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## Approaches in Teaching Advanced Placement Spanish

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## CHAPTER I

### INTRODUCTION:

Just as no man is an island, no nation is a self-contained entity. World leaders realize that all major problems are global and that countries are interdependent. The study of a second language and culture can only increase the awareness of the learner, allowing him to function better in a pluralistic society. The skills and knowledge acquired by learning a second language (L2) can lead to better communication, more sensitive understanding, and wiser actions. (Curriculum Guide Committee, 1981). Studying a second language contributes greatly to a student's personal, social, creative, and intellectual growth. (Hoopes, 1980). It often leads to flexibility in thinking, causing the student to compare and contrast L2 with his native language and culture. (Curriculum Guide Committee, 1981).

Since the decision during World War II to orient foreign language instruction toward production rather than grammar translation skills, numerous teaching methods have emerged, all of which have previously

produced superior results. Researchers have yet to agree upon an L2 instructional method which can be unquestionably determined to be the best approach. There is a growing body of theoretical research hypothesizing how second languages are acquired and how they should be taught.

#### SIGNIFICANCE OF THE STUDY:

As students progress through second language acquisition, the instructor must provide ample opportunity for them to express their growing knowledge in a more advanced manner.

It is the teacher's responsibility to keep in touch with current developments in L2 teaching methodology. One must determine which method or methods best meet the students' needs. As the staff that created the Foreign Language Curriculum Guide K-12 states,

"Because the teaching of Foreign Language involves a personal commitment and relies on the abilities and interests of the teacher, no one method or approach can be singled out as being better."

(1981, p. 22).

The skills involved in L2 learning are complex and numerous. Hoopes (1980) states that learning and cultural awareness cannot be something concocted in



an academic vacuum. It must be derived from real people trying to deal with real problems. When learning another language, students not only learn the grammar and syntax, but also the history and culture of the people who speak the language. Major trends in foreign language teaching include: grammar-translation, audio-lingual (ALM), natural approach, immersion, total physical response (TPR), and communicative competence.

Essentially the goal of any teacher is to enable students to be good citizens; functional in their own society's culture and aware of others. Broadly speaking, one aim of an L2 teacher is to prepare students to cope with global interdependence and cultural pluralism. These often involve relationships, events, and forces that cannot be contained by old definitions of how cultural and ethnic groups interrelate.

Strasheim (1983) reiterates these statements by suggesting that the L2 teaching profession is moving out of the solitary approach methodology. Any given situation and student group requires the teacher to assess the available techniques to determine the best approach to use.

A broad knowledge of the existing methods in foreign language instruction is advisable as there

are numerous techniques and preferences in instruction for each approach. In order for students to succeed in an Advanced Placement (AP) Spanish, the structural framework of the class needs to be established. Students involved in the class have already begun to master the Spanish verbal system, have been exposed to a variety of grammatical rules and have listened to, read and written in Spanish. However, students at the AP level, in order to perform well on the AP examination, need much more practice in the four basic skills. The examination, given in May, consists of sections in which the students are expected to demonstrate their abilities in listening, speaking, reading and writing activities. Therefore, the instructor must arrange the course keeping these four skill areas in mind.

This project is designed to assist in formulating an informed choice for an approach to teaching a second language AP course.

**PROBLEM STATEMENT:**

The purpose of this project is to analyse the research in order to determine the most appropriate method of implementing second language learning in the AP Spanish classroom.

**DEFINITION OF TERMS:**

**Advanced Placement Examination:** an exam given to students every Spring in order to test their second language ability.

**Audio-lingual:** also known as the linguistic approach. This method is based on the belief that pattern practice will establish proper language habits. Memorization of sentences is involved.

**Communicative competence:** the ability to communicate effectively in formal and informal settings using the target language.

**Direct:** language acquisition takes place through constant contact with the language by dramatizations and word-picture associations.

**Grammar-translation:** emphasizes structure, translating, reading and writing.

**Natural:** language acquisition takes place in a natural manner, based on the way a child learns his native language.

**Second language acquisition:** the learning of a second language after one's native tongue.

**Target language:** the second language a student learns after his native language.

**Total physical response:** stresses commands with movement on the part of the learner.

**LIMITATIONS OF THE STUDY:**

This project is designed for high school students studying their fourth or fifth year of the target language. The course is designed to present the students with the fundamentals of second language acquisition in order to enable them to use the language functionally. Students will be expected (although not required) to take the Advanced Placement Language Examination in May of each year.

## CHAPTER II

This chapter will present and compare the commonly recognized methods of second language instruction in a historical manner. Because the study of culture is involved in the study of a second language, studies of the culture and classroom activities will also be discussed.

The major methods which have been used in foreign language classrooms in second language instruction are: grammar-translation, direct, audio-lingual, cognitive, direct, total physical response and communicative.

