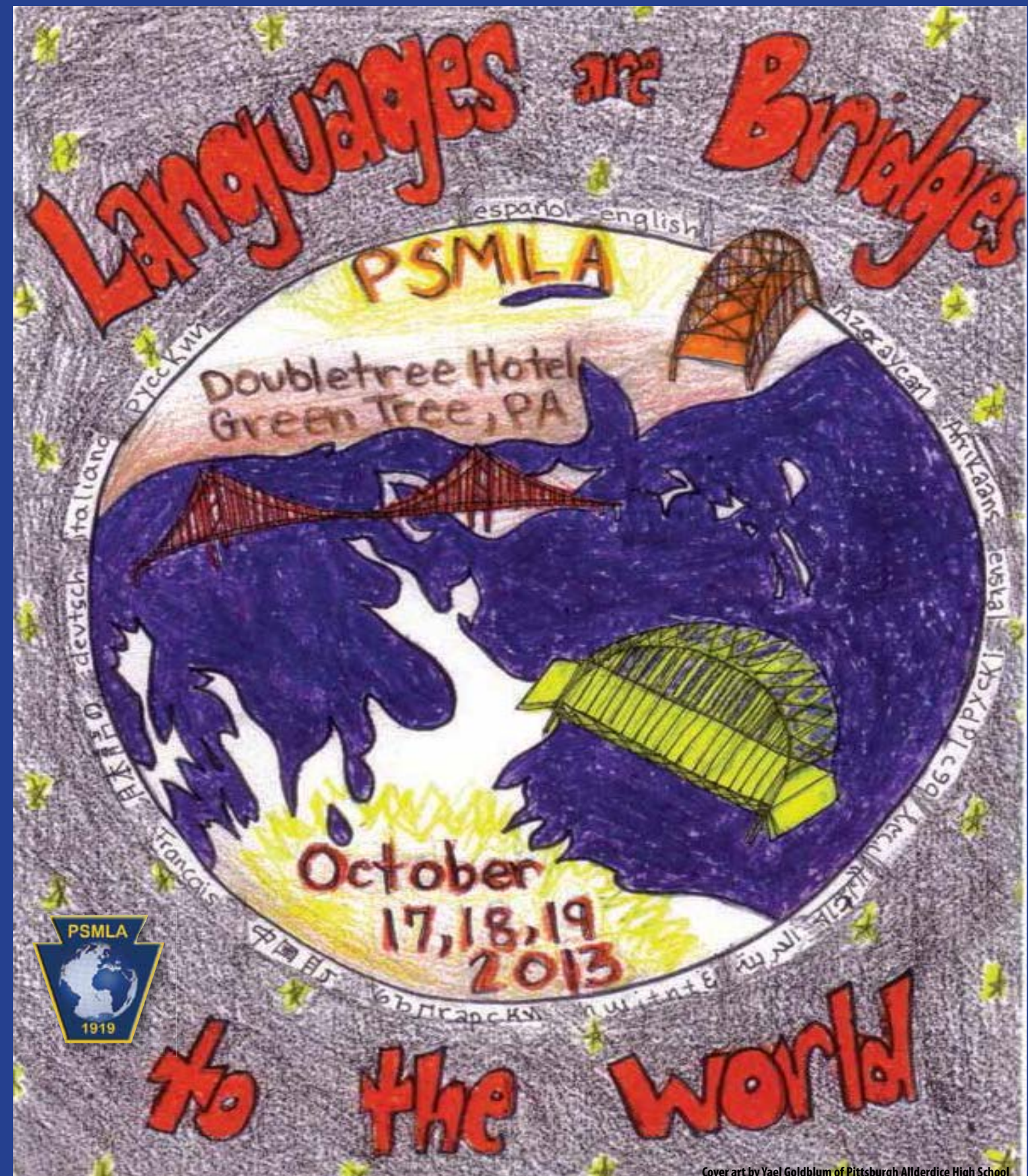


Return To:
P. Rzodkiewicz
5410 Gardner Drive
Erie, PA 16509

Presorted Standard
US Postage
PAID
Pittsburgh, PA
Permit #2328

Pennsylvania Language FORUM



Cover art by Yael Goldblum of Pittsburgh Allderdice High School

Yes, your school CAN afford a Language Lab this year!



Engaged Learners, Improved Results!

Stop by our booth at the PSMLA conference to see a quick demonstration of our labs.

Sanako Lab 100

No student PC's required
A full featured language lab
Easy on school IT staff
Installs into any:
Traditional lab classroom
Mobile Cart Lab

Sanako Study 1200

Advanced software language lab
Complete classroom management
Installs into any:
PC computer lab
Wireless 1 to 1 laptop class
Wireless Mobile Cart

Teachers Matter!



Educational Systems & Services
Pennsylvania's Premier Sanako reseller for over 40 years

Tollfree **855-Best-Lab** (237-8522)

Please visit our new website

www.855BestLab.com

Sony Virtuoso™ and Soloist® ASL digital language lab technology enables high-quality digital student video/audio recordings.

Work can be reviewed and assessed with visual comments in a student-centered, teacher-guided learning space.

Clear visual communication between instructor and students allows for feedback and review.

Technology provides more opportunities for students to work together, while the instructor monitors their progress on-screen.

Real-life interpreting situations are easily simulated for practicum skill development.

A real instructor using digital technology to enhance the interpreter training program at Augustana College.

THE SOFTWARE ALLOWS ME TO SEE AND COMMUNICATE WITH MY STUDENTS USING VIDEO-TO-VIDEO CONNECTION DURING CLASS. ALSO, I CAN PAIR STUDENTS VIA VIDEO TO SIMULATE INTERPRETING SITUATIONS."

Marlee Dyce, Professor of Sign Language Interpreting

Teachers are talking.



21st Century
Technology for
Language
Learning
Interactive Technology
For Sign Language Studies



888-766-9522
www.brattonlabs.com
Serving Western Pennsylvania



800-342-5285
www.ctslabs.com
Serving Eastern Pennsylvania
Chester Technical Services, Inc.



sansinc.com/PSMLA-ASL

©2013 SANS Inc. Virtuoso and Soloist are trademarks of Sony Electronics Inc. SANS products incorporate SANS and Sony technology.

Learn a Slavic/East European Language at the University of Pittsburgh!

The University of Pittsburgh's annual Summer Language Institute offers intensive courses in **Bosnian/Croatian/Serbian, Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Polish, Russian, Slovak, Turkish and Ukrainian**. Earn 6-10 University of Pittsburgh credits while gaining proficiency equivalent to a full academic year of study in a language not offered at your school! Courses are open to undergraduate, graduate and high school students and to members of the general public (including those who wish to learn the language of their ancestors). Study abroad options are offered in **Russia, Bulgaria, Czech Republic, Hungary, Montenegro, Poland, and Slovakia**, following 4-6 weeks of study in Pittsburgh. A variety of scholarships are available. For more information, please visit www.slavic.pitt.edu/sli.

Multiple levels of Bosnian/Croatian/Serbian, Hungarian, Modern Greek, Polish, Russian, Slovak, Turkish, and Ukrainian also are taught at the University of Pittsburgh each academic year. For more information visit www.ucis.pitt.edu/crees.



The Moscow Kremlin. Photo by Gina Peirce.



University of Pittsburgh

University Center for International Studies
Center for Russian and East European Studies



The Pennsylvania State Modern Language Association

www.psmla.org

The mission of the Pennsylvania State Modern Language Association is to enhance world language education throughout the state by promoting the study of world languages, by providing educators opportunities for professional growth and networking, by recognizing excellence in the field, and by collaborating with local, state, regional, and national organizations.

To contact PSMLA:
Phyllis Rzodkiewicz, Secretary
5410 Gardner Drive
Erie, PA 16509
przodkiewicz@roadrunner.com

PSMLA OFFICERS

President Thomasina I. White, School District of Philadelphia (retired)
First V.P. Jan Stewart, Hempfield Area School District
Second V.P. Susanne Nimmrichter, Millersville University
Secretary Phyllis Rzodkiewicz, McDowell High School
Treasurer Debra Wills, Franklin Regional High School
Immediate Past President Maryanne Boettjer, Germantown Academy

EXECUTIVE COUNCIL

Beverly Buxareo, Vincentian Academy
Mina Levenson, Pittsburgh Allderdice High School
Katie Pohl, Northwest PA Collegiate Academy
Natalie Puhala, Gateway School District
Rochele Reitlinger, Chartiers Valley School District
José G. Ricardo-Osorio, Shippensburg University
Junko Yamamoto, Slippery Rock University
Nancy Zimmerman, Kutztown University

EXECUTIVE COUNCIL ASSOCIATES

Past Presidents: Maryanne Boettjer, Germantown Academy
Thekla Fall, Pittsburgh Public Schools (retired)
Phyllis Rzodkiewicz, McDowell High School
Act 48: Susanne Nimmrichter, Millersville University
ACTFL Delegate: Thomasina I. White, School District of Philadelphia (retired)
Ad Manager: Robert Hall, Fairview High School
Forum Editors: Rochele Reitlinger, Chartiers Valley High School
Donna Spangler, Derry Township School District
Historians: Beverly Buxareo, Vincentian Academy
Nancy Zimmerman, Kutztown University
JNCL-NCLIS Delegate: Mina Levenson, Pittsburgh Allderdice High School
List-serv Manager: Devin Browne, Pittsburgh Schenley High School
NECTFL Delegate: Natalie Puhala, Gateway School District
Parliamentarian: Sister Mary Helen Kashuba, Chestnut Hill College
PaCIE Representative: Sister Mary Helen Kashuba, Chestnut Hill College
Webmaster: Ron DelPorto, Penn State Erie, The Behrend College

Message from the President.....	3
Message from the Editor.....	4
One ACTFL Experience	5
Higher-Order Thinking Activities in the Novice Level Classroom.....	6
Digital Storytelling	7
My Cemanahuac Experience.....	8
Talking to the Text.....	9
Bridging the Gap: from Novice to Intermediate-Level Proficiency	10
The Effects of Computer Assisted Language Learning and Traditional Instructions	14
PACE Lesson: Señor Coyote y el Queso.....	20
PACE Lesson: el Carnaval y la Cuaresma.....	23
Interactive Reading Model Lesson Plan: Ya no se qué hacer conmigo.....	30
Teaching Poetry in Learning Chinese for Students of Novice to Advanced.....	37
Ideas for Using Stories to Develop Vocabulary and Grammar Concepts.....	41
Interactive Reading Model Lesson Plan: How to Change a Tire	42
Creative Writing: Preguntas a quemarropa.....	46
Agnes Irwin School French Students Win Creative Arts Competition	47
Kizuna (Bond) Exchange Program in Pittsburgh Allderdice High School.....	48



Thomasina I. White
President, PSMLA

PRESIDENT'S MESSAGE

As the summer ends and we savor memories of those relaxing days with family and friends, we are mentally preparing for a new school year. We are educators. That is what we do. Soon we will be in our classrooms with new practices, products and perspectives. We will provide authentic materials for our communicative tasks and we will build community as we encourage team-work, collaboration and critical thinking.

I would like to introduce our newly elected Executive Council members: returning member Beverly Buxareo from Vincentian Academy, John Grande of the Upper Moreland School District and Daliang Wang of Mercyhurst University. Welcome!

As you may know, there have been new developments in the Teacher Evaluation process. The teacher effectiveness system identifies the following categories for teacher evaluations: Observation/Evidence (Danielson Framework Domains) = 50%; Building Level Data = 15%; Teacher Specific Data = 15%; Elective Data (SLOs) = 20%. Student Learning Outcomes (SLOs) are presently being developed by select educators and administrators at PDE. It is important to understand that percentage rates may change for those school districts in which there is no standardized World Languages assessment. We will keep you informed.

PSMLA will continue to offer regional workshops that address the most up-to-date techniques and strategies in World Languages education. Be sure to go on our website for resources and links to help you as you discuss the Common Core State Standards, differentiation, Webb's Depth of Knowledge and other pertinent topics.

PSMLA offers a variety of benefits to our members but it is the membership that makes us strong. We appreciate you and hope that you will encourage your colleagues to join us and become members as well. As World Languages educators we share a common passion and dedication to our students and their future success. We would like to thank you for your continued support at our regional workshops and conferences.

Our 2013 Fall conference will be held in Pittsburgh, October 18-19 with a pre-conference workshop on October 17. The theme is "Languages are Bridges to the World". Be sure to save the date! See you in Pittsburgh!

Sincerely,

Thomasina I. White

President, PSMLA




Rochele Reitlinger

EDITOR'S LETTER

Welcome to another edition of the Pennsylvania Language Forum. PSMLA is excited to bring you this publication, which we hope will help you get your school year off to a great start. Inside you will find summaries of our members' experiences, lesson plan ideas and resources, and even a creative writing sample. Thank you to everyone who has contributed to this edition. I invite each of you to consider submitting something for consideration for publication in a future edition. You can find more information at <http://www.psmla.net/Submissions>.

I hope you will find this annual edition of the Pennsylvania Language Forum useful and inspiring. Have a wonderful school year!

Sincerely,
Rochele Reitlinger
Forum Editor




THIS IS
Hayden's
SANSSPACE.

CLOUD COMPATIBLE


WHEN CLASS TIME ENDS, LANGUAGE LEARNING CONTINUES WITH SANSSPACE.

Today's digital learners are ready for flexible technology that extends language learning beyond the classroom and language lab. Now your students can continue learning wherever they go with SANSSpace™ – any place, any time.


The SANSSpace Virtual Language Learning Environment links students with course content and enables language educators to review and assess student work 24/7.




21st Century
Technology for
Language
Learning



sansspace



888-766-9522 | www.brattonlabs.com
Serving Western Pennsylvania



800-342-5285 | www.ctslabs.com
Serving Eastern Pennsylvania
Chester Technical Services, Inc.

sansinc.com/PSMLA-SS

©2013 SANS Inc. SANSSpace is a trademark of SANS Inc.

ONE ACTFL EXPERIENCE

Thomasina White
 President - PSMLA
 School District of Philadelphia (retired)
 blancothom@yahoo.com

I am a veteran teacher and World Languages Supervisor. I have presented in schools, school districts, at workshops and conferences both locally and throughout the state. You might say I have experience. However, there was one exception. I had never presented at ACTFL. I was really nervous.

I was scheduled to present on Sunday. This led to extreme concern. It was the last day of the convention. Not just that, my scheduled time was the final hour of the convention. Participants were preparing to return home. Exhibitors had packed up their materials and the massive crowds that had filled the convention center were no longer there. My PowerPoint was ready, my hand-outs were ready and my hands-on activities were ready but was I?

I entered the room with great expectations. I spoke with a colleague who had just completed her workshop. I set up my laptop. I checked the connections. I needed help. There was a problem. Luckily, the Pennsylvania Convention Center had a skilled group of technicians and the problem was solved.

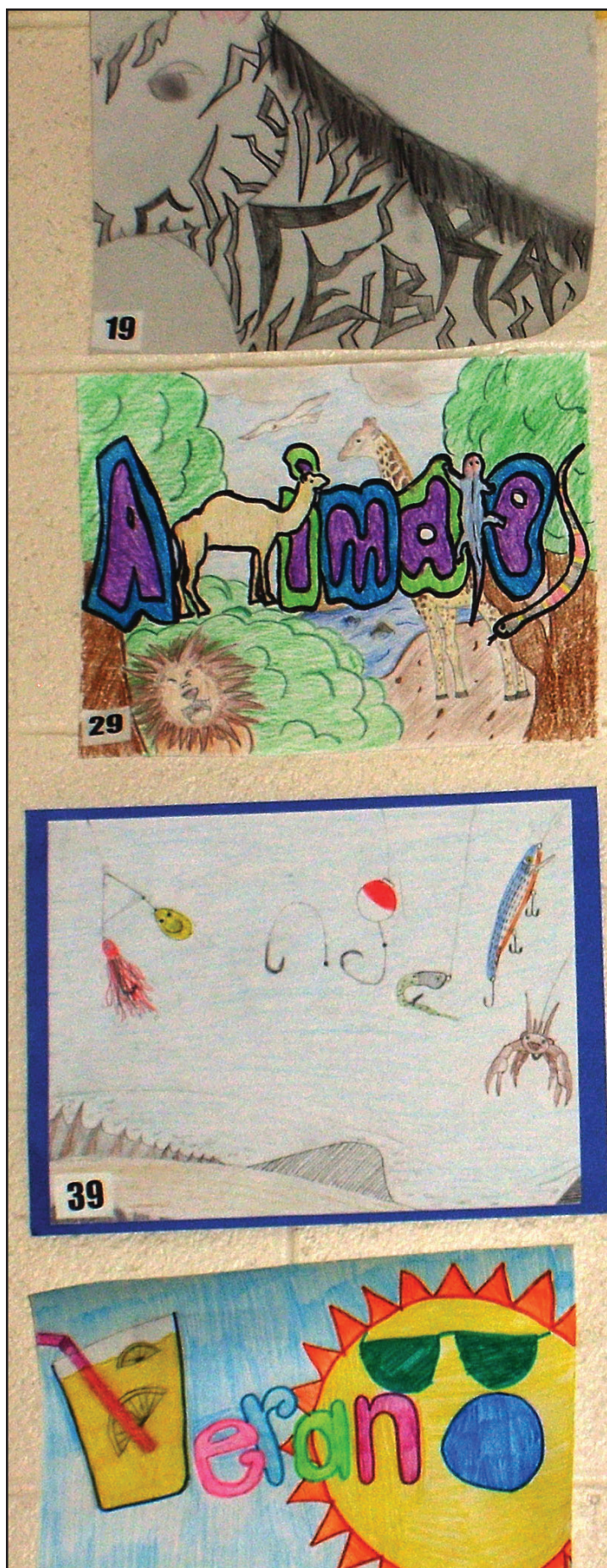
I waited. A few participants arrived. I nervously made sure the hand-outs were in order. A dear friend and colleague arrived to help and provide support. I was grateful. A few more participants arrived; then a few more. It was time to begin my presentation. I looked out into the room to greet and welcome the attendees. I began. More arrived. As I continued I felt more confident. There were at least 50 participants in the audience.

As I progressed to the hands-on activity, I could sense the interest in my topic. I directed the participants to form small groups. The tasks were explained and the materials distributed. Each group went to work as I walked around to observe. Activities were timed, materials exchanged and groups continued in a very focused fashion. There was discussion, laughter and true engagement.

