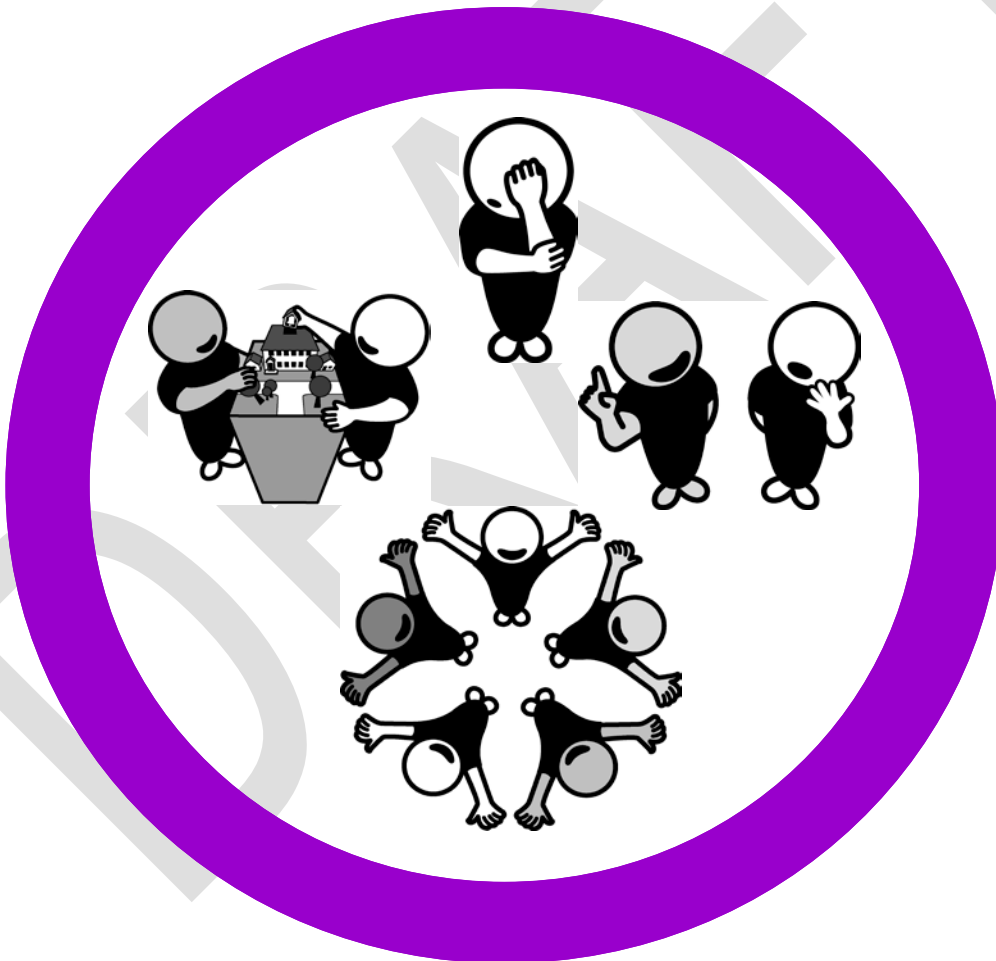**Saskatchewan
Learning**

Spanish 10, 20, 30
A Curriculum Guide
for International Languages

**Pilot Edition
September 2003**

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Social Sciences Unit
Curriculum and Instruction Branch
Saskatchewan Learning

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Introduction

Rationale for Learning International Languages

The value, for Canadian society as a whole, of learning international languages can be summarized as follows:
- increased awareness of and sensitivity to the positive value of cultural and linguistic diversity;
- improved potential in the Canadian and global marketplace and workplace;
- enhanced role in the international community; and
- more commitment to peace and understanding among different groups around the world.

There are also many personal reasons for learning an additional language. Students who have no previous knowledge of the language may be interested in:
- more opportunity to communicate directly with people from other language groups and gain a deeper insight into their culture; and,
- a broader range of educational, career and leisure opportunities.

Students who have some knowledge of the language or a family connection to the culture may have different reasons for learning:
- renewing contact with a heritage language and culture that may have been lost through assimilation;
- maintaining a first language that is not the majority language in the community; and,
- developing literacy in a first language that is not the majority language in the community.

There is significant evidence to suggest that both groups will receive some additional indirect benefits from their language learning experience:
- development of increased grammatical abilities in the first language (the phenomenon of additive bilingualism); and,
- enhanced cognitive functioning, particularly increased ability to conceptualize and to think abstractly; more cognitive flexibility; greater divergent thinking; and increased creativity and metalinguistic competence.

Rationale for Learning Spanish

Over 300 million people in the world speak Spanish. It is the official language of the following countries: Argentina, Bolivia, Chile, Columbia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, countries like the United States and the Philippines. In Canada, nearly a quarter of a million people have Spanish as their mother tongue. It is one of the most widely spoken languages in the world.

In Canada, our social and economic connections with the Spanish-speaking world, particularly Latin America, are growing and developing at a tremendous rate. Spanish literature, music, dance, art and film are rich and varied. Many art forms originating in Spanish-speaking

countries have influenced contemporary popular and classical culture. Spanish-speaking countries are popular travel destinations for Canadians, an experience which is enhanced considerably by being able to communicate in the language of the local people.

For speakers of Canada's two official languages, Spanish is relatively easy to learn. Because of its Latin roots, Spanish shares an alphabet, many words and some grammatical structures with both English and French.

Description of the Program

The Spanish 10, 20, 30 Curriculum is designed for students who have limited or no previous knowledge of the Spanish language. As secondary level credit courses, they must be delivered through 100 hours of instruction. Whenever possible second language courses should be scheduled to ensure maximum continuity of exposure to the language. Students benefit from using the language on a daily basis. However, periods of less than 30 minutes make it difficult to use the task-based approach recommended in this curriculum guide.

Aim and Goals

The aim of the Spanish program is to develop the students' communicative competence in the Spanish language.

For the purposes of this curriculum, communicative competence is represented by four interrelated and interdependent components. **Applications** deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate. **Language competence** addresses the students' knowledge of the Spanish language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. **Global citizenship** aims to develop intercultural competence with a particular focus on the cultures of Spanish-speaking peoples. **Strategies** help students learn and communicate more effectively and more efficiently.

Strategies

Applications

Language Competence

Global Citizenship
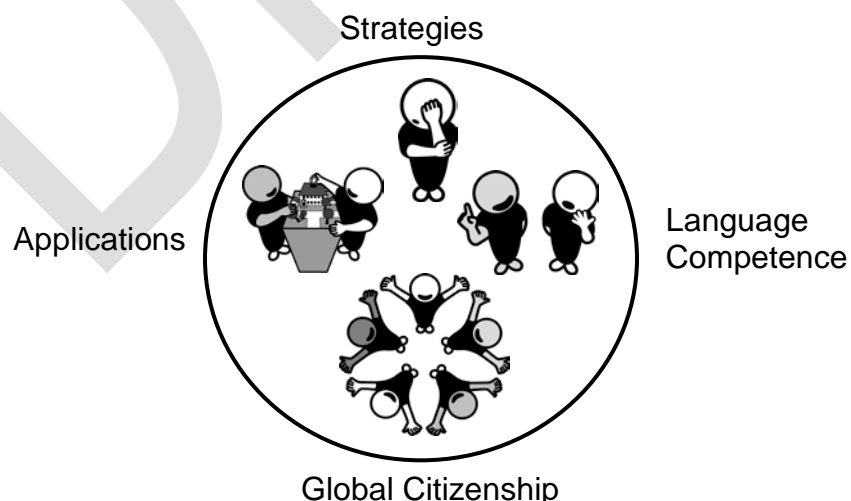
The goals of the Spanish program are to develop:
- the students' ability to communicate competently and confidently in Spanish in a variety of **situations** and for a variety of **purposes** (Applications and Language Competence)**;**
- the students' intercultural competence with a particular focus on the **cultures** Spanish-speaking peoples (Global Citizenship);
- the students' knowledge of and ability to use strategies to maximize the **effectiveness** of their learning and communication (Strategies).

Foundational and Learning Objectives

for Spanish 10, 20, 30

The **foundational objectives** are statements of the desired outcomes which students are intended to achieve as a result of studying Spanish. They provide guidance for unit planning and should form the basis for student evaluation. The **learning objectives** describe in more specific terms what the students will do to achieve the foundational objectives. The learning objectives suggested below represent some ways to achieve the foundational objectives of the program, but are not necessarily the only ways.

In addition, a number of checklists and tables are provided in the planning section beginning on page 121 of this curriculum guide as a suggested **scope** and, in some cases, **sequence** for each of the components of communicative competence.

Foundational Objectives

Students will participate actively in a variety of communicative tasks or projects related to the areas of experience outlined on page 7 below. In the course of their participation in these communicative tasks, the students will:

Applications

- use Spanish to communicate orally and in writing in a variety of situations for a variety of purposes

Language Competence

- produce and interpret a variety of texts in Spanish in the context of meaningful applications
- attend to the form of the Spanish language in the context of meaningful applications
- use their knowledge of the sociocultural context to aid comprehension and to communicate in appropriate ways
- apply their knowledge of how texts[1] in Spanish are organized, structured and sequenced to enhance communication

Global Citizenship

- acquire a basic understanding of important historical and contemporary elements of Spanish-speaking cultures and apply it in a variety of situations
- understand, value and deal positively with diversity of all kinds
- explore the application of cultural and linguistic knowledge, skills and attitudes for personal and career opportunities

Strategies

- use strategies to deal effectively and independently with new language learning challenges and to enhance communication

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[1] The term "text" is used very broadly in this curriculum guide to mean any connected piece of language, whether spoken or written. Therefore, every act of communication through language involves a text.

Specific Learning Objectives

The following table shows specific learning objectives (right hand column) for each foundational objective.

	Foundational Objectives	Specific Learning Objectives
Applications	• use Spanish to communicate orally and in writing in a variety of situations for a variety of purposes	○ to impart and seek factual information ○ to express and find out ideas, thoughts, opinions, preferences and values ○ to share emotions and feelings ○ to describe and guide the actions of themselves and others ○ to manage group actions ○ to form, maintain and change interpersonal relationships ○ to discover, explore, gather and organize information ○ for imaginative purposes and personal enjoyment
Language Competence	• produce and interpret a variety of texts in Spanish in the context of meaningful applications	○ interpret a variety of oral and written texts with increasing independence ○ produce a variety of oral and written texts with increasing independence ○ interact with a variety of speakers using negotiation of meaning to reach mutual understanding ○ derive meaning from a variety of visuals and other forms of non-verbal communication (viewing) ○ use visuals and other forms of non-verbal communication to express meaning (representing)
	• attend to the form of the Spanish language in the context of meaningful applications	○ understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with grammar principles ○ develop their knowledge of and skill in the perception and production of the sound system (phonetics) and writing system (spelling) of Spanish ○ demonstrate understanding of and the ability to use vocabulary related to the areas of experience
	• use their knowledge of the sociocultural context to aid comprehension and to communicate in appropriate ways	○ understand and use appropriately a variety of idiomatic expressions in Spanish ○ recognize some regional and other variations in Spanish ○ interpret and use important social conventions in their interactions with people ○ interpret and use appropriately a variety of non-verbal behaviours common in Spanish-speaking cultures
	• apply their knowledge of how texts in Spanish are organized, structured and sequenced to enhance communication	○ develop their ability to understand and produce cohesive and coherent texts in Spanish ○ recognize and use a variety of text forms ○ become aware of and use a variety of social interaction patterns

Global Citizenship	• acquire a basic understanding of important historical and contemporary elements of Spanish-speaking cultures and apply it in a variety of situations	○ develop the ability to learn about a culture and cultural practices ○ acquire knowledge of historical and contemporary elements of the cultures of Spanish-speaking peoples ○ apply knowledge of the cultures of Spanish-speaking peoples in interactions with people, and to interpret and explain texts or events ○ develop their awareness of diversity within the cultures of Spanish-speaking peoples
	• understand, value and deal positively with diversity of all kinds	○ demonstrate an attitude of curiosity and openness towards other cultures ○ identify similarities and differences between Spanish and other languages they know or are learning ○ develop their awareness and appreciation of their own culture and their ability to relate it to other cultures ○ understand some of the elements common to all languages and cultures
	• explore the application of cultural and linguistic knowledge, skills and attitudes for personal and career opportunities	○ understand how knowledge, skills and attitudes acquired in Spanish courses may contribute to achieving personal and professional goals ○ explore the educational and training requirements of various work roles ○ understand the concept of global economy
Strategies	• use strategies to deal effectively and independently with new language learning challenges and to enhance communication	○ become aware and improve their use of the strategies in their current repertoire ○ identify and try new strategies that might be helpful for learning and communicating ○ transfer strategies from one context to another ○ evaluate the success of their use of particular strategies in relation to the communicative task or the learning challenge

Domains and Areas of Experience

Language is used in the context of particular situations within one of the domains in which life is organized. The choice of domains in which students are being prepared to function has implications for the selection of situations, purposes, tasks, themes and texts for teaching and learning. For the purposes of this curriculum, three domains, the personal, the public and the educational, are suggested as organizers to guide the choice of content for language learning activities. The following table shows the principle areas of experience that secondary students share (e.g., family, mass media) as well as some possible themes for each one:

PERSONAL	**PUBLIC**	**EDUCATIONAL**
FAMILY • roles and responsibilities • family traditions and celebrations HOME • rooms and furnishings SELF • personal identification • physical characteristics • health and body care • clothing • emotional life FRIENDS • relationships • shared activities DAILY ACTIVITIES • routines and chores • meals LEISURE ACTIVITIES • sports • hobbies • music	COMMERCIAL AND BUSINESS TRANSACTIONS • shopping • restaurants • services TRAVEL • daily • vacations WORK • occupations • economics MASS MEDIA • television and radio • newspapers and magazines • world wide web ARTS AND ENTERTAINMENT • professional sports • theatre, dance, films • music performances • visual arts and design INSTITUTIONS • government, churches, schools • public celebrations • business and industry	HUMANITIES • literature • arts SOCIAL SCIENCES • geography • history • social issues • language and culture NATURAL SCIENCES AND MATHEMATICS • weather and climate • animals and plants • technology • inventions • money • ecology and the environment HEALTH AND PHYSICAL EDUCATION • physical activity • nutrition • public health issues

Adult second language learners will often have a specific purpose for learning a language—academic for students wishing to enter postsecondary institutions, basic survival for tourists, job-related for those who will be working in the target language, and so on. Students in the K-12 school system do not always have specific plans for how they might use their second language skills in the future. Or if they do, the students in any particular class may have a great variety of purposes for learning a second language. For this reason the choice of content for the Spanish program is based on the current interests and areas of experience of Saskatchewan young people.

In the Planning section found on page 100 of this curriculum, there are a number of tables and checklists that will help teachers plan instruction suited to the needs and interests of their students and aimed at meeting the objectives of the program.

Effective Language Learning

The following are some **general principles** of effective language learning identified in the research on second language learning and acquisition. These principles have guided the development of this curriculum guide.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks rather than around elements of the language itself, such as grammar structures (e.g., adjective agreement), vocabulary themes (e.g., food, clothing) or language functions (e.g., asking for information, offering to help). Specific language skills are taught when students need certain vocabulary, structures or functions to carry out the task they have chosen to do. The elements of language competence are taught, practised and assessed, as students are involved in various aspects of the task itself, not in isolation. Vocabulary and grammar learning has a purpose and students are more highly motivated.

Tasks combine language learning and action, usually a "hands-on", problem-solving type of action rather than reading or studying a dialogue. The principal focus of classroom activities is on communication while exploring a topic (e.g. ecotourism in Costa Rica) or carrying out a project (e.g. creating a family album). Actually doing a task helps integrate new learning into long-term memory and facilitates retrieval. The language becomes more relevant, comprehensible and memorable.

Focus on Form

Focus on meaning is important for language learning but is not sufficient to achieve full native-like competence. Students benefit from briefly focussing on the form of the language[2] when they experience problems as they work on communicative tasks. This causes them to "notice" the correct form and how it differs from what they have just said or written. The focus on form may be initiated by students or by the teacher.

Students will often work in pairs or small groups on tasks which require them to negotiate meaning. Negotiating meaning involves making themselves understood and working to understand others. In classrooms structured in this way, students become aware of aspects of their Spanish language skills that cause breakdowns in communication, and they are obliged to clarify their language in order to complete the task successfully.

Some types of errors will not be noticed by students unless they receive some negative feedback, because the errors, although incorrect, do not hinder communication. It is usually the teacher who will provide feedback of this type. Some guidelines on how and when to provide feedback on errors can be found on page 39.

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[2] See the section entitled "Teaching the Form of the Language" on page 24 for more details.

Comprehensible Input

Students need comprehensible input to learn, but neither genuine (authentic) texts nor simplified texts are appropriate. Authentic texts are often too difficult, and simplified texts are unnatural and unrealistic. Elaborated input is language modified in the ways that native speakers typically modify speech to make it comprehensible to foreigners. Elaborated input is as comprehensible as simplified input, but is closer to authentic language use. The section on "Effective Teacher Talk" on page 38 provides some concrete examples for oral input. "Finding Learning Resources" on page 115 suggests some guidelines for written texts. Students need to work with large numbers of elaborated texts relevant to a broad range of target tasks.

Focus on Strategies

Successful language learners use a number of strategies that help make their learning more effective. These language learning strategies are often categorized as cognitive, metacognitive and social/affective. An important subcategory of language learning strategies is language use strategies. These include strategies used regularly by speakers of any language to enhance communication. But they also include repair and compensation strategies, which are particularly important in the early stages of language learning if students are to engage in communicative activities before they have extensive knowledge of the language.

Not all students acquire these strategies on their own. Most of them will benefit from explicit classroom instruction[3] regarding language learning and language use strategies, provided alongside instruction in the language itself. Once students are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that we learn by integrating new information or experiences into what we already know and have experienced. We do this most effectively through active engagement with realistic tasks in authentic contexts using actual tools. For this reason, the content and tasks around which lessons and units are structured should reflect students' experiences. For example, if students are involved and interested in a particular sport, a task can be chosen that links with the sport. The learning activities will build on their knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students will come to their Spanish class with different prior knowledge, even if they have similar cultural and socio-economic backgrounds. Classroom activities which offer them choice and flexibility allow each student to make meaningful connections and to be actively involved in constructing their own learning.

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[3] See the section on "Developing Strategic Competence" on page 35 for more detail.

Transfer

In addition to knowledge about content, students will come to their Spanish class with a large store of useful knowledge about language, even if they have never spoken a word of Spanish. They can transfer knowledge of their first language and other languages they know or are learning to Spanish. Initially these languages may also be a source of interference as students try to apply generalizations that are valid for English or French to the new language. Students benefit from an awareness of differences as well as similarities in relation to any component of the language: the sound system, grammar structures, vocabulary, text forms.   They may also transfer language learning and language use strategies from one language context to another.

Language Learning and Culture

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. For all of these reasons, it is difficult to simply teach students the cultural knowledge they need, especially in the limited amount of time available to second language courses.

Rather than try to develop an extensive bank of **knowledge** about the target culture, it is more important for students to develop the **skills and abilities** needed to learn about cultures. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the target culture they have not learned about in class, they will have the skills and abilities to respond to them effectively and appropriately.

The development of communicative competence in Spanish both requires and provides insight into cultures of Spanish-speaking countries. Knowing what language is appropriate in any given situation is one example of this relationship between linguistic competency and cultural understanding. Thus, cultural competence and language competence are interdependent.

There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to identify some of the elements that languages and cultures have in common, based on their experiences and those of their classmates who may be from a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

Following in this vein, the cultural component of this curriculum has been interpreted broadly as intercultural competence, a broad range of knowledge, attitudes and skills needed to be effective global citizens. Some suggestions for developing intercultural competence can be found on page 31.

Components of Core Curriculum

Core curriculum may be viewed as a framework for achievement of Saskatchewan's Goals of Education through classroom instruction, intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. It reinforces the teaching of basic skills and introduces an expanded range of new skills to the curriculum.

The two major components of Core Curriculum are the **Required Areas of Study** and the **Common Essential Learnings (C.E.L.s)**.

To meet community and student needs at the local level, provision is made within the Core Curriculum to offer **Locally Determined Options**. In recognition of the diverse needs of students, provision is made through the **Adaptive Dimension** for teachers to adapt instruction, the learning environment and instructional resources.

Second language courses, including Spanish, fall into the category of Locally Determined Options. The Common Essential Learnings will be incorporated into Spanish classes, and the Adaptive Dimension will provide teachers with the flexibility to adapt the program to meet the needs of a diverse student population.

Common Essential Learnings

The Common Essential Learnings are six integrated areas containing knowledge, skills, attitudes, and abilities which are considered important for learning in all school subjects. Their purpose is to help students better acquire the subject matter under study and to develop in students certain skills, abilities, values and understandings which they will need in life and for future learning.

It is important to incorporate the C.E.L.s in an authentic manner. Because subject areas are quite different from each other, the way the C.E.L.s are incorporated and the extent to which they are developed will vary considerably from one subject to another. Spanish language courses offer many opportunities for incorporating the Common Essential Learnings into instruction. The decision to focus on a particular C.E.L. or C.E.L.s within a lesson is guided by the needs and abilities of individual students and by the particular demands of the subject area. Throughout a unit, it is intended that several Common Essential Learnings will have been developed to some extent.

General guidelines for incorporation of the Common Essential Leanings into instruction are presented in this document. These guidelines are not meant to be prescriptive, but rather to serve as a starting point, initiating further reflection and refinement. In addition, it should be noted that many of the guidelines for developing a particular CEL may also develop other C.E.L.s. This is to be expected, as the Common Essential Learnings are six interrelated sets of knowledge, values, skills and abilities.

Incorporating the Common Essential Learnings into instruction has implications for the assessment of student learning. For example, a unit which has focused on developing Critical and Creative Thinking, should also reflect this focus when assessing student learning.

The incorporation of the Common Essential Learnings into instruction can best be accomplished through teachers reflecting upon the subject matter under study, their teaching practices and their students. It is anticipated that teachers will build from the suggestions in this guide and from their personal reflections in order to better incorporate the Common Essential Learnings into Spanish classes.

Personal and Social Values and Skills

The goal of this CEL is to assist in the development of compassionate and fair-minded persons who can make positive contributions to society as individuals and as members of groups. In the classroom, this Common Essential Learning has two related aims: to support students in treating other persons with respect; and to support students in coming to a better understanding of the personal, moral, social and cultural aspects of school learning.

This Common Essential Learning is one of the most important for Spanish since its goal coincides closely with the Global Citizenship component of the program. Learning a second language often helps students better understand their own language, become more aware of their own values and how they are shaped by their culture through a process of comparison and contrast. If they are never exposed to other ways of doing things, or other ways of looking at people and events, they will take their own cultural perspective for granted. Self-reflection and self-knowledge are supported by understanding and valuing the cultures and lifestyles of others.

Independent Learning

Independent Learning focuses on creation of the opportunities and experiences necessary for students to become capable, self-reliant, self-motivated and life-long learners. Although students will benefit in many ways from learning Spanish, even if they never use it outside the classroom, those who are willing and able to continue learning the language later in life, whether formally or informally, will find their horizons broadened and their lives enriched. Fostering the development of student skills, self-confidence, self-reliance and positive self-concept is an important goal of the Strategies component of the program.

An important factor in independent learning is the encouragement of students' own interests and their desire to learn. Students will be motivated to learn if the learning activity is meaningful, and if the knowledge is useful and provides a means of achieving a desired goal. By choosing topics and tasks which are of interest to students and which are linked to other aspects of their lives, the teacher provides the conditions for the development of intrinsic motivation and genuine curiosity.

Communication

The word "communication" has many meanings and connotations, particularly in the area of second language teaching and learning. Communication as a Common Essential Learning is about using language as a tool for thinking and learning. Language (usually their first language) is the means that students use to bring order and meaning to facts and experience. True learning takes place only when the learner encodes knowledge in and through his or her own language.

By incorporating a period of reflection into each unit, teachers can provide students with the opportunity to better understand concepts related to the Spanish language and cultures through meaningful classroom talk and listening. It can also help students learn the terminology or specialized vocabulary of language learning, terminology which is important when consulting dictionaries, texts, and grammar books. This part of the course can take place in English if the students are beginners and unable to cope with complex concepts in Spanish. However, it is expected that they will gradually be introduced to the vocabulary and structures needed to discuss language, culture, and language and culture learning in Spanish.

Since the goal of the Spanish program is to develop communicative competence in the Spanish language, Communication as a Common Essential Learning can be applied to the development of competence in that language as well as understanding about language and culture. Language development is enhanced by the opportunity to use language in many different situations in order to deal with a wide variety of tasks. The goal of the Applications component of the course is to expose students to as wide a variety of situations and purposes as possible. The use of a task-based approach means that students will be actively using the language in meaningful ways.

Numeracy

The goal of incorporating Numeracy into curricula is to develop individuals who can cope confidently and competently with everyday situations demanding the use of mathematical concepts and to help students better understand the quantitative aspects of each subject. Since there are no quantitative aspects to the Spanish language, being numerate will not help students better learn the language. Numeracy can be incorporated into the study of the Spanish language to the extent that tasks are chosen which involve knowing how to compute, measure, estimate and interpret mathematical date, knowing when to apply these same skills and techniques, and understanding why these particular processes apply.

Technological Literacy

The goal of incorporating Technological Literacy into curricula is to develop individuals who understand how technology and society influence one another and who are able to use this knowledge in their everyday decision making. This Common Essential Learning can be incorporated into the Spanish course through the choice of areas of experience and topics which deal with the interaction between technology and society, particularly in the cultures of Spanish-speaking countries.