Before World War II the most traditional second language method was the cognitive or grammar-translation method. In this method students were asked to read and write the target language but often never heard or spoke it. In order to improve upon old traditions, second language experimenters began to search for better methods of instruction.

Chastain and Woerdehoff (1968) compared cognitive method with the Audio-lingual Method (ALM) in order to determine if differences in methodology would have an effect on language acquisition. The

sample included ninety-nine students in four Spanish classrooms. The students in the experimental group (ALM) met four times weekly and were required to attend a language lab. The students in the control group (cognitive) also met four times a week but were not required to attend the language lab. After one year of language instruction the students were post-tested using an ANOVA (Analysis of Variance Test). No significant differences were found between the two methods in the students' abilities to comprehend spoken Spanish or to speak Spanish. A difference in the pronunciation in favor of the ALM was found to be significant at the .01 level, and a significant difference at the .05 level in favor of the cognitive students. The study resulted in no learning improvement using ALM instead of the cognitive method.

Chastain (1978) continued his earlier experiment in comparing cognitive learning with ALM by following the students in their second year of language study. Of the 48 audio-lingual and 51 cognitive learners remaining in the second year of language instruction, 35 students were randomly selected for each method. The students were pre-tested using the MLA exam. Then students that were previously instructed using ALM were taught using the cognitive approach and

first year cognitive students were taught using the ALM method. The MLA exam was given again as a post-test; which again indicated no significant differences.

Helke (1981) also compared ALM with the cognitive approach. Students were asked to paraphrase a short story heard from a tape and speech rate was measured for the pre-test. The students were asked to read along with a taped selection. They were to imitate the sound, rhythm and speech patterns. Slowly, the speed of the readings increased until it was at native speaking level. There were 29 of 70 initial subjects given post-tests at the end of a semester. Student speech rate was compared to native speakers in order to determine if there were any significant findings. While the findings were not significant, students did improve over ten percent in speech fluency.

In order to further investigate the effects of method of instruction on the achievement of students, Popkin (1986) compared the cognitive method to a method very similar to ALM, the Dartmouth Intensive Language Model (DILM). The DILM emphasizes listening and oral skills. French and Spanish students were matched to students having a similar background and GPA. At the end of the course, students were tested

using a 2 hour written exam which included listening comprehension and dictation. The French students, in the DILM course, showed an improved score which was significant at the .01 level. The Spanish students using the DILM also showed improvement significant at the .05 level. The results of the experiment showed that while the DILM approach to second language learning places less emphasis in written expression, DILM students did score somewhat higher on written exams.

A similar study, in which response time was a key factor in oral skill development, was conducted by Bialystok (1979). The hypothesis was to determine if increase in detail of required response along with sufficient response time would encourage students to use explicit rather than implicit knowledge. A total of 314 students were randomly selected to identify errors (if any) in six grammatical categories using the Aural Grammar Test. Correct sentences in all conditions were identified better in the spontaneous response situation (mean score 8.01 out of 18); incorrect sentences benefited significantly by the delay (mean score 10.91 in spontaneous and 11.65 in delay responses). In the spontaneous responses, time made no difference because they resulted from implicit knowledge; while in the delay responses,



more time was needed as the answers required more thought and explicit knowledge was used.

Galloway (1980) also completed a study in oral communication. Ten students were randomly assigned a general question. Each student was given five minutes to think and one 3x5 card to write no more than four words in English. The students were scored by 32 judges on five different criteria: quality, effort, comprehension, paralanguage and overall impression. The judges consisted of eight non-native Spanish teachers, eight native Spanish teachers, eight native speakers living in the U.S. and eight native speakers living in Spain. An ANOVA (Analysis of Variance Test) was used to obtain results. While no significant differences were found, it was suggested that the conversationalist must be interested in the topic, the teacher must be an interested rather than critical listener (as a native would be) and that students must deal with cultural sensitivities in the language being studied.

To investigate the effects of visual imagery on the measure of reading compositions in beginning French classes, Omaggio (1979) randomly assigned 664 subjects to six groups of student classes. The students were given a story to read and zero to three pictorial images of the story. Subjects were allowed

15 minutes to read the story, 10 minutes to write a summary of the story in English and 10 minutes to answer the 20 item test. After the tests were completed, the students were informed that they had participated in an experiment. The data were submitted to a MANOVA (Multiple Analysis of Variance Test) to ensure against error. An ANOVA determined the differences in errors in second language students to be significant at the .001 level. These data suggested that pictures do not, in and of themselves, give students pertinent factual information about reading content.

James Asher believes in the oral and visual method of instruction also. For this reason he created the Total Physical Response (TPR) method in second language teaching. The 24 subjects in his experiment (Asher, 1969) were compared with 37 subjects in the control group in order to determine if a difference would be found between the experimental group (TPR) and the control group (grammar-translation). In the experimental group the teacher gives a command, models an action, and then expects the students to imitate the physical response. Soon, just as in native language acquisition, the student is able to voice the command and elicit the action.