I was no longer nervous. Tasks were completed, a summary was given and we had a few moments for questions and answers. The session was a success.

As the participants left, there were several requests for additional information. Email addresses were exchanged and thanks were given. I was exhausted but I felt proud. Our profession is one of extreme dedication. The educators stayed to learn as much as they could to enhance their instructional practices and strengthen student learning. They wanted to be able to take a "little bit more" back to their schools and their classrooms. I was proud to have provided some ideas and strategies. I was proud to have been there for them.

*Pictograms created by Kennard-Dale students
 - submitted by Karen Snyder*



HIGHER-ORDER THINKING ACTIVITIES IN THE NOVICE LEVEL CLASSROOM

Dr. José Ricardo-Osorio
Shippensburg University of Pennsylvania
jgrica@ship.edu

On November, 17th 2012, I had the opportunity to present at the ACTFL Conference in Philadelphia. Although I had participated before at many ACTFL Conferences, this time was very meaningful to me because I was representing PSMLA. The room was at full capacity; there were over 100 people. I could see some standing in the back of the room. I was so glad to know that the topic of my presentation had caught the attention of many teachers and that I would not let PSMLA down.

The central topic of the session was the use of higher-order thinking as a mechanism to activate deep processing in novice level learners. Often times, we regard the novice level classroom as a place where students can only memorize phrases and/or isolated words and then they must spit them out like parrots. In my presentation, I demonstrated a different paradigm in which the students are encouraged to produce language a little bit above their level through contextualized and meaningful activities. The theme of the lesson was *La vida saludable* (A healthy life style) and the main goal was for the audience to create a well-balanced meal and talk about it.

To make the session hands-on, I had the audience play the role of students in a Spanish 101 class. I started by explaining briefly how the session was going to take place. Immediately after, I "put on" my teacher hat and began to speak Spanish to the audience. The warm-up consisted of asking a few questions to some attendees about their eating habits. Next, I introduced the first activity which centered on the Interpretive Mode (ACTFL National Standards). The audience members were assigned to two groups (A and B). Each group was instructed to view a picture of a plate full of food and write down as many items that they could identify. Once the groups had done their list, they were to label it as either *comida saludable* (healthy food) or *comida no saludable* (unhealthy food). It is worth noting that group A didn't see group B's picture and vice versa. The reason for this was to create an information gap, so they could perform the next activity in a true communicative context. The following activity was the Interpersonal Mode (ACTFL National Standards) in which the attendees had to get in couples by finding a partner from the opposite group and they had to engage in a simple conversation asking and answering questions to identify the content of their respective pictures.

They also had to discern whether the pictures were similar and explain why they were similar or why not. Next, I presented *La pirámide alimentaria* (The Food Pyramid) on the screen. The couples were to compare their picture items with the content of the pyramid and decide whether their plate depicted a balanced meal. In the final activity, the Presentational Mode, the couples were to create an ideal meal using items from both pictures; they were also allowed to include other items that they already knew as long as the items were in the healthy category. I encouraged a few participants to come to the front of the room and present their ideal meal.

The final ten minutes of the session were devoted to analyze the lesson activities in light of the higher-order thinking approach. To this end, I presented the Bloom's Taxonomy on the screen for the audience to identify which taxonomy levels were incorporated in each lesson activity. The participants concluded that in the Interpretive task, they were analyzing the components of the picture. In the Interpersonal task, they evaluated the two plates and contrasted them with the Food Pyramid. In the Presentational task, they created a new product. The participants also stated that the activities were doable and that the approach could be implemented with other topics from the foreign language curriculum (and in any language). In fact, in the audience there were some teachers of Chinese that demonstrated the task in that language.

In conclusion, I have to say that the goals of the session were achieved and that the audience response to the topic exceeded my expectations. I was so glad to learn that this session was chosen as the best of PA and that I would be representing the state at the NECTFL Conference in Baltimore in March. This is indeed an honor for me and I hope that the session will have been as successful and inspirational as the one in Philadelphia.

Two participants presenting their meals.



DIGITAL STORYTELLING

Spanish Adjunct Professor,
University of Pittsburgh at Greensburg
o.silvy@gmail.com

The new paradigm about teaching world languages in the 21st century emphasizes the importance of having students communicate in the target language (mainly speaking, but writing as well) while getting immersed in real-life situations.

Digital storytelling fits right in this new model. It gives learners an opportunity to use the target language to collaborate with others in the creation of meaningful projects across all disciplines.

Storytelling projects come in many forms. It could refer to creating podcasts, videos, timelines, maps or multimedia e-books, to name of few. These activities help students gain proficiency in speaking and writing, visual literacy, critical thinking and collaboration skills. It also helps them take part in a wide range of learning styles and make authentic use of technology.



Students learn language *and* life skills with ISE.



Family stays are the core of ISE programs.

"The family stay helped me improve my language more than any other part of the trip, and by the end of the family stay, I was actually thinking in French!" ~French student, WI

Are you ready to make language-learning even more personal for your students? Then it's time to travel abroad with ISE, where language matters!



**where
language
matters®**

China • Costa Rica • Ecuador • France
Germany • Mexico • Panama • Peru • Puerto Rico
Spain • Switzerland • Hosting in the U.S.

Intercultural Student Experiences is a nonprofit organization.

isemn.org | 800.892.0022

MY CEMANAHUAC EXPERIENCE

Simon Holowatz
Spanish Teacher
sholowat@hotmail.com

When I heard about the Cemanahuac scholarship PSMLA offered to study in Cuernavaca, Mexico I was thrilled. I applied knowing it would be a great experience for so many reasons. Once I arrived I realized that studying in Cuernavaca was going to be much more valuable than I had thought. It was more meaningful than I had hoped. I think other Spanish teachers should take advantage of this opportunity.

As a Spanish teacher in Central Pennsylvania, I often feel like my elementary and middle school students don't get enough exposure to authentic materials or talk enough to people outside of school in Spanish. My trip to Cuernavaca was a chance for me to collect real materials to share with my students. I didn't just collect art, books and music to share with them. The stories and photos I brought back with me helped to personalize my experience for students. They were motivated by the connections I could draw between them and Mexican people. Showing students that my Spanish skills were useful in real world situations while traveling and explaining why I wanted to improve my own language skills was good modeling for my students.

Though I am a native Spanish speaker and have lived and studied in Spain I knew that studying at the Cemanahuac language school every day would be valuable for me. My Spanish skills improved noticeably. When I returned to the US even my mother noted that my use of the subjunctive tense had gotten better. Though it was only a month of instruction, the daily, intensive instruction helped me make great progress. For instance, I am a much more confident writer in Spanish now. I enjoy writing fiction for fun but in the past I only composed in English. The feedback and assistance from my teachers didn't just ease my concerns about my writing skills, they helped me recognize patterns of mistakes in my writing. Now my writing in Spanish is more fluid and natural. This assistance led to improvement I would not have made by studying out of a textbook.

My instructors were not just experienced teachers accustomed to working with Spanish instructors, they became friends because of their genuine interest in me. Sometimes we even spent time at cafes or made excursions in town outside of class. I became friends with fellow students as well. I have been in contact with some of the teachers and fellow students since I have returned to the states. I hope to see the teachers I had when I go back to Cuernavaca to visit friends and the family I stayed with.

The family I lived with was helpful and hospitable. I learned a lot from them about the community and I appreciated them inviting me to be a member of their family during my stay. It was comfortable living with them. They had experience with other students of varying levels of Spanish ability so they were used to teaching Cemanahuac students about local slang and "dichos." I felt at home with them and in my new community.

Learning about the local community and local culture gave me a more well-rounded appreciation of Mexican culture. There is so much that you can only learn by being in an environ-

ment where the language is used. Some of the valuable things I learned about were Mexican culture and politics. From the US it is not as easy to learn about or get a feel for these things. My time in Cuernavaca was invaluable in this respect.

I knew very little about the city when I arrived but soon, walking the streets and talking to people, I developed an appreciation for how it is different than el Distrito Federal, Guadalajara and other cities I have spent time visiting. There are many beautiful buildings and a lively downtown. The city has many cultural attractions as well. I liked visiting the mansion where Cortes lived, seeing murals by Diego Rivera and the market. There are great places to people-watch and I met many of my friends in plazas or on the street.

Before I left for Mexico, some people were concerned about my safety on the streets of Mexico. The more research I did about it, the more I learned that security concerns can be minimized, just like in the US. I did not see any crime or feel concerned for my safety during my time in Cuernavaca, day trips or afterwards in Mexico City. Philadelphia feels more dangerous than any place I visited. Local Mexicans think it is less safe than it was 40 years ago, but people are still friendly with strangers and they have helpful advice on local safety. Most security concerns are easily avoided by using a little common sense. The Cemanahuac language school was also a helpful resource for avoiding problems.

The school planned excursions, connected me with some people in town to practice my Spanish, set up homestays and set up good courses tailored to my needs. In addition, Harriet and Charles had a real interest in each student and facilitating the best learning experience for students at their school. Charles even taught me a lot about local politics and current events. I didn't take full advantage of the swimming pool or everything the school offered because I was busy doing other things, but I did love the peaceful, green courtyard and trees at the school. The Cemanahuac language school was definitely much more than just a place to expand my Spanish vocabulary.

I applied for the PSMLA Cemanahuac scholarship hoping to improve my Spanish and get more authentic materials for my class, but I received so much more. Now I have a better understanding of Mexico, its history and people than I did before. I would strongly recommend Spanish teachers apply for the scholarship. They will find studying and living in Mexico to be a growing experience for them just as I did.

TALKING TO THE TEXT

Randa Taftaf

Arabic Instructor, Less Commonly Taught
Languages/Department of Linguistics, University of Pittsburgh
randataftaf@gmail.com

Teaching a student how to read is one thing, but teaching a student the reading skills he/she needs is another. The National Capital Resource Center (NCLRC) defines reading as, "an interactive process that goes on between the reader and the text, resulting in comprehension." Since any given text presents letters, words, sentences, and paragraphs that provide meaning, the teacher's job is to guide students through the use of certain strategies and skills to determine what the meaning of a certain text is. Teachers all over the world struggle to equip students with the reading skills or tools they need to reach that final stage of comprehension. One example of an active reading strategy that is used by proficient readers is "talking to the text."

Talking to the Text or TttT or T4 is a helpful strategy used to engage with the text. It is the act of "talking" to the text by taking notes, jotting down thoughts, questions, comparisons, or ideas you may have while you are reading the text. Though you are not "speaking" aloud, you are having a written dialogue with the text, the author, or the issues and ideas provided, by interjecting with written comments or symbols in the margins of the text. You can record a reaction, ask a question, give an opinion, make a connection, respond to how you would relate if you were in that situation, etc. (Tovani, 2011). These symbols, notes, and records of your thinking processes can also be useful memory triggers when you want to remember something from a given text.

Reading in a foreign language is definitely a lot easier said than done. But, as a foreign language teacher, I've found this interactive reading strategy to be particularly helpful for a variety of reasons. Through my experience, I've found that interacting with a text in this way enhances a student's metacognitive abilities. It clarifies to the student what he/she understood and/

or what he/she didn't understand. In this way and with time and exposure to a number of texts, a student realizes a pattern and becomes more aware of his/her own strengths and weaknesses. TttT also allowed me, as the instructor, to better understand the strengths and weaknesses of individual students by actually seeing their cognitive processes. Since students learn at different rates and levels, by simply reading each student's "talk" with the text, I was better able to formatively assess the student's needs; which, in turn, allowed me to offer just the proper amount or kind of scaffolding. Talking to the Text is also a great strategy that can be used with any kind of text, in any content area, and in any language. Since I provided my students with authentic texts, some of them dealt with content areas, such as the math or sciences. For instance, last semester, I provided my students with a text on the influences of Arabs in the field of mathematics. The text was full of mathematical terms, formulae, and symbols. I found that TttT worked just as well with that specific text as with any other literary text. Furthermore, since TttT is a way of thinking or dealing with a text, once a student has established a habit of it, it can provide insight to any text, which would allow students to improve academically and in other content areas. Finally, and most importantly, my students were no longer bored while reading a text. Since they knew that I was going to read their thoughts and comments, students took the reading less passively, more seriously, and actually enjoyed interacting with the text. This method gave my students a purpose or a concrete function while reading, which made the learning experience all the more beneficial and enjoyable.

References:

The National Capital Resource Center (2003-2004). Retrieved from <http://www.nclrc.org/essentials/reading/reindex.htm>

Tovani, Cris. (2011, June 21). Talking to Text: Using Strategies to Interact With Text. Retrieved from <http://enlearn.eastnoble.net/mhoffer1/Shared%20Documents/Talking%20to%20Text%20Indiana.pdf>

Poster reflecting the culture of Spain – created by J. Cowgill, Kennard-Dale student – submitted by Karen Snyder



BRIDGING THE GAP: FROM NOVICE TO INTERMEDIATE-LEVEL PROFICIENCY ACCORDING TO ACTFL OPI STANDARDS IN SECOND-YEAR SPANISH STUDENTS

Angelo J. Rodríguez

Assistant Professor of Spanish Linguistics & Methodology,
Kutztown University of Pennsylvania
arodrigu@kutztown.edu

1. Introduction

Oral and writing proficiency have become the hallmark and point of pedagogical interest and implementation in most foreign language institutions in the United States. Dating as far back as the 1980's, the implementation of ACTFL standards along with the Communicative Approach (CA) had captivated and revolutionized the teaching of foreign languages (FL) in the modern classroom. The results have proved robust success in university-level students who have had significant FL instruction throughout high school, but this approach has failed to reach many of the so called "true beginners." I hypothesize that the communicative approach is still, for the most part, the most effective method of teaching a FL. My study will show that it is not the method itself that has failed but a lack correlation between the implementation of communicative tasks and assessment that has become the culprit.

Another element of second language instruction that has failed "true beginners" is their lack of understanding in handling their correct use of grammar. The amount of time employed in grammar instruction in the L2 classroom is designed to be limited. True believers of the communicative approach have argued that grammar instruction in class plays a secondary role in second language acquisition (SLA). One would certainly agree with that statement. In practice, the explicit teaching of grammar in the L2 has proven to be ineffective, but the problem lies in that most if not all forms of formal assessments are about grammar; therein my proposal that the need to recalibrate the resources and methodology already available and changing the way we evaluate students may prove more effective than reinventing the wheel. In his survey of nearly a hundred institutions of higher education, Osorio (2008) found that many of these institutions are implementing some form of proficiency-based instruction, but he also found that most FL instructors have to revert to explicit grammar instruction because that's what they test their students on. The purpose of global proficiency-oriented instruction and proper assessment is the driven force that motivated me to explore a different approach to teaching with a proficiency-based model by using the already existing methodology in the FL classroom.

In short, the present study seeks to look for equitable ways to impart proficiency-based instruction by recombining/recycling systematic methods of implementing, evaluating and testing proficiency instruction. In addition, it underscores the direct correlation between what is actually being taught in the classroom and how that information is utilized in assessment. This last is an integral part of this project. I propose that all com-

ponents of modern teaching (language skills, culture, technology, etc.) are elements leading toward "proficiency" but they must be assessed and re-evaluated in the FL classroom.

2. Literature Review

Oral proficiency in the form of "communicative tasks" is used in many classrooms today, yet planning and preparation of a given topic (conceptual domain, practice, communication & cultural awareness), has not been effective as noted by Glisan (2007), Osorio (2008), and others. In many instances language instruction continues to rely heavily on explicit grammar instruction.

- In his study of "Attitudes and Beliefs about Using the Target Language in the Classroom", Blair Bateman (2008), explains that the lack of not just adequate communicative skills, but also the lack of use of the target language altogether, are decisive factors in the use of effective FL classroom instruction. He lists four major factors:

1. Their [students/teachers] attitude and beliefs about using the target language.
2. The extent to which they feel the target language could be used in specific activities [let alone the L1?]
3. The factors that affected their decision regarding target language use.
4. Classroom management and control of situations and time saving.

- Pearson, Fonseca-Greber & Foel (2006) in their article, "Advanced Proficiency For Foreign Language Teacher Candidates: What Can We Do to Help Them Achieve This Goal" mention that "...the new OPI requirements poses challenges for both foreign language teacher candidates and the educational institution that prepares them" (p. 508).
- Carol Wilkerson (2008) in her study of "Instructors' Use of English in the Modern Language Classroom," also finds that "Instructors use English as a strategy to save time, avoid ambiguity, and establish authority (p. 310)".
- Jose Ricardo-Osorio (2008), in his empirical piece "A Study of Foreign Language Learning Outcomes Assessment in U.S. Undergraduate Education," reports on findings obtained from an online survey answered by 97 foreign language Department Chairs. His survey/pilot study showed a high validity ratio, and the results suggest that student learning outcomes assessment in American undergraduate foreign language education combines performance-based and traditional assessments. He further finds that the use of translation as an assessment method supersedes the application of the ACTFL OPI Standards. His study also reports on obstacles that institutions face in the implementation of standards-based assessment (p. 590).

- Adair-Hauck and Richard Donato, in their article, “Using a story-Based Approach to Teach Grammar,” propose their PACE approach to teaching grammar in a contextualized manner:

- Presentation of meaningful language: a story is told or read by instructor/facilitator and it's followed by informal oral assessment. The scripted story is later given to students so that they can fill in the gaps between oral vs. written comprehension.
- Attention to meaning and form: The Attention phase takes place after the class has understood the story and is ready to move on to a conversation about an important grammatical feature of the story. Teachers can ask questions about patterns found in the text. (Shrum & Glisan, 2010).
- In their Co-Construct phase (or cooperative talk), the teacher assists the learner in developing a concept of the target structure and enables them to contrast [compare] it with what they already know.” This step is carried out as a conversation about form and meaning and not merely a lecture on grammar concepts. It's characterized by a higher-order of thinking skills (observation, evaluation, analysis, and synthesis) like “What pattern of words do you see or hear repeated?”
- Extension Activities, “should be related to the theme of the lesson and allow for creative self-expression” (Shrum & Glisan, p. 229). The instructor serves as a facilitator in a meaning-first, “form”-later kind of collaborative effort.

3. My Study

As mentioned earlier, my study seeks to present an effective method of assessing oral/writing proficiency (with the inclusion of collaborative grammar instruction as a communicative strategy) in the classroom based on ACTFL and OPI standards/guidelines.

The primary goal is to help beginning/intermediate-level (first/second year) college students achieve an adequate intermediate-level of L2 performance according to ACTFL OPI standards.