Critical and Creative Thinking

Creative thinking is generally considered to be involved with the creation or generation of ideas, processes, experiences or objects; critical thinking is concerned with their evaluation. Critical and creative thinking processes are combinations of abilities, knowledge, values, attitudes, skills and processes. While the underlying values and attitudes remain constant across school subjects, the knowledge base, skills and processes required for critical and creative reflection vary from subject to subject.

Adaptive Dimension

The Adaptive Dimension is an essential part of all educational programs. Like the Common Essential Learnings, the Adaptive Dimension is a component of Core Curriculum and permeates all curriculum and instruction.

The Adaptive Dimension is defined as the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, instruction and the learning environment meaningful and appropriate for each student. (*The Adaptive Dimensions in Core Curriculum*, Saskatchewan Education, 1992)

The Adaptive Dimension is used to:
- provide program enrichment and/or extension when it is needed
- enhance student success and reduce the possibility of failure
- address students' cultural needs
- accommodate community needs
- increase curriculum relevance for students
- lessen discrepancies between student ability and achievement
- provide variety in learning materials, including community resources
- maximize the students' potential for learning.

Student diversity must be regarded as the norm to be valued. Instruction, materials and the learning environment then become variables which must be adapted to the needs of the student, rather than as a set of uniform predetermined expectations to which the student must adjust. Celebrating and accommodating student diversity rather than striving for uniformity demands a different perspective on the teacher's role. He or she assesses the needs and strengths of the learner, makes appropriate adaptations based on the assessment and provides the most appropriate educational program for each student.

The Learner

Assessment of the learner may involve looking at:
- preferred learning styles
- cognitive development
- physical development
- social and emotional development
- types of intelligence
- interests
- self-concept
- cultural background.

Adapting the Learning Environment

Adaptations to the learning environment may include variations in:

- physical setting (light, temperature, ventilation, room arrangement, furnishings, seating arrangements, use of space)
- grouping practices (heterogeneous co-operative learning groups, peer tutoring plans, cross-grade tutoring)
- technical supports and support personnel (computer, professionals, paraprofessionals and volunteers).

Adapting Content

The choice of content and materials must be designed to help individual students achieve the foundational objectives, not to change or reduce these basic objectives. Adaptations to course content may include:
- choosing tasks, topics or themes based on the interests and experiences of students
- using resource materials that best suit students' needs (print, audiovisual, multimedia)
- using both familiar and new vocabulary in order to challenge all students.

Adapting Instruction

By using a broad range of instructional strategies and methods, teachers provide students with the opportunity to learn in their preferred ways some of the time, and to develop their capacity to learn in a variety of different ways. Adaptations to instruction may include:
- encouraging student participation in planning instruction and evaluation
- adjusting the pacing of instruction to allow all learners to develop to their potential
- altering the way students are required to respond.

The teacher is the key to successful application of the Adaptive Dimension. Teachers are empowered to exercise their professional judgement to make educational decisions, based on their assessment of the needs of each learner in the classroom, to accommodate student diversity.

Supporting Initiatives within Core Curriculum

In addition to the components preciously described, Core Curriculum includes various initiatives which guide the choice of resources as well as various aspects of instruction in the classroom.

Resource-Based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent life-long learning. Resource-based teaching involves planning units which integrate resources with classroom assignments, and teaching students the processes needed to find, analyze and present information.

Resource-based teaching involves students with all types of resources. Some possible resources are books, magazines, films, audio and video tapes, computer software, internet websites, commercial games, maps, members of the community, posters, pictures and prints, objects and artefacts. See the sample list of text forms (page 120) for more suggestions.

Resources may be found in libraries, museums, art galleries, businesses, government departments, non-governmental organizations, on the worldwide web. Resource-based learning is student-centred. It offers students opportunities to choose, to explore and to discover. Students who are encouraged to make choices in an environment which is rich in resources, and in which their thoughts and feelings are respected, are well on their way to becoming autonomous learners.

The following points will be of help to the teacher in using resource-based teaching and learning:

- Discuss the task and the objectives for the unit with students. Correlate needed research skills with the activities in the unit so that skills are always taught in the context of application. Work with the teacher-librarian if available.
- Plan well in advance so that adequate resources are available.
- Use a variety of resources in classroom teaching, showing students that you are a researcher who constantly seeks out sources of knowledge. Discuss with them the use of other resource centres, government departments, museums and various outside agencies in their research.
- Encourage students to seek assistance in carrying out their task.
- Continually request good curriculum materials for addition to the resource centre collection.
- Support the essential role of the resource centre and the teacher-librarian in your talks with colleagues, principals and directors.

Gender Equity

Expectations based primarily on gender can limit students' ability to develop to their fullest potential. Therefore, it is the responsibility of schools to create an educational environment free of gender bias. While some stereotypical views have disappeared, others remain and endeavours to provide opportunities for all students must continue.

The following suggestions from *Gender Equity: A Framework for Practice* (Saskatchewan Education, 1992) may help teachers in the creation of an equitable learning environment.

- Select resources that reflect the current and evolving roles of women and men in society.
- Have equally high expectations for both female and male students.
- Spend an equitable amount of time with all students regardless of gender.
- Allow equal opportunity for input and response from female and male students.
- Incorporate diverse groupings in the classroom.
- Model gender-fair language in all interactions.
- Discuss any gender-biased material with which students may come in contact.
- Acknowledge the accomplishments of women and men.
- Teach respectful listening. Expect that students will consider the ideas presented by everyone.
- Ensure that both male and female students have comparable time and access to resources and equipment.

Aboriginal Content and Perspectives

The inclusion of Aboriginal content and perspectives in all education programs promotes the development of positive attitudes in all students toward Indian, Métis and Inuit peoples. Increasing an awareness of one's own culture and the cultures of others develops all students' self-concept and promotes an appreciation of Canada's cultural mosaic. In addition, the inclusion of Aboriginal content and perspectives in each curricular area fosters meaningful and culturally relevant experiences for Aboriginal students.

Teachers who have Aboriginal students in their Spanish class should be aware that these students may speak an Aboriginal language at home and in their community. This language may be a source of interference as they learn Spanish, or it may be beneficial as they find elements that they can transfer from one language to another.

Aboriginal content and perspectives in Spanish courses will most often take the form of increased awareness of the Aboriginal peoples who live in Central and South American countries. Awareness of diversity within Spanish-speaking cultures is an important strand in the Global Citizenship component of the curriculum. As students compare their own culture with the cultures of Spanish-speaking peoples, a comparison of historical and contemporary issues related to Aboriginal peoples in the different areas will be an important focus.

Multicultural Education

The Multicultural Education policy (Saskatchewan Education, Training and Employment, 1994) describes the role of education in a multicultural society and outlines Saskatchewan Education's commitment to programs and activities which contribute to the enhancement of multiculturalism in Saskatchewan and Canada. It defines multicultural education as "an interdisciplinary educational process which fosters understanding, acceptance, empathy, and constructive and harmonious relations among people of diverse cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment." (page 4).

The Spanish program can contribute to many of the goals of multicultural education:
- enable students to develop a sense of pride in their own ethnocultural identities
- enable students to study their cultural and linguistic heritages and those of others
- enable students to view their own ethnocultural backgrounds and those of others as personal and societal assets
- equip students with knowledge, skills and strategies that support interpersonal and intergroup relationships and are necessary for functioning in our pluralistic society
- encourage students to understand and respect the cultural heritages of all students
- increase students' capacity for examining their own ethnocultural attitudes and values in the light of history and the current situation in the province and country
- enable students to develop an acceptance for and understanding of differences
- enable students to recognize and understand how ethnic polarization, tensions and conflict, racism, discrimination and prejudice occur in society and strive for ways to resolve these issues.

Instructional Approaches

Developing Language Competence

Language competence is a broad term which includes not only knowledge about the language, but also the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed **in the context of activities or tasks** where the language is used for real purposes, in other words, in practical applications. Tasks involve students in understanding, manipulating, producing or interacting in Spanish while their attention is principally focused on meaning rather than form. Activities or tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out the task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.
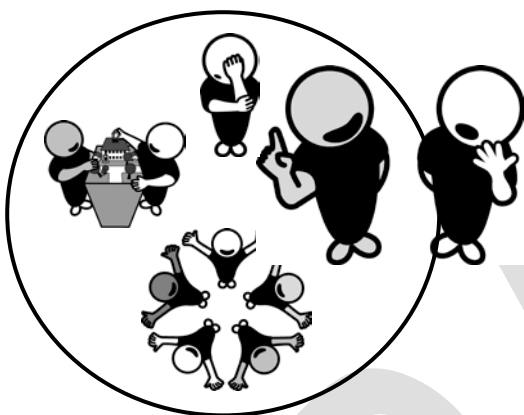
Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used in this curriculum guide, rather than the traditional four skills (reading, writing, listening, speaking).

Interaction is most often direct, face-to-face oral communication. It can also take the form of written communication between individuals using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning. Negotiating meaning involves working to make themselves understood and to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or figuring out meaning in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the author or speaker.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication (e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker). Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other non-verbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful since the participants cannot directly negotiate meaning.

Teaching the Form of the Language

For the purposes of this curriculum guide, we are including under the heading "form" grammar (morphology and syntax), spelling, vocabulary and pronunciation. Teaching the form of a second language has been the topic of much discussion, but more research is needed to clarify many issues that remain unresolved. However, we can make the following observations with some certainty:

- Exposing students to the language without explicitly teaching its structures and formal properties is not enough to enable most students to become fluent.
- Teaching grammar through exercises that are unrelated to meaningful communication will not help students improve their language competence.
- Activities or tasks which focus on the form of the language should take up a relatively small part of the overall class time. The majority of classroom time should be spent on communicative activities, in other words on activities where the focus is on meaning.
- Students cannot be expected to master a particular structure after a single lesson on it. They need to be exposed to the structure repeatedly, in a variety of situations, and have the opportunity to use it over an extended period of time before it will be learned. See the section on a spiral progression (page 101) for more discussion on this point.

No research has been able to demonstrate that teaching specific grammar points in a particular order is necessary or beneficial. How then does the teacher decide when to introduce specific structures or forms? In a program that takes a task-based, project-based or content-based approach, the choice of grammar structures or forms to work on explicitly is based on the immediate needs of the students. In other words, students learn about the structures and forms they will need to use in order to carry out the task that is the focus of the unit. This way of ordering the teaching of grammar requires a careful analysis of the tasks the students will work on to determine which structures are essential and in which context they will be used.

This method may sound somewhat haphazard, but with careful planning on the part of the teacher to ensure that specific points are revisited regularly in a variety of contexts, it can be just as effective as following an order of presentation based on tradition or theories of grammar. See page 131 for a detailed checklist of grammar elements (syntax and morphology) which will help to keep track of which points have been introduced and in which contexts.

An effective method of raising the students' consciousness of particular structures or rules is to help them discover the rule themselves. Once they are aware of the structure, they will be more likely to notice it in texts they are working with and thus have their learning reinforced. Grammatical problem-solving activities (see Instructional Methods, page 55) can be used to help students discover patterns from a number of examples of correct and incorrect sentences. If students work in pairs or small groups, and are able to do the activity in Spanish, they will also be getting an opportunity to use the language in an authentic situation, in this case to learn something new. Even if students do the activity in English, and are guided by the teacher, they will still benefit from the analysis.

Structural exercises can be effective tools for teaching grammar provided they meet certain criteria:

- Sentences used for the exercises should be taken directly from students' own productions or from texts they are using in their communicative activities.
- Understanding the meaning of the sentence should be necessary in order to do the exercise.
- Students should have the opportunity to use the structure they have just analyzed to accomplish the task that is the focus of the unit.

See the section on Instructional Methods for more specific details and examples of structural exercises (page 79).

Teaching Aural Interpretation

Stephen Krashen's theory of second language acquisition (Krashen, 1982) emphasizes the importance of comprehensible input. Students must hear the language spoken, in situations which help them understand what is being said, if they are to acquire the language. They may go through a "silent period" before being willing to try to use the language themselves, but this does not mean that they are not learning.

To maximize acquisition of the Spanish language, especially in the very early stages, input should have the following characteristics:

- Texts are as authentic as possible. (Authentic means they were produced for Spanish speakers and not for second language learners.)
- Speech is slower and more clearly articulated, although not distorted.
- Syntax is simple, sentences short.
- Grammar content is **not** sequentially controlled.
- High frequency vocabulary is used.
- The meaning is clarified by the use of gestures, facial expressions, visuals or concrete objects.
- The topic is familiar to the student.
- The content is interesting and/or relevant to the student.

As students become more proficient, the language to which they are exposed can more closely resemble the normal speech of a native speaker and the non-verbal supports can be reduced. In order for students to continue to learn, input should always be just a little beyond their current capabilities.

Since the Spanish classroom may be the only place students are exposed to the language, it is important that Spanish be used as much as possible. Students can gradually be taught the vocabulary and structures needed to carry out classroom routines in Spanish until the whole class is taking place in the second language.

Classroom activities where the principle focus is on aural interpretation will typically have three steps:

Pre-listening

- Set the scene, explain the context.
- Make connections with students' previous experiences and knowledge by asking them to predict what they would expect to hear. This can by done by having the students brainstorm, make a list, a guide or a chart of what they know and what they want to find out.
- As students are anticipating what they might hear, highlight key words or structures.
- Make sure students understand the task they are to accomplish. Depending on the task, the students may be required to listen for specific details or just a general understanding of what is being said.
- Discuss and model aural comprehension strategies that the students might use while listening. See the list of suggested strategies on page 147 of this guide.

Listening
- Recorded messages are generally more difficult to understand since there are no visual clues to the meaning; students may need to listen more than once.
- They should have a concrete task to accomplish, e.g. information to gather, a form to fill in, a checklist to complete.
- Students can confirm whether or not their predictions were correct.
- Over the course of the school year, texts used for listening should feature a variety of voices with different accents and different characteristics.
- As students become more proficient, they can be asked to perform tasks that go beyond literal **comprehension** to **interpretation** of the text based on their knowledge of the language and culture.

Post-listening
- This is the reflective stage where students think about and discuss what they understood, what they learned, the strategies they used and how successful these were.
- If the listening activity was designed as preparation for other activities, the vocabulary and structures acquired from the oral text will be re-used in different contexts.
- The text form may be used as a model for texts the students will be producing.

Teaching Oral Production

Oral production activities are distinct from activities where there is interaction (and the possibility of negotiation of meaning) between individuals. Even though they are not interactive, they must still be communicative. This means that they will have the following characteristics:
- The topic is interesting and/or relevant to the students.
- The student producing the text has a **real** purpose (e.g. sharing factual information, expressing a personal opinion).
- The text is presented to a **real** audience (a person or persons other than a teacher who is listening for the sole purpose of teaching and assessing the student).
- **Real** communication takes place, in other words, the audience does not already know what the speaker is telling them.
- The students presenting the text usually have an opportunity to plan and prepare what they are going to say beforehand (see the list of suggested strategies on page 148) and to rehearse their presentation. For this reason, greater accuracy, better pronunciation and intonation, and greater fluency can be expected than in interactive situations.

Developing Interactive Fluency

Research has shown that students need more than comprehensible input to learn a second language. They also need output; in other words, they need opportunities to interact with others and to try to make themselves understood, if they are to develop accuracy and fluency. Producing language helps learners to notice gaps in their knowledge, and then to try to find the correct form or the appropriate word, in order to be understood.

Studies have also shown that nearly two-thirds of the talking that goes on in classrooms is done by the teacher. This is rather alarming when we know that interaction is essential for learning a language. If the teacher controls dialogue by asking questions of one student at a time, each individual student will have very little opportunity to try out new vocabulary and structures. Students must have the opportunity to interact in Spanish in authentic situations as much as possible.

Face-to-face interaction is different from other situations (e.g. reading a story, writing a letter, listening to a song, speaking to a group) in that negotiation of meaning is possible. The speaker knows more or less immediately whether or not their message has been understood. The conversational partner may indicate lack of understanding, ask for clarification or simply respond, thinking they have understood. This back and forth process continues until a mutual understanding has been reached.

However, interactive activities, if they are to be effective, cannot be left to chance. They must be carefully planned and structured. Here are some suggestions:

- By using cooperative mixed-level groups, the teacher provides students with many opportunities to express themselves, to use the language in communicative situations and to test their ability to get their message across. It is important to teach and assess cooperative skills related to using the Spanish language in cooperative groups. A more detailed description of cooperative learning can be found in the section on instructional methods (page 45).

- Students can be taught strategies for making themselves understood, without having recourse to English, when they do not know or cannot remember a word or phrase. Strategies include using gestures, synonyms, paraphrasing, looking at word lists posted in the classroom, and so on. See the list of interactive strategies on page 147.

- Students often need to be encouraged to be a little more precise, a little more accurate. However, in interactive activities the focus should remain on the meaning the student is trying to convey. It is possible to respond to the message and yet push students to improve their language. If they are using a general word, for example, respond to what they are saying while at the same time using a more precise word. If they make a mistake in grammar or pronunciation, respond to the content (the meaning) of their message, but incorporate the correct structure or pronunciation into your response. If the idea is vague or very general, ask students to provide more details, justify their opinion or to be more precise.

- Students can learn to use similar techniques in their interactions with their fellow students. This involves strategies like asking questions to get more information or a clearer answer, indicating when one has not understood or repeating what was said in a different way to check for understanding.

- None of these suggestions will work unless the classroom provides a safe environment for students, an environment where they know they can make mistakes without being ridiculed or punished. Students need to understand that taking risks (trying out new vocabulary and structures, using language that they are not quite sure of, trying to say things they want to say but have not yet learned fully) and making the inevitable mistakes is part of the process of effective language learning.

Teaching Written Interpretation

Students learning to read Spanish at the high school level have the advantage that they already know how to read in their first language and can transfer many of their skills and strategies to the task of reading their second or additional language. They already understand that a written text has a message and that it is made up of individual words. They know that they do not always have to understand every word, they can read ahead and come back, or just guess at the meaning of unknown words, and so on.

Since written language is a source of comprehensible input in the same way that oral language is, much of what was said about aural interpretation above is true of written interpretation as well. Written texts used in the early stages of learning Spanish should have the following characteristics:

- They are as authentic as possible. (Authentic means they were written for Spanish speakers and not for second language learners.)
- Syntax is simple, sentences are short, texts are also short or made up of short sections.
- Grammar content is **not** sequentially controlled.
- High frequency vocabulary is used.
- The meaning is clarified by the use of illustrations and other contextual clues.
- The topic is familiar to the student.
- The content is interesting and/or relevant to the student.

As students become more proficient, the written texts to which they are exposed can more closely resemble the normal language of a native speaker with fewer visual supports. In order for students to continue to learn, input should always be just a little beyond their current capabilities.

The term "written interpretation" is a reminder that the objective of reading is to interpret the meaning of the text. Activities such as reading aloud, while they have their place in the second language classroom, are more suited to practising good pronunciation, or learning the correlation between sounds and spelling than to developing comprehension. For beginning readers of Spanish, it is difficult to attend to the meaning of a text at the same time as the sound-symbol system.

Classroom activities where the principle focus is on written interpretation will typically have three steps similar to those used for aural interpretation:

Pre-reading
- Set the scene, explain the context.
- Draw the students' attention to illustrations, titles and sub-titles, the cover and any other part of the text that might give them clues as to what the text is about.
- Make connections with students' previous experiences and knowledge of the world as well as their knowledge of similar texts in their first language. Ask them to predict what they would expect to find in a text of this kind. This can by done by having the students brainstorm, make a list, a guide or a chart of what they know and what they want to find out.
- As students are anticipating what they might read, highlight key words or structures in Spanish.
- Make sure students understand the task they are to accomplish. Depending on the task the students may be required to read for specific details or just a general understanding of the text.
- Discuss and model written interpretive strategies that the students might use while reading. See the list of suggested strategies on page 147 of this guide.

Reading
- Written texts have the advantage that they can almost always be reread as many times as is necessary. The focus of each reading can be different.
- After the first reading, students can confirm whether or not their predictions were correct.
- Students can then seek the information they need in order to accomplish the task, e.g. gather facts for a research project, a form to fill in, a checklist to complete.
- As students become more proficient, they can be asked to perform tasks that go beyond literal **comprehension** to **interpretation** based on their knowledge of the language and culture.
- Many students benefit from making a graphic representation of what they have understood from the text. These can take different forms depending on the kind of text they are reading. See Graphic Organizers on page 59 for more details.

Post-reading
- This is the reflective stage where students think about and discuss what they understood, what they learned, the strategies they used and how successful these were.
- If the reading activity was designed as preparation for other activities, the vocabulary and structures acquired from the written text will be reused in different contexts.
- The text form may be used as a model for texts the students will be producing.
- As the students become more proficient, they can begin to share their response to the text and to rethink their interpretation in the light of what their classmates have understood.

Teaching Written Production

Research on teaching writing shows that student achievement is higher when the teaching approach emphasizes writing as a **process**, rather than writing as a **product**.

In the traditional **product-oriented approach**, form and correctness are the focus of attention. The teacher provides drills on specific skills, makes many of the major decisions for the students (e.g. topic, length, what form the text will take), and is the only audience. Students are asked to concentrate on following rules, to work alone and to constantly pay attention to technical matters such as grammar and spelling. They usually write only one version of the text, which the teacher corrects. Because no one else will read the writing, students often pay little attention to the teacher's comments.

Research has clearly shown that a concentration on grammar actually slows students' development as writers, because the insistence on correctness reduces their willingness to experiment and invent. Grammar instruction that relates directly to students' writing, and is in response to their needs, is effective in improving writing.

The experience of classroom teachers and research conducted during recent years shows that a **process-oriented approach** to teaching writing is more successful. In this approach, students are led through a series of stages in their writing and gradually learn to use this process independently. These stages include:

Prewriting
- The writer gathers information and plays with ideas during the prewriting stage.
- Prewriting activities may include drawing, talking, thinking, reading, listening to tapes and records, discussion, role playing, interviews, problem-solving and decision-making activities, conducting library research and so on. These activities can be done in small groups of students who are working on similar topics.
- This stage is particularly important in second language classes because it provides students with opportunities for acquiring the vocabulary and structures they will need in their writing.
- Practice tasks must truly match and illustrate the lesson or concept being taught.
- Students can benefit from analyzing models of good writing. The analysis can focus on how the text is organized, structured and sequenced, typical words or expressions used in specific situations, the appropriate level of formality as well as sentence patterns. The analysis should always be done in preparation for a specific piece of student writing.

Drafting
- The writer develops his or her topic on paper in rough form.
- The focus is on content, **not** on the mechanics of writing (spelling, punctuation, grammar, handwriting, etc.)
- Writers can ask others, including teachers or fellow students, to read their text and make comments before revising. Work in small groups is effective at this stage.
- Students do need to be taught to offer constructive criticism and to respond sensitively to the works of their classmates.

Revising
- The writer makes whatever changes he or she feels are necessary, still focusing on content.
- Changes may involve adding or deleting text, changing sentence structure, or a complete reorganization. It may even involve starting again.

Editing
- After the writer is satisfied with the content of the text, he or she gives attention to the form and mechanics such as spelling, punctuation, grammar, and may make minor changes in wording or syntax.
- If a particular problem is noted in the texts of several students, a mini-lesson followed by structural exercises can be devised, using the students' texts as a starting point. See the section on Instructional Methods (page 79) for some specific examples of structural exercises. Grammar instruction that relates directly to students' writing, and is in response to their needs, is effective in improving writing.
- The students can then revise their texts and those of their classmates based on what they have just learned.
- Peer editing allows students to practice taking a reader's perspective, and to learn to apply the mechanics and technical aspects of language.

Publication
- The completed text is delivered to its intended audience. Research has found that student motivation and achievement are enhanced when student work reaches a larger audience than the teacher. Classmates, other students, parents and community members are among the potential audiences for students' written work.

Viewing and Representing

These two components have been included with interpretation and production because of the prevalence of a visual component in texts of all kinds, particularly in the media. Often interpretation of the picture is important for a full understanding of the text and for media literacy in general. Many of the skills needed for viewing and representing can be transferred from the students' first language. When dealing with authentic texts, however, the students may have to interpret visuals with specific cultural connotations.

Developing Intercultural Competence

Intercultural competence is a combination of knowledge, skills and attitudes which enable individuals to communicate and interact across cultural boundaries. In the Spanish program, these include the skills of finding information about the cultures of Spanish-speaking peoples, interpreting it in order to understand the beliefs, traditions, and cultural values of these people, relating one's own culture to other cultures and interacting with members of these cultures. In the process of developing these skills, language learners will acquire knowledge of various aspects of the cultures of Spanish-speaking peoples, a heightened awareness of their own, as well as knowledge of the processes of interaction between two or more cultures. They will also work towards an attitude of increased openness, curiosity and willingness to look at the world from the point of view of others.

Culture in the Spanish program is broadly defined as the general context and way of life, the behaviours and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups (Leblanc, 1990, p. 44). The historical and contemporary elements of the culture from which the content is drawn may include:

- historical and contemporary events
- significant individuals
- emblems or markers of national identity such as myths, cultural products, significant sites, events in the collective memory
- public institutions (church, government, schools)
- geographical space (regions, landmarks, borders, climate)
- social distinctions
- conventions of behaviour
- beliefs, taboos, perceptions and perspectives.
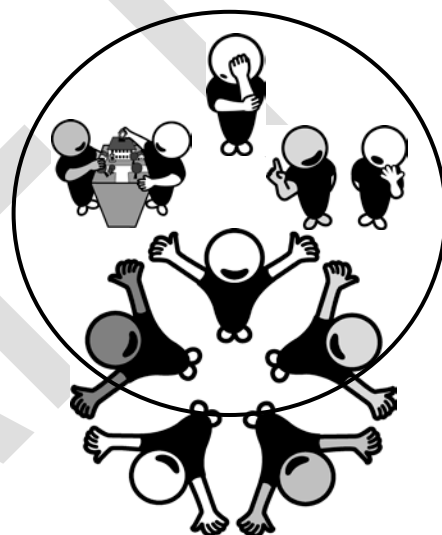
Choices about which elements to include should reflect the importance of the element within the culture, and the interests and developmental level of the students.