Both undergraduate students aged 18-21 and young children took part in the experiment. There was a  $-.70$  correlation with age and scores on the MLAT (Modern Language Aptitude Test) in the experimental group and no significant differences in a two-tailed test in reading.

In order to further investigate his findings, Asher (1972) conducted another experiment using 11 adults ranging in age from 17 to 60 as his experimental group. He compared the experimental group to two control groups (one consisting of students completing their first year of German and one completing their second year). Each group was tested using the MLAT. The experimental group scored at a highly significant level beyond the first control group at beyond the  $.01$  level. A one-tailed  $t$  test showed a significant difference beyond the  $.005$  level when given a lengthy story with ten questions to answer and beyond the  $.01$  level for testing involving on statement and question at a time.

In an attempt to explore how students could learn as much in half the class time, the Greek omega squared was found for each  $t$  value and the  $r$  squared was computed for each correlation between the MLAT and the dependent variable for each group.

Individual differences accounted for 5% of the variance and the training program accounted for 30%.

In disagreement with Asher's push for oral and physical response, LaLande (1982) believes that writing should be a part of the curriculum. His sample of 60 students was not taken randomly due to university scheduling problems. A pre-test confirmed that there were no significant differences in the 60 students chosen. Two groups of 15 students each were used in the experimental group and two groups of 15 students each made up the control groups.

Instructors were chosen by the department chair rather than the experimenter. Students were not informed that they were participants. A pilot study of the test showed an inter-rater reliability of .88. The control group was taught with extensive grammar review using a modified ALM approach.

The experimental group used the same texts and approach but instructors guided student learning and problem solving in composition writing. In the second treatment students were to monitor their own frequency and reoccurrence of error type. The results showed that the experimental group reduced written errors to a  $t$  value of 2.14; significant at the .01 level.

In a questionnaire survey to randomly selected teachers (Swaffar, 1982), it was determined that linguistic items (TPR) did not diminish as quickly as cognitive (grammar-translation) items. Swaffar's questionnaire was used to assess correlation between teachers' classroom principles and practices. Nineteen teachers were randomly selected in order to determine if what they attempted to do in the classroom was indeed what they accomplished. Eight teachers were chosen who taught comprehension skills, ten were chosen who taught the four skills (speaking, listening, writing and grammar) and one teacher was selected who taught both. After an interview, it was found that there were no significant differences and in order to insure meaningful discrimination among teacher practices, studies must take great care to link theoretical statements in terms of student learning priorities.

Helt and Woloshin (1982) also randomly sent out 205 questionnaires in which they asked second language teachers to priority rank the general objectives (grammar, speaking, listening, reading, writing and culture) of their language programs. They based their findings on 118 responses (57.6%). Ranked the highest by those returning surveys was grammatical knowledge (40.7%). Speaking, at 27.1%, was ranked

second; and writing was last with less than 5% of the respondents' votes. Their major conclusion was that only 27% of second language teachers continue to use traditional methods while 42% use some form of communicative competence (including ALM and direct methods.)

**SUMMARY:**

In summarizing the research reviewed, it is of value to restate the observation by Hoopes (1980). He points out that learning cannot take place in a vacuum. Students and teachers alike need stimulation and meaningfulness in order to produce to our full potential. The area of second language research still has much left to discover. It is too new a field to have all the answers. Strasheim (1983) agrees that there is no one approach to second language acquisition. With the shift away from language analysis and toward language use, it is clear that changes are necessary in program content, instructional materials and learning activities. No longer is there only one approach to second language learning--the cognitive. (Chastain and Woerdehoff, 1968; Chastain, 1978) This grammar-translation method was compared to ALM and found to be less beneficial than ALM with lower aptitude students.

Helke (1981) and Asher (1968) both felt that language learning should include all four language skills; although Asher found comprehension suffered when he attempted to introduce them simultaneously. Asher (1972) did show significant findings in the area of TPR as a superior method over the traditional cognitive method of the past.

Omaggio (1979) stressed the importance of visuals in language learning. This fits in very nicely with what we are learning about learning styles and the visual learner. Bialystok (1979), Swaffar (1982) and Galloway (1980) all agree that the field of second language (L2) acquisition is complex and understanding the process of L2 in the student is difficult to interpret accurately. However, the knowledge of the research should enable the L2 instructor to make a more informed choice in classroom methodology.

All of the above major second language teaching methods offer foreign language teachers several "pure" approaches to take in their quest for student learning, yet in addition to using a particular method or combination of methods the second language teacher must take into consideration teaching and learning styles in making the decision as to the "best method(s)".

The instructor must be aware that competent language teaching and learning involve the development of skills in speaking, reading, grammar and vocabulary. In order to best prepare the student to take the AP Spanish Language Test one must participate in a well defined four phased language curriculum which will lead to optimum development in the use of the second language.