The long term goal is to prepare upper-division students and future language K-12 foreign language teachers to achieve an advanced-low level or better of proficiency as required in many states by NCATE.

3.1. Subjects

College intermediate-level students.

Subjects: 40 (35 used) Co-Ed students, most of them at a novice-mid level (ACTFL) of entry at the beginning of project.

Institution: Public regional university.

Language background of subjects: College Spanish 1 & 2 or “equivalent”.

Subjects' socio-economic status: lower-mid to middle class.

Duration of project: One semester of instruction.

G.P.A. of participants: Between 2.3 and 3.8 in Spanish 1 & 2

Attendance: Average between 1 to 7 absences (42 class meetings).

Ages: between 19-31.

3.2. Methodology & Procedure

All students were instructed from day one that the class approach and assessment would have a heavy weight on oral production in different formats from interviews, skits, games, presentations, etc. (75% of overall grade).

Students were also required to take an unofficial OPI at the beginning of the semester (3 students scored at Novice low, 28 at Novice-mid, and 4 scored at the Novice-high level according to ACTFL OPI.

An MP3 player was used to record OPIs with the approval of the Institutional Research Board. Students were required to sign a consent form for confidentiality reasons and other protocols of their institution.

OPI's were also used to target trouble spots, but not just grammar accuracy.

3.3. Brief Sample & Summary of Lesson Presented

There is a warm-up at the beginning of every lesson (about 10 minutes). This activity is two-fold: to assess student involvement in the class following a thematic schema and to interview students using ACTFL OPI standards & related strategies.

Warm-up task continued throughout the semester, raising the bar every two three weeks (pushing for an intermediate-level floor).

The second component of the lesson consisted of an oral interview which students conducted with randomly selected partners. This interview began with questions appropriate for the Novice-mid level (ACTFL). Later with Novice-high, (description of pictures, places, etc).

Half-way through the semester, students were randomly selected to speak up in front of the class. Through a role play activity, the student in front of the class was interviewed by a classmate (he/she assumes the role of a

famous person, for example) at the same time that he/she had an opportunity to ask a question to the audience (culture).

3.4. Conceptual Control of Grammar/Vocabulary

The majority of students were quite engaged in the task at hand during every class period. The goal was to present material seeking overall understanding of the task; in other words, meaning first, “form” later. Within the first few weeks students switched the focus from form to meaning but showed acceptable control of the new grammar point. Communicative tasks/activities lasted between 30-40 minutes (in a 50-minute session); thus, discussion of vocab. & discreet grammar points were minimal (unlike Adair-Hauck’s approach).

Error correction was not enforced unless it impeded communication.

4. Assessments

Informal assessments were conducted during every class period.

Other formal assessments consisted of 3 face-to-face oral interviews throughout the semester with their instructor/investigator.

The second portion of the evaluation consisted of 3 written exams. Students were given a situation, and they were to create either a dialogue or respond to an open-ended question (i.e. using specific details, describe and narrate a memorable event that happened to you in the past; something funny, embarrassing, etc.).

4.1. Treatment of Grammar Instruction

I somewhat followed the methodology of Adair-Hauck and Donato, particularly the “Presentation and Attention/Co-Construct” phase of their approach. Students were able to discuss grammar points in class, but only after they had acquired global understanding of the task at hand. To ensure comprehension, appropriate assessments were given when they appeared confused or unfamiliar with the task at hand (storytelling style, the story itself, interview, etc.). The class discussion about grammar was most of the time successful. For example, in a story given, students were motivated and participatory in trying to disseminate the differences between the preterit and imperfect but use of Spanish was inadequate.

Adair-Hauck and Donato’s “Co-Construct and Extension phases” were only followed to the extent that students were engaged in the themes related to their stories, interview, skits, etc. Due to the difficulty of co-constructing conceptual domain and being able to basically explain it to other students, was particularly challenging for them

and did not prove to be successful with my experimental group. Even intermediate-low level students were not able to articulate clear definitions even when they appeared to have had conceptual control of a given grammar point. Most of them (at this level) were able to explain meaningful content (semantics) more accurately than form (syntax), which really is what should count for proficiency anyway.

As for the “Extension” phase, it was only relevant when students worked in class projects outside the classroom. The tasks suggested by Adair-Hauck and Donato, namely, information gap activities, role play situation, dramatization, games, interviews, etc. were part of the lesson plan in virtually every class period, so extended discourse with these tasks were implemented and assessed but not discussed in class as a form of “Collaborative Grammar Instruction.”

Explanation of discreet points such as double object pronouns, even subjunctive, were used in functional ways. The emphasis was on oral communication. “Difficult grammar points” were treated as “distracters” and not as constructors of language proficiency.

5. Results

Half way through the semester, two students dropped the class.

At the end of the semester, three of the students who took an unofficial OPI were rated at intermediate-mid level. They were able to construct basic sentence-level discourse, were able to create with the language, and to ask and respond basic questions about themselves and discuss a variety of concrete topics pertaining to their surroundings. They were able to narrate with accuracy in the present and about 50% of the time in other time frames.

Nine students scored at the intermediate-low level. They were able to create with the language and form basic unrehearsed sentences. They were functional but required the help of a sympathetic listener (someone accustomed to deal with second language learners), particularly when called upon to perform the function of the advanced-level (paragraph length narration in the past).

At the end of the semester, fourteen students who took an unofficial OPI, scored at the novice-high level. They were able to create with the language about 60-70% of the time; some sentences were connected and show a typical pattern of the intermediate level, but sustainability was not enough for an intermediate-low rating.

Eight students scored at the Novice-mid level. They were only able to respond in memorized phrases and were able to list objects (they did not meet the expectations).

6. Challenges

Students showed resistance during the first 2-3 weeks of instruction.

They demanded more grammar instruction and more use of L1.

Having the majority of students testing at the Novice-Mid level according to ACTFL OPI was helpful, but a significant number of those students did not achieve a higher level. Motivation appeared to be more of a factor. Of the three students who scored at Intermediate-mid level, 2 scored at the Novice-high at the beginning of the semester.

Face-to-face interviews required a tremendous amount of time from both students especially the investigator. Each interview lasted from 15-25 minutes (3 interviews).

Integrative motivation (desire to learn the language, and communicate with native speakers was not apparent until close to the end of the semester).

Students had to work with tutors and spend more than usual time to meet the communicative tasks the class demanded.

7. Conclusions

Despite the rigorous curriculum and the limited time meetings in a regular semester in an intermediate-level Spanish course, 40% of participants were able to jump from Novice-Mid/High to Intermediate-Low level according to the ACTFL OPI scale. Three of them even scored at the Intermediate-Mid level, granted they had had four years of high school Spanish, and had serious intentions to become Spanish majors.

The study was primarily proficiency-based with the inclusion of certain aspects of Adair-Hauck and Donato's methodology, in particular the dialogue about grammar between peers and the instructor. Grammar discussion in the target language did not prove to be effective and realistic given the proficiency level of the students, but it did create a community of self-motivated learners. A few students reported their continued involvement in outside classroom activities with their peers.

Time devoted to achieve communicative goals by far outlasted time used for "grammar conversation."

Students appreciated time spent with discussions about grammar acquisition (using the same material they used for their communicative tasks), even though this was more a group support than actual 'learning grammar' through cooperative learning.

Grammar instruction does have a place in the classroom but it seems to work best when it is contextualized and discussed in collaborative group. Time for clarification of grammar points was used but minimally (on average 10 minutes per week).

Assessment and grading must follow the format of communicative tasks. Teaching communicative tasks is effective but students lose interest when their evaluation is mostly based on linguistic competency.

In the future, I plan to continue working with different sections of Intermediate Spanish students. Hopefully, the results will continue to improve with this binary methodology (meaning/form).

Upper-division level students who are in the major usually score at the Intermediate-Mid (ACTFL OPI). Perhaps the gap to Advanced low is not so wide after all.

Bibliography

- Adair-Hauck, B. (2006, Fall). The Integrated Performance Assessment (IPA): Connecting assessment to instruction and learning. *Foreign Language Annuals*, 41(1), 359-382.
- Bateman, B. (2008, Spring). Student teacher's attitude and beliefs about using the target language in the classroom. *Foreign Language Annuals*, 41(1), 11-28.
- Malone, M. (2003, Winter). Research on the Oral Proficiency Interview: Analysis, synthesis, and future directions. *Foreign Language Annuals*, 36(4), 491-497.
- Pearson, L., Fonseca-Greber, B. & Foell, K. (2006, Fall). Advanced Proficiency for foreign language teacher candidates: What can we do to help them achieve this goal. *Foreign Language Annuals*, 39(3), 507-519.
- Ricardo-Osorio, José. (2008, Winter). A study of foreign language learning outcomes assessment in U.S. undergraduate education. *Foreign Language Annuals*, 41(4), 590-610.
- Shrum, L., & Glisan, E. (2010). *Teacher's handbook: Contextualized language instruction*. Heinle Cengage Learning: Boston, MA.
- Wilkerson, C. (2008, Summer). Instructor's use of English in the modern language classroom. *Foreign Language Annuals*, 41(2), 310-320.

THE EFFECTS OF COMPUTER ASSISTED LANGUAGE LEARNING AND TRADITIONAL INSTRUCTIONS IN A FOREIGN LANGUAGE CLASSROOM: A COMPARATIVE RESEARCH

Daliang Wang

Associate Professor of Chinese, Mercyhurst University
dwang@mercyhurst.edu

Introduction

Computer-assisted Language Learning (CALL) has been playing a great role in second language education over the past few decades. Teachers of Chinese language have been using computer-assisted technologies in classroom teaching and the benefits of CALL have been well documented. However, there is a general lack of quantitative research on the effectiveness and reliability of CALL in foreign language teaching. Questions regarding the statistical significance for CALL remain unclear. As Leloup and Ponterio (2003) stated, much of the research regarding language and technology is centered on the investigation of computer use that facilitates or promotes those things that we believe aid language acquisition rather than on the measurement of outcomes. Research on learning effectiveness with CALL and traditional instructions need to be explored.

By comparing the learning results from two groups of Chinese learners, this research project aimed to investigate the different effects on learning by using CALL and traditional instruction. Specifically, this research studied whether CALL brought better learning results for students. Two different classroom instructional methods were described in this research. The learning outcomes of the two comparing groups were analyzed. Possible explanations for the results were also discussed, and concerns in using technologies in a classroom were also presented.

Literature Review

Computers are great educational tools in the foreign language classroom today. Advantages of the use of CALL are well documented by educators and researchers. The familiar saying "technology does not replace teachers; teachers who use technology will replace those who don't" seems an appropriate motivation for foreign language teachers to investigate the benefits of using CALL in the classroom. Based on a review of previous literature and research on the topic, the **advantages** of CALL are summarized as follows:

1. Enhance students' interest and motivation

Foreign language learning requires a lot of drills and repetition of the target language and can be boring or even frustrating. Students will not learn well without high motivation. Research shows that by providing technology-based learning games, graphics, online learning tools and practices, and other multi-media materials, CALL can boost students interests and motivation (Harmer, 2007; Ilter, 2009; Ravichandran, 2000).

2. Improve student confidence

Computers allow shy or slow-learning students to practice

and express themselves freely without fearing the intimidation they may encounter when talking publicly. A study showed that some students feel more comfortable when they practice with computers before using the language in front of other people (Kataoka, 2000). According to Wang (2004), students experience a sense of freedom and encouragement when using computers in a foreign language, and thus better develop language skills.

3. Encourage independent learning

Computer and web-based technology enables students to access learning materials at anytime, anywhere. Students thus can learn at their own pace. Especially with cloud-based technology, teachers can upload materials and leave homework online, while students may study and complete them with any device connected to the Internet. Earlier research has already pointed out that this flexibility in language learning accommodates students with individual learning needs or styles and thus yields better learning outcomes (Borras 1993; Gong, 2002).

4. Offer authentic materials and optimal learning environment

Authenticity in language learning means the opportunity to interact in one or more of the four skills by using or producing texts meant for an audience in the target language, not the classroom. With real communication acts, rather than teacher-contrived ones, students feel empowered and less afraid to contact others (Domingo, 2004). Multimedia materials available online provide language learners with genuinely authentic materials. Authentic materials not only shorten the gap between textbook learning and application, but also provide students an optimal learning environment where learning is a real and natural process.

5. Facilitate cultural learning

Learners of foreign languages need to understand the cultures that gave birth to the language in order to communicate appropriately in the target language environment. Computer-based technology can easily help learners learn about target cultures by providing online videos connecting the students to a virtual community. In networked computer environments, students have a conscious feeling of being members of a real community and understand other cultures more easily by experiencing them (Stepp-Greany, 2002; Sturm, 2012).

6. Alleviate teachers' responsibilities

Once well implemented, CALL can greatly alleviate foreign language teachers' work in teaching. With students learning more independently with online learning materials or software, teachers can have more time to focus on essential skills that cannot be delivered by computers, such as oral evaluations, essay writing, and designing an optimal teaching plan (Lai, 2006). With cloud-based technology, teachers can store teaching materials, notes, leave homework, and grade students' work online from anyone with multiple devices.

7. Allow teachers to better monitor student learning process

Monitoring students' learning progress and leaving immediate feedback are important for second language teaching and

learning. Many computer or web-based learning programs analyze student learning activities and provide data for teachers to view. Teachers can check student learning progress and offered tailored instructions to students (Chapelle, 2010).

With all of those advantages associated with CALL, there are also documented limitations and issues regarding CALL and its implementation. Some of the **disadvantages** of CALL are highlighted as follows:

1. High educational cost

A good language program imposes high demands on computers, software, and Internet. Increased educational cost creates problems for economically disadvantaged schools or students. Gips, DiMattia, & Gips (2004) argued that computers with language learning programs will greatly increase the educational cost and damage the equity of education, because poor students or schools simply cannot afford the equipment. Other schools also feel the obligations of increased cost on computer updates, maintenance, purchase of software and hardware, and personnel training (Wang, 2005).

2. Demand for technology proficiency

Effectively implementing CALL in classroom requires high command of technology for both teachers and students. Without technology proficiency, especially tech-savvy teachers, the benefits of CALL will simply disappear. Past research pointed out that teachers in the U.S. are generally poorly-prepared for using technology in the classroom. For many language teachers, teaching with technology means a new paradigm in teaching and thus poses a great challenge for them. Many language teachers may be reluctant to teach with CALL simply because they are not trained for this (Vu, 2005).

3. Imperfect language software or computer programs

Because of the complexity of language, a well-designed language computer program is not readily available, and constant upgrades of computer program and software definitely hamper CALL in the classroom (Lai, 2006).

4. Inability to handle unexpected situations

Some educators believe that computers merely have artificial intelligence, which is not good enough to deal with learners' learning problems. As Indrawati (2008) stated, learning situations that a second-language learner faces are various and ever changing. No computer can respond to learners' questions as immediately and accurately as teachers do. Today's interactive communication between the computers and students are still very limited.

5. Less interaction between teachers and students

A teacher's role in a foreign language classroom can never be over-emphasized. Technology and computers cannot replace human contact in language learning. Interacting with computers means less interacting with teachers and peers. Research (Son, 2002) stressed the importance of CALL being a useful tool in language learning, however not an end itself.

Methodology

This section describes the research method used for this project, including a description of research subjects, differentiated settings and instructions for the research, instruments used to collect data, research procedure, and statistical analysis and interpretation of the research.

Subjects: This study was conducted in two Chinese 101 classrooms at Mercyhurst University in Pennsylvania. Subjects were students who were enrolled in my introductory Mandarin class. This was a mixed group with mostly undergraduates and a few graduate students. 24 students were enrolled in a morning class while another 11 enrolled in the afternoon class. None of them are heritage students nor did they have prior knowledge of Chinese language and culture. The class met 3 times weekly, totaling 4 hours a week, and the term duration was 10 weeks.

Settings: Chinese 101: Introduction to Chinese Mandarin is designed for students without any knowledge of the Chinese language. The class offers students with basic knowledge in listening, speaking, reading, and writing (characters) in Mandarin Chinese. The two classes used exactly the same textbooks and other course materials. Group one of 24 students was housed in a traditional classroom which was equipped with a computer and projector. The class was mostly delivered via lecturing, video, and PowerPoint presentations. The classroom was relatively small and crowded, thus interactive activities among students were limited. However, interactions between instructor and students, mostly in the form of questioning and answering, were frequent.

The other group, consisting of 11 students was in a language lab, which had 18 Internet-connected computers and a teacher's control desk. Headphones and speakers were available for each computer. Each student had one computer and instructions were designed to encourage the use of computers, thus highly individualized. Instructions used included typing on computers, listening and speaking with language software, online language games, character writing on an instructional website, learning with online videos and other multimedia materials. A typical class started with the instructor's teaching of new knowledge, and moved to students practicing on computers with the instructor circulating in the classroom and giving immediate feedback.

The two settings were quite different in terms of promoting students' learning, with the computer lab having many advantages in terms of optimal learning environment for foreign language learners. First, the small-sized class promoted student interaction and interactions between instructor and students. Second, computer-based instructions and exercises diversified learning activities and kept students motivated. Third, students in the computer lab received more attention and immediate feedback, which are documented factors that enhance learning in a second language. Meanwhile, in the traditional classroom students mostly listened to the instructor's lectures and took notes. Most interactions were conducted between teacher and students in a collective manner. The instructor was not able to give sufficient feedback to individual students.

Instruments and Data Collection: Evaluation in the courses included weekly quizzes, group projects on cultures, a mid-term

exam, and a final exam. For the sake of this study, quantitative data were collected via mid-term and final exams only. The exams were composed of items such as multiple choice, short answers, translation, matching, and character writings. Two separate oral evaluations were also conducted for the study. Based on the exams, two general grades were assigned to each student, and 4 broken-down grades respectively measuring the four abilities were also obtained. The exams were administered in the two separate classrooms without computers being used.

After the data were collected, statistical analysis, including descriptive analysis and independent T-test, were used to compare the learning results from students in the two different settings.

Findings

The purpose of this study was to investigate the differences on student learning outcomes between two groups of students in different classroom settings. A major question was: will CALL make a difference on students' learning outcomes? And in which abilities (listening, speaking, reading, and writing) is the difference significant? Based on the literature review, a likely hypothesis was that there should be significant differences on learning outcomes between the two groups. In addition, students in the computer lab with CALL instructions should perform better than students in a traditional classroom.

However, the research findings did not support the proposed hypothesis. Overall, no significant differences were found on students' learning outcomes between the two groups.