Although cultures exert pressure on their members to conform to a variety of norms, most cultures are not homogeneous. Within each one, there are groups of people who have beliefs, values and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race or colour. A number of objectives of the Spanish program are aimed at making students aware of the diversity within a particular Spanish-speaking culture, as well as differences between Canadian culture and the cultures of Spanish-speaking countries.

The development of intercultural competence can take place in three contexts: in the classroom, as fieldwork or as an independent experience. In the **classroom** activities are planned and structured by the teacher and usually take the form of a rehearsal for interaction in real time. In the classroom, students have the opportunity for discovery and analysis of the culture along with reflection on their learning without the pressure of real time. In other words, they do not have to respond immediately. In **fieldwork**, activities are still planned and structured, but the interaction is now in real time. **Independent experiences** are those carried out by students outside of the structure of the course. This curriculum guide will deal principally with classroom activities, but with some comments on fieldwork.

Resources

Finding resources for students at a beginner level of second language learning is a challenge. Authentic documents, in other words, documents created for native speakers of the language and not for language learning, are useful in that they provide students with actual contact with the culture. However, finding authentic documents in which the language is appropriate for beginners can be difficult. Documents that have a high level of visual support (pictures, charts, maps, etc.) and a minimum of text are the easiest to use. Students can be taught interpretation strategies (see page 147) for dealing with so-called "difficult" texts. See the Sample List of Text Forms on page 120 for ideas on the kinds of documents to look for.

Other kinds of resources are also useful for different kinds of activities. Outdated textbooks with stereotyped representations of the culture, for example, can be used to make students aware of such stereotypes. Resources can also take the form of cultural artefacts (costumes, food, music, everyday objects, crafts, etc.). These materials, which are concrete and appeal to the physical senses, are especially useful for younger students as a bridge to more abstract ideas. The greater the variety of resources, the more the students will become aware that culture is expressed through various forms, not just classical literature and fine arts.

Discovery

Students at the high school level may be very diverse in their level of cognitive and affective development. Some may be ready to handle abstract concepts such as "culture" while others are not. Some may be able to take another's perspective, while others may be very ethnocentric in their attitudes. For this reason, initial experiences should be concrete and should involve as many of the physical senses as possible.

Interpretation

As students begin to use authentic texts, they will need to be taught skills for delving beyond the literal meaning.

Relating

"Whenever we encounter the unknown we attempt to understand it in terms which are part of our familiar world and our understanding of it. […] Comparison therefore needs to be part of the teacher's explicit methods…" (M. Byram and G. Zarate, 1995). By exposing students to

experiences of other modes of behaviour, either in the form of real-life experiences (e.g. food) or through media (e.g. television programs), and then having them compare these experiences with their own modes of behaviour, they will begin to understand that their own way is not the only way, but just one of many ways that are influenced by culture. If students in the class are from a variety of cultural backgrounds, this understanding will be reinforced even more.

Reflection

Personal experience of elements of another culture is not, in itself, enough to counteract the tendency to reject that which is different. It is through a process of reflection and discussion following the experience that students can become aware of the process of socialization, of the natural tendency to stereotype, to reject that which is different and to see it as a threat to one's identity. In early stages of learning, this discussion may take place in English until students have the vocabulary and structures to begin to express their feelings and thoughts in Spanish.

The experience of contact with new cultures, reflection on that experience and the varied responses of other students in the class who may be from different cultural backgrounds can take students one step further than just knowledge of a particular culture. Ideally they will come to understand the concept of culture and the phenomena (e.g. ethnocentrism, empathy, stereotyping, exoticism, discrimination, culture shock) that are characteristic of the relationship with other cultures.

Integration with Other Subjects

Intercultural competence can be developed in courses other than second language courses. Social Studies and Language Arts are the subject areas where integration is most easily achieved. A process of collaborative planning between the Spanish teacher and the Social Studies or Language Arts teachers can be fruitful for both. In addition, students benefit from seeing the links between areas of study, transferring knowledge from one domain to another and making connections that might otherwise have gone unnoticed.

The collaborative planning can take a variety of forms, from simply keeping each other informed of units of study that might provide opportunities for reinforcement of learning, to actually planning units together. For example, Module 8 of Visual Art 30 might examine Picasso's "Guernica" and the Spanish Civil War in the context of the theme of social issues and visual art. Native Studies 10 might look at the lifestyle of the Aztecs, and their meeting and interaction with the Spanish.

Sample Activities

- Have students examine a document such as a textbook image that depicts a stereotyped image of Canadians (e.g. Mounties in their red tunics, Eskimos in igloos, Aboriginal peoples in teepees). Ask them if the image is a fair representation of their country. Then ask them to find images of Mexicans or to make a list of the images that come to mind when they think of Spain. Finally, invite a native of the country in question to discuss with students the images they have found and how balanced a view these provide of the country.

- Provide students with a case study of a cultural misunderstanding or a breakdown in communication between people of different cultures. Ask students to try to identify what the source of the misunderstanding was. Students can then provide examples from their own experience of things they are not acceptable in specific contexts. Give examples of behaviours which have opposite meanings in another culture or which exist in the students' culture but not the culture being studied.

- Have students role-play (see page 74) situations they might experience should they travel to a Spanish-speaking country, e.g. what it feels like to be surrounded by a language you know very little or to be left out because you do not understand the customs. Repeat the role-play, but with students in different roles. Then have them compare how they felt in each role.

Developing Strategic Competence

Strategic competence has long been recognized as an important component of communicative competence, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. This curriculum guide deals with strategies for language learning, language use in a broad sense, as well as general learning strategies which help students acquire content. The language use strategies encompass not only compensation and repair strategies, but also strategies used by effective speakers of any language to enhance their communication. Although people may use strategies unconsciously, the curriculum deals only with the **conscious use** of strategies.
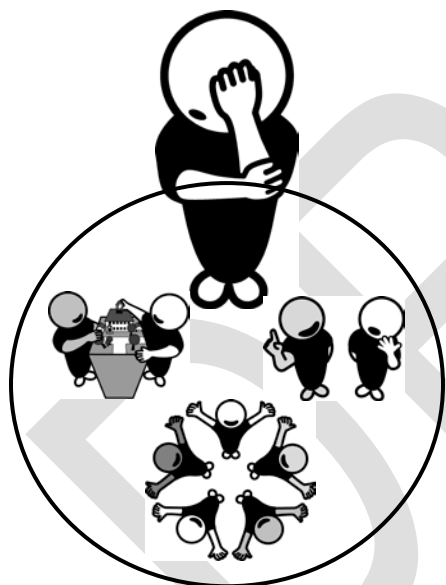
Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be able to use specific strategies at a particular grade level. The goal is to help students become more active, more self-directed, more autonomous and more expert in choosing the strategies that work best for them. Effective language learners tend to use more strategies and to apply them in a more appropriate fashion than less effective learners.

A global list of strategies that will benefit students can be found on page 145 of this document. Teachers need to know and be able to model a broad range of strategies from which students are then able to choose. Strategies may be taught in a variety of ways, but the approach taken

in this curriculum is that they should be taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Raising Awareness of Strategies

A number of methods can be used to raise the students' awareness of the strategies they are currently using, to help them discover that others may be using different strategies and to begin to think about the effectiveness of different strategies in different situations.

- Do a survey of strategies the students are currently aware of using. The survey could consist of a list of different kinds of strategies (see the global list of strategies on page 145) with boxes to check off how often the individual student uses that strategy (seldom or never, occasionally, regularly, often). The results of the survey can be compiled by the students and then discussed.

- Ask students to work in pairs or small groups to try to find the strategies that are embedded in the instructions of several Spanish textbooks. Here are some examples of the kind of instructions you might find:
  ° "Look at the picture before you start reading to get clues about the meaning of the story."
  ° "The following table shows the form of possessive adjectives. Study it to find patterns in the endings for agreement with masculine and feminine nouns."
  ° "Before listening to the recording of a weather report broadcast on the radio, jot down a few key words that you might expect to hear on a winter morning."
  ° "Practise the following dialogue and the suggested variations with a partner."

- If students have already learned other languages, ask them to recall their best and their worst language learning experiences and to identify strategies they used in each case.

- Present case studies of real or fictitious students who are having problems learning a second language. Ask the students to analyze the problem and make suggestions to the student to improve his or her performance. For example: Jared was enrolled in French for several years but dropped the class because his grades were low. He always felt ill at ease with the predominantly oral approach used by the teacher and thought he did not have a "good ear" for languages. What strategies could he try in Spanish class to improve his language learning and restore his self-confidence?

- Do a whole group brainstorming (see page 43 for more details) about strategies that could be used to accomplish a specific task or deal with a particular communicative situation.

Integrating Strategies into Classroom Activities

Once students have become more aware of strategies in general, they may need more intensive instruction on particular strategies that might enhance their learning and their communication in relation to specific language learning tasks. It is in this situation that instruction in the use, transfer and evaluation of strategies can be integrated into regular classroom activities. A variety of methods can be used to do this.

- Model the use of a strategy by "thinking aloud" as you take students through an activity for the first time. The choice of strategy to model may be based on observation of the students and assessment of their needs in prior activities. For example, in preparation for a listening activity, you might ask students to determine the purpose of listening, to listen selectively based on the purpose they have identified and to make predictions about what they expect to hear based on prior knowledge and personal experience. As you take students through these steps, explain why these strategies might be helpful and in which situations to use them. As the students become more skilled, they will be able to assess their own needs and request help with specific difficulties.

- Set aside a few minutes after activities and ask students to state in their own words the strategies they have just used and to analyze how these did or did not help them carry out the task. They can also be encouraged to think about what they need to work on in the future and in what other situations their successful strategies might be used. This reflective phase will help students develop their metacognitive strategies, the ones used to plan, monitor and evaluate their learning. Students should become increasingly independent in their ability to analyze and direct their own learning.

- Students can be asked to keep a language learning diary or log where they talk about their language learning experience, the difficulties they are having, their successes and their ideas about their own learning. Language learning and language use strategies will be only one part of this reflection. These diaries can be shared with classmates and/or the teacher who may respond to create a dialogue.

Keep in mind that, although students should be exposed to a variety of strategies and given opportunities to experiment with them in different situations, they should be free to choose the strategies that best suit their preferred learning style, personality, aptitudes and cultural background.

Individualizing Strategies Instruction

As with many aspects of learning, students will vary considerably in their knowledge of different kinds of strategies, their attitudes and beliefs about language learning and their skills as language learners coming into the Spanish class. The teacher, then, must begin by finding out what strategies students are already using, judge how appropriate these strategies are for the language tasks they are doing, and design instruction to meet these different needs. This may mean working with small groups of students, or even individuals, on specific strategies that other students are already using effectively. It may also mean putting highly strategic students into groups of less skilled students to model effective strategy use in small group activities. Some students may be more receptive to indirect strategy instruction where they are instructed in how to use strategies, but without the awareness of what they are doing.

Assessing Strategic Competence

Improving the strategic competence of students does not mean discovering the skills and attitudes of good language learners and teaching them to less successful students. It means

helping students to discover and develop skill in using the strategies best suited to them as individuals. For this reason, assessment of this component of the course cannot be based on whether or not students use a particular strategy effectively. Instead, it should focus on the students':

- level of awareness of different types of strategies;
- ability to choose and apply strategies appropriate for the task at hand;
- ability to monitor the effectiveness of the strategy or strategies they have used;
- level of autonomy in their use of strategies for language learning, general learning and to enhance communication.

Role of the Teacher

In the communicative student-centred classroom, the role of the teacher undergoes fundamental changes. In traditional second language instruction, the teacher was usually at the centre, explaining grammar, vocabulary, asking questions and correcting exercises. A task-based curriculum requires the teacher to be more of a guide and a language model. One of the main functions of the teacher will now be to discover or invent ways of encouraging students to communicate meaningfully with each other. Instead of actively directing and controlling all interactions, the teacher will set up conditions for meaningful practice and then take on roles such as observer, facilitator, resource person, catalyst, challenger, encourager.

Effective Teacher Talk

An important role of the teacher is to serve as an excellent model of both written and oral language for students. The teacher is a major source of comprehensible input for students and should make a conscious effort to make himself or herself understood.

- Use language that is as natural and as close to the language of native speakers as possible. Over-simplified language is unnatural and unrealistic, and deprives students of a rich source of input for language learning.
- Use lots of repetition.
- Speak at a natural speed, but not too quickly.
- Use the new vocabulary and structures you want students to learn, but in conjunction with familiar language whenever possible.
- Use all kinds of non-verbal supports to clarify meaning: objects, images, gestures, facial expressions, etc.
- Use redundant speech, in other words, say the same thing in more than one way, e.g., using synonyms or paraphrasing.
- Highlight key vocabulary items by writing them on the blackboard and repeating them in a variety of contexts.
- Use both oral and written language together.
- Check for student comprehension regularly by carefully observing non-verbal expressions of lack of understanding, or by having students respond in a variety of ways. Asking students if they have understood is not a particularly effective way to check for understanding. Some students are reluctant to admit they have not understood or to interrupt the teacher to ask for clarification.
- Allow plenty of time for students to process what you have said before requiring them to respond.

Use of English

It is expected that Spanish will be used for instruction as much as possible in order to maximize exposure to the language. Learners will sometimes use their first language, especially in the early stages of learning, but should be encouraged to gradually use more and more Spanish as they gain more skill and knowledge. Students can also be encouraged to use a variety of

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strategies to get their meaning across without resorting to English. Occasionally, a few minutes of class time may be used for reflection on the learning process in English.

Facilitating Student Talk

Research has shown that comprehensible input is not sufficient to develop students' language competence. They must have ample opportunity to interact with others, to practise using the language for specific purposes in a variety of situations, and to negotiate meaning. Negotiating meaning involves making themselves understood and working to understand others.

An important role of the teacher is to set the stage for student interaction and provide students with maximum time in active use of the language. If the classroom is teacher-centred, with the teacher actively directing and controlling all activities (asking questions of each student individually, for example), then the teacher does most of the talking and each individual student will have little time using the language.

An important way of encouraging students to communicate meaningfully with each other is to have them work in small groups, particularly in heterogeneous cooperative groups. For these kinds of groups to work properly, students must be taught the language needed to work together, and the use of Spanish must be an expectation for the activity. For more information on cooperative learning, see page 45.

Equally important for facilitating student interaction is the creation of a positive atmosphere in the class. Students must know that taking risks, and potentially making mistakes, is part of the language learning process. They need to be certain that they will not be ridiculed or reprimanded for making mistakes, either by the teacher or by other students. Only when they feel secure will they be willing to try to express themselves in Spanish, to use vocabulary and structures they are not quite sure of or to experiment with the language.

Providing Feedback

There is still a good deal of debate about providing feedback to students on errors they make, especially in oral interaction. When to provide corrective feedback, what kinds of errors to target and how to provide feedback without discouraging students from taking risks are all questions to which there is no clear answer. Some of the following suggestions will provide guidelines for corrective feedback.

- Do not correct every error. Correct only those that hamper communication (in the case of communicative activities) or are the object of the activity (in the case of activities focused on form).
- When students are involved in a communicative activity, that is, one in which they are focusing on meaning rather than on the form of the language, feedback can take the form of "scaffolding". Scaffolding involves building on what the student has said by responding with language that is more precise, more detailed or more correct. This technique is relatively unobtrusive and can be inserted into the flow of discussion when appropriate.
- Scaffolding also involves asking students for clarification of meaning, particularly as relates to the theme or topic of the activity. This negotiation of meaning pushes students to use a

more precise word, to give a longer or more detailed explanation or to make their meaning more clear in some other way.

- Teachers can also use this technique for negotiation of form. Asking for clarification draws the student's attention to errors and pushes them to correct their own production.
- Simply repeating back the corrected form of what the student has said can be helpful, but only if the student's attention is drawn to the error in some way, for example, by emphasizing the correct form with the voice or by repeating the student error and then giving the correct form.
- Students can be encouraged to use these same techniques with each other when working in small groups.

Classroom Environment

The classroom may be the only place where the students hear and see the Spanish language. It must therefore be an environment which is as rich and as stimulating as possible. The classroom should be filled with examples of spoken and written Spanish: word lists drawn up during brainstorming activities, conceptual maps created by students, posters outlining steps in different processes used by students (e.g. writing process), words of songs or poems, labels on furniture and other objects. It is important, however, to ensure that any materials on display in this way are free of errors and provide a good model of the Spanish language if students are to use them as references.

A broad variety of both oral and written resources is also important. Books, magazines, newspapers, brochures, advertisements, songs and stories on cassette or CD, videocassettes and computer software on a broad range of topics are valuable resources for classroom activities. In addition, they serve to pique the interest of students and motivate them to learn more.

Instructional Methods

The following diagram shows some of the instructional methods which are most effective in developing communicative competence in second language classrooms. They have been grouped according to the categories outlined in *Instructional Approaches: A Framework for Professional Practice* (Saskatchewan Education, 1991). A more detailed description of some of these methods follows.

Direct Instruction
- structural exercises
- compare and contrast
- demonstration
- guides for reading, listening, viewing

Interactive Instruction
- role play
- brainstorming
- cooperative learning
- debate
- language experience

Indirect Instruction
- grammatical problem solving
- case studies
- graphic organizers
- cloze procedure

Independent Study
- journals and logs
- research projects
- reports
- learning contracts

Experiential Learning
- field trips
- simulation
- role play
- games
- surveys

Brainstorming

Definition
Brainstorming is a technique for producing the greatest possible number of ideas around a question or a topic. Originally developed to stimulate creativity, this technique is now commonly used in classrooms to encourage students to explore what they know or want to know about a topic.

Procedure
Begin by introducing the topic in simple terms. Then ask students to come up with as many ideas as they can. Explain the "rules" of brainstorming:
- the more ideas, the better
- no criticisms or judgements
- build on the ideas of others
- all ideas are accepted, even the wild and crazy ones.

Write the ideas down (or have a student write them down if the students are brainstorming independently in small groups). Brainstorming is often followed by classification activities where the ideas are sorted, grouped, combined, extended, and so on, depending on how they will be used later.

Tips
After the brainstorming, correct the spelling of all the words and expressions produced. Then leave the lists posted on the classroom walls throughout the unit, so that students can consult them when they are doing other activities on the same topic.

Maintain a classroom climate that encourages risk-taking and active listening to the ideas of classmates.

Encourage all students to participate even if they have to "borrow" ideas from others.

Applications
Brainstorming is particularly useful in the following situations:
- to explore possible solutions to a problem
- to get ideas for a writing project
- to explore what students know about a topic
- to explore questions or topics for further research.

Language Development

This technique may not seem well suited to the second language classroom at first, since students will sometimes have difficulty expressing their ideas in Spanish. It is, however, very useful for developing vocabulary and structures at the beginning of a unit. Here are a few ideas to make it more successful in second language classrooms:

- Before using brainstorming on a topic that is unfamiliar to students, have them read a text, view a film or do an activity that will introduce them to some of the vocabulary and expressions they will need.

- Encourage students to use gestures, illustrations and paraphrasing if they cannot think of the exact word they need.

- If students use English to express their idea, give them the equivalent word or expression in Spanish and write it down with the other ideas, adding a drawing or brief explanation so that they can remember what it means.

- If you can't think of the word, do not be afraid to admit it and use a dictionary to find the correct term or spelling.

Cooperative Learning

Definition Cooperative learning is a way of organizing student interaction to encourage students to work together in small groups, rather than individually or in competition with each other. In order to avoid some of the problems often associated with small group work (e.g., one student dominating the discussion, one or more students not doing their share of the work), cooperative learning activities are carefully structured to include five basic elements:

Positive Interdependence: each member of the group is concerned about the performance of other group members as well as their own. All individuals must succeed for the group to succeed.

Individual Accountability: each member of the group is responsible for the work of the group.

Face-to-face Interaction: students work in environments that facilitate communication and cooperation.

Social Skills: students are directly taught the human interaction skills that enable groups to function effectively.

Group Processing: group members have opportunities to receive feedback on how their group has been functioning and make plans to improve.

Cooperative learning activities can be structured in many ways (see applications below), but these five elements should be present in some form or other.

Procedure 1. **Positive interdependence** can be structured into group activities in a number of ways:

- Students have a common goal, e.g., every member must contribute to making a single product or all members of the group must improve their score on a quiz.

- Students receive the same reward for completing the task, e.g., their group project is displayed in the school or each group member receives bonus points to add to their individual score.

- Students share one set of materials or information, e.g., the group gets one large sheet of paper, one set of coloured pencils,

one ruler and one eraser to produce a map.

- Each member of the group is assigned a complementary and interconnected role, e.g., in a group of two, one person cuts and the other glues; or in a group of four, students share the roles of reader, writer, timekeeper and noise monitor. Direct teaching of different roles within the group may be necessary. Rotate the roles so that all students have the opportunity to develop their skills in different roles.

- Each member of the group is responsible for carrying out one step of an overall task that needs to be done in step-by-step order, e.g., when preparing a dish, one group member is responsible for gathering ingredients, another for measuring, another for mixing; or when producing the final copy of a letter, one student checks the spelling, another checks the grammar, another checks the page layout, and another checks for capitalization and punctuation.

- Students work together against an outside force or constraint, e.g., team members try to beat their previous team score on a quiz or they try to find the most words related to food in a set period of time.

- Members of the group choose a group name, motto, logo, flag, song or chant to help establish a feeling of identification with the group.

2. **Individual accountability** is created when any member of the group may be called upon to present the work of the group, defend a decision taken by the group or answer questions about the project the group has been working on.

3. **Face-to-face interaction** is facilitated when the conditions of work allow the students to work together easily. They can, for example, be grouped around a small table if they need a work surface, or on chairs in a circle if they are just talking. Sometimes pulling desks together means that students are too far apart to talk in soft voices and still be heard by each other.

4. **Learning social skills** is essential if cooperative learning activities are to work well. There are basically two kinds of cooperative skills, those which students use to complete the task (e.g., asking questions, listening actively, staying on task), and those they use to build and maintain the working relationship of the group (e.g., disagreeing in an agreeable way, encouraging others, keeping

things calm). Students need to be taught specific skills before they begin their group activity:

- Decide which skills to work on. Concentrate on one or two at a time, depending on the age of the students and their previous experience in cooperative groups.

- Help students understand why they are learning the skill, what the skill is (by modelling it, for example), how they can practise it, how well they use the skill and how they can improve.

- Students learning a second language, in particular, need to be taught specific vocabulary and structures for working in groups. For this reason, some of the specific learning outcomes deal with language functions involved in managing group actions.

- Students need a variety of opportunities to practise the skill. This encourages them to transfer the skill to new situations.

- In addition to providing feedback yourself, ensure that students evaluate their use of the skill both individually and as a group.

- Assessment of the social skill should be part of the overall assessment of the activity.

- Monitoring the groups as they work will show which cooperative skills are lacking and might become the focus in future lessons.

5. **Group processing** usually takes place at the end of the activity. Students discuss how well their group is functioning and how they may improve the group's effectiveness. This self-assessment may be done individually (how did I contribute to the effectiveness of the group?) as well as in the group, and then shared with the rest of the class. Or one of the roles assigned in the group can be to monitor the use of a specific skill and report back to the group.

The kind of roles assigned to group members depends on the task they are doing and on the skills they have already developed. Individual role cards, outlining the specific behaviours of each role, may be prepared as references for students while working in groups. Some examples of general roles are: facilitator, recorder, encourager, observer, summarizer. Some examples of roles that might be needed for specific tasks are: materials handler, timekeeper, reader, summarizer.

Tips

If students have little experience working in cooperative groups, start small with groups of 2 or 3 students. As they gain more experience and skill, they will be able to handle larger groups. The size of the group will also depend on the nature of the task.

When introducing cooperative learning, begin with a clear, concise task, simple roles and basic social skills like talking with quiet voices.

It is usually better to group students with different levels of ability, different aptitudes or different backgrounds. Each student's strong points will be different, and each will be able to make a contribution to the group as well as to learn from the others.

Students can stay in the same group for varying amounts of time, sometimes for only a few minutes, sometimes for a whole unit if they are working together on a particular task.

The teacher's role while groups are working is to observe student progress, record observations to provide feedback and to intervene if necessary. When intervening try to find ways to turn the problem back to the group members for solution.

Students need time, practice and explicit instruction to become good at working together cooperatively. Do not expect students to develop interpersonal skills automatically.

Applications

1. **Informal Groups**
   Informal groups are usually small (2 or 3 students) and short term (a single activity or class). Groups can be formed very quickly by asking students to turn to their neighbour and do something together for a few minutes. Some examples of what students can do in informal groups are:
   - Guided exercises such as practising dialogues, cloze activities;
   - Brainstorming or coming up with lists of words, ideas and so on;
   - Expressing a personal opinion on a film, a song, a current event;
   - Giving a brief report on strategies they have been trying, Internet sites they have visited and so on.

2. **Home Groups**
   Home groups are often small as well, but are usually maintained for a long period of time, often throughout the whole course. It is important that members of a home group feel at ease with each other since they will be working together over an extended period of time. Students can be asked to name three or four other students they would like to work with and these suggestions can be used to

constitute the home groups.

A home group provides on-going support, both socially and academically, for every member of the group. Learning a second language can be stressful for some students, but they will learn better if they are relaxed and confident.

Home groups can provide support to students in a number of ways:
- checking homework
- correcting notes
- studying for exams
- discussing strategies
- exchanging information about opportunities for using Spanish outside the classroom
- discussing problems.

3. Jigsaw
The jigsaw strategy is a way of organizing cooperative learning groups to share the workload on larger projects. It involves several steps and two different kinds of groups.