## CHAPTER III

### INTRODUCTION:

In investigating research in second language teaching methods, the instructor must be aware of new studies in approaches and ideas of how to utilize them in the classroom to promote student learning. Students learn second languages best in the same manner as their native language: listen, imitate, speak, read, then write. Instructors need to be aware of the natural progression of language acquisition when choosing a teaching method. The research seems to suggest that successful language instruction still rests primarily with the preparation, commitment and enthusiasm of individual teachers. It must also be remembered that language learning is complex in that it involves both the affective and cognitive domains; therefore, instructors need to remain current with latest second language research.

### PROCEDURES:

In order to best meet the needs of the students in AP classes, the instructor must combine several techniques, keeping in mind the combination of

learning styles, teaching styles and the expectations of the exam itself.

To use the research in a practical manner, I proceeded to evaluate the many teaching strategies presented in the research in order to improve second language acquisition. I attended the 1987 Advanced Placement Workshop in the Fall, interviewed other foreign language teachers, searched curriculum guides and reviewed related articles. Sue Nees, an advanced placement Spanish teacher, was very helpful in sending me ideas and suggestions that she uses in her classroom. From her I obtained some ideas to encourage writing, some suggestions to enhance upper level thinking skills and a copy of her general class expectations for AP Spanish. The curriculum guide used by the Georgia State Department of Education had many good design features for fourth and fifth year students that I adapted to fit my advanced program. I also attended the Fall Joint Conference of the Confederation of Oregon Foreign Language Teachers and the Washington Association of Foreign Language Teachers in Vancouver. I came away from these sources with an abundance of information. From there, I composed a general design for an Advanced Placement Spanish course. The class consists of a balance of all four skills; incorporating the four

specific areas of listening, reading, speaking and writing that are covered by the May examination. Taking into consideration that the course should use a wide variety of resources to motivate and facilitate student learning, I included motivating and stimulating activities in addition to the basic core assignments.

#### CONCLUSIONS:

As a result of the findings of the research and my own classroom experience, I have come to some conclusions about what an Advanced Placement Spanish course should contain. The product of these conclusions will be made clear in the following chapter.

## CHAPTER IV

### Approaches In Teaching Advanced Placement Spanish

The curriculum developed in this project has been designed specifically for Advanced Placement Spanish students, although it may be used in almost any advanced foreign language class. In addition to building on prior knowledge and increasing target language proficiency, this curriculum attempts to prepare students to take the Advanced Placement Spanish Language Exam.

Kennewick High School's Advanced Language classes are supposed to cover Hispanic culture and writers as well, so the curriculum also incorporates the reading of Hispanic literature.

Due to the nature of this project, the activities are presented in English. The instructor, however, will want to use the target language in presenting these materials to advanced language classes in order to provide the maximum use of second language. The units and even the assignments can be used in various order depending on class requirements and teacher preferences.

## Curriculum

### Unit 1      Listening Activities

#### Assignment 1:      Family Album

Directions:      Bring a photograph from home that depicts an important person, event or time in your life. Be prepared to answer questions about your photo and to respond to questions about classmates' photos. Here is an example of the type of questions you will be expected to answer after listening to a classmate's photo description.

Who/What is in this photograph? How has the person/place /thing changed? Who brought the photograph with the \_\_\_\_\_? (a unique feature ) Why is this photograph important to your classmate? Which photograph was most interesting to you? Which photograph let you learn something unusual or new about a friend?

Unit 1      Listening ActivitiesAssignment 2:      Fairy Tales

Directions: Listen very carefully to the following well-known fairy tale. Please ask questions if you do not understand a phrase or would like something repeated. At the end of each page you will be asked to identify and reconstruct the main events of that particular page, using your own words. Create a new ending to the old story.

Example:      The Three Little Pigs

1. The pigs are sent out to build their own homes.
2. The first pig builds a straw home.
3. The second pig builds a stick home.
4. The third pig builds a brick home.
5. The wolf destroys the straw and stick homes.
6. The wolf could not destroy the brick home.
7. The moral of the fairy tale is \_\_\_\_\_.
8. Another way the story might have ended is \_\_\_\_\_.

## Unit 1 Listening Activities

Assignment 3: Songs

Directions: Listen to the following song. Identify the missing words and fill in the blanks on your handout with the word you hear in the song.

Example: The following is an excerpt of Mamma Mía, from ABBA's album "Gracias Por La Música (ABBA, 1980). While listening to ABBA, identify the missing words from the list below and fill in the given blanks with the appropriate words.

Yo por (ti) me engañé  
 Hace tiempo que lo sé  
 Si algo (decidí) desde  
 Mírame bien, cuando (aprenderé)?  
 No sé porque vivo tanto (esta) gran pasión  
 Que (me) quema el corazón.