The midterm exam was administered in the fifth week of the term and measured students' learning on listening, reading, and character writing. Data analysis indicated that students in the traditional classroom ($M=34.2/40$) performed slightly better than the students ($M=32.0/40$) in the computer lab. The difference was not statistically significant with $t(33) = 1.16$, $p>0.05$. The final exam followed the same structure as the mid-term exam with more testing items. The data analysis indicated that students in the traditional classroom performed exactly as well as students in the computer lab ($M=39.0/50$ vs. $M=38.5/50$). The slight difference was not statistically significant either with $t(33) = 0.23$, $p>0.05$. The findings were summarized in Table 1.

In examining the learning differences on four language abilities (listening, speaking, reading, and writing) between the two groups, consistent patterns occurred. The data analysis showed that students in the traditional classroom performed

slightly better than the students in the computer lab in each area. Again, the differences were not statistically significant. The findings were reported in Table 2.

Table 2: Learning differences on four abilities by groups

Reading				
Classes	N	Mean	SD.	t
Traditional	24	9.3958	.70679	.77
Computer lab	11	9.0909	1.22103	
$t(33) = 0.77, p>0.05$				
Characters writing				
Classes	N	Mean	SD.	t
Traditional	24	17.8958	1.53211	1.24
Computer lab	11	16.7727	2.83164	
$t(33) = 0.124, p>0.05$				
Speaking				
Classes	N	Mean	SD.	t
Traditional	24	8.2292	.92053	.75
Computer lab	11	7.9091	1.28098	
$t(33) = 0.75, p>0.05$				
Listening				
Classes	N	Mean	SD.	t
Traditional	24	25.1875	3.93096	1.22
Computer lab	11	23.7273	2.93567	
$t(33) = 1.22, p>0.05$				

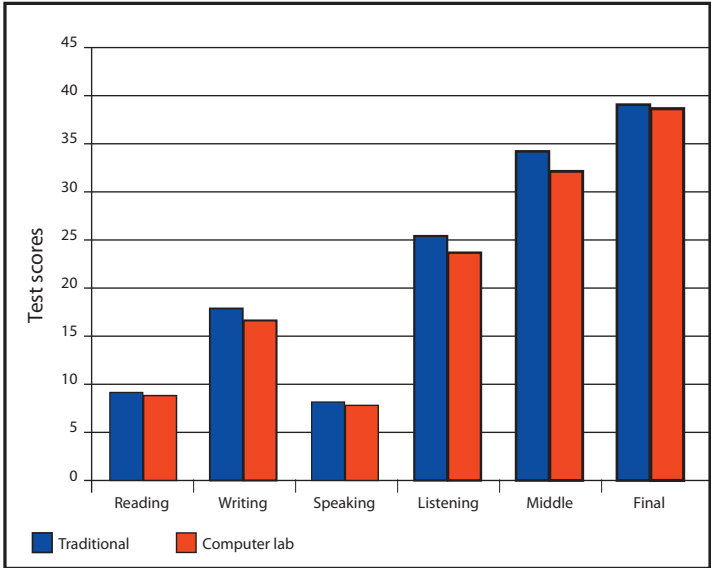


Table 1: Midterm and final exam grades by groups

Mid-term exam				
Classes	N	Mean	SD.	t
Traditional	24	34.1875	5.62373	1.16
Computer lab	11	32.0000	4.98498	
Final exam				
Classes	N	Mean	SD.	t
Traditional	24	39.0417	7.05093	0.23
Computer lab	11	38.5000	6.24099	

Discussion

Based on the findings from this present study, it could be concluded that CALL did not have significant advantages over traditional teaching on students' learning outcomes. Students in a traditional classroom performed as well as students in a computer lab. These findings were apparently inconsistent with most previous research on the same topic. One limitation for this study was that the research samples, instruments, and time duration were relatively insignificant. Although the findings were only limited to this study, some possible explanations and discussions were explored via an instructor's self-evaluation, and a literature review, as well as conversations with students involved.

The teacher plays an important role in technology preparation, monitoring student learning, and offering evaluation.

In a second language class for beginners, the teacher's role is essential for students' successful learning. Integrating technologies into classrooms poses new challenges for teachers. When a traditional classroom changed into a computer lab, pedagogical changes occurred too (Vu, 2005). Accordingly, the teacher's role shifted from a knowledge giver to a classroom facilitator, as the students took more responsibilities in learning. Specifically in a CALL setting, instructors need to be knowledgeable about all of the technologies involved and consider more variations when planning a class using CALL. No teacher will be completely prepared for such a paradigm change without lots of practice and experience. For me as a teacher, results could be different if given more opportunities repeating the same kind of research.

Students' independence in learning a foreign language can be overestimated

Although textbook knowledge is easily available online, teachers of a second language still possess most of the knowledge and skills in the target language. Especially in this research with Chinese Mandarin as a target language, English-speaking learners depend very much on the teacher's teaching and leading. In observing students' learning in a computer lab independently, I found that some students were not used to completing a language task on their own. Some students indicated that they were easily confused and frustrated and felt unmotivated when learning the language on computers. On the other hand, according to one student, she was more comfortable when doing practices together with others, when somehow their mistakes can be corrected "without being noticed".

A recent study found out that language learning with computers will not make you fluent in a foreign language because human beings cannot learn to communicate at adult levels in a foreign language by studying that language in isolation, whether or not they do this using a computer (Falsgraf, 2009).

Kotter's (2001) study found that in his online foreign language class, which was delivered by audio conferencing and emails, one-fifth of the students dropped out of because of frustration that resulted from computer and software issues.

Students' technology knowledge may not be as sufficient as expected

Today's college students are regarded as a "wired" generation and easily stereotyped as "tech-savvy". However, learning with computers and technology can be challenging for many students too. A couple of students in my study did feel frustrated and unprepared when using computers in learning. A few students still needed very basic training in using computers. Apparently, students' knowledge regarding computers and technology are prerequisites for a smooth and successful classroom experience. In my current study, at least three students expressed that they feel uncomfortable in using computers as a learning tool. As an instructor, I also spend more time than expected helping students with technical issues typing Chinese on computers, using software to communicate, and other computer trouble shootings. This somehow interrupted the flow of class and sometimes even greatly shortened the time which could have been spent on learning. A research study showed that insufficient computer skills from students have almost sabotaged the quality of online collaboration in Lee (2004)'s project.

Human touch is irreplaceable in second language learning

Brain expert Dr. Patricia Kuhl (2008), a professor at University of Washington recently re-tested the effect of TV or audio tapes on infants' foreign language learning and found out that no baby can learn a foreign language from them. She further pointed out that social-personal interaction is the key to learning a foreign language, not TV or computers. For adult beginners of a foreign language, human contact still remains essential. CALL offers opportunities for individualized learning but limited interactions between teachers and students.

Conrad (1999) found that first semester students in regular foreign language classes favored repetition and structured activities over more creative linguistic activities through the Internet or computers. Many second language learners may have been accustomed to the teacher-centered foreign language classroom where students interact with teachers in a collective manner (Vu, 2005).

This is particularly true in a Chinese classroom where learners are all English speakers. Without any background the language and culture, many of my students feel more comfortable when interacting with me in a collective and direct manner.

Jones (1996) pointed out that teachers and learners should keep firmly in mind that most exposure to the CALL environment is indeed 'virtual' and not real. Another educator supported this statement by saying "there is no substitute for actual human-to-human contact in learning language. A computer program, no matter how sophisticated, is not the same as actual, direct exposure to another culture" (Gong, 2002, p.9).

Closing

Teaching foreign language with CALL has many benefits for teachers and students alike. But some caveats in using computer technology should never be ignored. More quanti-

tative research is needed to test how and to what extent that technology positively affects learning, in order to produce sound instructions which combine CALL and traditional teaching. For a successful classroom experience, teachers and students should be all prepared to adopt their new roles in a wired class. Technology can only work when a teacher designs a class with solid pedagogical foundation and technical knowledge. By the same token, second language learners can only benefit from technology when computer-assisted instruction meets their interests and needs and truly maximize learning. When integrating technology into the classroom, technological issues, educational theories, students' cognitive levels and teachers' professional expertise should all be considered carefully to ensure a successful CALL experience.

Although limited in research samples and time duration, this quantitative research provided useful information for teachers who plan to integrate technology in foreign language teaching and those who are using CALL already. More importantly, this research is meaningful to educators or school administrators in allocating budgets for foreign language. In a time of financial difficulties and budget cut, foreign language programs in school districts are often among the first on the "to go" list, because many educators in the U.S. were under the impression that language software could replace teachers in teaching a foreign language. However, there is no substantial research supporting that students can learn a language simply by using computer-aided language products. This research yet again supported the old statement that technology will not and should not replace teachers in foreign language teaching.

References

- Chapelle, C. (2010). The spread of Computer-Assisted Language Learning, *Language Teaching*, 43 (1), 66-74.
- Conrad, D. (1999). The student view on effective practices in the college elementary and intermediate foreign language classroom, *Foreign Language Annals*, 32 (4), 494-512.
- Domingo, N. (2004). Computer assisted language learning: Increase of freedom or submission to Machines? Retrieved January 25, 2010, from <http://www.terra.es/personal/nostat/>
- Falsgraf, C. (2009). Do-it-yourself products won't make you fluent. Retrieved October 11, 2009, from <http://www.registerguard.com/csp/cms/sites/web/news/sevendays/21178549-35/story.csp>
- Gips, A., DiMattia, P., & Gips, J. (2004). The effect of assistive technology on educational costs: Two case studies. In K. Miesenberger, J. Klaus, W. Zagler, D. Burger (eds.), *Computers Helping People with Special Needs*, Springer, 2004, pp. 206-213.
- Gong, J. (2002). The employment of CALL in teaching foreign/ second language speaking skills. *Post-Script*, 3 (1). University of Melbourne, Australia. Retrieved December 29, 2009, from http://www.edfac.unimelb.edu.au/research/resources/student_res/postscriptfiles/vol3/vol3_1_gong1.pdf
- Harmer, J. (2007). *The practice of English language teaching*. NY: Pearson ESL.
- Huang, S. & Liu, H. (2000). Communicative language teaching in a multimedia language lab, *The Internet TESL Journal*, 6(2). Retrieved January 20, 2010, from <http://iteslj.org/Techniques/Huang-CompLab.htm>
- Ilter, G. B. (2009). Effect of technology on motivation on EFL classrooms. *Turkish Online Journal of Distance Education*, 10 (4), 9-17.
- Jones, R. G. (1996). Creating Language Learning Materials for the World Wide Web. in Warschauer M. (ed), *Telecollaboration in foreign language learning: proceedings of the Hawaii Symposium*. Honolulu, Hawaii: Second Language Teaching & Curriculum Center, University of Hawaii at Manoa,
- Kataoka, K. (2000). Computers for English Language Learning in Japanese Schools. (ERIC Document Reproduction Service ED439600)
- Kennedy, C., & Levy, M. (2009). sustainability and Computer-Assisted Language Learning: factors for success in a context of change, *Computer Assisted Language Learning*, 22(5), 445-463.
- Kotter, M. (2001). Developing distance language learners' interactive competence-can synchronous Kuhl, P. (2008). Childhood development: early Learning, the brain and society, Retrieved January 25, 2010, from http://www.youtube.com/watch?v=Fcb8nT0QC6o&feature=player_embedded audio do the trick? *International Journal of Educational Telecommunication*, 7(4), 327-354.
- Lee, K.W. (2000). English teachers' barriers to the use of computer assisted language learning. *The Internet TESL Journal*. Retrieved January 22, 2010, from <http://iteslj.org/Articles/Lee-CALLbarriers.html>
- Lee, L. (2004). Learners' perspectives on networked collaborative interaction with native speakers of Spanish in the US, *Language Learning and Technology*, 8(1), 83-91.
- Leloup, J., & Ponterio, R. (2003). Second language acquisition and technology: a review of research. *Eric Digest*. Retrieved January 25, 2010, from <http://www.cal.org/resources/digest/0311leloup.html>
- National Center for Educational Statistics (2000a). *Teachers' tools for the 21st century: A report on teachers' use of technology*. Washington, DC: Author.
- Ravichandran, T. (2000). Computer-assisted language learning (CALL) in the perspective of the interactive approach: advantages and apprehensions. Paper presented and published in the *Proceedings: National Seminar on CALL*, Anna University, Chennai. Retrieved January 20, 2010, from <http://members.rediff.com/eximsankar/call.htm>
- Son, J.B. (2002). Computers, learners and teachers: Team work in the CALL classroom. *English Language Teaching*, 14 (2), 239-252.
- Stepp-Greany, J. (2002). Students perceptions on language learning in a technological environment: implications for the new millennium. *Language Learning and Technology*. 6(1), 165-180.
- Sturm, J.E. (2012). The use of computer mediated technology to promote intercultural communicative competence in the foreign language classroom. Master's thesis, University of

Texas at Austin. Available electronically from <http://hdl.handle.net/2152/ETD-UT-2012-08-6109>.

- Vu, T.V. (2005). Advantages and disadvantages of using computer network technology in language teaching. *Journal of Science, Foreign Languages*. Retrieved January 25, 2010, from <http://faculty.ksu.edu.sa/saad/Documents/advant%20and%20disadvant%20of%20CALL.pdf>
- Wang, D., & Piper, D. (2005). Secondary students: new resources for technical support. *Pennsylvania Educational Leadership*. 24(1). 30-36.
- Wang, L. (2000). The advantages of using technology in second language education: technology integration in foreign language teaching demonstrates the shift from a behavioral to a constructivist learning approach, *T.H.E. Journal*, 32(10), 38-43.
- Wang, Y. (2004). English magazines, motivation+ improved EFL writing skill. *English Teaching Forum*. 42(1), 24-29.
- Warschauer, M. (2005). Social cultural perspectives on CALL. In J. Egbert, G.M. Petrie (Eds.) *CALL research perspectives* (pp. 41-51). Mahwah, NJ: Lawrence Earlbaum.



*Pictograms created by Kennard-Dale students
- submitted by Karen Snyder*

PACE LESSON – SEÑOR COYOTE Y EL QUESO

Luke Leiden
MAT Student, University of Pittsburgh
luke.leiden@gmail.com

PART 1

A. Context/Theme: *Señor Coyote y el Queso* (Mexican Folktale)

1. Focus grammar structures: Me/te gusta (for singular nouns) and me/te gustan (for plural nouns)
2. Focus function: Allows students to express like or dislike for nouns (both singular and plural)

B. Objectives:

1. Functional Objective: SWBAT express like and dislike for things (both singular and plural)
2. Vocabulary Objective: SWBAT identify vocabulary from Mexican folktale - *Señor Coyote y el Queso* including: *el coyote, el conejo, la luna, el lago, el queso, los chiles, las tortillas, el tomate, la cebolla, las quesadillas*
3. Cultural Objectives:
 - a. SWBAT understand an authentic folktale from Mexico.
 - b. SWBAT experience Mexican food
4. Performance Objectives:
 - a. SWBAT make predictions about what they think will occur in the folktale based on vocabulary words.
 - b. SWBAT understand the Mexican folktale - *Señor Coyote y el Queso*.
 - c. SWBAT complete worksheet summarizing grammar rule for gusta/gustan after co-construction phase.
 - d. SWBAT create a quesadilla for a classmate based on asking which ingredients they like and dislike.
 - e. SWBAT write an alternate food section for folktale.

C. Grammar: SWBAT distinguish between “gustan” for plural nouns and “gusta” for singular nouns

D. Goal Areas/Standards: Communication 1.1, 1.2, 1.3; Cultures 2.1, 2.2; Connections 3.1, 3.2; Comparisons 4.1, 4.2; Communities 5.1, 5.2

E. Learners:

Students are 6th graders in Spanish 1. Some are familiar with the phrase “me gusta”. However, they have learned it simply as a chunk and have never looked at grammatically. Also they are unaware that “gustar” has a plural form “gustan” as well as a singular form “gusta.” Previous lessons have covered greetings and goodbyes, colors, numbers, activities (infinitive verbs), and Latin American Geography. They are eager to learn and love stories!

PART 2

A. Vocabulary Input:

The 10 words I have chosen from the story to present as new vocabulary are all nouns, consisting of a variety of singular and plural, and masculine and feminine. All words will be introduced with their article (e.g., *las tortillas*). I have printed out an 8.5 x 11

print out of each vocabulary word. I will present the words as they appear in the story, however, the students will not know this.

After all the words have been introduced, I will point to a picture and ask what it is? For each picture I will hold up a laminated name card and tape it below the picture. After all of the name tags have been put up, I will pass out the vocabulary worksheet for the students to copy from board.

B. Pre-reading Activity:

All of the new vocabulary words will be on the board with their labels underneath. I will then model the expression “*creo que...*” which means “I think that”. (Students will have recently learned many different verbs (activities including: to eat, to drink, to run, to spend time with friends, to sing, to dance). I will then ask students to predict what they think will happen in the story. All of the vocabulary words are nouns so they will be forced to use actions to tie them together. If they are reluctant to guess, I will make a ridiculous prediction. “*¡Creo que el conejo va a comerse la luna!*” As the students begin making predictions I will move the pictures around based on what they are saying. I will encourage students to say whether they agree or disagree with their classmates and offer alternate ideas.

****Note** – I did this pre-reading activity in my classroom and was absolutely amazed at the target language use. Students had a great time making predictions.

C. Presentation Phase:

Presentation First Time

The first time I present the folktale to the class the students will not see the words of the story. However, they will see a PowerPoint that I created made up of pictures. In order to make sure that the story is comprehensible, I included some pictures that move, disappear and reappear. This was done primarily through the guidance that Fiona gave us on bringing PowerPoints to life for storytelling. (The movement on slide 10 was done as a result of Fiona’s tutorial.) I will be acting out many of the motions during the story. I will also distribute the 10 vocabulary word visuals and the students will hold up the picture when I mention the word (TPR exercise). I will also get the students to use TPR movements for swimming and jumping.

Presentation Second Time (PowerPoint Presentation same as above)

The second time the story is presented I will ask for students to act out the story. I will choose someone to be the *coyote* and the *conejo*. They will hold the vocabulary visual of their respective animal over their face. The other vocabulary words will be passed out to different students and they will have to stand and walk to the middle of the classroom (where the students are acting) when their words are mentioned.