- The students start in their home group or base group. The teacher explains how the project will be organized, outlines what the students' responsibilities are, teaches the social skills that will be worked on throughout the project, discusses assessment, and so on. Within the home groups, each student accepts to work on a particular aspect of the project, to become the "expert" on that part of the project for their group.

1	2
3	4

1	2
3	4

1	2
3	4

- Students from each home group who will be the "expert" for their group on the same topic come together to form expert groups. In their expert groups, they work on the particular aspect of the project they are responsible for, and decided how they will present this or teach it to the other members of their home group.
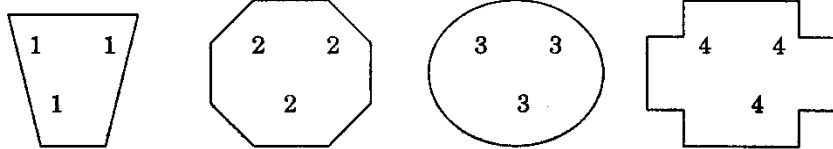
- Once students have finished the work in their expert groups, they return to their home groups, where they use what they have learned in their project, teach it to the others in the group and remain the "expert" for their group on this particular topic.

1	2
3	4

1	2
3	4

1	2
3	4

- The Jigsaw technique is particularly useful for some of the tasks that students will be doing in a task-based language learning class.

Language Development

The language needed to work effectively in small groups can become an important component of a second language class, provided the time is taken to explicitly teach the vocabulary and structures necessary. Almost all of the functions set out in the Applications component of the curriculum guide will be necessary at some time or other in cooperative group activities.

It is important to make clear to students that communicating in Spanish is an expectation of their work in cooperative groups. Making it part of the assessment, assigning a language monitor as one of the roles and teaching ways of helping each other are different ways of doing this.

Cloze Procedure

Definition
In the cloze procedure, words are removed from a sentence or a short text. Students must use their background knowledge, clues from the rest of the text and any other sources of information they have to help them guess what word would make sense in the sentence. The cloze procedure encourages students to use all kinds of strategies to construct meaning when they are reading.

Procedure
The cloze procedure is most often used with written texts and is particularly effective if done with groups of students rather than individually.

1. Choose a written text (or write a text) appropriate to the students' level. Leave the first sentence untouched, then delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways of deciding which words to delete:
   - delete every 7th word (fewer for beginner level students, more for more advanced students);
   - delete key words related to the topic of the sentence;
   - delete words that have a particular grammatical function, such as all the adjectives, or all the pronouns).

   Replace the words with blanks of equal length so that there is no clue as to the length of the words that have been deleted.

2. Ask the students to read the text and try to fill in the missing words. They can use any clues they can find in the text, or any knowledge they have of the topic or the language to try to discover what the missing words might be. The text must make sense when it is complete.

3. Ask the students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, the students can discuss their reasons for each choice and decide which is the best. The sharing of ideas and interpretation strategies is an important aspect of this instructional method.

Tips   If the students have never done this kind of exercise before, do several
                            together with the whole class before having them work independently in
                            small groups. Model the process of looking for clues in the text by
                            "thinking aloud" as you go through the text with the students.

                            The object of the activity is not necessarily to find the original word. If
                            the students are able to fill the blank with a word that makes sense and
                            fits the sentence grammatically, it does not need to be the word
                            originally in the text.

                            Make a list of the strategies used to fill in the missing words and post it
                            in the classroom. Add to the list as new strategies are introduced.

Applications   The cloze procedure can be used on the opening paragraphs of a
                            longer text that the students will be reading to help them focus on key
                            words for the reading and to encourage them to use their background
                            knowledge of the topic to improve comprehension.

                            This procedure can also be used orally to encourage students to predict
                            what is to come. While reading aloud, stop and have students listen
                            carefully to predict the next word or phrase in the sentence.

                            The cloze procedure can also be employed to assess the students' use
                            of a variety of interpretation strategies and their awareness of particular
                            language patterns and structures.

**Language
Development**   The cloze technique helps students become aware of interpretation
                            strategies they are using and learn new strategies by listening to the
                            explanations of their fellow classmates. It helps them learn to use the
                            context and their prior knowledge to make intelligent guesses about
                            unknown words they may encounter in their reading.

Sample Cloze Activity

1. In your small group, read the following text individually, then work together to try to figure out which word should go in each blank. Only one word can be used.
2. Use any clues you can find in the rest of the text to guess what the missing words are. The text must make sense when all the words have been filled in. Make any verb or adjective agreements necessary for the sentence to be grammatically correct.
3. Be prepared to justify why you chose a particular word and why you wrote it in the form you did.

¡Que mañana de desastres!

Son las ocho y media. ¡Natalia se quedó dormida!

Empieza a vestirse mientras calienta la leche pero _____ pantalones

se rompen y la pollera está sin _____. ¡La leche se derrama! Abre el

paquete de _____ con dulce de leche, pero su perro es

_____ rápido y se come las facturas. No hay _____

para mate, Natalia se pone un vestido, agarra _____ saco y sale

hacia el trabajo apurada. En _____ momento empieza a llover y

Natalia olvidó su _____. Los colectivos están de paro y los taxis

_____ todos ocupados, así que Natalia tiene que caminar.

_____, y empapada, Natalia llega a la oficina. ¡Qué mañana de

desastres!

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available online at http://www.sgci.mec.es/uk/Pub/Tecla/2003/

Sample Cloze Activity – Answer Key

1. In your small group, read the following text individually, then work together to try to figure out which word should go in each blank. Only one word can be used.
2. Use any clues you can find in the rest of the text to guess what the missing words are. The text must make sense when all the words have been filled in. Make any verb or adjective agreements necessary for the sentence to be grammatically correct.
3. Be prepared to justify why you chose a particular word and why you wrote it in the form you did.

¡Que mañana de desastres!

Son las ocho y media. ¡Natalia se quedó dormida!

Empieza a vestirse mientras calienta la leche pero <u>sus</u> pantalones se rompen y la pollera está sin <u>planchar</u>. ¡La leche se derrama! Abre el paquete de <u>medialunas</u> con dulce de leche, pero su perro es <u>más</u> rápido y se come las facturas. No hay <u>tiempo</u> para mate, Natalia se pone un vestido, agarra <u>un</u> saco y sale hacia el trabajo apurada. En <u>ese</u> momento empieza a llover y Natalia olvidó su <u>paraguas</u>. Los colectivos están de paro y los taxis <u>están</u> todos ocupados, así que Natalia tiene que caminar. <u>Finalmente</u>, y empapada, Natalia llega a la oficina. ¡Qué mañana de desastres!

Dictogloss

Definition   Dictogloss is a language learning activity in which students work together in groups to create a reconstructed version of a text read to them by their teacher. As they reconstruct the text they discuss and make decisions about word choice, sentence formation and internal coherence. After each group has produced its own version of the text, the whole class analyzes and corrects each group's work.

Procedure   1. Begin with a discussion on the topic of the text that will be used in order to activate the students' prior knowledge and refresh their memory of key vocabulary and grammar. The class may also discuss the text type or review a grammar structure that will be important for the activity.

2. Read the text aloud once at normal speed and ask students to listen but not write. The text should be fairly short and dense at about the students' level of proficiency. Read the text a second time at normal speed and this time ask students to jot down familiar words or phrases that will help them reconstruct the text. This is not a traditional dictation exercise. Students are not expected to write down the text word for word.

3. Students work in groups of two to four, pool their notes and try to reconstruct the text. They should strive to reconstruct the meaning and form of the original text, but not a word for word copy. They should aim at grammatical accuracy and textual cohesion.

4. The whole class then analyzes and compares the various versions, and identifies similarities and differences in meaning and form between their reconstructions and the original text.

Tips   By combining dictogloss with cooperative learning, we ensure that all students in the group are equally active in the reconstruction process and that each one is individually accountable for the final product of the group. In addition, other benefits of cooperative learning are encouraged (see page 45 for more details).

Although the reconstructed texts do not need to be accurate copies of the text that was read, there should be a focus on grammatical and lexical accuracy as well as on internal coherence and cohesion.

Applications   The basic technique for dictogloss asks students to reconstruct the text as closely as possible. Alternatively, students can be read a longer text and asked to summarize the key points. This is good practice for note taking if one of the goals of the program is to prepare them for content-based courses taught in Spanish.

If one of the goals of the activity is to improve the students' ability to write extended texts, another variation is useful. Choose a text for the dictogloss that is relatively short, and ask students, once they have reconstructed the text, to add to it. They can add words to sentences, or add new sentences that give more information. They can add comments or opinions on the ideas expressed in the text. Or in the case of a story, they can continue on beyond where the text ends.

There are various ways to use visuals in conjunction with written texts in dictogloss activities. If the text chosen for the dictogloss includes a description, students can be asked to draw a picture to correspond to the text as well as reconstructing the text itself. They might also be asked to use some kind of graphic organizer (see page 59 for more details) to help them take notes as the text is read to them. Or they can be shown a picture or a video (with the sound turned off) while the text is being read to help them better understand the text.

Dictogloss can also be used for assessment. By observing students as they reconstruct the text in their small groups, and as they compare their texts with the original at the end of the activity, teachers can gain insight into learners' thinking about many aspects of the language and language learning.

Language Development   Dictogloss encourages students to focus on the meaning of a text as well as on the form. It provides practice in all four skills--oral and written production and interpretation. And it exposes students to longer texts (longer than a sentence), leading them to consider the form of the text as well as the internal cohesion and coherence.

As students discuss their texts in small groups they also have an opportunity to develop their cooperative learning skills. By creating heterogeneous groups, students with different strengths all have an opportunity to shine and contribute something to the group.

The discussion that takes place provides students with an opportunity to develop their metacognitive learning strategies. Students develop a conscious awareness of the skills they are already using and learn new skills from others in their group. The discussion also leads them to notice gaps in their knowledge and how they might fill the gaps.

Grammatical Problem-Solving

Definition   A method often used to teach grammar is to present students with a rule, provide them with examples and then have them do exercises to determine if they understand the rule and to help them learn through repetitive drill. Grammatical problem solving involves having students use deductive reasoning to discover rules and understand grammatical concepts on their own. Instead of working from the rule to the examples, students work from the examples to the rule.

Procedure
1. Provide students with a number of examples that illustrate a particular grammar rule that you want them to learn. Ask them to look at the examples and try to determine what the rule might be. It is useful for students to work in pairs or small groups, and discuss their reasoning.

2. If their first attempt at deducing the rule is not successful, provide more examples that are designed to lead them in the right direction. It is also helpful to provide contrasting examples to guide the thinking of students. Continue in this way until they have discovered what the rule is.

3. Once students have figured out the rule, ask them to provide their own examples to check for understanding.

Tips   It is not important that students use the proper grammatical terminology as long as they are able to explain what they mean. Often if students formulate the rule in their own words, they will be able to remember it better.

Start with a fairly simple rule if students are not used to this method. It may take some practice for them to be able to formulate rules of their own.

Applications   This method can be used to teach almost any language rule. Here are some examples:

1. Pronunciation
Listen to how the following words are pronounced and make a rule about the letters [n] and [ñ].

nieva	nombre	año	nieva
piñata	señor	número	cumpleaños
otoño	desayuno	montañas	necesito

2. **Adjective Agreement**
   Look at the following examples and discover the rule about how the ending of the adjective (the word used to describe people or things) changes.

Marcos es simpático.	Marta es simpática.
Juan es trabajador.	Juanita es trabajadora.
Roberto es reservado.	Yolanda es reservada.
Tom Cruise es talentoso.	Julia Roberts es talentosa.

3. **Relative pronouns**
   Study the following examples and make a rule about when to use que *and when to use* quien *and the plural form* quienes.

   Quiero ir al museo que está cerca del centro.

   Es la biografía de quien te hablé el otra día.

   No me gustan las obras que pintó Goya en sus últimos años de vida.

   Es el actor con quien hablé después de la producción.

4. **Vocabulary Choice**
   Look at the following examples and determine when to use saber *and when to use* conocer.

   ¿Conoces al señor? No, no conozco al señor.

   ¿Sabes qué hay dentro de la piñata? Si sé que hay dulces en la piñata.

   ¿Conoces a la chica que escribe? Si la conozco. Se llama Isabel. Sabe usar las marionetas.

Language Development

Having students discover or deduce the rule themselves usually leads to a better understanding of the grammatical rule or concept. It also develops their ability to learn language independently. Being able to deduce rules from multiple examples is an effective language learning strategy.

Graphic Organizers

Definition Graphic organizers are visual representations of texts or groups of related ideas, words or thoughts. They can take a variety of forms, some of which have a specific name, depending on what they are representing and how they will be used. Some examples are: frames, mind maps, webs, concept or semantic maps, story maps, Venn diagrams, flow charts.

Procedure When introducing graphic organizers for the first time, model their use in a simple situation, going step by step through the process, explaining what you are doing at each step and why. Use the same graphic organizer on several occasions, getting more and more student input each time. As students gain more understanding and skill, they can be given more opportunity for discussion about how different elements should be represented and what they should be linked to. Once students are accustomed to using a particular type of graphic organizer, they can begin to use it independently in small groups. The form of familiar graphic organizers can be posted in the classroom as a resource for students as they work.

Second language learners may need some preparation before working on a graphic organizer to build their vocabulary on the topic. They might watch a short film, read a text (or listen to someone else read), or brainstorm ideas and categorize them. Throughout the preparatory activity and the development of the graphic organizer, the teacher can supply any vocabulary that the students are lacking.

Tips For beginners or younger students, pictures can be used instead of, or in addition to words.

Use different colours and shapes to add more meaning to the graphic organizer. For example, use wool or string of different colours to show links between words or ideas.

Prepare labels of the words associated with a theme or topic and have students organize them, showing the connections they think are important. When they are happy with their arrangement, they can glue the labels on a large sheet of paper or attach them to a bulletin board with tacks or staples.

Applications People construct knowledge based on what they already know. Graphic organizers are used to organize and represent knowledge, and help the learner construct new meanings in a subject. The goal of this method is not to find the "right answer" or the "correct" graphic organizer. It is to

improve understanding of texts or to explore how ideas or words relate to each other.

Understanding can be expanded by discussing different visual representations and seeing how others' interpretation is different from one's own.

The following is a partial **concept map** based on weather which could be used to summarize vocabulary introduced in a unit on that topic or to prepare for a listening activity using weather reports.

despejado

nublado

llovizna

frío/congelación

parcialmente nublado

lluvia

sol

lluvia helada

condiciones atmosféricas

nieve

despejado

precipicaciones

tiempo
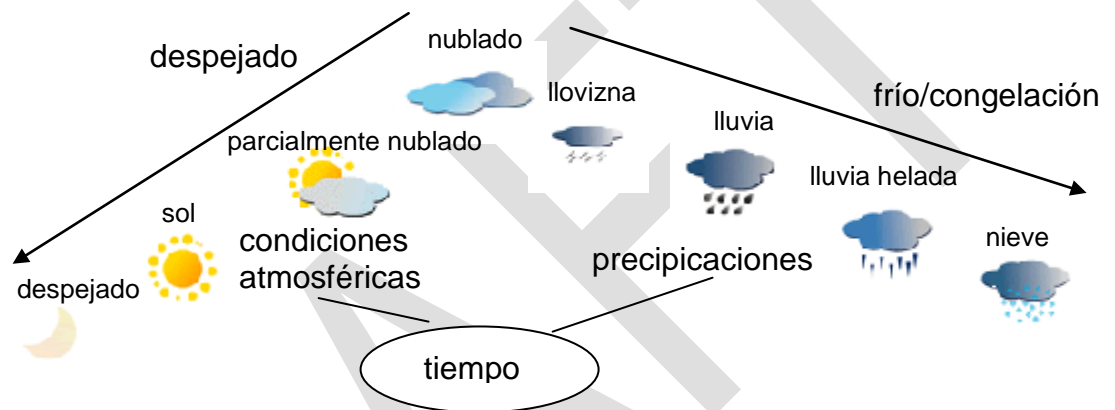
The following graphic organizer is a **story map** that shows the principal elements that are present in most fiction. Story maps can be used to help students understand the structure of a story, to see common patterns from one story to another, to assess their understanding of a specific story, to make predictions before beginning to read or listen to a story, or as a planning tool when preparing to write a story.

¿Quién? (¿Quiénes son los personajes?) _____

_____

¿Cuándo? (¿Cuándo ocurre la historia?) _____

¿Dónde? (el escenario) _____

Al comienzo/ principio (¿Cuál es la situación?)

_____
_____
_____
_____

La parte principal (¿Cuáles son los acontecimientos?) _____

_____
_____
_____
_____

El fin/ la conclusión (¿Cómo termina el cuento/ la novela/ la historia?) _____

_____
_____
_____
_____
_____

Different kinds of graphic organizers can be used to represent

expository texts. The most common structures for these kinds of texts are:

- description;
- enumeration or listing;
- comparison and contrast;
- cause and effect;
- problem and solution.

At the same time as students are made aware of how these different kinds of texts are organized, they can learn the key words and phrases used to structure the texts. A **Venn diagram** is an example of a graphic organizer for comparison and contrast. Differences are recorded in the outer parts of the circles, similarities in the area where they overlap.

Language Development

Graphic organizers are used for a wide variety of purposes in the second language classroom. They can help students:

- organize information they have heard, viewed or read
- remember vocabulary by making connections with words or phrases they already know
- plan an oral or a written text
- better understand the way texts of different types are structured and organized
- prepare for a listening, reading or viewing activity by anticipating what they might hear or see
- learn new concepts by relating them to what they already know
- represent what they know about a topic.

Information Gap

Definition   In an information gap activity, each person has certain information that must be shared with others in order to solve a problem, gather information or make decisions.

Questions asked in second language classes are often "display" questions. In other words, the person asking the question already knows the answer and is, in effect, simply prompting his or her partner to demonstrate that they know the vocabulary in question. No real communication takes place. Information gap activities involve a real exchange of information, although the situation might be an artificial one.

Information gap activities are often done in pairs, although they can be teacher-led or involve groups of students.

Procedure   Information gap activities can be highly structured or fairly open-ended. In either case, they are most often used for reinforcement of previously learned vocabulary and structures.
- Explain the activity to the students. Make sure they understand that they cannot show the information to their partner. They must communicate verbally.
- If necessary, review the vocabulary and structures that will be needed to complete the activity.
- Once students have completed the activity, they can assess the accuracy of their communication by comparing the information they have.

Tips   When preparing the information gap activity, try to make the situation as realistic as possible so that the questions asked and the answers given are the same as or similar to what might happen in real-life situations.

Make sure that the students have a purpose for exchanging information, for example, a task to complete, a puzzle to solve or a decision to make.

The first time you involve students in information gap activities, demonstrate in front of the whole class, so that students understand that they cannot just show their information to their partner.

Applications   Information gap activities can be organized in many different ways. The following are a few examples of activities involving pairs of students:
- Ask students to draw the same picture simultaneously, a house for example. (Drawings may be done on adjacent computers using a

drawing program.) Students must together choose where to draw the house, its size, what colour different parts are, and so on.
- Student A has a chart showing results of a survey (e.g., what time different people get up and go to bed), but some of the information is missing. He or she must ask student B, who has the missing information, in order to answer a question—who sleeps the longest?
- Student A has a map showing the location of a number of buildings. Student B must ask questions to find out how to get from where he or she is to the building they need to find, e.g., the post office (*el correo*).

Communication gap activities can also involve groups of students:
- Students are asked to write a short text, e.g., a description of a family member. After they have gone through the usual process of drafting, writing and editing, and the teacher has corrected the text, they rewrite the text with some information left out, e.g., Francisco tiene los ojos _____ y el pelo _____. (*Francisco tiene los ojos <u>café</u> y el pelo <u>castaño</u>.*) Other students read the altered text and ask questions to fill in the missing information.
- Jigsaw activities are also information gap activities. For example, each student in the home group is given part of a text on the topic of the unit. The information in the text will usually be needed to complete a specific task. Together they have the whole text, but no single student has all the information. Students regroup with other students from different home groups who have the same part of the text, and they work together to understand all the information. They then return to their home group to share the information with the others and complete the task together.

Teacher-led information gap activities can involve the teacher asking questions for which he or she does not already know the answer. Or they might take the form of guessing games (--Guess which classroom object is in the bag. –Is it a pencil? Is it a notebook?)

Language Development

Information gap activities provide students with opportunities to practise vocabulary and grammar structures in more interesting ways. Motivation is usually high because forms and functions are used for a real, although contrived, exchange of information.

Learning Contracts

Definition
A learning contract is an agreement negotiated between the teacher and the student which describes a self-directed learning project that the student will undertake. It is developed through a collaborative process and aims to encourage independent learning in students, in addition to any specific learning objectives related to each student's particular project.

Procedure
1. A learning contract can be negotiated individually with each student, or collectively with groups of students, or with the whole class. It is often helpful to have an exploratory discussion with the whole class to explain how a contract works and what is expected of each partner. A brainstorming session can provide a list of possible projects for students who need some ideas. A list of suggested projects is included in the planning section beginning on page 121.

2. The contract usually specifies the objectives of the project, the steps the student will follow, supports he or she can call upon if needed, dates for checking on progress and for completion, how the project will be evaluated and any other details necessary. A template or a sample contract can be provided to students to help them organize their ideas.

3. Once students have a clear idea of what they want to do, sit down with each one individually and negotiate the details of the student's learning contract.

Tips
It is important that students feel they are free to negotiate all the terms of the contract, although they can be given suggestions and guidance. The more input they have into all aspects of the contract, the greater their motivation will be.

Some students will feel more comfortable with a highly structured learning contract where all the details are specified, while others will want more flexibility and more freedom.

To ensure successful completion of the contract, make sure that students have realistic objectives and timelines. Details of the contract can be renegotiated at predetermined points if unforeseen difficulties arise.

Applications
Learning contracts are an ideal method for differentiating instruction. They allow students to pursue an area of personal interest, to develop a particular skill or ability, or to work at a level of proficiency that is

different from the rest of the class.

They can be an effective means to achieve learning objectives such as to use the Spanish language for personal enjoyment as well as to develop independent learning. The example on the following pages shows how this might be organized.

In a situation where there is a significant period of time (e.g., more than one semester) between Spanish courses, a learning contract may be suggested to students as a way of maintaining contact with the language and culture between courses. The project would be carried out during the semester when the student is **not** taking Spanish, but a grade for the project may be included in the student's final mark when they complete the Spanish course at the next level.

Language Development

Students who are proficient enough in Spanish to discuss terms of the contract in the language will develop their ability to negotiate. Even if this is not possible, the contract can be in Spanish with objectives, activities, dates, support persons and methods of evaluation filled in by the student.

The specific project undertaken by the student will determine the kind of language development that is possible.

Sample Learning Contract

Curriculum Objectives:

- *use Spanish for personal enjoyment*
- *develop independence regarding planning, monitoring and evaluating of learning experiences (IL)*
-
-

My Personal Objectives:

- *discover some good places to visit in Argentina*
- *do a PowerPoint presentation of an ideal vacation*
-
-

What I will do:	Date of completion:
• *write to the tourist offices of various cities in Argentina requesting information*	*March 31*
• *submit a copy of my letter, materials received and a write-up*	*April 7*
• *use these materials to decide where I would go on my ideal vacation*	*April 11*
• *present my ideal vacation visually to the rest of the class*	*April 30*

What kind of support I might need:	People who could help me:
• *technical help with PowerPoint*	*Mr. Lee*
• *help understanding the tourist materials*	*Mrs. Cortez*
•	
•	

How the project will be evaluated:	Who will do the evaluation:
• *completion of all steps on time*	*Mrs. Cortez*
• *rating scale on PowerPoint presentation*	*Classmates*
•	

_____   _____
Student's signature   Date

_____   _____
Teacher's signature   Date

Sample Learning Contract

Curriculum Objectives:
-
-
-
-

My Personal Objectives:
-
-
-
-

What I will do:	Date of completion:
•	
•	
•	
•	

What kind of support I might need:	People who could help me:
•	
•	
•	
•	

How the project will be evaluated:	Who will do the evaluation:
•	
•	
•	

Student's signature   Date

Teacher's signature   Date

Logs and Journals

Definition   A journal is a notebook in which students record their personal reflections, questions they are wondering about, ideas, words or expressions they want to remember or feelings they have about experiences in class. Logs are usually more objective, for example, observations on learning activities, lists of books read or films watched, notes on learning strategies, and so on.

Procedure   If students have little or no experience using a log or journal, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and how it can be used, so that they can better understand the process and the purpose.

- Always begin by noting the date of the entry.
- Specific questions can be asked, especially when students are new to journal writing, to give them some guidance about the kinds of things to write about.
- Provide regular opportunities for students to write in their journals, for example, a few minutes before or after an activity depending on what they are writing about.
- Students choose whether or not to share their journal entries with the teacher or their fellow students.
- If students do decide to share parts or all of their journal, teachers can respond individually with questions or comments to extend thinking. Since the primary purpose of the journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.
- Encourage students to regularly reread what they have written in their journals and reflect on it.

Tips   When doing a collective journal, be sure to go though all the steps of journal writing, including reflection on previous entries, so that students have a model at all stages.

Some students need more guidance in journal writing. They can be given specific questions to answer or sentence stems (e.g., My favourite time of day is …) to get them started.

Although journals are not usually evaluated, they can be a source of useful information and can help the teacher guide the student's learning.

If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to

express their meaning.

Applications   The different types of journals and logs have different purposes and are used in different contexts.

1. Personal Journals
- Personal journals are often used for students to record their emotional reactions to learning the language and experiencing the culture, and to note their aspirations for travel, education or other personal uses of their knowledge about the Spanish language and cultures.
- Students should be reassured that their writing will remain private if they so wish.
- The personal journal can be particularly effective for reflection on experiences with a new culture, since reactions to different ways of doing things are often of an emotional nature rather than intellectual.