Si me miras,  
(Siento) tanto placer  
 Si te acercas  
 creo desvanecer.

Mama (mía)  
 una y otra vez  
 no sé (resistirte)  
 Mamma mía  
(Quiero) y tú no ves  
 no sé como evadirte.

Tú que me has provocado  
 Luego me (has) rechazado  
 Por que te sigo (queriendo)  
 Mamma mía, ya lo decidí  
 porque no (puedo) vivir sin ti

---

has  
ti  
me  
sé

puedo  
siento  
mía  
como

queriendo  
quero  
decidí  
esta



Unit 1            Listening Activities

Assignment 4:    Stories

Directions: A short story is read aloud to the students. If possible the instructor should use a native speaker with an authentic accent and pace to read the short story to the students (a taped recording will do nicely). After listening to the story carefully, students will be given several true/false questions or multiple choice questions to answer about the story.

Example: After listening to the following story carefully, choose the best response to the following questions.

1. This story took place in \_\_\_\_\_.  
a. Spain            b. Peru            c. Bolivia            d. Mexico
2. A \_\_\_\_\_ killed all the crops.  
a. drought            b. flood            c. hailstorm            d. windstorm
3. Lencho wrote a \_\_\_\_\_ to God.  
a. note            b. letter            c. postcard            d. report
4. Lencho took his request to the \_\_\_\_\_.  
a. bank            b. court            c. postoffice            d. store
5. Lencho received \_\_\_\_\_ % of his request.  
a. 100            b. 80            c. 60            d. 50
6. Lencho accused the employees of being \_\_\_\_\_.  
a. thieves            b. greedy            c. selfish            d. grouchy
7. \_\_\_\_\_ was the author of this short story.  
a. Quijote            b. Infante            c. López            d. Fuentes

Unit 1            Listening Activities

Assignment 5:    Stories

Directions: After listening to a short story with a lot of action, illustrate with drawings the characters and scenes from the story. Each student should illustrate different characters and scenes in order to eliminate duplication. Afterwards, the illustrations will be posted in order on the bulletin board, creating a "picture mural story".

Alternative: Rather than using the bulletin board, the instructor may want to make a picture book by "binding" the drawings using sturdy wallpaper sample sheets for the book's cover and yarn to hold the pages together.

Unit 1      Listening ActivitiesAssignment 6:    Stories

Directions: After listening to the following short story, each student will be asked to make a list of events of the story. Afterwards we will arrange the events in the correct sequence.

Example: The students may produce the following events. The instructor writes down the events on the blackboard, overhead projector or large piece of paper so all students can view what has been listed in order to avoid duplication. The correct order is not important when writing the initial list. After the students recall everything from the story that they can remember, the instructor asks that the students organize the responses in the correct order. (These can be placed out to the right side.)

1. The wife creates a thunderstorm to trick the parrot.--4
2. The husband forgives the wife.--5
3. The husband accuses the wife.--3
4. The husband buys a parrot to spy on his wife.--2
5. A Jealous man's wife has a lover.--1

## Unit 2          Reading Activities

### Assignment 1:          Scavenger Hunt

Directions: Draw a map of a specific area (school grounds, park, yard, or classroom are some examples). Label all landmarks in the target language. Divide the class into several teams. Give the students a list of questions in the target language. Allow the students to use dictionaries or ask questions about vocabulary not understood. Students should be encouraged not to write down vocabulary but to "remember it". The instructor may want to enliven the assignment by making it competitive. Give the teams points for returning back (first team to return receives 1 point, second team receives 2 points, etc.) points are also given for each mistake. As in golf, the team with the lowest number of points wins.

Example: This scavenger hunt does not involve the bringing back of materials so "stealing" of items is almost non-existent. Another benefit is that questions can be mixed in different orders so teams arrive at the same place at different times.

1. What time does the library open?
2. What color are the swing seats on the playground?
3. What is the telephone number of the public

- telephone by the swimming pool?
4. Which animals cannot be on the baseball fields?
  5. How many windows does the clubhouse have on the north side?
  6. How many steps are there from the parking lot to the upper track?
  7. How many trees are in a straight row by the administration building?
  8. How many stripes are on the crosswalk?

Alternative: Another variation of this scavenger hunt may take students to the same locations but ask for different information. Instructors may want to use this style for large classes.

## Unit 2      Reading Activities

### Assignment 2:    Paraphrasing

Directions: After reading a short story, news article, biography or short novel, each student will paraphrase, either in written form or orally, the piece that was read. When paraphrasing keep in mind the following questions so that they can be answered by the narration. What was the main idea or theme of the item that was read? What was the setting of the reading? Where did the events take place? Who were the major characters? What happened to the major characters? Who was the author of the item? Would the author have reason to be biased?

Be sure to describe the situation, explaining what events took place. Also analyse what was read and make inferences or personal reactions to what was read.