Presentation Third Time

For the last run through I will use the PowerPoint (with words) that I created with the story presented like a children’s book. I will read through the story and continue doing the actions. I will also use a high voice for the *conejo* and a deep voice for the *coyote*. During the part of the story when the *conejo*

is asking the *coyote* if he likes *el queso, las tortillas, los chiles, el tomate, and la cebolla*, I will have the students read the *coyote's* lines in deep voices. I will call on students individually as well to repeat the *coyote's* lines in their best *coyote* voice. (Since the story is short, Presentation #3 could be repeated if necessary)

D. Attention Phase:

After the story ends the next slide will be the attention slide.

Me gustan las tortillas.

Me gustan los chiles.

Me gusta el tomate.

Me gusta la cebolla.

The generalization that I want to elicit from students relating to grammar and function:

- *Gusta* is singular and *gustan* is plural
- Nouns that end in "s" require "*gustan*"
- Nouns that do not end in "s" at end require "*gusta*"

Questions relating to form, meaning, and function that will guide students to the generalization:

Form:

I will ask my students what is the difference between *chiles* and *tomate* (one ends in "s" so it must be plural)

What is difference between "*gusta*" and "*gustan*"?

Meaning:

Do "*me gusta*" and "*me gustan*" mean the same thing? (Yes, they both mean to like something)

Function:

What is difference between the pairs of "*gusta* and *tomate*" and "*gustan* and *chiles*"?

Immediately following this discussion will be the following slide:

me gust_____

la cebolla, los chiles, el tomate, las tortillas

I will ask students to finish the phrase using the following objects.

Finally I will hand out a worksheet that the students will complete individually. This worksheet has a graphic organizer separating singular and plural.

E. Extension Phase:

Extension Activity #1 - Make quesadillas in class.

In order to continue with the Mexican context an extension activity will be to actually make quesadillas in the class. The same ingredients would be used from story: *tortillas, queso, chiles, tomate, cebolla*. Also a couple more could be added including: *frijoles, elote* (corn), and *arroz*. Students will prepare a quesadilla for a classmate. The students will use the same question format from story *¿Te gusta / Te gustan _____?* The *coyote* was not picky as he liked everything that the *conejo* offered, however, students in middle school can be very picky eaters. Therefore I will model the answers as "*Sí, me gusta(n) o No, no me gusta(n)*" for the response. The students will go down the assemble line of ingredients asking if the student likes each item. At the end of the line I will have a Panini maker and will cook their quesadilla.

After the students eat, I will ask the final question: *¿Te gustan sus quesadillas?*

Extension Activity #2 – If it wasn't cheese in the water then what was it?

This activity will focus on the students rewriting the story in regards to the food. We know that the story revolves around the *conejo* tricking the *coyote* into thinking he is going to eat something beside the *conejo*. Since many students might think that it is funny that a *coyote* would want quesadillas, I will encourage them to think of something else the *coyote* might like.

This task will force the students to think of something else that could be represented by the moon's reflection in the water. After they have thought about the food in the water, they will have to turn that into an ingredient of a bigger dish. They will chose other ingredients and rewrite the dialogue where the *conejo* is asking the *coyote* if he likes the foods to which the *coyote* responds yes to everything. I will encourage them to have at least 2 plural foods and 2 singular foods based on (*chiles/tortillas and tomate/cebolla*). After they prepare the new dialogue I will edit the story putting in their new foods and asking them to present it (reading in a high voice for *conejo* and deep voice for *coyote* of course) to the class. I think the students will enjoy brainstorming the new ingredients, rewriting the dialogue (where the pay close attention to singular and plural), seeing their work on the PowerPoint, and reading it to the class.

Example: Instead of cheese in water it is a tortilla chip (*totopo*). The new dish will nachos and new ingredients are: *los jalapeños, la crema, las lechugas, el picadillo* (ground beef). I have created a worksheet for students to guide students to these changes.

F. Sociocultural Theory and the Zone of Proximal Development Explanation of my PACE:

Sociocultural theory is the idea that language is learned through a social process based on interactions with others. The Zone of Proximal Development (ZPD) is the gap between a learner's actual development level and their potential development level, with a student's potential development level being defined as what the student can do with the assistance of someone more capable. In order to think about how sociocultural theory and ZPD relate to the PACE model I first thought about a statement by Shrum & Glisan (2010) in their book, *Teacher's Handbook – Contextualized Language Instruction*. They asserted, "In addition to the opportunities for developing cultural understandings, rich vocabulary, and modes of communication, the PACE model also allows for learners to construct understandings of relevant and meaningful form in collaboration with the teacher and each other. (p. 223).

The word, "Collaboration," is not the same as the "C" in PACE, Co-construction; however, it is the basis of both the Attention and Co-construction Phases of PACE. A teacher can easily select a story, pick 10 new vocabulary words to focus on, generate pre-reading interest, and present the story in fun and interactive ways. However, after that the teacher is just another person in

FORUM

the classroom. The teacher becomes simply someone capable of transforming the ZPD's of their students. While the Attention and Co-construction Phase can be scripted, it is impossible to gauge each student's ZPD until the conversation begins. I have been involved in many one way conversations, both as the leader and the follower. They are not productive and often do not instill

anything in either of the conversations participants. However, a collaborative conversation between students and teachers is the essence of the Vygotsky's Sociocultural theory and the hallmark of the PACE model. A story provides a rich context that can allow a teacher to collaborate with their students and slowly, but surely advance both their actual and potential development levels.



The Pennsylvania Council for International Education (PaCIE) will hold its 2013 conference, ***Building Global Competence through Collaborative Strategies in International Education***, on **October 10-12** at the Sheraton University City Hotel.

Join us to:

- **Attend Sessions** on collaborations within international education or across sectors; creating connections through the use of technology; working together to overcome challenges in international education; and educating the educators on global issues. Sessions will showcase work and best practices within K-12 and higher education, as well as collaborations with government agencies, community organizations and the business community.
- **Network** with your colleagues from around the state.
- **Learn more about PaCIE**, its goals and initiatives – including ways to get involved.

To register, visit <http://pacie.org>

PACE LESSON: EL CARNAVAL Y LA CUARESMA

Mr. Jesse Carnevali
Spanish Education Student (K-12), Indiana University of
Pennsylvania (IUP)
J.R.Carnevali@iup.edu

***NOTE* - Lesson plan will need AT LEAST one block-scheduled class before being completed**

STAGE 1: IDENTIFY DESIRED RESULTS: What will learners know and be able to do by the end of the lesson?

A. Context/Theme: La versión española del cuento del combate entre el Carnaval y la Cuaresma.

"Big Idea": ¿Cómo influyen los cuentos de hada, los mitos, la literatura, y/o los cuentos de camino la cultura y las costumbres de los españoles?

B. Objectives: Learners will be able to. . .

1. Demonstrate an understanding of the Spanish version of the battle between Carnaval and Lent

2. Illustrate comprehension of particular events through negotiation of meaning and interpretation in the TL with classmates

3. Create an original ending related to the battle of Carnaval and Lent

C. Grammar/Vocabulary: "él, ella, Ud." and "ellos, ellas, Uds." forms of present progressive "ar, er, and ir" verbs; basic vocabulary for military/war; vocab and grammar for descriptions; vocab for spatial identifications (a la izquierda, a la derecha, abajo, arriba, etc.).

D. Goal Areas/Standards: Communication 1.1, 1.2 and 1.3; Cultures 2.2; Comparisons 4.1; Communities 5.1. (This would be trying to send students' work to the *Okapi* magazine on their website from the writing extension activity.)

E. Learners:

1. *What do I need to know about the learners in order to plan instruction? What background knowledge do they need? What experiences, if any, have they had with this content?*

Learners have used the present tense of the verb forms before and may have noticed the teacher's use of the present progressive in previous parts of this unit. Students have been describing objects and topics related to Carnaval with *ser* which will now be applied to the present progressive description of actions. The vocabulary necessary for comprehension will already have been introduced to the students. Students have background knowledge of spatial terms (a la izquierda, a la derecha, etc.) for the IGA in the extension phase.

2. *What special needs of my students must be addressed in instruction? List here any adaptations for special needs students in your class(es).*

Students who may have troubles with vision will need to be seated near the front of the classroom due to the teacher's use of

visuals from PowerPoint and the visuals that are printed out and handed to the students. The details of the visuals are important for students to be able to follow the "whole text" and comprehend it before moving on to the attention and co-construction phases of the lesson. In addition, I have included the "Attention" phase of the PACE model within the slides of PowerPoint instead of writing them on the board or using the overhead. It is essential that students clearly see the connections between the colors and the forms of the verbs that are highlighted. If need be, all materials can be printed out in their physical form and enlarged.

If a student is colorblind, the connections that need to be made with the highlighted verb forms during the Attention phase will not be effective. The teacher will need to find other ways, besides colors, to clearly outline the differences and/or similarities between the present progressive forms. An easy alternative would be to use shapes to compare and contrast them.

3. *What adaptations will I need to make to differentiate instruction to meet the diverse needs of my students?*

Differentiation could be effectively implemented during the extension activities. In the interpersonal IGA activity, students will be sitting face-to-face while they describe the photos from the story to each other. This means that students will have extralinguistic support to aid in comprehension from their partner such as gestures and intonation. In order to differentiate, the teacher could have more advanced students sit back-to-back so that they have to focus more on the linguistic features of the language instead of the extralinguistic features. This could be thought of as a phone conversation.

During the presentational writing activity, students are given instructions based on the amount of elements that need to be included in their creative ending (see instructions on the sheet). For students or groups that are more advanced, the teacher could make these students include more examples of the grammar or vocabulary from the lesson. These students/groups could also be asked to include other elements of the language within their ending.

F. Materials: co-construction sheets, IGA sheets, writing sheets, visuals from PowerPoint, my own notes for attention and co-construction questions, and PPT slides. (All PPT slide visuals that were used can be found in the IGA activity handout below.)

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE: What evidence do I have that will show that learners have produced/demonstrated desired results?

Students will hold up visuals during the P-phase, will describe and interpret visuals of the story with a classmate, and create their own ending to the story.

STAGE 3: PLAN LEARNING EXPERIENCES: What activities are part of this lesson? What are the learners doing? What am I doing? (List instructional sequence.)

A. Presentation (Setting the Stage, Providing Input/Engaging Learners):

1. Teacher presents the story using created visuals from

PowerPoint, a lot of gestures, and intonation to make sure that students are able to comprehend the overall idea of the story. He will ask the students questions at various parts of the story which will serve as comprehension checks.

The following is an example of the whole text for input:

Un día, don Carnaval recibe una carta de doña Cuaresma. En la carta, ella le dice que quiere tener una batalla con don Carnaval por siete días. Don Carnaval acepta la invitación de la batalla, pero entiende que necesita formar su ejército. Por eso, mientras que doña Cuaresma está estableciendo su propio ejército, don Carnaval busca a "soldados" para vencer a doña Cuaresma. El ejército de doña Cuaresma se está formando por pescado, mariscos, y vegetales. Mientras tanto, don Carnaval está buscando animales de carne roja y encuentra bueyes, cerdos, gallinas, y cabras.

Ahora tienen sus ejércitos y se encuentran en el campo de batalla donde la primera batalla empieza. Los dos ejércitos están luchando y por eso hay mucho ruido en el campo. Poco a poco, el ejército de don Carnaval está venciendo al ejército de doña Cuaresma. Pero, cuando el sol se pone, ambos ejércitos dejan de luchar y regresan a su propio sitio. Don Carnaval está entusiasmado y quiere celebrar la victoria de la batalla. Tiene mucha hambre y decide matar y cocinar a algunos de sus soldados. Mientras que él está matando a varios soldados, doña Cuaresma está escuchando los gritos de los animales porque ella y su ejército están cerca. Don Carnaval y el resto de su ejército no lo saben y están celebrando toda la noche con la carne fresca con los otros soldados que todavía están vivos. Como resultado, doña Cuaresma y su ejército de mariscos aprovechan la oportunidad de derrotar a don Carnaval. Entran por la noche y ganan la batalla. Llevan a don Carnaval a la cárcel y tiene que comer lechuga, mariscos y vegetales por cuarenta días.

2. The students are given printed versions of the visuals that the teacher used in the PowerPoint (shuffled in a different order). The teacher tells the story a second time using less detail than what was incorporated the first time (since this is being used as a comprehension check) and the students have to hold up the picture of the event in which the teacher is describing. For example, when the teacher says, "Don Carnaval recibe una carta de la doña Cuaresma . . ." the students will hold up the photo that matches that particular event of the story.

B. Attention:

The teacher will focus the students' attention on one of the grammatical patterns by highlighting selected sentences from the text that contain this pattern. This first pattern will be the endings of the "ar" verbs with "está" and "están."

1. "Está": The teacher focuses students' attention on the yellow highlighted forms that are above the stars first. This is already done for them on the PowerPoint.

- Who is the subject of these sentences?*
- Did these actions happen in the present, past or future?*
- When exactly are they happening? Are they going to happen in the future or are they already taking place?*
- What pattern do you notice in each of these forms? (Two parts, -ando, está . . .)*

2. **This section should take a lot less time than the previous one**

"Están": Now the teacher focuses the students' attention on the forms below the stars that are still highlighted in yellow. This is to focus attention of the same "ar" verb ending but using a different subject.

- What is different about these sentences with respect to the ones above the stars?*
- What is the same about these sentences in comparison to the ones above the stars?*
- Who is the subject of these sentences?*
- What does the change of the subject seem to affect? (Which part of the form is affected?)*

C. Co-Construction:

3. "Ir/Er" endings of present progressive: The teacher focuses students' attentions on similarities and differences between the "ar" verb ending that was just addressed in yellow and the "er/ir" endings that are highlighted in green.

- Who is the subject of these sentences?*
- Do these forms have the same structure as the yellow forms had?*
- What similarities do you see?*
- What differences do you see?*

4. The final slide of the PowerPoint puts both of these forms together for students to see.

- What expression(s) do you see that indicate actions happening at the present time?*
- If you think you know the rule to form these constructions, you can write it down on a piece of paper and share it with the class at the end of the lesson.*

5. Questions to address the goal area of Comparisons 4.1 between the L1 and the L2

- When do we use this structure in English?*
- Explain to them how its use is different in Spanish.*

6. The students work together in small groups with the co-construction sheet which guides them and focuses their attention on the grammar point of the "ar" and "er/ir" present progressive forms. The layout is exactly the same that was used during the attention phase, even including the borders and separations that denote similarities and differences. The teacher will **MONITOR** the group work to see what students understand or don't understand. The teacher will print out a copy of the co-construction sheet for himself and use it with the projector after students complete their own sheets in order to wrap up this phase. If students had the rule written on a piece of paper, they will be asked to read what they had written in the attention phase.

D. Extension:

1. For interpersonal oral communication, groups of two will engage in an information gap activity. Students will describe photos to each other from the story using the grammar and the vocabulary addressed. The other student draws the photo according to his/her partner's description (see sheet for full instructions and information about the activity).

2. For written presentational communication, students will work in groups of three to create their own ending to the story of the battle between don Carnaval and doña Cuaresma. Students will present their creative ending to the class (see sheet for complete details and instructions)

E. Closure:

1. Homework: Each student in the group will either find a photo on the internet that goes along with their ending or create a visual for their story. These visuals will be used when groups present their creative ending to the class for increased comprehension.

El ejército de doña Cuaresma se **está formando** por pescado, mariscos, y vegetales.

Mientras tanto, don Carnaval **está buscando** animales de carne roja y encuentra bueyes, cerdos, gallinas, y cabras.

Mientras que él **está matando** a varios soldados, doña Cuaresma **está escuchando** los gritos de los animales porque ella y su ejército están cerca.

Los ejércitos **están luchando** y, por eso, hay mucho ruido en el campo de batalla.

Don Carnaval y el resto de su ejército no lo saben y **están celebrando** toda la noche con la carne fresca con los otros soldados que todavía están vivos.

Por eso, mientras que doña Cuaresma **está estableciendo** su propio ejército, don Carnaval busca a "soldados" para vencer a doña Cuaresma.

Poco a poco, el ejército de don Carnaval **está venciendo** al ejército de doña Cuaresma.



Puzzles created by Kennard-Dale students - submitted by Karen Snyder

Co-Construction Sheet

Fill in the correct verb endings in the blank spaces below. On the line after the sentence, write the infinitive of the verb.

*****Ejemplos de **infinitivos**: disfrazar, comer, cantar, correr, abrir*****

1. El ejército de doña Cuaresma se est___ form___ por pescado, mariscos, y vegetales.

El infinitivo: _____

2. Mientras tanto, don Carnaval est___ busc___ animales de carne roja y encuentra bueyes, cerdos, gallinas, y cabras.

El infinitivo: _____

3a) Mientras que él est___ mat___ a varios soldados . . .

El infinitivo: _____

3b) . . . doña Carnaval est___ escuch___ los gritos de los animales porque ella y su ejército están cerca.

El infinitivo: _____

4. Los ejércitos est___ luch___ y, por eso, hay mucho ruido en el campo de batalla.

El infinitivo: _____

5. Don Carnaval y el resto de su ejército no lo saben y est___ celebr___ toda la noche.

El infinitivo: _____

6. Por eso, mientras que doña Cuaresma est___ establec___ su propio ejército, don Carnaval busca a “soldados” para vencer a doña Cuaresma.

El infinitivo: _____

7. Poco a poco, el ejército de don Carnaval est___ venc___ al ejército de doña Cuaresma.

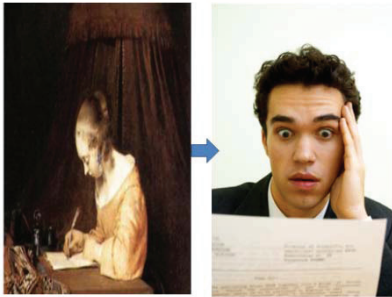
El infinitivo: _____

INFORMATION GAP ACTIVITY

¡Falla de la tecnología!

INSTRUCTIONS FOR STUDENT B: El señor Carnevali has to tell the story about the battle between don Carnaval and doña Cuaresma again for his next two Spanish classes. Unfortunately, his computer has just crashed and he can't use the PowerPoint presentation to show the students the visuals during the presentation. Luckily, he has two printouts with some of the pictures on each. As you can see, you have some of the visuals from the PowerPoint but are missing certain ones. You will describe your visuals to your partner using the present progressive and the vocabulary from the story. Your partner will describe the visuals that you are missing and you have to draw the visual according to his/her description. Your drawings don't have to be exact, but do as best as you can. **THIS MUST BE DONE IN SPANISH ONLY.** Remember to use the gambits around the room to help with asking questions and for clarification! Student B will begin.