2. Dialogue Journals
- Dialogue journals are for journal writing in situations where another person, often the teacher, responds to what the student has written. The resulting journal resembles a conversation in written form.
- The teacher's response to what the student has written should focus on the content rather than the language. The response can be in the form of comments or questions which encourage the student to extend their thinking or reflect on their experience.
- Respond regularly to journals. Other students, parents or other interested persons can also respond to dialogue journals. Make sure they understand the purpose of the journal and are able to respond in a respectful and thoughtful manner.
- An electronic version of dialogue journals uses email instead of pencil and paper journals. Students write their journal entry on a computer with Internet access, either at home or at school, and send it to the teacher's email address. The teacher responds in the same way.

3. Learning Logs
- Learning logs are very useful for increasing the students' awareness of how they learn (metacognitive learning strategies) and thus developing their strategic competence.
- Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps them develop the language they need to write effectively about their learning and problem-solving processes.
- Some questions that might be used include: What do you know now that you did not know before? What was most difficult about today's

class? Why was it difficult? Have you had this problem before? If so, what did you do to resolve it last time? What could you try in future? What do you want to concentrate on in the next class?

4. Reading Logs

- Reading logs are used to help students learn to think about and respond to what they are reading, make connections between their own experience and the story and generally develop a love of reading.
- Beginners or young readers may simply draw a picture of one of their favourite scenes from the story and add a simple caption.
- As students become more skilled readers and writers, they can write about what they think the story will be about, based on the cover and illustrations, their first impressions when they start reading, then their reactions as they discover whether or not their hypotheses were correct.
- They can also comment on the language, for example, new words, things they do not understand, interesting words or phrases, aspects of the style (figurative speech, colloquial expressions, etc.).
- Some questions that might be asked include:
  - ° If you had written this story, is there anything you would change?
  - ° What did you like most about this book?
  - ° Has anything like this ever happened to you?
  - ° Have you ever read any other books on the same topic (by the same author)? Which one do you prefer?

Language Development

Although the primary goal of journal writing is not to teach the language directly, there can be many benefits of this method for language development. In their journals and logs, students have an opportunity to use language in a different context, as a personal tool for learning. It is also very useful for developing strategic competence and intercultural competence.

Language Experience

Definition
Students experience something together, then have the opportunity to discuss it in detail. They then dictate sentences about the experience to the teacher who writes them down word for word. The text thus created is corrected, reread and used for a variety of reading and writing activities.

Procedure
Begin with an activity or experience that the students are all involved in. It can be anything that the students do as a large group--a field trip, a shared story, baking something, doing a role-play. Discuss the experience orally, encouraging students to recall and describe the event in as much detail as possible.

Then each student dictates a sentence about the common experience as the teacher writes it on large sheets of chart paper. The teacher models excellent writing skills, leaving space between the words, using upper and lower case letters appropriately and correct punctuation. It is helpful to go back frequently and reread what has been written. Ask students if there is anything they want to change. After everyone is happy with the content, go back and point out any errors and correct them together.

The text can then be used for a variety of reading and writing activities:
- The text can be typed and copies sent home to be shared with the family.
- The original text on chart paper can be posted in the classroom for the students to reread. It can also be rewritten as a book to be kept in the reading centre.
- Students can use words from the text in their own writing or to make personal dictionaries or word banks.
- Students can copy their own sentence or the whole text. They can add illustrations to help them recall the meaning.
- Cut the words apart and have the students put them back in the correct order.

Tips
It is important to accept the contributions of all students and to use their own words in the text. Errors can be corrected by the whole group together after the text is complete.

During the process of correcting the text, model the use of appropriate strategies such as using references to check spelling and grammar.

Keep the texts fairly short, especially for younger students.

This method can also be used with small groups or individuals, and is suitable for students of all ages.

Use this method to write texts of all kinds, including fiction.

Applications   This method is particularly effective for students who have some oral fluency, but have not learned to read or write the language. Students find the text easy to read because it is written in their own words. This, in turn, increases their self-confidence and their motivation to read more.

Students are highly motivated by this method because their own language and life experiences are valued. They can show the texts with pride because they themselves have written them, and are able to read them.

Use the Language Experience Method to reinforce oral language and to teach reading. It is not suitable for introducing new concepts.

This method is also a way of producing texts for reading in situations where it is difficult to find texts that are at the appropriate level for students or on topics that are relevant and of interest to them.

Language Development   The Language Experience method is one of the most effective for teaching reading and for second language acquisition in general.
- It integrates listening, speaking, reading and writing. The students are exposed to the vocabulary and structures in both written and oral form.
- By beginning with texts that the students themselves have composed, the reading and writing process is directly connected to the experiences and previous knowledge of the students.
- Students are able to build language skills such as word recognition using texts that are meaningful to them.
- Less proficient students benefit from working with texts that more proficient students have created about topics they are familiar with because they have shared in the experience.

Role Play and Simulation

Definition

Children naturally use make-believe to explore a whole variety of roles and situations that, as children, they cannot experience directly. Role-play and simulation are methods that use this natural learning strategy to explore different aspects of school subjects. Role-play and simulation are both related to drama, but they resemble improvisation more than play-acting or other theatrical performances. Students assume a role (a character, a real-life or imaginary person, sometimes even an animal) and are put in a situation or context. When they assume roles, they are acting "as if" they are someone else. They are experimenting with what it feels like to be in someone else's shoes and developing empathy with those other lives.

Although some props may be used, generally there is no set, no costumes or makeup and no script. Students do not try to physically resemble the person they are playing, but they do behave the way they think that person would behave. Role-play does not involve writing a skit, then reading or memorizing it and performing it before an audience. Students are given a role, placed in a situation and required to act as that person would act in real life. Simulation differs from role-play in that it is a more extended and more complex activity and may involve a variety of activities including role-play.

Procedure

Although the kinds of situations used in role-plays and simulations are very diverse, the basic procedure is the same. This method is best used at the reinforcement or review stage of learning, when students have a fairly good command of the vocabulary and structures, but need some practice using them in relatively unstructured situations.

Begin by outlining the situation. As students gain more experience in role-play, they can take a more active role in planning and guiding the situation. There is usually a problem of some kind that needs to be solved, a conflict that needs to be resolved or a situation that involves an unforeseen element.

Students may need a period of time for research before they actually do the role-play in order to properly play their role. This does not mean writing out a dialogue to deliver. It simply means knowing the background, experiences, beliefs and opinions of the person they are playing.

During the role-play itself, sometimes everyone is in role, even the teacher. The role assumed by the teacher will vary depending on the amount of guidance the students need. At first, assuming roles such as

chairperson of a committee or meeting, spokesperson for a group of protesters or chief investigator for an enquiry will allow the teacher to guide the role play and encourage students to participate. As the students become more familiar with this method, they can take on some of the more dominant roles in the situation. There should be a clear distinction between being "in role" and "out of role". A signal can be pre-arranged (for example, the teacher puts on and takes off a hat) to indicate the beginning and the ending of the role-play.

The period of reflection which follows the role-play is just as important as the role-play itself. At this stage students describe what they experienced and how they felt. The teacher guides the discussion by asking questions and making comments, encouraging the students to think about their experience. Students may also respond by drawing pictures to express their experience.

Tips   Students need to do a variety of activities **before** the role-play in order to acquire the vocabulary and structures they will need to communicate in the situation they are given. The role play itself provides an opportunity to practise using this vocabulary and these structures in realistic situations, in other words, to bring together and fine tune their previously acquired knowledge.

It is often helpful to incorporate an element of tension into the situation. This "pressure for response" can take the form of a challenge, a surprise, a time constraint or the suspense of not knowing. Tension is what works in a drama to impel the students to respond and take action.

Applications   Role-play is a natural extension of the traditional methods of reading or memorizing dialogues, or of writing skits consisting of short conversations. The advantage of role-play is that it places students in a situation which more closely resembles real life, situations where they do not know exactly what the other person is going to say. Role-play also provides opportunities to develop other knowledge, skills and attitudes, depending on the situation. The following examples are only meant to suggest some of the possibilities.

- Begin by role playing fairly routine situations like asking for directions using a map, ordering a meal in a restaurant from a menu, or buying something in a store. The students must play their roles without a script or a pre-determined dialogue. Gradually introduce variations into the situations, for example, the customer in the restaurant wants something that is not on the menu, or the store clerk is very insistent.

- Students work in pairs, one playing the role of interviewer, the other the person being interviewed. The person being interviewed may be a real person, a character from a story, or a person in a particular role such as the mayor of a large city. The interviewer should have a specific focus for the interview, a particular event they want to discuss, or a point of view on a particular topic. Both students will need time to prepare for the role-play, but should not write out the interview in advance.

- Imagine a situation, typical of those experienced in the country of origin, which provided the impetus to emigrate to Canada. Role-play a family discussion where some members of the family want to leave and others want to stay. This could be followed by another role-play of the same family five years later, after they have moved to Canada. Is the experience what they expected?

- From time to time, have male students role play female roles and vice versa. This provides students with practice making gender agreements in different ways than they do habitually.

- Present students with a case study of a cultural misunderstanding. The source of the misunderstanding could be anything from misinterpretations of gestures, inappropriate use of informal forms of address or politeness conventions to more fundamental differences based on underlying values or common experiences. Have students role play the situation, trying to find ways to resolve the misunderstandings. It is also useful for students to experience the same situation more than once but in different roles.

- Situations can be purely whimsical, for example, a meeting to plan for the first voyage to colonize the moon. Students would play the role of colonists, each with individual characteristics, and would have to decide what to take with them, given specific restrictions for volume and weight.

Language Development

Role-play is an interactive instructional method and is very effective in developing interactive fluency. Simulation, because it is a more extended and more complex activity, can also involve oral and written interpretation and production. Part of the development of interactive fluency is the acquisition of interactive language use strategies. Discussion of the use of strategies can form part of the reflection process that follows the role-play.

Role-play allows students to use the Spanish language in a variety of sociocultural contexts that they would not normally encounter in the classroom. This would provide practice interpreting and using language

in different registers (different levels of formality), incorporating appropriate methods of non-verbal communication and different social conventions.

The situations and functions (applications) that students can experience during role play and simulation can include conflict situations, problem solving, expressing strong emotions and other situations that may not arise naturally in classroom interaction. Students have the opportunity to practise their ability to deal with these situations in a safe environment.

Role play and simulation also offer unique opportunities for developing intercultural competence if the situations involve exploring cultural differences, adapting to new situations and ways of doing things, and taking a variety of perspectives. Students can, for example, experience the same situation several times, playing a different role each time.

Structural Exercises

Definition   Structural exercises are exercises that focus the attention of the students on the form or structure of the language. Research has shown that students learn better from these kinds of exercises if there is a direct connection with their own productions. Structural exercises can take a variety of forms depending on the structures and vocabulary that need to be practiced. Some examples are:

- adding words or phrases to a short sentence
- taking words or phrases out of a long sentence
- substituting words or phrases for other ones in a sentence
- moving words or phrases around in a sentence
- changing elements of a sentence.

Procedure   The basic procedure is similar for all types of exercises.

- Begin with sentences taken from texts written by the students. Choose structures that are giving problems to a number of students.
- Write the sentences on strips of paper and cut them up. When doing this for the first time with students, write on large strips so that the whole class can see what you are doing. Later, when students are able to do these exercises on their own or in small groups, the sentences can be written on smaller strips of paper. Have some blank strips of paper ready for new words.
- Ask students for suggestions depending on the type of exercise you have chosen (add, take away, substitute, move, change, etc.). Analyze the new sentence that is formed, by asking questions such as, "Does this new sentence make sense?", "How has the meaning changed?", "Do we have to make any other changes so that the sentence is still grammatically correct?"
- Repeat these steps a number of times as a whole group, then have students do more individually or in small groups.
- Students should have opportunities to use the same structures and vocabulary in their own speech or writing as soon as possible after doing the exercises.

Tips   The analysis and discussion that follows each change in the sentence is particularly important to make students aware of changes in the meaning. Exercises where students make changes to sentences without having to reflect on the meaning are not effective in teaching and reinforcing structures.

In some cases structural exercises can be based on or can be transformed into songs or cumulative stories (stories in which a part of

the story is repeated with a new element added on each time).

Applications

1. Add a word or phrase. Use this exercise to encourage students to expand their vocabulary, to provide more detail and to use more complex sentence structures. Example:

2. Take away a word or phrase. This exercise helps students understand which elements are necessary for the syntax of the sentence. Example:

3. Substitute one word or phrase for another in the sentence. This form of exercise helps students understand which elements in the sentence perform the same function. The following exercise focuses attention on the possessive pronouns "his, her, our(s), their, your(s), my (mine)".

4. Move a word or phrase to another place in the sentence. Moving elements around in the sentence encourages students to use a variety of different sentence structures and to recognize the limits imposed by normal word order. It also sensitizes students to subtle changes in meaning communicated by changes in word order. Example:

Students may find another way of changing the sentence.

5. Change an element of the sentence. Once again, this type of exercise encourages students to vary their sentence structure and to practise different sentence types. Examples:

Language Development

Specific exercises can be devised to work on the most common errors that students make. For example, take sentences from the rough drafts of student writings, do appropriate structural exercises and then have students correct their own productions. The repetition involved in doing the exercises helps to make common structures automatic for second language students.

Surveys

Definition   Students collect information from a sample of people to determine the frequency of particular responses. They then analyze the data and prepare a report on the results. Using surveys as an instructional method can also develop students' numeracy as well as their creative and critical thinking.

Procedure   The first time students do a survey, it is helpful to go through the procedure at least once as a whole class. After they have more experience, they will be able to plan and carry out a survey in small groups.

There are basically four steps to a survey: planning, collecting the data, organizing and displaying the data, summarizing and interpreting the data.

1. The planning stage involves deciding which questions to ask, formulating the questions, deciding whether the questions will be asked orally (interview) or in writing (questionnaire), choosing the sample of people to survey and dividing up the work among the students involved. It is at this step that explicit teaching or review of structures for asking questions may be needed.

2. The survey is then carried out in the agreed way. Students can survey other students in the class or school, people in the community or even people in another community via e-mail or telephone.

3. Once the data has been collected, it must be organized and displayed. The usual method for displaying survey results is some kind of graph. With a little planning in advance, a survey activity in Spanish class can be integrated with what students are learning in mathematics class. Looking at a variety of different kinds of graphs and interpreting them will provide students with examples, ideas and models of language to use.

4. Interpreting the findings of a simple factual survey is relatively easy. However, if the survey has gathered information about opinions or values, there is much more room for interpretation. Students may present their findings orally or in writing. In either case, they may benefit from analyzing other reports of the findings of surveys such as might be found in newspapers or magazines.

Tips   The language for reporting results of surveys is somewhat different
                    from ordinary conversation. Students need to see and analyze reports
                    on survey results to discover typical ways of organizing texts of this
                    type, typical sentence patterns as well as some specialized vocabulary.

Applications   A survey can be carried out on almost any topic. The information
                    gathered can be strictly factual (e.g., month and year of birth, number of
                    people in the family), or it can be more subjective (e.g., likes and
                    dislikes, opinions on a specific topic).

                    The kind of graph used to represent the results can vary with the age
                    and level of mathematical understanding of the students.

**Language
Development**   Surveys are useful for language development because they provide an
                    opportunity for repetition in an activity where there is a focus on
                    meaning and a purpose. They also provide a natural context for asking
                    questions, using numbers and making comparisons. If graphs or other
                    visual representations of the results are prepared by students, learning
                    outcomes for viewing and representing can also be achieved.

Guiding Principles of Student Evaluation

Evaluation is an integral component of the teaching-learning process that should facilitate student learning and improve instruction. Teachers gather information about student progress through a variety of assessment techniques and provide positive, supportive feedback to students. They also use this information to meet individual needs and to improve their instructional programs, which in turn helps students learn more effectively. Evaluation is also used for reporting progress to parents or guardians, and for making decisions related to such things as student promotion and awards.

Evaluation must be considered during the planning stage of instruction when learning objectives and teaching methods are being chosen. It is a continuous activity, not something to be dealt with only at the end of a unit of study. Students should be made aware of the objectives of the program and the procedures to be used in assessing performance relative to the objectives. Students can gradually become more actively involved in the assessment process in order to develop lifelong learning skills.

Evaluation should reflect the intended outcomes of the curriculum and be consistent with the approach used to teach the language in the classroom. But it should also be sensitive to differences in culture, gender and socio-economic background. Students should be given opportunities to demonstrate the full extent of their knowledge, skills and abilities.

Evaluation: A Cyclical Process

The evaluation process is cyclical in nature. Each phase is linked to and dependent on the others.

- In the **preparation** phase, decisions are made about what is to be evaluated, the type of evaluation to be used, the criteria against which student learning outcomes will be judged and the most appropriate assessment techniques for gathering information.

- The **assessment** phase involves developing or selecting assessment tools, deciding when and how assessments will be conducted, then collecting, organizing and interpreting the information on student performance.

- During the **evaluation** phase, the teacher makes a judgement on the progress of the student and the level of achievement reached relative to the objectives.

- The **reflection** phase provides teachers with the opportunity to consider the success of the evaluation process used and to make modifications to subsequent teaching and evaluation.

Types of Student Evaluation

Different types of evaluation are used at different points throughout the academic year.

- **Diagnostic** evaluation is usually used at the beginning of the course, unit or lesson to assess the students' interests, strengths and weaknesses relative to the work about to be undertaken. Information gathered at this stage will assist the teacher in making decisions about modifications for individual students or groups of students, about structuring appropriate learning groups and about designing effective learning experiences.

- **Formative** evaluation is an on-going process that keeps students and the teacher informed about student progress. By providing immediate feedback to students, corrective action can be taken to ensure they achieve the desired learning outcome. Formative evaluation also helps teachers modify their planned lessons if necessary to accommodate student learning. Normally the results of formative evaluation are not used to determine a student mark.

- **Summative** evaluation is most often used at the end of a unit of study to determine what has been learned and to report on progress. It is a judgement on the student's global competence.

Guiding Principles for Evaluation of Second Language Learning

- The teacher should use a variety of assessment techniques that clearly reflect the communicative, learner-centred, task-based approach to second language learning. For example, when using a task-based approach, written interpretation would be tested by having students use the information in a written text to carry out a task, rather than by having students answer comprehension questions.

- The percentage of the final mark allotted to each component of the curriculum should reflect the amount of time that the students spend on that component. For example, if students are spending 70% of their time on oral activities, 70% of their final mark should be determined by oral evaluation.

- Tests should measure what they say they are measuring. For example, if students are being tested for aural interpretation and the test requires that they write down information they have understood, they should be marked on whether or not they have understood, not on whether the information written was correctly spelled.

- Evaluation should take place in the context of meaningful activities. For example, grammar points dealt with in the course of a unit can be evaluated by looking at whether or not they are correctly used in the task the students are doing, not in fill-in-the-blank or other decontextualized exercises.

- Different kinds of learning outcomes should be evaluated in different ways. For example, knowledge related outcomes can be assessed by objective tests; attitudes are better assessed by observation.

- Students should be involved in determining the criteria that will be used for evaluating their work. This can be part of the planning process at the beginning of each unit. Students should have a clear understanding of the types of evaluation procedures that will be used throughout the unit.

Examples of Student Assessment Techniques

There are a number of ways of organizing student assessment and a variety of tools that can be used to carry it out. The choice of techniques will depend largely on what is being evaluated. Students can be assessed by observing them as they are engaged in classroom activities, by measuring how well their work meets specific criteria or by giving them different kinds of tests. They can be assessed individually or in groups. The assessment can be done by the teacher, by the student himself or herself, or by other students. A number of different tools can be used to record the results of the assessment, for example, checklists, rating scales or anecdotal records. For more information on student evaluation in general, consult *Student Evaluation: A Teacher Handbook*.

The following are some examples of techniques specifically designed to assess different aspects of second language learning. **Each technique can be used to assess other aspects of learning than the example given**. For example, observation checklists can be used to assess group activities, reflection on learning strategies, the spelling, grammar and punctuation of written texts and so on.

Observation Checklist for an Oral Presentation

Context and Task Students work in groups researching different aspects of a topic of interest to them, for example, what can be done to preserve the Amazon rainforest in Ecuador, and then make an oral presentation of their findings to the rest of the class.

Objectives to be Evaluated Other outcomes may be added to those below as appropriate for the topic of the oral presentation, for example, outcomes for knowledge of the Quichua people who live in the Ecuadorian rainforest.
- To impart and seek factual information (A);
- To develop their knowledge of and skill in the perception and production of the sound system of Spanish (LC);
- To demonstrate understanding of and the ability to use vocabulary related to the topic of the Amazon rainforest in Ecuador (LC);
- To develop their ability to understand and produce cohesive and coherent texts in Spanish (LC);
- To use visuals and other forms of non-verbal communication to express meaning (LC);
- To develop their awareness of diversity within the culture of Spanish-speaking peoples (GC).

Evaluation Procedure
- At the beginning of the unit, when planning the steps needed to accomplish the task, discuss the criteria for evaluating the oral presentation that will be part of the finished product. Make a list that can guide the preparation of the presentation.

- Make sure that, as the students go through the steps to prepare them to accomplish the task, they have the opportunity to learn and practise each element on which they will be evaluated.

- As the students are making their presentation, use the checklist to record whether or not they have met each criterion. Additional comments may be added at the end.

- The students are given the checklist and have an opportunity to reflect on their performance. They can then make a list of areas they want to improve on for the next task.

- The teacher can use the results of the evaluation to determine areas the students need to work on, to revise the unit for future classes or to revise the evaluation procedure.

Sample Observation Checklist for an Oral Presentation

	Yes	No
The information provided was clear.	☐	☐
The information provided was complete.	☐	☐
Pronunciation was comprehensible.	☐	☐
Vocabulary introduced in class was used appropriately.	☐	☐
The information was presented in an appropriate sequence.	☐	☐
Some visuals and/ or non-verbal means of communication were used to enhance communication of the message.	☐	☐
Information on the indigenous peoples who live in the Amazon rainforest was included.	☐	☐

Comments

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Rating Scale for Self-Initiated Activities

Context and Task   Students are given the following assignment: they are to engage in an extracurricular activity, which involves the Spanish language and culture, and keep a log of the experience. Many activities would be suitable, for example, extra reading, listening to songs in Spanish, seeking out Spanish-speaking people in the community, using the Internet to find information on the culture of a Spanish-speaking country, producing a personal dictionary, corresponding with a pen pal in Spanish, and so on. The choice is up to the student but should be approved by the teacher before the project is begun. Students should be aware of the criteria for evaluating the activity.

Objectives to be Evaluated   Other outcomes may be added to those below as appropriate for the particular activity undertaken by the student.
- use the language for personal enjoyment (A)
- develop their ability to learn about a culture and cultural practices (GC)
- demonstrate an attitude of curiosity and openness towards other cultures (GC)
- understand how knowledge, skills and attitudes acquired in Spanish courses may contribute to achieving personal goals (GC)
- identify and try new strategies that might be helpful for learning and communicating (S)

Evaluation Procedure
- Introduce the assignment to the students and brainstorm activities that could be done to give students ideas and suggest the scope of the project. The whole project should be as flexible as possible in order to accommodate the personal choice of each student. The only invariable element is that they must keep a log of their experience.

- Each student must submit a plan for their project which outlines what they will do, the time frame (including 2 checkpoints during the project when the teacher will look at their log and provide feedback) and some criteria for the evaluation. The log may be kept in English or Spanish or both, depending on the level of the student. The Spanish language used in the log should not be evaluated for grammar, vocabulary, spelling or other mechanics unless that is specifically indicated as part of the project.

- A rating scale is used to assess the log at the end of the project.

Sample Rating Scale for Self-Initiated Activities

Student's name:	Date:		

Description of the project:

	rarely	sometimes	consistently
Entries are made regularly to the log	☐	☐	☐
Entries go beyond the simple recounting of events to include personal reflection on the experience	☐	☐	☐
Entries show evidence of reflection on the process of learning a language and experiencing a new culture	☐	☐	☐
Entries show evidence of willingness to experience the Spanish cultures and use the language in real situations	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Comments

_____

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Anecdotal Records for Classroom Routines

Context and Task
As students become more proficient with the language, more and more of the regular classroom routines can be carried out in Spanish. This can be an important part of the program, since it is an authentic use of the language. However, it is difficult to assess since it is not a specific activity or task. Anecdotal records are a useful tool for noting how students are progressing in this area.

Objectives to be Evaluated
- describe and guide the actions of themselves and others (A)
- discover, explore, gather and organize information (A)
- demonstrate understanding of and the ability to use vocabulary related to the classroom and language learning activities (LC)
- interpret and use important social conventions in their interactions with people (LC)
- become aware of and use a variety of social interaction patterns (LC)
- use strategies to deal effectively and independently with new language learning challenges and to enhance communication (S)

Evaluation Procedure
- Each time you notice a student independently using Spanish to get things done in the classroom, make a note that can go into the student's record. Record both successful and unsuccessful examples.

- Always note the date so that you can demonstrate progress.

- Keep the remarks brief and to the point. They should be objective observations, rather than judgements.

- Try to be systematic so that you have anecdotal records for each student throughout the length of the class. Make a note of students you want to observe particularly during each class.

- The notes can be written on small removable self-stick notes and later affixed to a page in the student's record. Alphabetized notebooks can also be used, allowing for relatively simple retrieval of notes on a particular student. Or a loose-leaf page can be made for each student with space for notes gathered over a period of time.

- Anecdotal records can be used for diagnostic, formative or summative evaluation.

Rubrics for Peer Assessment of Written Production

Context and Task
Students, working in groups, are given the task of writing a story for younger children and then gathering the stories into a storybook with an accompanying cassette. During the writing process, groups exchange stories to provide each other with feedback for revision before the final storybook and cassette are produced.