Unit 2      Reading Activities

Assignment 3:      Summarize

Directions: Read a selection of your choice at least five paragraphs long and recap the main message in three to five sentences.

Example: After reading a short newspaper report or an excerpt from a student oriented magazine (Hoy Día, Tú, Buen Hogar), the following may be produced:

1. The English Royal Family is popular news in Spain.
2. Prince Andrew has settled down and plans to marry Sarah.
3. Charles and Di seem to be having marital problems.

## Unit 2      Reading Activities

### Assignment 4:    Group Story

Directions: Each student works in a small group of no more than seven or individually. Using the vocabulary from the current lesson, each student must work together or alone to create a story or written conversation. After each student or group has completed one sentence, the story or conversation is passed on to another student or group. The second group reads the first sentence and adds its own. Every additional sentence must relate to those before and contain some vocabulary word from the current lesson. When all students have participated in each paper, the stories may be read aloud to the entire class.

Example: If students were learning vocabulary relating to animals, the following story may be composed:

I once had a dog named Rover.  
He met a gray rabbit in the  
farmer's garden. A cat passing  
by distracted him. The cat was  
more interested in the mouse by  
the parakeet's cage. The farmer  
returned to his garden on his  
white and brown horse with several  
fish that he had just caught for



his supper. Rover quit chasing the  
cat to welcome the farmer.

Unit 2:            Reading Activities

Assignment 5:   Reading for Remembering

Directions:   Each student is given class time or overnight to read a short story. The instructor should encourage the students to read carefully in order to answer questions later. The stories are then collected (either the same day or the following day) and the students are given several comprehension questions from the story. Instructors may want to do this activity as a class or in small groups rather than individually to make the activity less stressful.

Example questions may involve such topics as remembering and describing the main characters, describing the main plot, describing the location and describing the conclusion or how the conflict was resolved.

Unit 3 Writing ActivitiesAssignment 1: Poetry

Directions: The students will create a poem using concrete subjects. The words do not necessarily have to rhyme but they need to make sense and relate to each other in some way. Later, the students write the poem so that the words form a picture of the subject.

Example:

Flowers grow  
buds open,  
smell fragrant,  
blue, yellow, red,  
cool winds blow  
only stems now  
white snow  
covers ground

This "poem" would be written in the shape of a flower.

Unit 3 Writing ActivitiesAssignment 2: Diamond Poetry

Directions: Students will produce poetry in the shape of a diamond using the following formula:

1. one noun
2. two adjectives, describing noun
3. three present participles
4. four nouns, related to first noun
5. three present participles, which change and expand first noun
6. two more adjectives, which change and expand above present participles
7. same noun as number one or its antonym

Example:

children  
happy, carefree  
laughing, running, playing  
sandboxes, swingsets, slides, jump ropes  
smiling, singing, shouting  
sweet, optimistic  
adults

Unit 3      Writing Activities

Assignment 3:    Question Poetry

Directions: Using the questions who, what , when, where and why in any order, the students will design question poetry which answers the above questions. Each phrase or sentence must be on a separate line.

Example:

The little girl  
kissed the whimpering puppy  
on his wet nose.  
she loves him  
he loves her  
They hug each other.

### Unit 3 Writing Activities

#### Assignment 4: Scrapbooks

Directions: The students will create a personal scrapbook consisting of at least one page for the following items: favorite things, family, vacations, pets, best friends, hobbies and unusual happenings. Each page must have one photograph or illustration depicting the topic. The students will write at least ten-ten word sentences (or an equivalent number of total words--100) describing each of the above topics.

#### Example: My Vacation in California

For our vaction this year my familly and I went to Disneyland in California. We spent several days visiting all the sights in California. We had our picture taken with Mickey Mouse, Pluto, Cinderella and Donald Duck. My favorite ride was the Pirates of the Carribean, but I also liked the roller coaster ride through outer-space. My little sister was too young to go on any fast rides, so she liked the carousel, the ferris wheel, the little cars and boats. We also visited Knott's Berry Farm and the San Diego Zoo. Knott's Berry Farm had lots of old fashioned builddings and scenes depicting the old west. While at the San Diego Zoo, we were able to watch the performing whales and seals. The trainer told us that the animals were not difficult to train after they understood what was wanted.

### Unit 3      Writing Activities

#### Assignment 5:    Captioning

Directions: Provide the students with several pictures. These can be photographs, magazine clippings, black and white pen drawings or Sunday comics. Based on what they see, the students will write captions for the illustration in the target language.

Example: A pen and ink drawing of an automobile accident is given to the student. Based on the picture, the student will create balloon captions indicating, in their opinion, what each person may say to the others in the drawing.

"Look at my car! You clumsy birdbrain! Where did you get your licence?" "This is not my fault! You weren't watching where you were driving! The light turned red and you didn't stop! I'm calling my lawyer!"