Modelo: **Student B:** No tengo la segunda foto. ¿Qué puedes ver? **Student A:** A la izquierda hay dos personas. Están dando la mano, uno al otro. A la derecha . . .



1.

2.



3.

4.



5.

6.



7.

8.

INFORMATION GAP ACTIVITY

¡Falla de la tecnología!

INSTRUCTIONS FOR STUDENT A: El señor Carnevali has to tell the story about the battle between don Carnaval and doña Cuaresma again for his next two Spanish classes. Unfortunately, his computer has just crashed and he can't use the PowerPoint presentation to show the students the visuals during the presentation. Luckily, he has two printouts with some of the pictures on each. As you can see, you have some of the visuals from the PowerPoint but are missing certain ones. You will describe your visuals to your partner using the present progressive and the vocabulary from the story. Your partner will describe the visuals that you are missing and you have to draw the visual according to his/her description. Your drawings don't have to be exact, but do as best as you can. **THIS MUST BE DONE IN SPANISH ONLY.** Remember to use the gambits around the room to help with asking questions and for clarification! Student A will begin.

Modelo: Student A: ¿Qué está pasando en el número uno? Student B: A la izquierda, hay una mujer. Ella está escribiendo una carta. A la derecha, hay . . .

1.

2.



3.

4.



5.

6.



□

□



PRESENTATIONAL WRITING ACTIVITY

INSTRUCTIONS: The date for Carnaval is fast approaching and the Spanish magazines have already begun to publish articles, stories, photos, and news about the cultural celebration. A Spanish magazine for teenagers, *Okapi*, wants to publish a section about the battle between don Carnaval and doña Cuaresma. However, the magazine would like the ending of the story to be different and creative.

In groups of three, write a different and creative ending to the story of this battle. Use the model that is provided below to know where to begin your ending of the story. You can make your ending sad, funny, surprising, etc. The only rules are the following:

- You must write **between six to ten sentences**
- You must include **three “ar” verbs** with the present progressive
- You must include **three “er/ir” verbs** with the present
- You must include **five new vocabulary words** that we have been using

Your group will present your ending to the class. For homework, each student in the group must either find a visual or create a visual that goes along with your story’s ending. **BRING THIS VISUAL TO THE FOLLOWING CLASS.** Once the groups have presented, the members of each group will vote for the ending that they liked the best. You can’t vote for your own group. The winners’ ending will be emailed to *Okapi*’s email address to see if they want to incorporate it in their magazine!!

Modelo:

Los dos ejércitos **están luchando** y por eso hay mucho ruido en el campo. Poco a poco, el ejército de don Carnaval **está venciendo** al ejército de doña Cuaresma. Pero, cuando el sol se pone, ambos ejércitos dejan de luchar y regresan a su propio sitio. Don Carnaval está entusiasmado y quiere celebrar la victoria de la batalla . . .

Grupo #: _____ Nombres: _____

INTERACTIVE READING MODEL LESSON PLAN: YA NO SE QUÉ HACER CONMIGO

Adrián Fontes
MAT Student, University of Pittsburgh
agfontes.4@gmail.com

PART 1:

A. Theme: La vida es algo que tiene muchos cambios y necesitas vivir con ellos y tus decisiones

B. Objectives:

1. Functional Objectives:

- SWBAT dissect a text to understand its content
- SWBAT discuss main ideas and inferences of the text
- SWBAT find out meanings of new words through the use of several contexts

2. Vocabulary Objectives:

- SWBAT use context to understand 5 new phrases and words
- SWBAT understand main ideas with use of recycled vocabulary

3. Content Objectives:

- SWBAT understand the song's main ideas
- SWBAT make a connection to the feelings of the protagonist through their analysis of the text

4. Performance Objectives:

- SWBAT dissect a text to understand its content
- SWBAT discuss main ideas and inferences of the text
- SWBAT answer questions on the text
- SWBAT create their own verse similar to song used

C. Grammar: SWBAT use the correct form of the preterit

D. Goal Areas/Standards: Communication 1.2; Culture 2.1, 2.2; Connections 3.1; Comparisons 4.2

E. Learners/Proficiency Level:

My learners for this lesson will be at an advanced level, meaning that they will master or at least be exposed to any and all of the tenses in Spanish and can manage more difficult vocabulary. This activity requires a lot of attention and command of the tenses as well as connections with other subjects they have studied. Students at the advanced level (Spanish 4-5, juniors and seniors) will probably fare better due to the content included, which makes references to historical, personal, and social subjects for an older age group.

PART 2:

A. Interactive Reading Material (IRM) Lesson Topic:

I picked the song "Ya no se qué hacer conmigo" by the Grammy Award-winning Uruguayan band called Cuarteto de Nos. This group strives on using rock/alternative music to "rap," which means there is fast-paced beats along with many rhymes, but not only in Spanish (they also use English word references). This is why the

text is meant for a more advanced level learner. The actual text will be attached, along with the tasks and graphic organizers.*

B. Preparation for Reading:

I think a perfect activity for a warm-up to this lesson would be a modified version of "snowball fight." Since the particular theme of this song is trying something new, giving it up, and trying other things, I think this is a perfect way for teenagers to anonymously provide examples of this in their own lives. They would have to write down 1 thing that have tried and LIKED and one thing they have tried and DISLIKED, in Spanish focusing on the preterit form of the verb/action (obviously school-appropriate - food, activities, travel destinations, etc). Its anonymity allows for the teenagers to possibly feel less stressed and to provide a personal connection to the song that discusses someone who struggles to find an identity through trial-and-error in life. When they have their 2 things written down, they crumple it up and toss the "snowball" into the middle of the circle of desks, and everyone will have to pick one up and read it.

C. Comprehension Phase (Skimming and Scanning Tasks):

This is when the students will first encounter the text, which are the lyrics of "Ya no se qué hacer conmigo." They will receive the lyrics with blanks made for the verbs in preterit. Students will then listen to the song once or twice (depending on requests or need by the class), filling in the blanks based off of what they hear. Due to the fact that this is an advanced-level class, I think that giving them the infinitive form of the verb and the form (e.g.: _____ [jugar - yo]) would be too basic and easy. This way, the students will first be skimming the text to listen to certain words and their forms rather than focusing on the specifics of the meaning of the text. We will go over the blanks once students are finished listening to the songs 1-2 times to make sure they have the right tense in place.

Second, once the students have been able to listen to the song a couple of times and have the preterit forms filled out in the song, I want them to focus more on the text content (scan). In this part of the lesson, students will make a more personal connection by looking at specific things that the protagonist did in the text. Students will be asked to identify what they think the main idea of the song is through the use of a worksheet, but very general ideas, so we will continue with the activity of dissecting the lyrics in the Interpretation Phase. Having done this and having filled out the blanks with preterit forms of the verbs, they will be able to make a connection to the meaning of the text; if the verbs are in preterit, it means that the protagonist has completed actions in the past and has not done them again. This adds to the idea of the protagonist skipping around events and ideas, trying to find his path in life. Comprehension questions will then be asked throughout the reading of the class on the basic meaning of the song and/or certain lyrics, if necessary.

D. Interpretation Phase:

Since we have already accessed some brief idea of main idea of this song through students' suggestions, I want to focus on them analyzing the text more closely. This section will probably take the longest because it requires the students to read BRIEF segments out of the context of the song to assist them in finding the meanings of certain phrases and words used in "Ya no se qué hacer

conmigo." In this activity, students will have the opportunity to find out the definitions of 5 select phrases and words (this can be expanded for more focus on text) through the context of a separate paragraph with its use with more familiar words rather than out of context in the song. They will work with a partner to find the English and Spanish definitions of the words and find its correct meaning in the context of the song too.

After this, students will be given some questions to lend towards inferring the use of the newly defined phrases and words and the rest of the song. This will allow for the students to infer more of the meaning of the lyrics and the theme of the song rather than just answer comprehension questions (Attached)

*Credit has to be given to the website <http://formespa.rediris.es/canciones/> where I found the activity to find out the meaning of colloquial words or phrases in the song.

E. Application of New Knowledge:

Instead of doing a boring summary of main ideas, I wanted to allow the students to have a more creative way of expressing their opinion. Once the students understand the main idea of the protagonist of the song trying different things and living through life's ups and downs, I want them to create their own verse. They must use the preterit (correctly), one of their experiences (from the "snowball" activity), and create 1-2 rhyming verses. This lets them make another personal connection to the song by writing their own opinion through the creation of a verse similar to the song.

F. Extension Activity:

Although I already have more than one text introduced in the Interpretation Phase, I wanted to add one more text to come full-circle with the analysis of the song. Another reason why I chose this song is because of its wonderfully interpretive and guiding music video. In this music video, the words of the entire song are displayed in creative ways that show the lyrics transforming into the shape of the actual meaning of the phrase (for example, if he were to talk about a cow, the words would have a cow drawing next to it). This will allow for the students to finally fully understand the lyrics (that they will have on their desks) and see what some sections of the song means literally and figuratively, through the help of visual and oral assistance in the music video. Link: <http://www.youtube.com/watch?v=y9LlnLTH87U>

G. Technology Used:

I created a unique graphic organizer that is related to the song. It is attached, but basically I used several functions/graphics that Word had to create an image that shows parts of the activities that we do on one single file. The silhouette is shrugging (confused with life choices, as is the protagonist) and speaking the Spanish phrases/words that they must define (they'll place the English version in the bubbles). The verbs that they conjugate from the song are on the sides of the figure, along with the main ideas that the students come up with in the middle of the protagonist.

H. Support for Advanced-level Proficiency:

This IRM supports advanced language proficiency through its process of progressively dissecting a text, like "*Ya no se qué hacer conmigo.*" In this lesson/activity the students will be prepared by creating a personal connection to the text, allowing for the content

to be easier to relate to. Through the skimming and scanning of the text, students are taught that there are instances where they need to pay attention to the main gist of the text and there are other times that require special attention to the wording or configuration of the text. In this IRM, students will pay less attention to the text at first when they focus on listening and conjugating the preterit forms of the verbs in the blanks. Then, once that skimming occurs, they will keen in and arrive at more important ideas that the forms of the verbs assist in obtaining. Once the students begin to ponder about the main ideas and gist of the song, I will guide them towards inferring meaning from items in the text. Through closer analysis of certain parts and making a personal connection of the text, they will have the opportunity to creating meaning of the context with research of phrases and words that are unfamiliar to them. They will be able to use the knowledge they have gained through this research and personal connection to eventually create their own 1-2 sentence verse (similar to the song) with use of their experiences that are similar to the protagonist's in the song. Once they have learned their connection to the song, the meaning of unknown phrases/words, inferred, and understood the context of the song, they will have an opportunity to re-evaluate and/or confirm their thoughts once they see the visual display of the song.

I. Connection to Second-Language Acquisition Theory:

The entire idea of the IRM relies heavily on the theory of socio-cultural theory by Vygotsky. Essentially, his theory says that with use of negotiating of meaning, the student will acquire the second language more easily. Also, according to Vygotsky, to learn a second language, there needs to be social interaction between the student and teacher or between students themselves. My IRM has plenty of opportunity to allow students to negotiate meaning either with the teacher or a peer, through the use of graphic organizers and when analyzing the meanings behind the lyrics through class discussion. I also have meditational tools, including the text, the graphic organizers, and the music video, that assist the student to come full-circle to achieving the content goals in place. These meditational tools allow the teacher to provide that scaffolding to the students throughout the lesson and allow them to calculate exactly how much they need to know on their own (in terms of prior, background knowledge) to reach the goals of the lesson. Through this process, students will be able to co-construct their ZPD with the assistance of the scaffolding of the teacher, while also learning and understanding the grammar being taught. The IRM goes progressively towards the student performing tasks that require more individualized output. It starts from assisting the student with providing a song that is mostly filled out for them while listening for certain words. As the lesson moves along, the student is required to perform more tasks by themselves (or with partners) to test their capabilities without the scaffolding of the teacher. For example, one of the most difficult tasks is finding out the meaning of the phrases or words in terms of a context and then making a connection to its use in the song. The most difficult task, which comes after the student is given meditational tools and assistance, is the creation of a similar text (their own lyrics). This would be testing what their real capabilities are as students working on their own.

FORUM

Graphic Organizers & Handouts

1. Snowball activity
2. Lyrics
3. Lyrics w/ blanks (preterit form)
4. Worksheet to help with main ideas (on other Word document)
5. Vocabulary in another context
6. Inferences
7. Personal Response to song

Worksheet with new vocabulary & “context clues”

Snowball Activity

This will be a slip given to each student. After writing their responses without their names written on it, they will crumple it up and toss it in the middle of the classroom. Another student will pick one up and read it.

Escribe dos oraciones que describen algo que hiciste (forma pretérito) en tu vida qué te gustó y algo que NO te gustó.

1. “En mi vida, yo...(forma pretérito) y me gustó porque...”
2. “En mi vida, yo...(forma pretérito) y NO me gustó porque...”

Letras de la canción - “Ya no se qué hacer conmigo” - Cuarteto de Nos

Ya tuve que ir obligado a misa, ya toqué en el piano
“Para Elisa”

ya aprendí a falsear mi sonrisa, **ya caminé por la cornisa**

ya cambié de lugar mi cama, ya hice comedia, ya hice drama

fui concreto y **me fui por las ramas**, ya me hice el bueno y tuve mala fama

ya fui ético y fui errático, ya fui escéptico y fui fanático
ya fui abúlico y fui metódico, ya fui púdico fui caótico

ya leí Arthur Conan Doyle, ya me pasé de nafta a gasoil
ya leí a Breton y a Molière, ya dormí en colchón y en sommier

ya me cambié el pelo de color, ya estuve en contra y estuve a favor

lo que me daba placer ahora me da dolor, ya estuve al otro lado del mostrador

*y oigo una voz que dice sin razón,
vos siempre cambiando ya no cambias más
y yo estoy cada vez más igual,
ya no sé qué hacer conmigo*

ya me ahogué en un vaso de agua, ya planté café en Nicaragua

ya me fui a probar suerte a USA, ya jugué a la ruleta rusa

ya creí en los marcianos, ya fui ovo-lacto-vegetariano, sano

fui quieto y fui gitano, **ya estuve tranquilo y estuve hasta las manos**

hice un curso de mitología pero de mí los dioses se reían
orfebrería la salvé raspando, y ritmología aquí la estoy aplicando

ya probé, [REDACTED] ya dejé, ya firmé, ya viajé,
ya pegué, ya sufrí, ya eludí, ya huí, ya asumí, ya me fui,
ya volví, ya fingí, ya mentí

y entre tantas falsedades, muchas de mis mentiras ya son verdades

hice fácil las adversidades, y me compliqué en las nimiedades

*y oigo una voz que dice con razón
vos siempre cambiando ya no cambias más
y yo estoy cada vez más igual
ya no sé qué hacer conmigo*

ya me hice un lifting, me puse un piercing, fui a ver al Dream Team y no hubo feeling

me tatué al Ché en **un brazo**, arriba de mami y **no se borró**

ya me reí y **me importó un bledo de cosas y gente que ahora me dan miedo**

ayuné por causas al pedo, **ya me empaché** con pollo al spiedo

ya fui al psicólogo, fui al teólogo, fui al astrólogo, fui al enólogo
ya [REDACTED] y fui lambeta, ya fui anónimo y ya hice dieta

ya lancé piedras y escupitajos, al lugar donde ahora trabajo

Letras de la canción SIN los verbos en pretérito

Ya _____ que ir obligado a misa
ya _____ en el piano *Para Elisa*
ya aprendí a falsear mi sonrisa
ya caminé por la cornisa

ya _____ de lugar mi cama
ya hice comedia ya hice drama
fui concreto y **me fui por las ramas**
ya me hice el bueno
y _____ mala fama

ya _____ ético y _____ errático
ya _____ escéptico y _____ fanático
ya _____ abúlico _____ metódico
ya _____ púdico _____ caótico

ya _____ Arthur Conan Doyle
ya me _____ de nafta a gasoil
ya _____ a Breton y a Molière
ya _____ en colchón y en somier

ya me _____ el pelo de color
ya _____ en contra y estuve a favor
lo que me daba placer ahora me da dolor
ya _____ del otro lado del mostrador

*Y oigo una voz que dice sin razón
vos siempre cambiando, ya no cambias más
y yo estoy cada vez más igual
ya no sé que hacer conmigo*

Ya me _____ en un vaso de agua
ya _____ café en Nicaragua
ya me _____ a probar suerte a USA
ya _____ a la ruleta rusa

ya _____ en los marcianos
ya _____ ovo-lacto-vegetariano, sano

y mi legajo cuenta a destajo, que me porté bien y que armé relajo

*y oigo una voz que dice sin razón
vos siempre cambiando ya no cambias más
y yo estoy cada vez más igual
ya no sé qué hacer conmigo...*

fui quieto y fui gitano
ya estuve *tranqui*, estuve hasta las manos

hice el curso de mitología
pero de mí los dioses se reían

(Verbs conjugated here will be placed in the technology-based G.O. I created - attached)

orfebrería la salvé raspando
y *ritmología* aquí la estoy aplicando

ya probé, [REDACTED] ya dejé
ya _____, ya viajé, ya pegué,
**(Bonus fill-in section - VERY FAST) ya sufrí, ya eludí,
ya hui, ya asumí, ya me fui,
ya volví, ya fingí, ya mentí**

y entre tantas falsedades
muchas de mis mentiras ya son verdades
hice fácil las adversidades
y me compliqué en las nimiedades
*Y oigo una voz que dice con razón
vos siempre cambiando ya no cambias más
y yo estoy cada vez más igual
ya no sé que hacer conmigo*

Ya me _____ un *lifting*,
me _____ un *piercing*
_____ a ver al *Dream Team* y no hubo *feeling*
me tatué al Ché en **un brazo**, arriba de mami y **no se borró**

ya me _____ y **me importó un bledo de cosas y gente que ahora me dan miedo**
ayuné por causas al pedo
ya **me empaché con pollo al spiedo**

ya _____ al psicólogo, fui al teólogo
fui al astrólogo, fui al enólogo
ya [REDACTED] y fui *lambeta**
ya fui anónimo y ya _____ dieta

ya _____ piedras y escupitajos
al lugar donde ahora trabajo
y mi legajo cuenta a destajo
que me _____ bien y que armé relajo.