Objectives to be Evaluated
- use Spanish for imaginative purposes (A)
- produce a written text with increasing independence, e.g., narrative (LC)
- express meaning by producing well-formed phrases and sentences in accordance with grammar principles (LC)
- demonstrate the ability to use vocabulary related to the subject of the narrative (LC)
- produce cohesive and coherent texts in Spanish (LC)
- use a variety of text forms, e.g., children's story (LC)
- identify and try new strategies that might be helpful for learning and communicating (S).

Evaluation Procedure
- At the beginning of the unit, when discussing the task and how it will be evaluated, make a list of the characteristics of a good story. Use the list to assess a variety of children's stories that the students read throughout the unit. Revise the list if necessary until students feel that it includes all the important characteristics of a good story. The rubric should be based on this list of characteristics.

- If students are unfamiliar with peer assessment, discuss the etiquette for respectfully providing feedback on another person's or group's work.

- The draft version of the stories are exchanged among the groups and each group assesses the story they are given using the criteria on the rubric. Specific comments may be added for clarification. If time allows, have each group assess more than one story.

- Students get their own story back and use the feedback to revise their stories.

Sample Rubric for Assessing a Children's Story

	3	2	1	0
Coherence	The story is well organized and easy to follow	The story is hard to follow in one or two places	The story jumps around a lot and is hard to follow	The story is incoherent and very difficult to follow
Vocabulary	Vocabulary is rich and varied	A variety of vocabulary is used to make the story interesting	A lot of words are repeated quite often	English words are used, or there is a very limited range of vocabulary
Dialogue	The characters use words and expressions that sound natural	The language used by the characters sounds pretty normal	The language used by the characters is not very interesting	The characters do not speak or sound very artificial
Description of setting	The setting is easy to visualize because there is a lot of detail	There is quite a bit of information about the setting of the story	Very little information about the setting is provided	There is no indication of where the story takes place
Description of characters	The characters are easy to imagine because they are described in a lot of detail	There is quite a bit of information about most of the characters	Very little information about the characters is provided	The characters are not described
Text form	The story has a clear beginning, middle and end	One of the parts (beginning, middle or end) is less developed	Two of the parts (beginning, middle or end) are less developed	The story does not seem to have a structure
Usage	Grammar, spelling, word order and punctuation are correct	Grammar, spelling, word order and punctuation are mostly correct	There are some problems with language usage that affect understanding	The story is difficult or impossible to understand because of the errors in language usage
Overall	The story was very interesting and made me want to read to the end	The story was pretty interesting	The story was interesting in places	The story was not interesting

Additional comments:

_____
_____
_____
_____

Portfolios for Written Production

Context and Task

Throughout the course, the students will produce a variety of written texts in the context of tasks they are involved in. Putting together a portfolio of their writing helps students to see the progress they have made, to reflect on the strategies they have used to improve their writing and to set goals for future work. Although each piece of writing will have been evaluated when it was produced, the task of collecting representative samples of their work will help students develop their independent learning skills, build on their prior learning and maintain their motivation.

Objectives to be Evaluated

- discover, explore, gather and organize information (A)
- recognize and use a variety of text forms (LC)
- evaluate the success of their use of particular strategies in relation to the communicative task or the learning challenge (S)

Evaluation Procedure

- Before the collection begins, decisions need to be made about who will decide what to include, the criteria for inclusion and the number of materials to be included.

- As materials are collected, place them in a folder or large envelope. Each item should be dated and have a note attached to it explaining why it was chosen, any particular features of interest and a goal for future learning. A table of contents can be added listing the work samples included and the dates completed.

- Once the portfolio is complete, it can be examined once again to summarize student progress over the course of the class.

- Portfolios are very useful for reporting student progress to parents or guardians.

Examples of Criteria for Including Texts in a Portfolio

- a variety of text forms
- a series of texts which demonstrate the different steps in the writing process from research to draft to final production
- a text which demonstrates sociocultural or sociolinguistic competence
- a text which demonstrates linguistic competence

Multiple Choice Test for Aural Interpretation

Context and Task

Students listen to a dialogue, for example, between people ordering a meal in a restaurant. They have a menu and must check off what each person orders.

Objectives to be Evaluated

- impart and seek factual information (A)
- demonstrate understanding of vocabulary related to food and restaurants (LC)
- interpret an oral text with increasing independence (LC)
- understand a variety of idiomatic expressions in Spanish (LC)
- recognize some regional and other variations in Spanish (LC)
- recognize a variety of text forms, e.g. a menu (LC)

Evaluation Procedure

- Do a brief structured activity where students have an opportunity to work with the vocabulary they will hear during the test. They might, for example, work in pairs to exchange likes and dislikes about food items that will appear on the menu, or rank them according to their personal preferences.

- Give students a copy of the menu where there is space to check the items that each person orders and explain what they are to do.

- The conversation should be recorded using different voices for each character. It should be fairly natural and include some information that is not needed to complete the test. If the dialogue is repeated twice on the tape, there is no need to rewind it during the test.

- Play the tape through (students will hear the dialogue twice) and have the students check the items each person orders.

- After the test, discuss with students the strategies they used to understand the dialogue.

Communicative Test for Written Interpretation

Context and Task   Students read a text that contains cultural references, for example, an invitation. They must answer some questions in English about the text to demonstrate their understanding and then respond to the text in an appropriate way.

Objectives to be Evaluated
- form, maintain and change interpersonal relationships (A)
- interpret important social conventions in their interactions with people (LC)
- understand and use appropriately a variety of idiomatic expressions in Spanish (LC)
- recognize and use a variety of text forms, e.g. invitations (LC)
- interpret written texts with increasing independence (LC)
- apply knowledge of the cultures of Spanish-speaking peoples to interpret and explain texts (GC)
- transfer strategies from one context to another (S)

Evaluation Procedure
- Choose or compose a text that contains some cultural references that have been discussed in class. The text could also include one or more idiomatic expressions that the students are familiar with, as well as some words or structures that are different from similar ones in English.

- Students may answer the test questions in class or as a homework assignment

Sample Test

You receive the following text in the mail. Answer the questions and say how you would respond.

Antonio López López   Roberto Molina Andler
Zulema Arias Bustos   Lita Muñoz Alvarez

Participan a Ud.(s) el matrimonio de sus hijos

Juan Enrique   y   Cecilia Valeria

Y tienen el agrado de invitarle(s) a la ceremonia religiosa que se efectuará el día 9 de noviembre, en la Parroquia El Sagrario, a las 21:30 hrs. ubicada en Av. O'Higgens 585 y posteriormenta a una recepción en el Club Militar, ubicado en Collao 25 (esquina Irarrázaval)

R.S.V.P. (63) 441 388 – (41) 340 133   Concepción 2003

Answer the following questions in English

1. You have received an invitation. Briefly describe what you would expect to find if you go to the event. Mention the time of day, location, who would be there and what would happen. What would it be appropriate to wear?

   _____

   _____

   _____

   _____

   _____

   _____

2. How would such an event be different if it took place here in Canada? Are there any similar events in Canada?

   _____

   _____

   _____

   _____

   _____

   _____

3. What does the expression "*Y tienen el agrado*" mean?

_____

_____

_____

_____

4. What words in the text were particularly helpful in understanding the meaning? How did they help you? Were there any words or structures that might cause some misunderstanding?

_____

_____

_____

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_____

Use Spanish in the rest of the test

5. Write a response to the invitation either accepting or refusing. If you think it would be appropriate to respond orally, create a dialogue. If you think it would be better to respond in writing, prepare a written response.

_____

_____

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6. Imagine you have arrived at the event. Write a dialogue of several exchanges that might take place as you are greeted by your host.

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Planning

Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications, experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular grammatical structures, learning strategies or language functions are revisited at different points in the program, but from a different perspective, in more contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened each time a point is revisited.
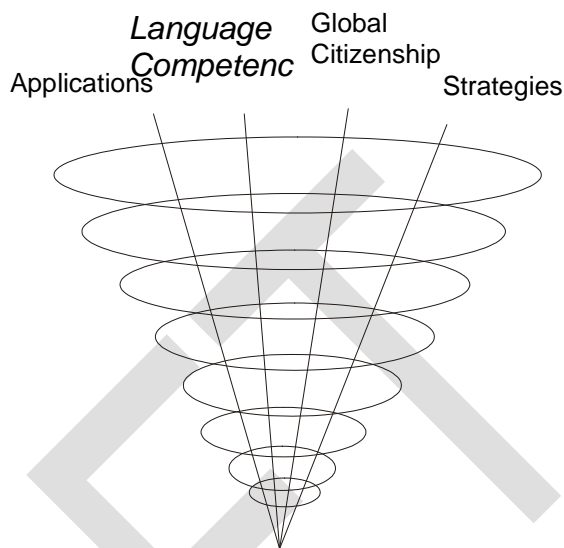
Using this kind of progression is also a way of accommodating differences among students. The first time a grammar structure is explicitly taught, some students may not be cognitively ready to learn it. As the structure comes up again and again, students who got it the first time will have their learning consolidated while others will have more opportunities to acquire it.

Task-based Language Learning

A task-based approach to learning Spanish is designed to have students develop language competence and communicative skills by doing things rather than by simply studying the language. The students no longer begin by learning the form or grammar of the language. Instead, they find themselves in a situation where they must use the language for a definite purpose, to complete a clearly defined task. The task is defined at the beginning of the unit and creates the need to know certain elements of the language, thus giving meaning and context to all language activities.

All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar or vocabulary, exercises which concentrate on form, practice of specific strategies all have their place in the classroom, but they will be done as a result of the students' need to know elements of the Spanish language in order to accomplish the task more effectively. The task provides an organizational framework within which all knowledge, skills and abilities are introduced, practised and integrated into students' prior knowledge.

Choosing a Task

The choice of tasks will be based on the current interests of students, while at the same time covering as broad a range of areas of experience as possible. It is important that the task be flexible enough to allow for some individualization. In this way, students with different levels of proficiency, different interests and different backgrounds can work together and learn from one another.

Good tasks should:
- match the interests of the students;
- involve students in "hands-on", problem-solving types of action rather than just reading or studying a dialogue;
- require students to focus on meaning and purpose;
- prepare students to meet "real-world" communicative needs;
- involve meaningful language use in carrying out the task;
- allow for individual approaches to the task, offering different routes, media, modes of participation, procedures (Adaptive Dimension);
- be challenging, but not threatening;
- require input from all students in terms of knowledge, skills, participation;
- promote sharing of information and expertise;
- allow for co-evaluation by the student and the teacher of both the process and the product;
- provide opportunities for students to talk about communication (metacommunication) and about learning (metacognition);
- provide opportunities for monitoring and feedback;
- be effective and efficient (i.e. the effort to master aspects of the language should "pay off" in terms of communicative competence, or cognitive and affective development of the learner).

The order in which the tasks are undertaken is usually decided based on their level of complexity, which depends on a number of factors:
- the characteristics of the learner;
- the amount of contextual support provided to the learner;
- the cognitive difficulty of the task;
- the amount of assistance provided to the learner;
- the complexity of the language which the learner is required to use;
- the amount and type of background knowledge required.

Some of these factors can be manipulated by the teacher (e.g. the amount of support provided), while others cannot (e.g. characteristics of the learner).

In the following table, some of the factors which determine the relative difficulty of a task are outlined. By examining a task in relation to these factors, a task that is appropriate for the students can be chosen:

less difficult ———————————————→ more difficult

cognitive complexity	describing	sequencing		choosing	
	classifying	identifying principles		evaluating	
listening	one speaker	two speakers	three speakers		four or more speakers
	familiar topic		unfamiliar topic		
speaking	taking short turns		taking long turns		
	familiar, sympathetic conversation partner		unfamiliar, uninvolved individual or group		
	familiar topic, well-organized in memory		new topic or experience, not well organized		
text type	description	instructions	storytelling		providing and justifying opinions
	few elements, properties, relationships, characters, factors		many elements, properties, relationships, characters, factors		
	ample contextual support (titles and sub-titles, pictures or diagrams, facial expressions and gestures, etc.)		little contextual support		
language	simple		complex		
	less interpretation required (information is explicit)		more interpretation required (information is implicit)		
	more redundant (information is repeated in different ways)		more dense (information is given only once)		
task type	one-way transfer of information		two-way exchange of information		
	convergent		divergent		
	concrete, "here and now"		abstract, different time or place		
support	more		less		

Sometimes a task may, at first, appear too difficult for the students; but if it is of great interest to them, it can be sometimes be undertaken by adjusting some of the above variables to make it less difficult. In the same way, a task can be made more or less difficult for different groups of students in mixed-level classes.

The tables on the following pages provide some ideas for tasks that students could undertake at each level. If a particular task is not suitable, for example, the students are not interested in the task, or materials are not available, another task may be substituted. Students can be expected to complete between five and eight tasks in the course. Each task will be the focus of a unit of study which will take from 15 to 20 hours to complete. See the next section for more information on unit planning.

Suggested Themes and Tasks for Spanish 10, 20, 30

Grade 10	Grade 11	Grade 12
Family and Self • Design a personal coat of arms • Make a family tree • Put on a fashion show with commentary	Friends • Design a questionnaire on what makes a good friend • Make a greeting card for a special occasion	Self and Friends • Make a comic strip about a group of friends on vacation • Do an internet research project on relationships
Work and School • Film a video tour of the school and exchange it with one from another school • Make a school timetable • Make a calendar showing important school events and students' birthdays	Daily activities • Present a day in the life of a famous person • Prepare the food for a Spanish fiesta or a food court • Make a class recipe book and sell copies • Make a self-help video on how to get organized	Work and School • Organize a career day • Prepare a curriculum vitae
Daily and Leisure Activities • Do a survey of favourite activities • Keep a diary of activities for one week • Make a collage about a favourite sport or a hobby • Write a letter to a (fictitious) exchange student describing typical activities for each season • Prepare a meal and	Health and physical education • Write a short biography of a sports personality • Develop a personal fitness plan • Make a poster about safety or about a health issue	Arts and Entertainment • Invite a Spanish-speaking guest speaker to present on a topic of interest • Write a newspaper review of a sports event or a performance

Arts and Entertainment • Learn a Spanish song • Make a poster about a professional sports personality or a musical group	Travel • Make a brochure on ten helpful hints for travelling in a particular country • Present a Travel Fair featuring Spanish-speaking countries	Mass Media • Write a critique of a television program • Make an advertisement for a public health issue • Create a website for the school's Spanish program
Social Sciences • Make a map showing countries where Spanish is spoken • Learn a traditional craft such as making *cascarones*	Social Sciences • Make a chart comparing the Aztecs, Incas and Mayas •	Humanities • Present a concert of Spanish music, readings, dance • Role-play a scene from a play or novel
Natural Sciences and Mathematics • Write a nature travel guide for a specific Spanish-speaking country • Present the weather in several Spanish-speaking cities on a map	Humanities • Make a storybook with accompanying cassette • Make a class display about the music and dance associated with a specific celebration	Natural Sciences and Mathematics • Do a research project on an environmental issue • Write a letter to the editor about technology in daily life
Home • Make a model or a floor plan of an ideal house • Make a picture album of homes in a Spanish-speaking country	Commercial and Business Transactions • Make a catalogue of popular clothes for teenagers • Conduct a survey on spending habits • Do a comparison of several brands of a product	Institutions • Make a display about post-secondary education in a Spanish-speaking country • Interview a person who does business in a Spanish-speaking country

Global Task List

The following list is provided as a source of ideas for tasks that could be substituted for those in the Suggested Themes and Tasks.

Solve a problem

Jigsaw task
Information gap
Cloze activity
Grammar dictation
Science experiment
Math problem
Make a decision

Write and send a/an

Personal letter
Greeting card
E-mail message
Letter to the editor
Business letter
Invitation

Do a/an

Survey
Research project
Simulation
Role-play
Interview
Demonstration
Debate
Biography
Critique

Plan a/an

Trip
Self-improvement project
Exchange
Immersion weekend
Excursion
Meal
Celebration
Guest speaker

Learn a/an

Game
Sport
Song
Dance
Poem
Story
Nursery rhyme
Craft
(Then make up a new one)

Keep a log of

Books read
TV programs watched
Weather
Travel

Make a/an

List
Booklet
Big book
Pamphlet or brochure
Mural
Collage
Model
Class display
Crest
Map
Calendar
Greeting card
Menu
Family tree
Cover (book, CD, video)
Game board
Advertisement
Comic strip
Puppet
Classified ad

Present a/an

Fashion show
Puppet show
Play
Dance
Concert
Dictionary
Recipe book
Guide
Picture album
Poster

Unit Planning

Unit planning when using a task-based approach to second language learning is a little different from planning for a more traditional language-based approach. Instead of beginning with the linguistic content (vocabulary, grammar, functions), one begins with a theme or topic and a task. The language content grows out of the task and the resources used for the task. The following steps provide a list of considerations for unit planning:

Steps in Unit Planning	**Sources of information in the Curriculum Guide**
1. Determine the objectives for the unit, keeping in mind all four components (applications, language competence, global citizenship and strategies).	Foundational and specific learning objectives on page 5.
2. Choose a theme or a topic which is of interest to the students, which offers possibilities for developing the students' communicative competence in Spanish and which allows for some general learning as well. Students can participate in this step of the planning process.	Suggested Themes and Tasks on page 104
3. Decide on a unit task that fits with the objectives, is appropriate to the theme, is of interest to the students, and is within their capabilities, both from a cognitive and a language point of view. Students can participate in this step as well. This task becomes the main element around which the unit is organized. The unit task will most often take the form of a project that can be worked on over a period of several weeks.	Suggested Themes and Tasks on page 104. See also the Global Task List on page 106 for additional ideas.
4. Look for resources which might be useful in preparing students to carry out the task. Resources should be attractive and rich in visual supports such as charts, pictures, diagrams, etc. Once the resources have been found, analyze them for elements that might need to be introduced, for example, a particular accent in an audio text, a cultural reference, strategies needed to deal with an authentic document, idiomatic expressions and so on.	Finding Learning Resources on page 115.
5. Analyze the task to determine what specific language the students will need to know and to learn in order to be able to carry out the task. Think about the product the students will produce (e.g., a booklet, a map, a video), but also about the process they will go through in producing the product (e.g., working in groups, doing research, interviewing people).	

- Think about language functions (Applications), What purposes will students be using the language for?

- Think about the vocabulary and grammatical elements the students will need to carry out the task.

- Think about the text forms that students will be producing (the product) and the examples they will be studying in preparation.

- Think about the historical and contemporary elements of the culture that students can learn about. These might be an integral part of the task (e.g., a comparison of the Mayas, Incas and Aztecs). Or they may be more incidental (e.g., learning about the Spanish royal family when they are doing their own family tree)

- Think about the strategies students will need to deal with the resources (e.g., interpretation strategies), to deliver an oral presentation (e.g., oral production strategies), to plan the unit or reflect on their learning (e.g., metacognitive strategies)

6. Outline a series of steps or mini-tasks directly related to the unit task to help the students learn and practise the language they will need to carry out that task. Some of these mini-tasks might focus on particular language functions (applications), building vocabulary around the theme or topic, learning and practising specific grammatical structures, analyzing the characteristics of a particular text type, developing a cultural element, working on a learning strategy and so on.

   - It is a very good idea to begin a unit with an activity that stimulates the students' interest in the topic, and helps them make connections between what they already know about the topic and what they will be learning. This introductory activity also starts to establish the linguistic base necessary for the rest of the unit, although it should not include the formal teaching of a pre-determined list of vocabulary. Vocabulary for the unit is better taught as the need arises throughout the whole unit.

   - It is also very helpful to end the unit with an activity that leads students to reflect on the unit. This can include discussion about what they learned, the strategies they used and how their attitudes may have changed. It can also include planning for future units based on perceived gaps in their knowledge and skills. This step is important for developing metacognitive strategies and independent learning.

7. Decide which Common Essential Learnings to develop throughout the unit. Make sure that provision is made to evaluate these C.E.L.s at the same time as the other learning outcomes.	Common Essential Learnings on page 14
8. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of particular students (Adaptive Dimension). Be prepared to be as flexible as possible without compromising the objectives of the unit.	Adaptive Dimension on page 17
9. Does the unit provide a natural opportunity to introduce some Aboriginal content or perspectives?	Aboriginal Content and Perspectives on page 20
10. Assess the unit plan and resources from the perspective of Gender Equity and make any changes necessary.	Gender Equity on page 19
11. Plan student assessment and evaluation. Integrate assessment throughout the unit.	Student Evaluation on page 84

Although unit planning is presented above as a series of steps, for most people, it will involve going back and forth between steps, rather than progressing straight through from step 1 to 11. Some of the planning will take place beforehand, and some as the unit progresses. The Unit Planning Template on page 88 may be helpful when planning units.

Unit Planning Template

Area of Experience:	Topic/ Theme:	
Grade Level:	Task:	

Analysis of language needs to complete task:

	Product	Process
Vocabulary		
Structures		
Text forms		
Idiomatic expressions		

Foundational Objectives

Applications (A)	Language Competence (LC)	Global Citizenship (GC)	Strategies (S)

Objectives for the Common Essential Learnings

Personal and Social Values and Skills (PSVS)	Independent Learning (IL)	Critical and Creative Thinking (CCT)
Communication (C)	Technological Literacy (TL)	Numeracy (N)

Strategies

Language Learning	Language Use	General Learning
Cognitive	*Interactive*	*Cognitive*
Metacognitive	*Interpretive*	*Metacognitive*
Social/affective	*Productive*	*Social/affective*

Historical and Contemporary Elements of Spanish-Speaking Cultures

Events	
People	
Places	
Institutions	
Identity Markers	
Behaviours	
Beliefs	

Specific Learning Objectives	Steps (teaching strategies)

Notes and Evaluation	Resources and Materials

Finding Learning Resources

Planning lessons and assembling resources for a task-based language course means more than finding a good text with accompanying workbook and listening tapes. As much as possible, students should work with all kinds of resources. See the section on Resource-Based Learning on page 18.

Students need comprehensible input to learn, but both genuine (authentic) texts and simplified texts pose problems in the second language classroom. Authentic texts are usually too difficult and simplified texts are unnatural and unrealistic. Look for texts in which language is modified in the ways that native speakers typically modify speech to make it comprehensible to foreigners. These are as comprehensible as simplified input, but are closer to authentic target-language use.

Authentic documents, that is, documents that were designed for Spanish speakers rather than for the purpose of second language teaching, can be used, especially at higher levels. By using authentic documents, students gain experience in finding, exploring and interpreting different kinds of texts, and have models for producing texts of their own.

By using a variety of resources rather than a single text, teachers can better accommodate the diverse learning needs of students found in the average classroom. Even though all students in the class are working on the same task, they may be using different resources depending on their preferred learning styles, level of proficiency or cognitive development. See the section on the Adaptive Dimension on page 17.

Using Videos

In real life, we seldom listen to conversations or discussions without being able to see the people who are talking. By using videos in the classroom, we can provide students with all the visual support that the setting, actions, facial expressions and gestures add to the spoken text. However, by simply putting a video on and letting the students watch, we are under using a valuable resource for second language learning. The following are some suggestions for activities take advantage of the potential of the medium.

For each of the following activities, be sure to do a pre-viewing activity to prepare the students by activating prior knowledge and building vocabulary for the task they will be required to do.

Eyewitness
This is a variation on the Information Gap activity (see page 63 for more details). Choose a short scene from a movie that shows an event where eye witnesses might be called upon to tell what happened, e.g., a crime, a natural disaster, an accident or an invasion. Some students see and hear the event, while others only hear it. Explain to those who will watch the event that they must observe what happens, make notes if they want to, and be ready to tell others what they have seen. Those who only hear the soundtrack should listen to the action and write questions about what they hear but cannot see.

After playing the video, give each group of students a role-play card—the group who saw the video are witnesses, the others are journalists who have been sent to report on the story. Students work in pairs, with the journalist interviewing the eye witness. They then change partners and continue the role-play until each journalist has interviewed three or four witnesses. As a conclusion to the activity, students can write a newspaper article, produce a radio news clip or write a letter home describing the event.

Lip-Synch
Choose a short scene from a movie what features two or three characters talking, preferably with lots of gestures and emotion. Have students watch the scene with the sound off. Ask a few questions to make sure they understand the gist of what is happening. Have them watch it again, still without the sound, and predict some of the language that might be used by the characters. Then divide them into groups corresponding to the number of characters and ask them to write the script for the scene. Replay the video several times to help them do this.

Groups then take turns to lip-synch the scene standing next to the video as it plays. When all the groups have had a turn, play the scene again, this time with the sound on, and compare it to the various versions. Prizes may be awarded for the version closest to the original, the funniest or the worst.

Video Dictogloss
This is a variation on the Dictogloss activity described on page 55. Choose a scene with two characters in conversation. Watch the scene once and ask students a few general questions to make sure they understand the gist. Then divide the class into two groups and assign one character to each group. Ask each group to concentrate only on what their character says as you replay the scene again two or three times. Students should not try to write the dialogue word for word, but rather jot down key words and phrases. After viewing, each group can compare their notes and add to their list.

Pair each student with a member from the opposite group, and have them try to re-create the dialogue as closely as they can. Each pair then acts out their version of the scene in front of the class. Finally, students watch the video scene again and compare their version to the original.

Alternatively, if the dialogue is too difficult for the students, write a narrative summary of what is happening on the screen. Play the scene with the sound turned off while you read the narrative. Repeat a second or third time. The visual stimulus helps students understand the text and remember key points. Then have students work in groups to re-write your narrative summary. Compare their versions with yours and discuss.

Video Cloze Activity
This is a variation on the Cloze Procedure described on page 51. Write a text that summarizes a scene from a video. Prepare the text for the cloze procedure by replacing every 10th word with a blank of equal length. Have the students watch the scene and then do the cloze activity in small groups, following the usual procedure.