Unit 3      Writing Activities

Assignment 6:    Vocabulary

Directions:    For each vocabulary word, write a sentence in the target language and then illustrate the sentence.

Example:    Wedding--The bride and groom gave vows to each other during the wedding ceremony.  
To marry--My sister is going to marry next summer.  
Fiance--My sister's fiance gave her a beautiful diamond engagement ring.  
Son-in-law--My oldest sister's husband is my father's son-in-law.  
Mouse--The cat caught the mouse just as it was about to eat the cheese.  
To nod--Be careful not to nod off during the church sermon!  
To bore, dig holes in--The handyman bored through the pipe to dislodge the plug.  
Wall--The ancient city was surrounded by a high, thick wall.

Variation:    Combine all your vocabulary words and write a story, using as many words as possible, then illustrate the story.



### Unit 3      Writing Activities

#### Assignment 7:    Finish the Story

Directions:    The students are given an incomplete text. Based on what they read, they must write a creative ending to the story. Students must also be able to justify their ending to the story.

(Mysteries or detective stories are best for this purpose. The class can vote on "best ending".)

#### Example:    The Mystery of the Secret Passage

After Jennifer's disappearance Ryan didn't know what to think. He went through her belongings again, searching for any clue that would help him find her. He couldn't find anything. Frustrated and frightened for her safety, he left her room, slamming the door behind him. He heard a thud behind the closed door. Opening the door to her room, he was surprised to find a secret passage. The slamming of the door must have weakened the latch just enough to release the spring on the door. Grabbing a flashlight, he descended the hidden staircase...

Finish the story in your own words. Be prepared to verify the events in a logical manner.

Unit 3      Writing ActivitiesAssignment 8:    Rewrite the Story

Directions:    The students are to rewrite a recently read story or a familiar fairy tale in the point of view of a different character. They must be able to support their creations.

Example:    The Three Little Pigs

When I arrived at the first pig's house, it was a joke! He had built a flimsy straw house. I blew it down in a flash! After dinner and a nap, I began to get hungry again, so I traveled along the dirt road until I arrived at the second pig's house. Now, this pig worked a bit harder. It took some doing, but I was finally able to blow his house down also. After all the work I had built up a large appetite and the second pig got away. I followed him to a large brick house. That house was really well-built. Finally, I decided to slip down the chimney. Boy, was that a big mistake! Now I'm going to be dinner!

## Unit 4      Speaking Activities

### Assignment 1:    The Future

Directions: Tell the class about what you plan to be doing ten years from now. Include where you plan to live and the job you intend to hold. Describe the house you propose to live in, including its contents. What will your typical day be like? Who else will be involved in your decision-making?

Example: Ten years from now I will have just finished medical school. I will live with my wife in a medium-sized city and will work as an emergency room physician at a nearby hospital. Our home will be moderate, but have all the modern conveniences including two baths, a triple garage, four bedrooms and a large backyard. Each morning my wife and I will eat breakfast together and then she will leave to work and I will go to the hospital. After work we will dine together and discuss the day's events.

## Unit 4 Speaking Activities

### Assignment 2: Twenty Questions

Directions: The instructor or a student in the classroom thinks of an item (word) in the target language. This word can be as easy as a noun or as difficult as an adjective or abstract idea. The word should be written down on a scrap of paper. By raising hands, students are called on to "guess" the word in twenty questions or less, also in the target language. The instructor or student may only respond to the questions by answering yes or no. The student who guesses the correct word may choose another word and the game can continue for an undetermined amount of time. This is an excellent way to encourage verbal initiative on the part of less active students and make use of the "dead" time between the end of the lesson and the end of class.

Example: A student comes to the front of the class. He jots down a word on a scrap of paper and hands it to the teacher. The game begins by the student calling on one of his classmates to ask the first question. More and more students are individually called on to make guesses. As the clues add up, soon a student will make a correct guess. Suppose the word was "contrast". The student that guessed the correct word would come forward, write down another word, and the game would continue.

Variation: In order to provide variety, the game could be played with only the vocabulary from the unit currently being studied. Another variation is a spinoff of the popular game of Pictionary. Using only the vocabulary from the current unit, a student chooses a card and in thirty seconds or less, the student attempts to draw the vocabulary word while the class guesses. This is a good game to play as a team.

Unit 4: Speaking Activities

Assignment 3: Draw the Picture

Directions: Divide the class into several groups of no more than five students each. Remove one student from each group and provide each with the same picture or drawing. Give them an opportunity to study the drawing and ask questions about vocabulary words. The students are to return to their groups and describe the drawing in the target language to the remaining group members. The members may ask questions, also in the target language, but may not view the drawing. When the time is up, (five to ten minutes should be sufficient, depending on the detail of the drawing) the students compare their drawing with the "original". Prizes may be awarded to the group whose drawing came the closest to the original. This activity is excellent for practicing prepositions of location.