*Y oigo una voz que dice sin razón
vos siempre cambiando ya no cambias más
y yo estoy cada vez más igual
ya no sé que hacer conmigo*

Ideas Principales - Usando la información del artículo, pon la/las ideas principales del texto.

(This will be on the technology-based G.O. that I included)

Vocabulario de la canción - Significado con un contexto:

(This will also be on the technology-based G.O. that I included. They will transfer the definitions onto the speech bubbles.)

Lee las siguientes frases o palabras que se usan en la canción. En este ejercicio, van a leer un párrafo con la palabra en OTRO contexto, pero va a significar lo mismo. Escribe en sus parejas lo que significarán las 5 frases o palabras en español e inglés.

1. Ya caminé por la cornisa

Almendralejo. (Badajoz). Cuatro personas han sufrido heridas leves al desprenderse una cornisa, de unos quince metros de longitud por uno de altura, de un edificio situado en la céntrica calle Real de Almendralejo como consecuencia del fuerte viento. La cornisa derrumbada sostenía parte de la estructura metálica de los toldos que esta semana se han estado instalando en la calle Real para mitigar las altas temperaturas. (LA VANGUARDIA, 14.09.2007)

¿Qué crees que significa en la canción?

2. Me fui por las ramas

Cuando se le preguntó por la capitanía del equipo, Ronaldinho **no se fue por las ramas** y afirmó: “Ser capitán de un gran club es un sueño que tengo”. (REVISTA DE BÉISBOL CUBANO)

¿Qué crees que significa en la canción?

3. Ya estuve “tranqui” y estuve hasta las manos (en Latinoamérica)

Ahora que **estoy hasta las manos** con la facu con parciales, cero ganas de estudiar, con gente que me busca para laburos y ando a mil buscando presupuestos de equipos y antenas, planificando redes y todas esas cosas que no me dejan un minuto tranquilo

¿Qué crees que significa en la canción?

4. Me importó un bledo de cosas y gente que ahora me dan miedo

“Tengo la impresión de que a los americanos **les importa un bledo** la vida sexual de Clinton”, reconoce ahora. “A mí tampoco me interesa especialmente”. (EL MUNDO 13 DE MAYO DE 1998 ENTREVISTA CON MIKE NICHOLS)

¿Qué crees que significa en la canción?

5. Ya me empaché

Empacharse en Navidad no es nada raro: comidas copiosas, sobremesas de turrón y licores, polvorones entre horas, comidas de empresa, cenas de amigos, familiares...

¿Qué crees que significa en la canción?

Inferencias de los conceptos - Para ver lo que realmente quiere decir el autor, contesta estas preguntas (“Read between the lines” - this is pulled from a similar exercise that ACTFL provides in the IPA booklet)

1. ¿Qué tipo de comparaciones está haciendo el protagonista cuando dice, “ya hice comedia, ya hice drama”? Encuentra otros ejemplos de este tipo de comparación en la canción.
2. ¿Cuántos años piensas que tiene el protagonista? ¿Por qué?
3. ¿Cuál es el tono al principio de la canción? ¿Al final? Si cambia, ¿por qué?

Reacción personal al texto (Personal reaction to the text)

1. Usando información específica del texto, describe tu reacción personal al artículo. Pon razones que apoyen esa reacción. ¿Cómo te sentirás si fueras este protagonista?

“THIS GENERATION OF STUDENTS IS MOTIVATED BY TECHNOLOGY AND OUR TEACHING METHODS MUST RESPOND. A SONY LANGUAGE LAB GIVES STUDENTS WHAT THEY WANT WHILE PROVIDING TEACHERS WITH METHODS THAT IMPROVE STUDENT PARTICIPATION REGARDLESS OF CLASS SIZE.”

Engage today's digital learners with scalable technology incorporated into a smart curriculum.

Using 21st century technology that students are comfortable with gives them ownership of and vested interest in their work.

Easily pair or group students for collaborative learning to stimulate thinking and interpersonal communication.

A real language instructor using digital language lab technology to enhance students' language learning.

Marisol Greenwald, Spanish Teacher

Teachers are talking.



Exclusive Licensor of Sony Language Learning Software

21st Century Technology for Language Learning

VIRTUOSO™
Instructional Control Software

SOLOIST™
Digital PC Comparative Recorder



888-766-9522
www.brattonlabs.com
Serving Western Pennsylvania



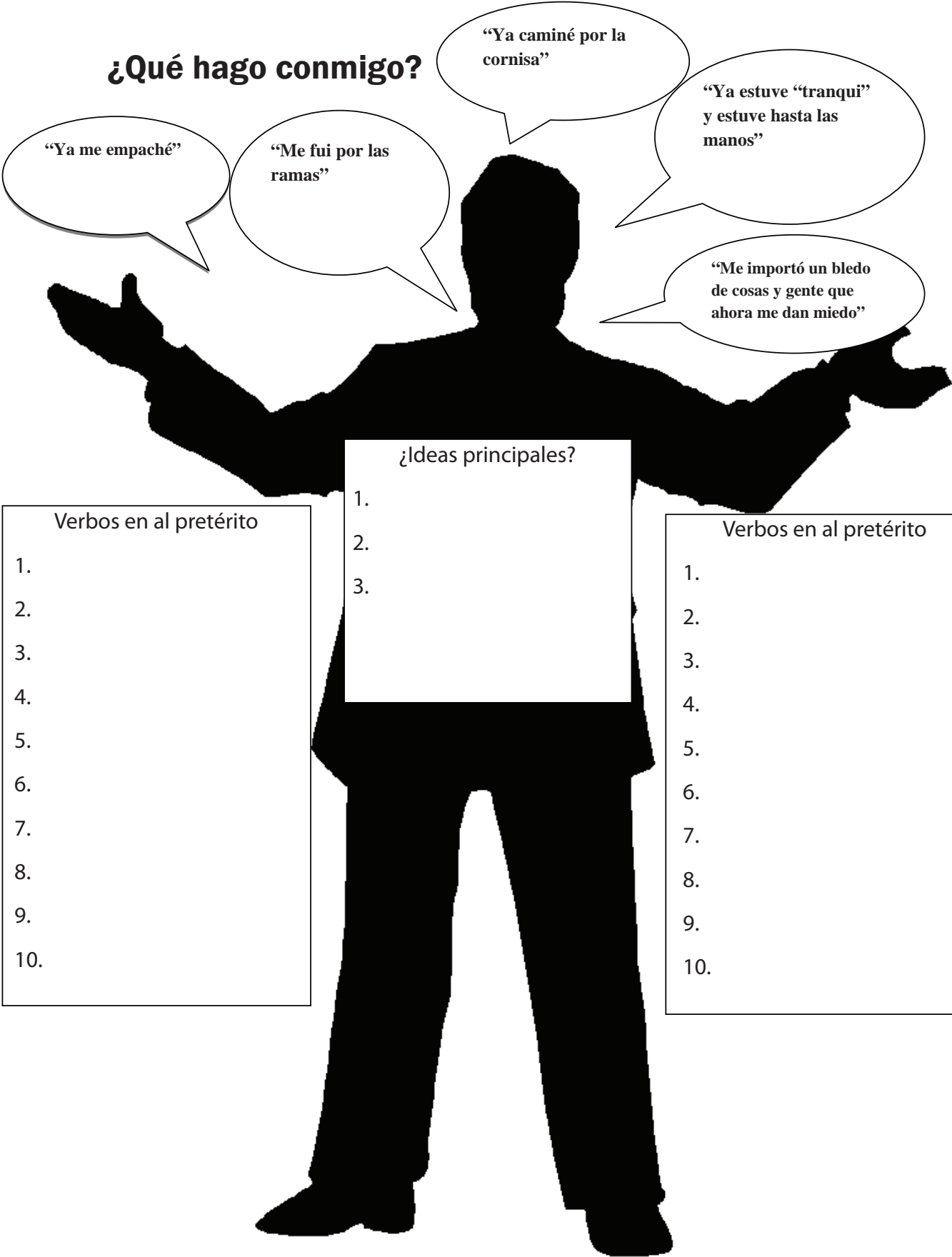
800-342-5285
www.ctslabs.com
Serving Eastern Pennsylvania
Chester Technical Services, Inc.



sansinc.com/PSMLA-V

©2013 SANS Inc. Virtuoso and Soloist are trademarks of Sony Electronics Inc. SANS products incorporate SANS and Sony technology.

¿Qué hago conmigo?



“Ya caminé por la cornisa”

“Ya estuve “tranqui” y estuve hasta las manos”

“Ya me empaché”

“Me fui por las ramas”

“Me importó un bledo de cosas y gente que ahora me dan miedo”

¿Ideas principales?

- 1.
- 2.
- 3.

Verbos en al pretérito

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Verbos en al pretérito

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

TEACHING POETRY IN LEARNING CHINESE FOR STUDENTS OF NOVICE TO ADVANCED

Ming Rui
ruiurbina@yahoo.com

As one of the Chinese language teachers who is constantly striving for better ways to teach Chinese poetry, I have created the following scaffolding worksheets for the poetry that I teach in order to activate the higher order thinking skills of my stu-

dents. Using root words, radicals and other prior knowledge of my students, these worksheets have been able to facilitate my students to reach an overall comprehension of the poems without my direct translation and interpretation of the poems.

The following are the sample info-gap worksheets for the two of the most famous poems from the Tang Dynasty. After finishing the info-gap worksheets in groups, your students can gain a much deeper understanding of the poems by working together through the process of recalling, guessing, and discussion.

Poem 1

chūn xiǎo

春 晓

孟浩然



chūn mián bù jué xiǎo

春 眠 不 觉 晓，

chù chù wén tí niǎo

处 处 闻 啼 鸟。

yè lái fēng yǔ shēng

夜 来 风 雨 声，

huā luò zhī duō shǎo

花 落 知 多 少。

Worksheet 1**Interpretive Task**

Novice Level

I. Key word recognition

Find in the poem the Chinese words/phrases that best express the meaning of each of the following English words/phrases:

spring _____

sleep _____

bird _____

awaken _____

smell _____

know _____

fall (action) _____

everywhere _____

feel _____

night _____

II. Main ideas.

Using information from the poem, provide the main idea(s) of the poem in English.

Poem 2

fēng qiáo yè pò

枫桥夜泊

张继



yuè luò wū tí shuāng mǎn tiān

月 落 乌 啼 霜 满 天 ，

jiāng fēng yú huǒ duì chóu mián

江 枫 渔 火 对 愁 眠 。

gū sū chéng wài hán shān sì

姑 苏 城 外 寒 山 寺 ，

yè bàn zhōng shēng dào kè chuán

夜 半 钟 声 到 客 船 。

Worksheet 2

Interpretive Task

Novice High Level

I. Key word recognition

Find in the poem the Chinese words/phrases that best expresses the meaning of each of the following English words/phrases:

moon	_____	magpie	_____
sky	_____	river	_____
sleep	_____	mountain	_____
fall	_____	night	_____
sound	_____	guest	_____

II. Important words and phrases

First, circle the letter of the ideas mentioned in the poem. For F, G and H, answer the questions. Then, write the letter of that idea next to where it appears in the poem.

A. 月亮落下。

E. 是半夜。

B. 江和火。

F. 地点在哪儿？

C. 乌在唱歌。

G. 鐘聲到那裡？

D. 城外面。

H. 谁在愁？

III. Main ideas.

Using information from the poem, provide the main idea(s) of the poem in English.

IDEAS FOR USING STORIES TO DEVELOP VOCABULARY AND GRAMMAR CONCEPTS

Carol Kauffman
Spanish Teacher/Department Coordinator
Mechanismsburg Senior High School
ckauffman@mbgsd.org

With a focus on literacy and its importance, I have utilized short stories and sections of authentic literature or I have created my own stories that would incorporate the current vocabulary and grammatical elements of our acquisition lesson plans. Once I decide upon a piece of literature, I provide the students with copies of the literary piece. Each line of the story is numbered for ease of instruction. I create a spreadsheet with the pre-determined vocabulary. Each vocabulary word is numbered in the order that it appears in the story. The first column of the spreadsheet or chart includes a space for the numbered vocabulary word. The second column is for the line number where the word is located within the story. The third column is for a synonym; sometimes I just use another definition. The fourth column is where the students can be creative and create some visual/some symbol to represent the targeted vocabulary. The fifth and final column is a definition in Spanish of the vocabulary word. Each student receives this spreadsheet.

Once students receive the story and spreadsheet, then I divide the class up into groups, being careful to have a mix of strong and weak students in each group. Prior to the class, I write all of the vocabulary words on 3 x 5 cards. One side has the word and the number where it should be recorded on the sheet; the other side contains the synonym and definition. In addition, I give the English equivalent of the vocabulary word underneath a small sticky note. This way, the English word is not readily visible to the students. All note cards are mixed up and distributed to the groups. If I have 30 to 40 vocabulary words, I may have six groups of four or five

students. So, I give each group five or more note cards. The group is responsible for dealing the cards to each of the group members. Students take turns announcing the word number, reading the word, spelling it (in Spanish, of course), sharing the synonym and the Spanish definition. As a group, students record it next to the correct number on the spreadsheet, write the line number (there may be several on one line), record the synonym and definition on the chart and work collectively to figure out the English equivalent of the word. Once their guesses have been exhausted, the holder of the card will read the English word. They may not view the English word until they have completed all the required steps. As a group, students will create a symbol to represent the word. When all vocabulary note cards have been revealed, the note cards are exchanged with another group in the class until all sets have been completed. This works well when there are a number vocabulary words. Plus, they now have a graphic organizer to use for studying the vocabulary. Sometimes I have them fold the sheet in half and use an additional column on the outside of the fold so that they may record the word, study the word, and then be able to open up the chart to quiz themselves.

Students have numerous opportunities to revisit the text and use the new vocabulary. I also use the stories for various grammar activities. Students may be asked, either individually or with partners, to rewrite the stories from different points of view or in different verb tenses. I usually have students create their own stories as well. Sometimes their stories are created in sections from sentences that they write at the start of class or as a summary at the end of the class. I have found that, generally, students are less hesitant to write and they write more and better. As an added bonus, students tend to use incidental vocabulary that I had used to explain the target vocabulary. It not only enhances the targeted vocabulary but also encourages the students to take risks in using additional Spanish vocabulary. It is rewarding to see students write their own creative stories.

Example: For the spreadsheet/chart

word	line # in story	synonym	symbol	definition
15. el bosque	20	la selva	Pictures of trees	lugar donde hay muchos árboles

Example: For the note card

Front side

#15 el bosque

Back side

synonym: la selva

definition: lugar donde hay muchos árboles

*Sticky note

*English answer: forest/woods is under the sticky note—I also reinforce sticky note with tape at top of note.

INTERACTIVE READING MODEL LESSON PLAN: HOW TO CHANGE A TIRE

Luke Leiden
MAT Student, University of Pittsburgh
luke.leiden@gmail.com

PART 1

A. Context/Theme: How to Change a Tire

B. Objectives:

1. Functional Objective: SWBAT understand an authentic Spanish text
2. Vocabulary Objective: SWBAT understand words associated with changing a tire (car parts, tools, etc.)
3. Content Objectives: SWBAT become familiar with "how-to" tutorial in Spanish and SWBAT understand how to change a tire
4. Performance Objectives: SWBAT complete IRM activities including:
 - a. SWBAT predict text after reading introduction paragraph
 - b. SWBAT identify words from a chart that are used in text
 - c. SWBAT complete a Venn diagram with selected words from text
 - d. SWBAT put summarized steps from text into correct order
 - e. SWBAT create a summary of the process explained in the text
 - f. SWBAT narrate their summary and act out the summary of another group
 - g. SWBAT find another authentic "how-to" tutorial in Spanish
 - h. SWBAT compare and contrast their "how-to" with this text

C. Grammar: SWBAT review "tú" form commands used in text, and SWBAT create "tú" form commands from form verbs in their infinitive form

D. Goal Areas/Standards: Communication 1.1, 1.2, 1.3; Connections 3.1; Comparisons 4.1

E. Learners:

Students are level 3 Spanish students. They have good grasp of conversational Spanish and have learned basic car part vocabulary. Students are also familiar with how to form "tú" form commands.

PART 2

A. Preparation:

During my preparation stage, students will only see the introduction paragraph from my text. They will have to complete a chart answering questions and making predictions about the text.

B. Comprehension:

In this step the students will have to scan the entire text and put a checkmark next to all of the items that are mentioned in the text. I have 18 different items listed and only 12 are actually in the text.

I will also use this section for a vocabulary words graphic organizer. Since all of the words from the chart are nouns, I have created a Venn diagram with the following categories: *car parts*, *tools needed*, *vocabulary I know*, *vocabulary I don't know*. After the student completes their Venn diagram, they can compare it with a partner.

C. Interpretation:

For this phase I summarized the eight steps mentioned in the text and put them out of order. The student will work in partners to interpret the text to understand the abbreviated steps in order to put them into the correct order. This phase will focus on the grammar objective in which the students will put the infinitive form of the verbs into the "tú" form commands.

D. Application:

For this phase the students will work in groups of four to present a skit of changing a car tire. First, the students will create a summary of the process (in their own words) using "tú" form commands in partners (just 2 students). Next, two groups will be paired together and one group will read their summary (now the script) as the other group acts out the motions.

E. Extension:

The students have just read and comprehended a how-to tutorial in Spanish. For homework they will have to find another authentic how-to tutorial in Spanish from the internet that is no more than 10 steps. They will read their how-to tutorial to the class (acting out the motions as well) and then they will write a comparative essay comparing "how to change a tire" with the how-to tutorial they have selected.

F. Technology Component:

I used the SmartArt feature of Microsoft Word. Since I wanted to create my IRM packet exclusively in Microsoft Word, I was able to find illustrated graphic organizers in the SmartArt tab. The vocabulary Venn diagram came directly from SmartArt.

G. Analysis/Reflection:

Selecting an appropriate text for advanced level learners can be difficult. Since I have spent the majority of the year working with level 1 learners, I was very excited to do this assignment. However, my excitement quickly led to frustration as I could not find an authentic text that I liked. I was searching for culturally relevant texts like diplomas, recipes, and applications. When I looked at them closely they had easy patterns and cognates that were more appropriate for beginning language learners. It was then that I turned my focus to more ordinary things. What could be more ordinary than a text that explains how-to change a tire? Upon reading through this text, I realized that advanced learners had something to gain from ordinary texts. Most advanced learners know very little car vocabulary and many words in the article were not cognates. While I may have missed a cultural opportunity in selecting this text, I certainly did not miss an opportunity in challenging advanced level learners.