Scrambled Conversation

This activity is suitable to motivate lower level students to watch and understand a real movie clip. Choose a scene from a movie with two characters and a relatively simple dialogue. Transcribe the dialogue and cut it into sentences. Prepare your students for the activity by describing in general the situation they are going to see. Ask them to predict some of the words they think they might hear in such a situation. Divide the students into groups and have each group try to but the cut-up conversation in a logical order.

Now play the video segment for the first time and ask them to pay close attention to the dialogue. After the viewing, they go back to their sentences and rearrange them to correspond to the video. They may need to see the scene several times in order to be able to complete the reconstruction of the text. Finish the activity by watching the scene again. Students should be able to fully understand the conversation at this stage.

For a follow-up activity, students can be asked to write a similar dialogue and to act it out in front of the class.

Adapted from Mark McKinnon (2002)

Using Instructional Technology (The Electronic Classroom)

Resources for second language teaching need no longer be restricted to print and traditional multimedia materials (e.g., audio and videotapes, slides, flashcards). Computer technology can be used to enhance second language learning in the classroom in a number of ways. However, using this technology is not without challenges. The basic principle to follow is that the curriculum should drive the technology, the technology should not drive the curriculum. Apply the same principles to activities that incorporate computer technology as you would to any other activities:

- Is the student assuming the role of an active learner by learning the language through using it and experiencing its use to carry out a meaningful task?
- Is the language taught in the context of a meaningful situation?
- Is the language to which the student is exposed at an appropriate level, that is a little above the student's current level?
- Do students have opportunities to negotiate meaning in cooperative and collaborative groups?
- Is the activity adaptable to different learning styles, individual learning needs and diverse background experiences?

Courseware

Publishers are increasingly producing CD-ROMs as part of the multi-media materials that accompany their textbooks. There are also "stand-alone" resources such as dictionaries, grammar reviews and vocabulary learning aids. These materials vary from very simple text-based activities to very sophisticated interactive environments where the student can navigate through a 3-D virtual world.

Advantages of computer software for vocabulary building:

- Animations can add visual and auditory information to text (make sure it is relevant, not just gratuitous entertainment).
- Game-like formats can capture students' attention, provide multiple exposures to new words and activate prior knowledge.
- Video clips of related information can provide more examples.
- Sound components can reinforce vocabulary (e.g., word is pronounced, passage is read aloud or a character provides context).
- Hyperlinks can add related information. This supports vocabulary learning by allowing students to tap into prior knowledge, create semantic webs, experience a new word in a variety of contexts, and pursue their own interests. Online definitions, glossaries, thesauruses may also be available.
- Pause, repeat and replay features accommodate different rates of learning, allow students to succeed.
- Hints or clues can prevent readers from getting stuck, provide scaffolding for word learning.
- Multimodal presentation keeps students actively engaged and accommodates a range of learning styles.

Adapted from Wood (2001)

World Wide Web
The Internet can bring all kinds of foreign language materials directly into the classroom. Students and teachers have direct access to authentic documents and up-to-the minute information from anywhere in the world. However, the sheer volume of material available, the lack of control over the quality and accuracy of the contents and the non-linear organization of the information makes careful planning of activities essential if students are to benefit.

Reading activities using Internet materials should meet the same criteria as activities using conventional print resources. Learners should be engaged in meaningful tasks and solve meaningful problems that are of interest to them. Activities can be teacher-centred or learner-centred, depending on the level of proficiency of the students and their ability to work independently.
- In a teacher-determined activity, the teacher pre-screens and selects reading materials from the Internet, designs reading tasks and makes them available through his or her Web page. In this way the contents and tasks can be tailored to the students' proficiency level, and word glosses or images can be added to ensure more fluent reading and enhance comprehension.
- Teacher-guided activities are more open-ended. The teacher pre-screens and selects a series of sites, and designs a task that guides the learners to explore the resources with a clear task to carry out. Students have some choices within the scope set out by the teacher, but are in less danger of getting lost or overwhelmed by the quantity of information available on the Internet.
- Project-based activities are completely student-centred with the students themselves designing the process and the product, finding the Internet resources and deciding how the project will be evaluated. The teacher's role is to provide support and guidance throughout, as required by the student. This approach requires learners to have an intermediate or advanced level of language proficiency and a variety of research skills including Internet searching skills.

Network-based Communication
The Internet also provides a medium for communication through e-mail or online chat either among the students themselves or between the students and native speakers of the language they are studying.

Advantages of computer mediated communication (CMC) over face-to-face oral exchanges:
- a text-based medium that amplifies students' attention to linguistic form
- a stimulus for increased written production
- a less stressful environment for practice
- a more equitable and non-threatening forum for discussions, especially those involving women, minorities, and naturally reserved personalities

"Networked exchanges seem to help all individuals in language classes engage more frequently, with greater confidence, and with greater enthusiasm in the communicative process than is characteristic for similar students in oral classrooms."

Adapted from Blake (2000)

Sample List of Text Forms

The following list is provided as a source of ideas for types of texts that students can be exposed to or required to produce.

Written Texts

— Advertisements
— Biographies and autobiographies
— Brochures, pamphlets and leaflets
— Catalogues
— Dictionary and grammar items
— Encyclopaedia entries
— Folk tales and legends
— Forms
— Graffiti
— Instructions and other "how to" texts
— Invitations
— Journals, diaries and logs
— Labels and packaging
— Letters, business and personal
— Lists, notes, personal messages
— Maps
— Menus
— Newspaper and magazine articles
— Plays
— Poetry
— Programs
— Questionnaires
— Recipes
— Reports and manuals
— Short stories and novels
— Signs, notices, announcements
— Stories
— Textbook articles
— Tickets, timetables and schedules

Oral Texts

— Advertisements
— Announcements
— Ceremonies, religious and secular
— Debates
— Formal and informal conversations
— Interviews
— Lectures
— Messages
— Oral stories and histories
— Plays and other performances
— Reports and presentations
— Songs and hymns
— Telephone conversations

Multimedia Texts

— Comic strips
— Computer and board games
— Movies and films
— Slide/tape and video presentations
— TV programs
— Websites

Suggestions for Individual Projects

If you like to DRAW, PAINT, BUILD, CUT, PASTE, or if you like the VISUAL ARTS:
- Make a map of a Spanish speaking country or region. It should focus on a special topic such as agricultural products, manufactured items, costumes, geography.
- Make a poster about a famous Spanish-speaking person (artist, scientist, political/historical person, athlete…). Include a short biography and describe highlights of his/her career, when he/she lived, why important.
- Imitate a famous Hispanic artist's painting or style in a painting of your own creation. Include a paragraph about the artist, which highlights his or her style of art and time period. (Picasso, Velasquez, Goya, Miró, Rivera, Zurbaran are just a few starters.)
- Make your own reproduction of a painting by a famous Hispanic artist. Include a paragraph about the artist, which highlights his or her style of art and time period.
- On a map of Canada, find cities or natural features with Spanish names. Make a map, research the history of the area and include translations of names.
- Visit an art museum and document Hispanic artists on display, giving titles of works, and writing your reactions to them. (If you like to sketch, quick sketches of a couple of the pieces you view would make great evidence!)
- Draw a comic strip to tell about an important historical event, famous person, or cultural practice from a Spanish-speaking culture.
- Visit a gallery or exhibit featuring Hispanic artists and document the art you saw there. (Ideas for how to document: your own sketch of a piece of art which you like, videos or photos—get permission from the exhibit managers before going there--a critique of what was good/bad/interesting about the art you viewed.)

If you like to COOK OR EAT:
- Go to a restaurant or café featuring food from a Spanish-speaking part of the world and order in Spanish. (Make sure someone speaks Spanish! Call to ask before you go!) Get a signature on the menu or a business card**.** Document with video or photographs. Sample food you've never tasted before.
- Research what a typical dinner would be in a Spanish-speaking country. Make at least 3 courses for your family and/or friends. Document with copies of the recipes and photos or video.
- Cook a typical main dish of a Spanish-speaking area of the world and bring samples to class. You'll bring this on a pre-arranged day and present it to the class. Just salsa and chips is **not** acceptable.
- Interview a Spanish speaker about customs at table such as how to hold utensils while eating, where to place hands while eating, what its okay to eat with fingers. Demonstrate to class.

If you can SEW OR USE YOUR HANDS WELL:
- Sew a regional or historic costume from a Spanish-speaking culture. Document when/where the costume is from, who would wear this type of clothing. Model the costume for the class if it's full size. Bring the doll if you dress a doll.

- Build (using kits if you like) models of a famous building or monument of a Spanish-speaking country. Include a brief report about the monument or building. What is it called? When was it built? What was its purpose? Who had it built? What is it used for today if it has changed from its original purpose?

If you like to READ OR WRITE:
- Read a Spanish-language magazine or newspaper article. Summarize the main points you learned in an outline or a graphic organizer. (See your teacher for magazines you can use. You can also find newspapers and magazine online.)
- Read a Spanish-language novel in translation.
- Read a Spanish-language children's book. Write a short plot summary in English and a list of new words learned.
- Read up on some aspect of the culture of a Spanish-speaking region (examples: family, table manners, manners when visiting someone else, participating in sports) then write a letter to a friend as though you were living in that culture, and describe to your friend what life was like for you living there.
- Read up on an aspect of the history of a Spanish-speaking country and write a series of journal entries as though they were written by a person who had lived through them.
- Write to the tourist offices of various cities in a Spanish-speaking country requesting information. Submit a copy of your letter, materials received and a write-up. Use these materials to decide where you'd go on your ideal vacation, and present it visually (for example, a poster, an ad campaign to convince someone else to visit there, an "infomercial" video to be used as advertising for the area). Let your creativity be your guide for how to present what you learn.
- Using tourist resources such as guidebooks, travel agencies and the Internet, plan your ideal vacation in a Spanish-speaking part of the world. Where would you go? What would you see? What kind of money would you use? What would there be to eat in the places you visit? What recreational activities? You may present this information as a travel journal pretending you've already completed the trip, as a travel agent's suggested itinerary for a customer, or as though you're a travel writer telling people what to do.
- After researching a world leader of a Spanish-speaking country, "become" that person and tell the class who you are, why you're important, what you have accomplished.
- Read up on an important event in the history of a Spanish-speaking country, and then write a news article as it might have appeared in the press at the time of the event. (For example, a scientific discovery, a battle, an invention, the defeat of the Spanish Armada.) Let your own interests be your guide.
- Collect and read news articles about an Hispanic country in which you are interested, and then write an article yourself using the collected articles as resources.

If you like TV, MOVIES, OR PERFORMING ARTS:
- "Become" a famous Spanish-speaking person for the class. Wear an appropriate costume and introduce yourself to the class as that character. Explain what you did that caused you to become famous and when you did it.
- Watch a Spanish-language movie with subtitles, summarize the plot, and keep a list of words you figured out and things you learned about a Spanish culture from watching the movie.
- Memorize and perform a Spanish poem (or make a video of yourself performing the poem).

- Go see a play in Spanish (classic or modern), or other musical or theatrical production. Summarize the plot, tell who the playwright or composer was, when (s)he wrote.
- Learn to play or sing a Spanish song. Perform it, teach it to the class, or videotape it.
- Learn and teach an Hispanic dance to the class.
- Make a video to teach an aspect of the culture of a Spanish-speaking country, Spanish grammar or vocabulary, or to re-enact a scene from literature or history.
- Learn about various gestures and body language used by Spanish speakers and make a video of yourself using those gestures with appropriate comments in appropriate situations, or present them live to the class.
- Perform a scene from a Spanish play for the class in Spanish or English, but identify the playwright and time period.
- Read up on an important event in the history of a Spanish-speaking country, and then write a skit based on that event. (Could be a scientific discovery, a battle, a beheading, an invention, the defeat of the Spanish Armada, etc. Let your own interests be your guide.)
- Attend a concert or performance featuring Hispanic music or dancing.
- Visit a record store that carries a selection of Hispanic music. Listen to songs available to listen to. Read about the songs. Report on what you learned, what you liked.
- Listen to a *mariachi* band and talk to the band members. List the songs they played. Find out the names of their instruments in Spanish. Get an autograph from them.
- Watch MTV International, record or videotape songs in Spanish for the class.
- Watch two hours of programming in Spanish on local TV and write a review of the shows.
- Watch the news five times in Spanish and summarize the headlines.

If you like SPORTS:
- Learn the Spanish vocabulary for a sport commonly played in a Spanish-speaking region or country. Present your knowledge in a poster that includes illustrations and Spanish terms for key vocabulary or teach the class the basics of the game in Spanish.
- Make a video for a sport with narration in Spanish. (You may use a game from television and create your own narration for a five-minute period of the game.)
- Watch an hour of sports such as *lucha libre* or *fútbol* on Spanish-language TV.
- Learn the Spanish vocabulary for a sport commonly played in Spanish-speaking countries. Teach the class the key vocabulary you learned.

If you like COMPUTERS:
- Exchange five letters or emails with a native speaker of Spanish, turn in copies of correspondence.
- Check out the weather on the Internet in several Spanish-speaking cities around the world. Show the locations of those cities on a map, and show what the weather was, using appropriate meteorological symbols and a map legend in Spanish.
- Make a list of cool Spanish-language websites you discover, giving a brief description of what the site is about. Duplicate the list for classmates.
- Work with a language-learning program in Spanish and print out the lessons you have done as your evidence.
- Discover, read, interact with and react to three Spanish-language web pages. (Include information you download from those pages as part of your documentation.)

- Design your own project based on something you discover on the Internet. Discuss your ideas in advance with your teacher to be sure it is acceptable. (The project must involve using Spanish and/or learning about a Spanish-speaking country's culture, not just printing out what you find online).
- Visit a Spanish-language catalogue website and put together your no-holds-barred holiday wish list. What are the names of the items you want? How much do they cost? In what currency? Is it something you'd find here?

If you're interested in BUSINESS or in CAREER OPPORTUNITIES using Spanish:
- Interview a manager of a business that has offices in a Spanish-speaking country. Learn what is involved in doing business between two countries. Prepare your questions in advance and record your interview.
- Research a career in which command of Spanish will be useful. (See your counsellor, a research librarian or your teacher to discuss how to research this project.)
- Research a specific Hispanic business. In your write-up, profile the company (product, location, size of work force, gross sales) Try to contact someone working for the company you select (phone, e-mail) and see whether he or she is willing to discuss with you how Spanish is useful to employees.
- Research the use of Spanish in an overseas business or non-profit organization (health organizations, religious organizations) by interviewing someone who has used Spanish while living and working in a Spanish-speaking country. Also include questions to your interviewee about what it was like to live there and adjust to that culture.
- Job shadow someone who uses Spanish in the workplace for two hours.
- Interview Spanish translators who work for a translation company. (See the website of the Canadian Translators and Interpreters Council at http://www.synapse.net/~ctic/cticlink.htm for lists of translators in each province.)
- Visit the international sales department of a business and learn how it conducts its international marketing, and the steps and processes involved in international sales and shipping product overseas.
- Interview an employee of a Spanish-speaking business about the challenges of doing business across cultures.
- Research and report on international management degree programs at the university of your choice. What career opportunities will such a degree bring you? What language requirements does the program have? What is their job placement rate for graduates?
- Interview people who use Spanish in their jobs such as radio or television personalities, journalists, health care workers, law enforcement workers. Find out why Spanish is useful to them. How good does their Spanish have to be to be helpful to them? How did they learn it? Why?

If you like to TRAVEL:
- Photograph street and shop signs on a trip to Mexico; report on their significance. (You could do something similar with architecture, churches, types of stores, etc.)
- Visit Mexico and compare Spanish influence to Indian influences.
- Pretend to be a travel agent and plan an imaginary trip through a Spanish-speaking area. Use illustrations, maps, and texts to present this itinerary to your "client."

- Visit a Spanish-speaking region of the world and document your visit through videos or photographs to share with the class.
- Keep a travel log if you travel to a Spanish-speaking area.

If you want to PRACTICE YOUR SPANISH:
- Interview someone from a Spanish-speaking country about customs, traditions, holidays, attitudes in his/her country.
- Attend a *quinceañera, boda* or *fiesta* in an Hispanic community.
- Exchange three letters with a Spanish-speaking pen pal.
- Write a children's book with illustrations and text in Spanish. The book should be based on something you have learned about Spanish culture, not Canadian culture. (Alphabet and numbers books are not accepted.) See the teacher for ideas about an aspect of culture to incorporate into the story. It should be a story simple enough to tell in Spanish. (Don't write it first in English!)
- Make up a game for the class which requires use of Spanish and knowledge of a Spanish-speaking country's culture for the game to be played. (Schedule a time with the teacher for it to be played in class.)

Yearly Planning

Because a task-based approach to second language learning does not include a pre-determined list of grammar structures, vocabulary items or language functions, teachers need a way of keeping track of the elements of the language the students have been introduced to. A useful way to do this is to keep a checklist and note down what has been taught explicitly and practised by students. Lists can be kept for grammatical structures, different kinds of strategies, elements of the culture, different text forms, language functions, and so on. The tables on the following pages are provided as planning tools to help the teacher ensure the students are exposed to a broad range of language situations, cultural elements, and strategies. By filling in the appropriate grade-level column, teachers can quickly see where the gaps are in their program and plan tasks or projects that will fill those gaps.

Applications (language functions)

The general functions in the shaded boxes in the left-hand column are the specific learning objectives (see page 5) that express the various purposes for communication. Under each one is a list of specific ways that the function might be carried out. For example, one way of imparting factual information is to identify a person, place or thing. In grade 10 this can be done using very simple language. In later years, as students become more competent in the language, they will learn increasingly complex ways to identify a person, place or thing. Examples of specific language used to carry out each particular function can be filled in throughout the school year. A quick glance at the chart periodically throughout the course allows for easy identification of functions that have not yet been incorporated into activities.
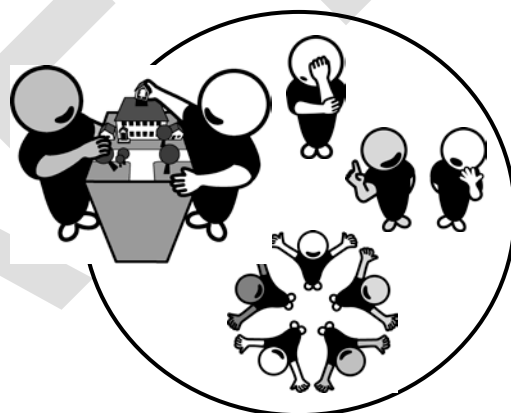
	Grade 10	Grade 11	Grade 12
IMPART AND SEEK FACTUAL INFORMATION			
° Identifying and specifying	*Es un libro.*	*El Nuevo Herald es el periódico en español más grande de Estados Unidos.*	*Era el profesor que me enseñó más.*
° Asking for information			
° Answering questions			
° Reporting what is happening or what has happened			

	Grade 10	Grade 11	Grade 12
° Describing people, places and things			
° Correcting			
EXPRESS AND FIND OUT IDEAS, THOUGHTS, OPINIONS, PREFERENCES AND VALUES			
° Enquiring about and expressing likes and dislikes			
° Enquiring about and expressing preferences			
° Enquiring about and expressing an opinion			
° Enquiring about and expressing agreement and disagreement			
° Enquiring about and expressing a personal reaction			
° Enquiring about and expressing approval and disapproval			
° Enquiring about and expressing necessity			
° Enquiring about and expressing degrees of certainty			
° Making predictions			
SHARE EMOTIONS AND FEELINGS			
° Enquiring about and expressing pleasure and displeasure, happiness and unhappiness			

	Grade 10	Grade 11	Grade 12
° Enquiring about and expressing interest and lack of interest			
° Enquiring about and expressing surprise and lack of surprise			
° Expressing hope			
° Expressing disappointment			
° Enquiring about and expressing fear and worry			
° Enquiring about and expressing anger			
DESCRIBE AND GUIDE THE ACTIONS OF THEMSELVES AND OTHERS			
° Requesting someone to do something			
° Instructing or directing someone to do something			
° Persuading someone to do something			
° Enquiring about and expressing obligation			
° Enquiring about and expressing ability and inability			
° Enquiring about, granting and withholding permission			
° Enquiring about and expressing needs, wants and desires			

	Grade 10	Grade 11	Grade 12
° Enquiring about and expressing intention			
° Asking for and giving advice			
MANAGE GROUP ACTIONS			
° Suggesting a course of action and responding to a suggestion			
° Requesting someone to do something			
° Requesting and offering assistance			
° Asking for and providing clarification			
° Encouraging someone			
FORM, MAINTAIN AND CHANGE INTERPERSONAL RELATIONSHIPS			
° Greeting people and responding to a greeting			
° Introducing someone and responding to an introduction			
° Taking leave			
° Talking on the phone			
° Expressing and responding to gratitude and appreciation			
° Offering and accepting an apology			
° Expressing regret and sympathy			

	Grade 10	Grade 11	Grade 12
° Inviting someone, accepting and declining an invitation			
° Complimenting someone, responding to a compliment			
° Congratulating someone			
DISCOVER, EXPLORE, GATHER AND ORGANIZE INFORMATION			
° Enumerating			
° Exemplifying			
° Sequencing			
° Comparing			
° Classifying			
° Hypothesizing			
° Evaluating			
° Emphasizing			
° Summarizing			
FOR IMAGINATIVE PURPOSES AND PERSONAL ENJOYMENT			
° Narrating			
°			
°			

Grammatical Elements

The following is a list of the grammatical elements most commonly taught in high school Spanish classes. Research has shown that students do not develop communicative competence from learning grammar rules or practicing grammar structures in isolation. They do, however, benefit from explicit instruction on specific structures that **they need for communication** in the context of meaningful activities.   See the section on teaching the form of the language (page 23) for guidelines. The table is intended to help teachers keep of record of which grammatical elements students have been taught and what stage students have reached in their acquisition of the structures.
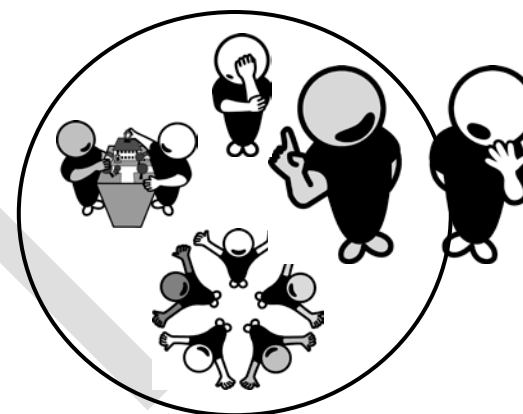
	Grade 10	Grade 11	Grade 12
Verbs			
° regular verbs present tense			
° present progressive			
° imperative (commands)			
° stem-changing verbs present tense			
° spelling-changing verbs present tense			
° irregular verbs present tense			

	Grade 10	Grade 11	Grade 12
° reflexive verbs present tense			
° *ir* + *a* + infinitive (immediate future)			
° affirmative and negative			
° preterite tense			
° imperfect tense			
° uses of preterite and imperfect			
° present subjunctive tense			
° present perfect tense			
° *si* clauses			
° future tense			
° conditional tense			

	Grade 10	Grade 11	Grade 12
°			
Nouns			
° masculine and feminine			
° singular and plural			
° the personal *a*			
°			
Pronouns			
° subject pronouns			
° direct object pronouns			
° indirect object pronouns			
° position of pronoun objects			

	Grade 10	Grade 11	Grade 12
° pronoun object of prepositions			
° demonstrative pronouns			
° relative pronouns		*que*	
° impersonal *se*			
°			
Articles			
° definite articles	*el, la, los, las*		
° indefinite articles	*un, una, unas, unos*		
° contractions	*al, del*		
°			
Adjectives			

	Grade 10	**Grade 11**	**Grade 12**
° descriptive adjectives	*alto, alta, altos, altas*		
° shortened forms of adjectives	*bueno ➜ buen*		
° position before & after nouns			
° demonstrative adjectives	*este, ese, estos, esos*		
° possessive adjectives	*mi, tu, su, mis, tus, sus, nuestro/a(s), vuestro/a(s)*		
° comparatives			
° superlatives			
°			
Adverbs			
° formation from adjectives			
° in a series			

	Grade 10	Grade 11	Grade 12
°			
Interrogative			
° intonation (yes/no questions)			
° interrogative words			
° tag questions	*¿verdad?*		
°			
Prepositions			
° with interrogative words	*¿De dónde + ser?*		
° with expressions of time	*de/por + la mañana*		
° prepositional phrases for location			
° *a* + noun or pronoun for emphasis			

	Grade 10	Grade 11	Grade 12
° expressions with *por*		*por hora*	
° expressions with *para*			
°			
Idiomatic and set expressions			
° *caer bien / mal*			
° *hay, hubo*			
° *tener que* + infinitive			
° expressions with *tener*			
° dates	*Es el 5 de julio.*		
° *conocer + a +* person			
° *gustar* and *encantar*			

	Grade 10	Grade 11	Grade 12
° expressions with *hacer*			
° impersonal expressions		*es* + adjective	
°			
°			
°			
°			
°			
°			
°			
°			
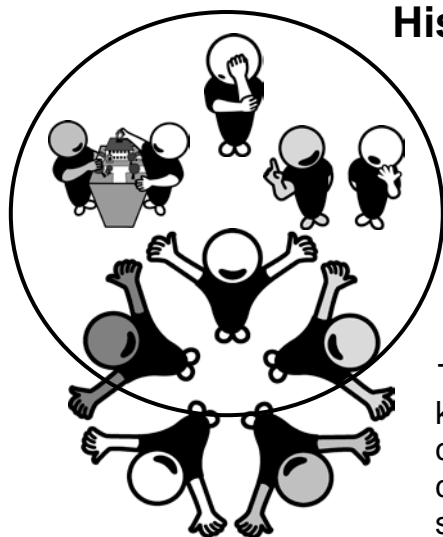
Historical and contemporary elements of Spanish-speaking cultures

The Spanish-speaking world is a large one, encompassing many countries and many cultures. Although these cultures share certain values, beliefs and behaviours, they each have a unique history and individual characteristics. It would be impossible, in the time available for a high school Spanish program, to develop an in-depth knowledge of even one Spanish-speaking country. However, students should leave the program with a sense of the breadth of the Spanish-speaking world and an attitude of openness towards the people who speak the language.