Example: One member from each group is provided with a simple line drawing of a swing hanging from an apple tree with a cat sleeping in the grass under the swing and an airplane above and to the right of the tree. The students are provided an opportunity to ask questions about unfamiliar vocabulary (such as "swing") and then they return to their groups to describe the scene. One or more students

from each group may draw the description while  
the others help and/or encourage.

Unit 4: Speaking Activities

Assignment 4: Oral Participation Cards

Directions: For each student in the class, the teacher makes an oral participation card. These cards help the teacher to keep a more concrete record of each student's oral participation in the classroom. Using regular 3 x 5 index cards, the instructor writes the student's name in the target language at the top of the card. The cards are divided in half with a line. Any time the instructor wants to record verbal responses the cards are shuffled and the student whose card appears at the top of the stack is called on. If the response is correct, a mark/slash is recorded in the upper end of the card. If the response is incorrect, a mark/slash is recorded in the lower end of the card and another student may be called on. When grading the cards, the instructor need only look at the number of marks/slashes recorded. If the marks are equal on the upper end and the lower end of the card, the student receives an average score, if there are twice as many marks on the upper end as the lower end, the student receives an above average score. If there are three times as many marks on the upper end as the



lower end, the student receives an excellent score. The same can be stated for the opposite ends of the card. If the student has three times as many marks on the lower end of the card as the upper end, the student receives a poor verbal score. These cards provide instructors with an excellent physical record as to a student's verbal participation in the classroom.

Unit 4: Speaking Activities

Assignment 5: Mini-dialogues

Directions: Divide the students into pairs. Give each pair a prepared 5 x 7 card in which a short situation takes place. The students will have five minutes to prepare a mini-dialogue based on the information on the card. Students will then "perform" the short dialogue in front of the rest of the class. Students should be encouraged not to write down the entire dialogue, but only key words and/or phrases in order to make use of students' own vocabulary rather than a prepared speech.

Example: The following information would be provided in English on a 5 x 7 card:  
You are a tourist visiting Madrid. You want to locate the Prado Museum and have become lost. Ask a passerby for directions to the museum. Clarify the directions on your tourist map and thank the passerby for his help.

Note: To make the mini-dialogues more interesting and culturally correct, the instructor should provide as much realia (coins, menus, etc.) from the language being studied as possible. For example, in this dialogue, an actual map of Madrid might be provided so that the students give factual information. Also

traffic sounds could be taped and played during the performance.

Unit 4: Speaking Activities

Assignment 6: Descriptions

Directions: Students are called on individually or in mass to describe a picture on the overhead projector, a poster, an actual person, etc., using any vocabulary they possess. Additional points can be given to students that use a vocabulary word from the current unit being studied or a particular grammar construction. Helpful Hint: use a student assistant or a carefully chosen "volunteer" to keep score of the points earned.

Example: Describe the teacher:  
Points will be given for any prepositions.

"The teacher is tall. She can't walk under the table. The teacher has reddish blonde hair that curls around her face."

Points would be awarded for the prepositions "under" and "around".

Variation: After giving the students time to study the picture, poster, person, etc. remove the item from view and ask the class to list as many descriptive features of the item as they can remember. Return the item to their view and discuss the descriptive features they couldn't remember.

## CHAPTER V

### SUMMARY

The creation of this project has disclosed a number of ideas for implementing an Advanced Placement Spanish Program.

Primarily, this project was designed to improve the Advanced Placement Spanish Program by researching and presenting a wide variety of resources and instructional methods. It represents the four basic skills of listening, reading, writing and speaking. Ideally these four skills should progress naturally and are equal in importance in the classroom.

One discovery that I made about language learning is that it must develop in a natural manner. Language is a progression and students need to listen and understand before they can begin to write or use higher level thinking skills in the target language. The more complex the activity, the more skills are involved in completing the activity.

When researching second language learning, I found that the target language's culture should permeate most, if not all, activities in the second language classroom. Culture influences literary works, idiomatic phrases, behavior, mannerisms, gestures and many other facets of the language being studied. Whenever possible, instructors should be aware of how cultural mannerisms could enhance activities in the classroom.

Perhaps the most important discovery I found was that learning should be meaningful for students. Throughout the assignments, I attempted to indicate a purpose for each activity. Students may work alone or in groups on most assignments. Discussions may follow comparing and contrasting the activities with previous assignments. Encourage students to relate the assignments to their own lives and daily routines. Classrooms should be active, with student participation. The more students are actively involved in the usage of the target language, the more learning takes place and the more the activities become meaningful.

While this curriculum was designed primarily for the Advanced Placement Spanish classroom, I am certain that any second language classroom teacher can benefit from the discoveries I have made. The

ideas presented in this curriculum may be used as is or adapted to fit the needs of an individual instructor or particular class.

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