An IRM is nothing more than a game plan for breaking down a text into smaller components in order to achieve better com-

prehension. An IRM combines interpretational, interpersonal, and presentational phases in order to create a more meaningful learning experience. Shrum and Glisan's explanation of an interactive model is: "an interactive approach involves actively constructing meaning between the text and personal experience and/or background knowledge" (p. 202). The different tasks in an IRM model act as bridges that connect a text to the student. Important tasks in the IRM are prediction exercises, comparing and contrasting exercises, summarizing exercises, and discussion exercises. All of these tasks are higher up on Bloom's Taxonomy than tasks in beginning language classes. An IRM combines higher level thinking skills that build off of one another in order to challenge an advanced level student to comprehend more difficult texts.

H. SLA Theory that Supports my Lesson Design:

Sociocultural Theory, made up of both Vygotsky's Zone of Proximal Development and Mediation Tools, supports my lesson design. Sociocultural Theory states that language is a social process rather than one that occurs within the individual. The Zone of Proximal Development is the idea that that with help a student can move from their actual development level to their potential development level. Mediation tools are tools that assist students with language acquisition.

During the preparation phase of my lesson, students are asked to make predictions about the text. However, rather than do this alone, they are given questions (mediation tools) that enable them to make predictions. The comprehension phase of the lesson contains a Venn diagram another mediation tool that helps students organize new vocabulary. Also during this phase, students work with partners to compare their Venn diagrams thus creating a social learning environment. In the interpretive phase, I have created summaries of the 8 different steps from the text. My help allows the students to move from their actual developmental level to their potential development level and complete the ordering task. The application phase is perhaps the best example of Sociocultural Theory as students have to work in groups both to summarize the article and act out the skit. This would be a completely different task if they had to do everything individually. Finally in the extension phase, students are able to choose their own how-to tutorial based on my scaffolding of the text. Hopefully, by this point in the IRM the students will have made their potential development levels their new actual development levels.

TEXT & ACTIVITIES

¿Alguna vez te has quedado varado a un lado de la carretera debido a la ponchadora de una llanta, o tienes miedo que algún día quedar atrapado en ese tipo de escenario? ¿Quieres ser capaz de cambiar una llanta sin tener que pedir ayuda? Afortunadamente, el cambio de una llanta es una tarea bastante simple, si no te importa mancharte con un poco de grasa.

1. Lo primero que debes hacer, es mover tu auto fuera del área de circulación, no quieres causar un accidente, prende las luces de precaución de tu auto para que el resto de los automovilistas puedan verte a distancia.

2. Prepara toda la herramienta: llanta de refacción, gato, llave de cruz y un cartón o bolsas de basura. El último es opcional, solamente te servirá para no mancharte a la hora de cambiar la llanta.

3. Con la llave de cruz, afloja las tuercas de la llanta ponchada, girándolas en el sentido opuesto de las manecillas del reloj.

4. Con el gato, comienza a levantar el auto; posiciona el gato en donde requiera tu auto, puedes averiguarlo leyendo el manual; de cualquier forma la mayor parte de las veces se posiciona un poco detrás de la llanta delantera. Levántalo hasta que la llanta ponchada esté a 10 o 15 centímetros por arriba del piso.

5. Quita las tuercas de la llanta que anteriormente aflojaste y jala la llanta hacia tu cuerpo hasta que salga por completo, colócala cerca de ti.

6. Coloca la llanta de refacción y alinea los orificios del rin con los tornillos donde será montada la llanta. Empuja la llanta hasta atrás de forma que no pueda moverse más. Asegúrala con las tuercas que quitaste anteriormente.

7. Baja el auto con ayuda de tu gato hasta que todas las llantas queden en contacto con el piso. Aprieta las tuercas lo más que puedas, comienza con una y sigue con su opuesta.

8. Guarda todas las herramientas y revisa que no olvides nada

Procura ir con el mecánico lo antes posible para que revise tu llanta, pero por el momento estás lista para seguir con tu camino. ¡Buena suerte!

Use to this packet to help guide you through reading an authentic Spanish text.



Created by M. McConville, Kennard-Dale student – submitted by Karen Snyder

A. Preparation Phase

Before reading the entire text, we are just going to focus on the introduction paragraph. Read the following introduction paragraph and fill in the following chart.

“¿Alguna vez te has quedado varado a un lado de la carretera debido a la ponchadura de una llanta, o tienes miedo que algún día quedar atrapado en ese tipo de escenario? ¿Quieres ser capaz de cambiar una llanta sin tener que pedir ayuda? Afortunadamente, el cambio de una llanta es una tarea bastante simple, si no te importa mancharte con un poco de grasa.”

Do you have any personal experience with this subject?	
Who might read this text?	
How long do think the text might be? (sentences, paragraphs, etc.)	
Who could have written this text?	
Where do you think this text is from?	

B. Comprehension Phase

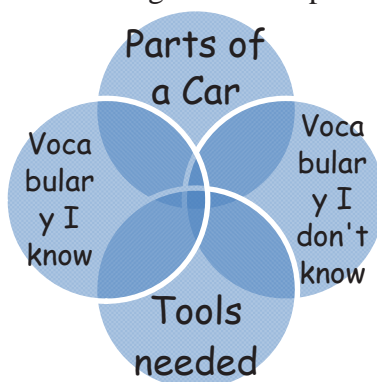
Put a check mark next to all the things that the text mentions.

Things mentioned in Text

<input type="checkbox"/>	Un auto	<input type="checkbox"/>	Unas bolsas de basura
<input type="checkbox"/>	Una bicicleta	<input type="checkbox"/>	Una bolsa de papas fritas
<input type="checkbox"/>	Unos luces de precaución	<input type="checkbox"/>	Una llanta ponchada
<input type="checkbox"/>	Unas parabrisas	<input type="checkbox"/>	Una televisión
<input type="checkbox"/>	Una llanta de refracción	<input type="checkbox"/>	Un manual
<input type="checkbox"/>	Un gato	<input type="checkbox"/>	Unas tuercas
<input type="checkbox"/>	Un perro	<input type="checkbox"/>	Unos tornillos
<input type="checkbox"/>	Una llave de cruz	<input type="checkbox"/>	Un martillo
<input type="checkbox"/>	Un cartón	<input type="checkbox"/>	Mucha suerte

Vocabulary Comprehension

Put the items with a checkmark (items included in text) into the following groups. After completing compare your Venn diagram with a partner.



C. Interpretation Phase

The text includes 8 different steps. Here are abbreviated summaries for each. With a partner, first change the infinitive form of the verb into a “tú” form command, then put them in the correct order based on your interpretations from the text.

Order (1-8)	Infinitive Form	“Tú” form Command
	Poner la llanta de refacción	_____ la llanta de refacción
	Subir el auto	_____ el auto
	Volver las herramientas	_____ las herramientas
	Poner el auto en un lugar seguro	_____ el auto en un lugar seguro
	Mover las tuercas	_____ las tuercas
	Quitar las tuercas y la llanta mala	_____ las tuercas y la llanta mala
	Regresar al auto al suelo	_____ al auto al suelo
	Sacar las herramientas	_____ las herramientas

D. Application Phase

For this phase you will work in groups of 4 to present a skit of changing the tire. First you will create a summary of the process (in your own words) using “tú” form commands with a partner. Next you and your partner will be paired with another group and one group will read their summary (now the script) as the other group acts out the motions.

E. Extension Phase

You have just read and comprehended a how-to tutorial in Spanish. For homework you will have to find another authentic how-to tutorial in Spanish from the internet that is no more than 10 steps. You will read your how-to tutorial to the class (acting out the motions as well) and then you will write a comparative essay comparing “changing a tire” with whatever how-to tutorial you have found.



Photo submitted by John Grande of Upper Moreland School District

CREATIVE WRITING: PREGUNTAS A QUEMARROPA

Anxo Otero Ruiz
Spanish Teacher, The Agnes Irwin School
aotero-ruiz@agnesirwin.org

Le llaman señor Castellano. A veces Señor, a secas, lo que le causa no poca desazón. Él preferiría que le llamaran profe. También le gustaría mantener firme el timón de sus clases todos los días, pero le cuesta porque sus alumnas le han encontrado un punto débil. Así que, de vez en cuando, le lanzan alguna pregunta con intenciones descaradamente aviesas. El profe hace lo que puede por no descarrilar, pero suele caer en la trampa. Sabe qué traman sus alumnas, pero el delicioso embuste de hacerse el iluso acaba imponiéndose. Sin excepción, el juego se le repite en la mente, porque el profe Castellano no es capaz de dejar el disfraz de profesor en el portal de la escuela.

¿Usted piensa en inglés o en español?

A quemarropa: En español, por supuesto. Aunque cuando hablo de según qué asuntos me resulta más fácil hablar en inglés.

En el carro: La verdad, pienso en inglés y en español. Depende de dónde y con quién. De camino a casa, mientras escucho a Terry Gross en el radio, pienso sólo en inglés. Pero si pongo en el reproductor un disco de Juan Luis Guerra, pensaré en español. Hay palabras en inglés que se me han incrustado y de primeras no sé como decir en español: *basement, condo, vacation*. Hay otras que me cuesta esquivar y caigo en cosas como: *chechar, aplicar, locar*.

Pero en realidad, pienso en las dos al mismo tiempo. O sea, hasta cierto punto se me hace ya normal situar una retahíla de adjetivos delante de su sustantivo; o estructuras pasivas; incluso las *question tags*. La mente se te amolda a esos atajos que conducen te hacen perder cintura para seguir los giros de tu idioma y acabas cayendo en aberraciones como "Pero él no estaba supuesto que estuviera aquí", o "Ya me llamará para atrás".

¿Cuánto tardó en aprender a hablar inglés?

A quemarropa: Lo he estudiado casi toda mi vida. En ello me centré durante mis cuatro años en la universidad y, aun así, no tengo la sensación de hablarlo correctamente.

En el carro: En realidad, creo que nunca estaré cerca de dominarlo. Después de tantos años, me avergüenza tener que repetir mis *órdenes* en las cafeterías. Bueno, aunque esto no tiene que ser sólo culpa mía. Qué tan difícil es de entender *tall decaf latte*?

Confesaré un error que cometo con frecuencia grosera: los posesivos. Me sé la diferencia desde los diez años, pero mi magín no se resiste a asignar un género gramatical a los sustantivos y acabo diciendo *his* donde debería decir *her*, o incluso *their*. En algunos casos de manera estrepitosa, delante de la jefa, o del padre de alguna novia.

Pero usted lo habla muy bien. No se preocupe.

A quemarropa: Ya, pero... cuando hablo en inglés, cuánto tardan en darse cuenta de que no soy un hablante nativo? Hay gente que consigue camuflarse completamente. Yo nunca lo lograré, pero he de pechar y vivir con ello.

En el carro: ¡Qué alumna tan simpática! ¡Y qué inteligente!

¿Cómo consigue uno comprender y hablar el otro idioma sin esfuerzo?

A quemarropa: Mira, es un poco como aprender a montar en bicicleta. Al principio, el esfuerzo que tienes que hacer para no dejar de pedalear te impide pensar en dirigir el manillar y mucho menos en mantener el equilibrio. Cuando empiezas a hacer las tres cosas a la vez, apenas puedes avanzar unos pocos metros antes de tener que apoyar el pie en el piso. En cambio, a medida que practicas y ganas soltura, llega un momento en el que manejas la bicicleta sin pensar en ninguna de las tres actividades que antes te costaba tanto realizar de forma separada. Ahora mismo, cuando ustedes intentan hablar de algo que les sucedió, el esfuerzo mental que tienen que hacer para recordar un verbo y su concordancia con un sujeto hace que a veces olviden utilizar la forma del pretérito. Es una etapa natural del proceso de adquisición de otro idioma. Cuando la superan, las terminaciones de pretérito, por ejemplo, acuden a la mente de uno de forma inconsciente, sin esfuerzo. Lo cual les permite invertir el esfuerzo mental en otras tareas.

En el carro: Si persisten en aprender el idioma, llegará un momento en que podrán sujetar sus conjugaciones sin que se les desparrame el tiempo verbal o se les extravíe el vocabulario. Podrán entonces utilizar verbos más específicos que **ser** sin tener que poner pie en tierra para consultar *Google translate*. Hasta llegará un punto en el que les parecerá normal empezar las oraciones con el objeto directo. Los pronombres de objeto se les aparecerán antes de verbos y no les costará descifrar y enunciar oraciones como "Esta historia me la contó mi hermano" o "A los perros ya les di de comer".

Qué ejemplo más bueno el de la bicicleta. Sí señor. De hecho, montar en bicicleta se parece mucho a hablar otro idioma. Hay personas que montan en bicicleta para hacer ejercicio, otros para llegar más rápido a algún lugar, otros para pasar el rato. Incluso entre los que se lo toman como deporte hay diferencias notables: los hay que compiten en carreras de fondo, los hay que lo hacen en carreras de velocidad, los hay que lo hacen en competiciones de habilidad, los hay que se lanzan cerro abajo, y los hay que prefieren dar vueltas en velódromos.

Con los idiomas sucede lo mismo. Los hay que utilizan el idioma aprendido porque viven en otro país, los hay que se sirven de él para estudiar una cierta literatura, los hay que lo estudian para poder comprender una cinematografía. Los hay que lo aprenden por si acaso les hace falta y jamás les surge esa ocasión. Los hay que se ganan la vida enseñándolo, pese a no haber sido los más aventajados en el proceso de aprendizaje, y eso a su vez los hace especialmente aptos para desempeñar su trabajo. Conozco a gente muy dotada para aprender idiomas que no halla mérito alguno en hacerlo.

En ambos casos, existen personas para las cuales es un aspecto central de su forma de vivir y percibir el mundo. O sea, los hay que ven la pirámide del Sol y piensan: ¿sería yo capaz de bajar en bicicleta todas las escaleras sin caerme? O ¿cómo harían los conquistadores para comunicarse con los aztecas? ¡Quién pudiera ver a la Malinche aprendiendo español de Extremadura!

AGNES IRWIN SCHOOL FRENCH STUDENTS WIN CREATIVE ARTS COMPETITION

Barbara P. Barnett
Teacher of French, The Agnes Irwin School
bbarnett@agnesirwin.org

Two Agnes Irwin School French students Prianka Bedi and Sofia Xargay, won First Prize for Music in the 11th/12th grade category in the 2013 Mordechai Anielewicz Creative Arts Competition. After completing an interdisciplinary unit about the Nazi-occupation of France during World War II, the two young women wrote a song in French about the importance of standing up against all forms of prejudice and intolerance. Mlles Bedi and Xargay composed the music, wrote the lyrics and performed their song "Résistez" as a call to resist against the modern injustices that plague our world today. Their moving piece has been incorporated into a documentary film entitled *Hommage aux Justes de France* (Homage to the Righteous of France), co-directed by their French teacher Barbara P. Barnett and recent AIS graduate Alexandra Pew.

Students were asked to respond creatively to the six-week unit on resistance and collaboration in Vichy France. Some wrote

poetry, kept journals, created collages or, in this case, composed a piece of music. According to Bedi, "This song was made in the hope that others would be inspired to stand up against prejudice and inequity in their lives as we were inspired by the brave members of the French Resistance. Our song is a tribute to all those who believe that we are our brother's keeper."

Named in memory of the heroic young leader who organized Jewish resistance and gave his life fighting in the Warsaw Ghetto Uprising of 1943, the Mordechai Anielewicz Creative Arts Competition, now in its 40th year, provides students in grades 7-12 of all religious and ethnic backgrounds with an opportunity to respond to the Holocaust and its related issues through creative expression. Students are invited to submit original written, musical, art, film, and creative dance works which focus on Holocaust themes. The contest is named in memory of the 19-year-old leader of the Jewish revolt against the Nazis in the Warsaw Ghetto. Prianka and Sofia were invited to perform their original piece at an exhibition and award ceremony at the Moore College of Art and Design. Prianka spent the summer studying in Paris at the Sorbonne. Sofia, who also speaks Spanish fluently, spent several weeks in Barcelona. Both will take the Advanced Placement French course during the 2013-2014 academic year.

Les enfants innocents, qui sont arrêtés
Les femmes qui pleurent dans les rues
Les hommes qui meurent chaque jour
pour nous libérer!

Pourquoi personne n'a rien fait?
Pourquoi personne n'a rien change?

On ne peut pas être passif!
On ne peut pas être spectateur!
On doit résister,
On doit résister!

Les gens qui luttent pour nous défendre;
Qui sont blessés en sauvant leur pays
La vie continue toujours!
Pourquoi elle continue?

On ne peut pas être passif!
On ne peut pas être spectateur!
On doit résister
On doit résister!

On ne peut pas être passif!
On ne peut pas être spectateur!
On doit résister
On doit résister!

Dieu, sauvez nous, donnez nous
l'espérance qui nous manque.
Donnez nous la force, le courage,
La puissance. Aidez nous!
Sauvez la France !
Nous vous supplions,
Donnez nous la liberté!



KIZUNA (BOND) EXCHANGE PROGRAM IN PITTSBURGH ALLDERDICE HIGH SCHOOL

Isabel Espino de Valdivia Ph.D.
Pittsburgh Allderdice High School
idevaldivia@gmail.com

The Kizuna (Bond) Project, a Youth Exchange Project between the US and Japan and sponsored by the Japanese government and the Japan Foundation, supports Japan's recovery from the Great East Japan Earthquake. In June 2012, Pittsburgh Allderdice Japanese Program students were selected to be part of the Kizuna (Bond) youth exchange project and twenty-three Allderdice students travelled to Japan for two weeks where they visited the disaster area, did volunteer work and learned first-hand about the earthquake and tsunami from fishermen,

firefighters, teachers and students in Ibaraki Prefecture. In exchange, Japanese students from Hitachi city in Ibaraki Prefecture visited Allderdice in November 2012. The Japanese students did homestay with Allderdice families, attended classes and also visited Manchester Craftsmen's Guild in Pittsburgh-Pennsylvania. On November 8th, the Japanese survivor students took part of a community forum where they gave accounts of the 2011 earthquake and their reconstruction efforts. In addition, Kizuna Allderdice students shared their stories and experiences about their Japan trip. Pittsburgh Taiko and Japan America Society of Western Pennsylvania also participated in the event that included origami and Kimono dressing. The many events and activities related to the Kizuna project created wonderful opportunities for students from two different cultures to interact and learn from each other.