The goal of the Global Citizenship component of the program is not the acquisition of a bank of knowledge about specific Spanish-speaking cultures, but rather the development of intercultural competence, the knowledge, skills and abilities needed to communicate and interact across cultural boundaries. See the section on Developing Intercultural Competence on page 31 for specific suggestions on how to integrate this component into the Spanish program.

The chart on the following pages is provided as a planning tool to help teachers plan for a broad perspective on the Spanish-speaking world, and wide range of cultural elements.

	América del Norte (México, Estados Unidos)	**América Central (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panamá)**	**El Caribe (Cuba, República Dominicana, Puerto Rico)**	**América del Sur (Colombia, Ecuador, Perú, Venezuela, Bolivia)**	**América del Sur (Chile, Paraguay, Argentina, Uruguay)**	**España, Guinea Ecuatorial**
Historical and contemporary events						
°						
°						
°						
Significant individuals						
° Political and religious leaders						
° Writers, artists, performers						
° Heroes and villains						
° Sports, movie and music personalities						

°	América del Norte	América Central	El Caribe	América del Sur	América del Sur	España, Guinea Ecuatorial
Emblems or markers of national identity						
° Myths and legends						
° Cultural products such as handicrafts, songs, dances						
° Significant sites such as famous buildings, streets, battle sites						
° Events in the collective memory						
° Flags, currency						
°						
Public institutions						
° Schools						
° Business and industry						

	América del Norte	América Central	El Caribe	América del Sur	América del Sur	España, Guinea Ecuatorial
° Churches						
° Government						
°						
Geographical space						
° Regions						
° Landmarks such as rivers, mountains, deserts						
° Borders						
° Urban and rural						
°						
Social distinctions						
° Social class						

	América del Norte	América Central	El Caribe	América del Sur	América del Sur	España, Guinea Ecuatorial
° Gender						
° Cultural origins						
° Occupation						
° Wealth						
°						
Conventions of behaviour						
° Greetings and farewells						
° Naming						
° Holidays and celebrations						
° Sharing food						
° Visiting						

|	**América del Norte**	**América Central**	**El Caribe**	**América del Sur**	**América del Sur**	**España, Guinea Ecuatorial**
° Pastimes and leisure activities						
° Family life						
° Shopping						
°						
Beliefs, taboos, perceptions and perspectives						
°						
°						
°						
°						

Global List of Strategies

The lists on the following pages are included as a tool for teachers when planning the strategies component of the program. More information on developing strategic competence can be found on page 34.

Language Learning Strategies

Cognitive
- listen attentively
- do actions to match words of a song, story or rhyme
- learn short rhymes or songs incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express their meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of the language being learned and their own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in the language being learned or in their own language
- find information using reference materials like dictionaries, textbooks, grammars
- use available technological aids to support language learning, e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function.
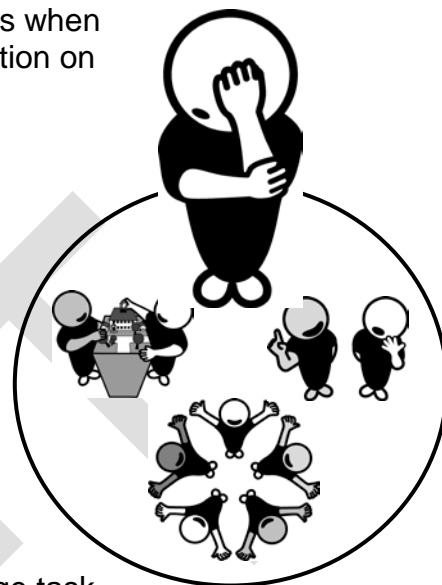
Metacognitive
- check copied writing for accuracy
- make choices about how they learn
- rehearse or role play language
- decide in advance to attend to the learning task

- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate their own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition and identify one or more they consider particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable them to cope with texts containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor their own speech and writing to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers
- participate actively in conferencing and brainstorming as a pre- and post-writing exercise
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, try unfamiliar tasks and approaches
- repeat back new words and expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive
- use words from their first language to get their meaning across, e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- acknowledge being spoken to
- interpret and use a variety of non-verbal clues to communicate, e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally, e.g., *No comprendo,* raised eyebrows, blank look
- ask for clarification or repetition when they do not understand, e.g., *¿Puede(s) repetir, por favor? ¿Puede(s) hablar más despacio? ¿Cómo se escribe "hace?" ¿Qué quiere decir "hace"?*
- use the other speakers' words in subsequent conversation
- assess feedback from conversation partner to recognize when the message has not been understood, e.g., raised eyebrows, blank look
- start again using a different tactic when communication breaks down, e.g., *What I'm trying to say is…*
- invite others into the discussion
- ask for confirmation that a form used is correct, e.g., *Can you say that?*
- use a range of fillers, hesitation devices and gambits to sustain conversations, e.g., *¿De veras? ¡No lo puedo creer!*
- use circumlocution to compensate for lack of vocabulary, e.g., *Es la palabra que significa..., Se usa para ...*
- repeat back part of what someone has said to confirm mutual understanding, e.g., *So what you are saying is …*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding, e.g., *Am I making sense?*
- use suitable phrases to intervene in a discussion, e.g., *Speaking of …*
- self-correct if errors lead to misunderstandings, e.g., *What I mean to say is…*

Interpretive
- use gestures, intonation, visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what they expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension

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- infer probable meaning of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess their own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive
- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing their own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: pre-writing (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing their own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive
- classify objects, ideas according to their attributes, e.g., red objects and blue objects or animals that eat meat and animals that eat plants
- use models
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form (verbal, graphic or numerical) to assist performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, identify and justify the evidence on which their inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources including libraries, the world wide web, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of sub-tasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/affective
- watch others' actions and copy them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- encourage students to try, even though they might make mistakes

- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks, e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, try unfamiliar tasks and approaches
- monitor their level of anxiety about learning tasks and take measures to lower it if necessary, e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

Sample Units

Sample Unit on the Family and Family Celebrations

Topic/ Theme: Family and Family Celebrations	
Grade Level: Grade 10 (beginner)	**Task**: Make and present a family tree (student's own family or a fictional family) **Alternate Tasks**: Research and present a famous family Make and show a PowerPoint presentation using family pictures

Analysis of language needs to complete task:

Product: *la familia (padre, madre, abuelo, abuela, hermano, hermana*, etc.); Structures for asking questions: ¿*Quién (es)? ¿Qué? ¿Como? ¿Cuál(es)? ¿Cuándo?* Examples: ¿*Tienes un hermano? –Sí   ¿Quién es? –Es mi tío. ¿Cómo se llama tu tío? –Mi tío se llama Andrew. ¿Cuándo nació tu padre? –Mi padre nació el cinco de julio*. Dates: *el treinta de agosto, el cuatro de marzo.* Names of common family celebrations*: el cumpleaños, la boda.* Vocabulary for talking about celebrations: *celebrar, romper la piñata, comer.* Possessive adjectives (*mi, mis, tu, tus, su, sus*).

Process: Vocabulary and structures for managing turn taking: *Es tu turno. ¿Es mi turno? No, es el turno de Sara. Te toca a ti. ¿A quien le toca? Le toca a Sara. Tienes que esperar tu turno.* Vocabulary for crossword puzzles: ¿*Cual es el numero cinco horizontal?* Words for categorizing: *idéntico, casi idéntico, diferente*. Phrases for encouraging participation: ¿*Emma, qué piensas de ello? ¿Paul, puedes ayudarnos?* Vocabulary for the project: *mi árbol genealógico, ¿Cómo se dice … en español? Se dice …*

Foundational Objectives

Applications (A)
Students will use Spanish to communicate orally and in writing in a variety of **situations** and for a variety of **purposes**

Language Competence (LC)
Students will attend to the form of the Spanish language in the context of meaningful applications

Global citizenship (GC)
Students will understand, value and deal effectively with diversity of all kinds

Students will acquire a basic understanding of important historical and contemporary elements of Spanish-speaking cultures and apply it in a variety of situations

Strategies (S)
Students will use strategies to deal effectively and independently with new language learning challenges and to enhance communication

Specific Learning Objectives

The following specific learning outcomes are the focus of **all or most of** the instructional strategies described in the sample unit below:

Applications (A)
- Ask for and share information
- Describe and guide the actions of themselves and others

Language Competence (LC)
- Demonstrate understanding of and the ability to use vocabulary related to the family and family celebrations
- Develop their ability to produce cohesive and coherent texts in Spanish
- Attend to the grammar, spelling and pronunciation

Global citizenship (GC)
- Demonstrate an attitude of curiosity and openness towards Spanish-speaking cultures

Strategies (S)
- Become aware and improve their use of the strategies in their current repertoire
- Identify and try new strategies that might be helpful for learning and communicating
- Evaluate the success of their use of particular strategies in relation to the communicative task or the learning challenge

In addition, other specific learning outcomes related to **particular** instructional strategies are indicated in the left-hand column opposite the description. In the case of Strategies, the left-hand column lists specific strategies that are suggested in the learning activities.

Common Essential Learnings Independent Learning (IL)
- Exercise choice with respect to assignment or topic selection, group processes, format for presentation
- Reflect upon their thinking processes and how they learn

Personal and Social Values and Skills (PSVS)
- Demonstrate respect for the religious, spiritual or cultural values and beliefs of others

Critical and Creative Thinking (CCT)
- Compare similarities and differences in objects, ideas or events

Specific Learning Objectives	Instructional Strategies	Assessment, resources, notes
• Strategies (cognitive) -- Repeat words or phrases, associate new words or expressions with familiar ones	1. Show a family picture, preferably taken on the occasion of a family celebration, and ask students who they think the people are, how they are related to each other, and what they appear to be doing. As the students speculate about the family members, write the words for various family members on chart paper. Add vocabulary and structures to the chart throughout the activities that follow. Keep the chart posted in the classroom throughout the unit. Briefly discuss the concept of extended family and nuclear family, and ask students what kinds of events their family celebrates together.	• Use a picture from a text book (e.g., *En Español I, Unidad 1, Etapa 3*), a personal family picture or a picture of a famous Hispanic family. • Students will probably be familiar with the concepts of extended and nuclear family from Social Studies. Make the connection to Spanish-speaking cultures. • Keep anecdotal records of the students' participation, and their willingness to observe differences without passing judgement (PSVS).
• Strategies (metacognitive) -- Make choices about how they learn, make a plan in advance about how to approach a language learning task	2. Discuss the task with students. Decide together what information should be included on the family tree (e.g., name, date and place of birth) and what form the presentation of the project can take (e.g., include a brief description of one family celebration). Discuss what students will need to learn in order to be able to carry out the task. Establish criteria for the assessment of the project.	• When students have a project or a task that they are working towards, and are able to make choices about how they learn, motivation is generally increased and their ability to learn independently is enhanced (IL).
• Language competence (grammar) -- possessive adjectives (*mi, mis, tu, tus, su, sus*) • Applications -- Manage group actions (e.g., turn-taking)	3. Play the game "Endless List" in groups of 5-7 students. The first student begins by saying, "*En mi familia, está mi madre*". The second student repeats what the first one said and adds another family member, "*En mi familia está mi madre y está mi hermano*". Continue in this way until everyone has had a turn. If necessary, do a mini-lesson on possessive adjectives before playing the game.	• Monitor the students' use of the possessive adjective and the vocabulary for family members (including pronunciation). Review and reteach as necessary. • If necessary, teach students the phrases needed to manage turn-taking. *Te toca a ti. ¿Es me turno? No, le toca a Sara..*

Specific Learning Objectives	Instructional Strategies	Assessment, resources, notes
• Language competence (spelling, pronunciation) • Applications -- Manage group actions (e.g., turn-taking)	4. Have the students work in pairs to do an interactive crossword puzzle. One student has the vertical clues and the other has the horizontal clues. Students first complete their half of the puzzle and then take turns asking their partner for the remaining clues. They do not look at each other's puzzle until the end of the activity.	• Copies A and B of a crossword puzzle for each pair. (*Dime! Uno*, p. 162) • Using a checklist or rating scale, monitor the extent to which students use Spanish during vocabulary building activities. See " Rating Scale for Interactive Activities" for an example.
• Applications -- Discover, explore, gather and organize information (CCT) • Applications -- Manage group actions (e.g., encourage participation) • Global Citizenship -- Identify similarities and differences between Spanish and other languages they know or are learning (CCT) • Global Citizenship -- Make some generalizations about languages (e.g., know that languages can be grouped into families based on common origins)	5. Give students a list of words related to the theme of family in Spanish, English, French, German, Italian and Portuguese. Have students work in cooperative groups to categorize the words according to commonalities. Ask students to speculate on the reasons for the similarities they have observed and to draw some conclusions about how languages evolve. When students are working in cooperative groups, pre-teach one group skill and have them focus on that skill during the activity, e.g., encourage participation from all group members. If necessary teach students some vocabulary for categorizing elements of a list (e.g., *identico, casi identico, diferente*) and for encouraging participation (e.g., *Emma, ¿qué piensas de esto/eso? Paul, ¿puedes ayudarnos?*)	• One copy per group of the worksheet "Another Kind of Family" • See "The Indo-European Language Family Tree" for background information. • Keep anecdotal records of the students' participation, and their ability to recognize similarities and differences.

Specific Learning Objectives	Instructional Strategies	Assessment, resources, notes
• Language competence (grammar) -- interrogative sentences (e.g., yes/no questions and question words ¿*Quién (es)? ¿Qué? ¿Cómo? ¿Cuál(es)? ¿Cuándo?*)	6. Play "Information Search". Ask students to complete a questionnaire related to family members and family celebrations. After they have found a person for each question, they should ask a supplementary question to get more information. E.g., --¿*Tienes un hermano? –Sí --¿Cómo se llama tu hermano? --Mi hermano se llama Justin.* After the activity, discuss the information gathered by the students. Discuss family celebrations, what events are celebrated by the whole family, as well as similarities and differences from one family to another, and one culture to another.	• If necessary do a mini-lesson on the question forms needed to do the activity. • See " Rating Scale for Interactive Activities" for an example of criteria for assessing students during the "Information Search". • Keep anecdotal records of the students' participation in the discussion, and their willingness to observe differences without passing judgement (PSVS).
• Strategies (interpretive) -- Listen or look for key words	7. Have students view a video featuring someone presenting a family. Before viewing the video ask students to suggest some words and phrases they might expect to hear. Write key words and phrases on the board. Play the video several times, asking students to listen for particular information each time. For example, the first time have students listen only for the names of family members. The next time, ask them to listen for the age of family members. And so on.	• Video from *Dime! Uno*, unidad 4, lección 1 • Have the video available to students to use as a model when they are preparing to present their family • Have students reflect on their use of strategies using the "Reflective Checklist for Student Self-Assessment of Strategies".

Specific Learning Objectives	Instructional Strategies	Assessment, resources, notes
• Global citizenship – acquire knowledge of historical and contemporary elements of the cultures of Spanish-speaking peoples • Strategies (interpretive) -- Infer probable meaning of unknown words or expressions from contextual clues	8. In cooperative groups have the students read an authentic text about a family, such as the website of the royal family of Spain, and answer specific questions. Coach students on reading strategies, such as looking for cognates and deducing meaning from contextual clues. They do not need to understand every word in the texts. Ask students about the role of the royal family in Spanish society. How does it compare with the role of the British royal family, for example?	• Website of the Spanish royal family: http://www.casareal.es/casareal/familia.html and activity sheet "*La Familia Real*" • Alternatively, choose a text about a different famous Spanish-speaking family • "Reflective Checklist for Student Self-Assessment of Strategies" • Keep anecdotal records of the students' participation in the discussion, and their willingness to observe differences without passing judgement (PSVS).
• Strategies (productive) -- Use a variety of resources to correct texts	9. Students prepare their projects. They should have as much freedom as possible to choose the particular format they will use for their family tree within the guidelines established at the beginning of the unit. Although they are working on individual family trees, they can work in groups, sharing materials, equipment and providing peer feedback.	• Encourage students to use word lists and grammar charts posted in the classroom, their personal dictionaries, as well as their classmates to correct the final version of their family tree • "Form for Assessment of Project and Oral Presentation"
• Language competence (grammar) -- possessive adjectives (*mi, mis, tu, tus, su, sus*)	10. Students present their project to their classmates and answer questions about their family and their family celebration.	• "Form for Assessment of Project and Oral Presentation"
• Strategies (metacognitive) -- Evaluate their own performance or comprehension at the end of a task (CCT, IL)	11. Look back on the unit and guide students to reflect on what they have learned, what they found interesting and what they need to do more work on.	• "Reflective Checklist for Student Self-Assessment of Strategies" • Make a note of changes that would improve the unit if it were taught again in the future.

Another Kind of Family

On this page you will find 30 words from six different languages. In your group try to categorize these words based on similarities. When you are finished, answer the questions at the bottom of the page.

brother	vater	irmão	familia
fratello	tia	familia	tante
tante	sobrina	zia	sobrinha
father	pai	aunt	père
famiglia	frère	niece	padre
nièce	familie	nipote	tia
family	bruder	famille	hermano
padre	nichte		

1. What are the six languages?

2. What characteristics did you use to categorize the words?

3. Speculate on the reasons for the similarities you found.

4. Can you think of ways of using these similarities to help you learn Spanish.

Another Kind of Family – Answer Key

On this page you will find 30 words from six different languages. In your group try to categorize these words based on similarities. When you are finished, answer the questions at the bottom of the page.

brother	vater	irmão	familia
fratello	tia	familia	tante
tante	sobrina	zia	sobrinha
father	pai	aunt	père
famiglia	frère	niece	padre
nièce	familie	nipote	tia
family	bruder	famille	hermano
padre	nichte		

inglés	alemán	francés	español	italiano	portugués
brother	bruder	frère	hermano	fratello	irmão
aunt	tante	tante	tia	zia	tia
father	vater	père	padre	padre	pai
niece	nichte	nièce	sobrina	nipote	sobrinha
family	familie	famille	familia	famiglia	familia

5. What are the six languages?

6. What characteristics did you use to categorize the words?

7. Speculate on the reasons for the similarities you found.
    - Common origins of Romance languages (Spanish, French, Italian, Portuguese) in Latin
    - English has origins in both French and German

8. Can you think of ways of using these similarities to help you learn Spanish.
    Cognitive language learning strategies such as:
    - Look for patterns and relationships
    - Identify similarities and differences between Spanish and English (and other languages you know or are learning)
    - Group together sets of things with similar characteristics
    - Associate new words or expressions with familiar ones

The Indo-European Language Family Tree

By [Jack Lynch](#),
Rutgers — Newark

The chart below shows the relations among some of the languages in the Indo-European family. Though you wouldn't think to look at the tangle of lines and arrows, the chart is very much simplified: many languages and even whole language families are left out. Use it, therefore, with caution. The coverage is most thorough, but still far from complete, in the Germanic branch, which includes English.

The dotted line from French to Middle English suggests not direct descent, but the influx of French vocabulary in the centuries after the Norman Invasion.

Proto-Indo-European

INDO-IRANIAN — HELLENIC — CELTIC — ITALIC — BALTO-SLAVIC — GERMANIC

Indic → Iranian → Avestan, Old Persian → Middle Persian → Farsi, Kurdish

Indic → Sanskrit → Bengali, Urdu, Gujarati, Hindi

Hellenic → Greek

Celtic → Manx, Irish, Welsh, Scottish

Italic → Latin → French, Spanish, Portuguese, Italian; Rumanian, Catalan

Balto-Slavic → Polish, Russian, Serbo-Croatian

Germanic → North Germanic → Old Norse, Swedish → Norwegian, Icelandic

Germanic → West Germanic

West Germanic → Anglo-Frisian → Old English, Old Frisian → Middle English, Frisian → Modern English

West Germanic → Old Dutch → Middle Dutch → Flemish, Dutch, Afrikaans

West Germanic → Old High German → Middle High German → German, Yiddish

Prepared by Jack Lynch, jlynch@andromeda.rutgers.edu

Some caveats. In the interest of making this readable, I've left out dozens of languages. I've even omitted the entire Anatolian, Albanian, and Tocharian families; I've included no languages from the Baltic branch or the Continental Celtic branch; I've grossly oversimplified the Indo-Iranian family; and so on. The historical phases of some languages — Old Swedish, Middle Swedish, Modern Swedish; Vedic Sanskrit, Middle Indic — have been left out. I've made no attempt to distinguish living languages from dead ones. My goal is simply to give some idea of the origins of the English language, and its relations to other familiar languages — along with a few less familiar ones.

Information Search

Busca a une persona	Firma	Ask a related question and write the answer here
1. ¿Tiene un hermano?		
2. ¿Tiene una hermana casada?		
3. ¿Tiene cumpleaños en junio?		
4. ¿Tiene más de cinco primos?		
5. ¿Invita a tus abuelos para tu cumpleaños?		
6. ¿Tuviste una boda en tu familia este año?		
7. ¿Vive tu abuela en casa?		
8. ¿Tiene un pariente que habla español?		
9. ¿Tiene un tío soltero?		
10. ¿Tiene un padrastro o una madrastra?		

Rating Scale for Interactive Activities – Formative Assessment

Name of Activity: _____   Date:
_____

Criteria for assessment ➔ Names of Students ⬇	Uses Spanish (short, simple words and phrases) when interacting with other students	Is able to understand and respond to simple, predictable questions in Spanish	Uses the vocabulary for family members with increasing accuracy and confidence	Understands that playing interactive games is an effective strategy for language learning

0 – not at all   Additional comments
1 – occasionally
2 – often
3 – consistently

Reflective Checklist for Student Self-Assessment of Strategies

Student's Name: _____ Date: _____

Watching a video:

☐ Before watching the video, I tried to predict some words and phrases I would hear.

☐ During the video, I tried to focus only on the information I needed to find.

☐ During the video, I tried to use the pictures to help me understand the words.

Other strategies I used to help me understand:

_____

_____

Reading about a family:

☐ Before reading the text, I looked for words that are the same as or similar to English words.

☐ When I found a word I did not know, I tried to guess the meaning from the other words around it.

☐ I used the questions as a guide to try to find the information I needed. I understand that I don't need to understand every word.

Other strategies I used to help me understand:

_____

_____

Reflection on the Unit

1. The most useful thing I learned in this unit was

_____

_____

2. The most interesting or most fun activity was

_____

_____

3. What I need to work on next is

_____

La Familia Real

Go to the following web site: http://www.casareal.es/casareal/familia.html. Click on *S.M.el Rey Don Juan Carlos, S.M. la Reina Doña Sofía, S.A.R. el Príncipe Don Felipe.*

List any cognates. (words that are similar to English)

List any words that you figured out through context.

Careful reading:

A. Click on *S.M. el Rey Don Juan Carlos or go to* http://www.casareal.es/casareal/reybg.html and answer the following questions EN ESPAÑOL.

¿Cómo se llama el rey? _____.

¿De dónde es el rey? _____.

¿Cuándo es su cumpleaños? _____.

¿Cómo es el rey? _____.

B. Click on *S.M. la Reina Doña Sofía (*http://www.casareal.es/casareal/rnabg.html*)* and answer the following questions EN ESPAÑOL.

¿Cómo se llama la reina? _____.

¿De dónde es la reina? _____.

¿Cuándo es su cumpleaños? _____.

¿Cómo es la reina? _____.

C. Click on *S.A.R. el Príncipe Don Felipe* (http://www.casareal.es/casareal/ppebg.html) and answer the following questions EN ESPAÑOL.

¿Cómo se llama el príncipe? _____.

¿De dónde es el príncipe? _____.

¿Cuándo es su cumpleaños? _____.

¿Cómo es el príncipe? _____.

D. Click on *árbol geneológico de la familia real (*http://www.casareal.es/casareal/arbfr.html) and answer the following questions EN ESPAÑOL.

¿Cuántos hermanos tiene la reina Doña Sofía? _____.

¿Quién es la madre de Don Juan Carlos? _____.

¿Cómo se llama un tío de Don Juan Carlos? _____.

¿Quién es la hermana de Doña Sofía? _____.

¿Cuántos hijos tienen Don Juan Carlos y Doña Sofía? _____.

¿Cómo se llama el abuelo de Don Juan Carlos? _____.

¿Cómo se llaman los primos de Pablo? _____.

¿Quién es el esposo de Elena? _____.

¿Cómo se llama el tío del hijo de Don Juan Carlos? _____.

¿Quién es Pilar? _____.

Assessment of Project (Family Tree) and Oral Presentation

Student's Name: _____ Date: _____

Family Tree

• has provided names and date of birth and death (if applicable) of at least three generations in Spanish	/20
• has organized the information so as to clearly show relationships	/5
• has indicated his/her relationship to each family member	/10
• has used vocabulary for family members correctly	/5
• has used possessive adjectives correctly	/5
• has used a variety of resources (including word lists, peers, teacher) to correct the final version of his/her family tree	/5
TOTAL	/50

Presentation and Response to Questions

• has provided additional information about family members	/10
• has identified a family celebration and provided some additional information	/10
• is able to form short, simple sentences when speaking to the group	/10
• uses vocabulary for the family and possessive adjectives with reasonable accuracy	/5
• understands and responds to questions from classmates using short, simple words and phrases	/10
• uses interactive and productive strategies as needed with guidance from the teacher if necessary	/5
TOTAL	/50
PROJECT MARK	/100

COMMENTS

_____

_____

_____

_____

_____

_____

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