovich, 1972.
- Stanford Conference. Publication on Individualization of Foreign Language Instruction. 1971.