EXPERIENTIAL PROFESSIONAL DEVELOPMENT:
PROMOTING COMMUNICATIVE LANGUAGE TEACHING
WITH EXPEDITIONARY LEARNING OUTWARD BOUND DESIGN

A Thesis in
Curriculum and Instruction
by
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ABSTRACT

Experiential professional development (EPD) that has been integrated into the school day in World Language (WL) classrooms creates opportunities for teachers to learn to use a communicative approach to language teaching (CLT) through experience. CLT allows students to develop functional ability in the language through communication (Savignon, 2002). This model of EPD is a ten-week learning expedition, influenced by Expeditionary Learning Outward Bound (ELOB) design (Campbell et al., 1998, Cousins 1998). The course was offered by a major U.S. university to a local public school district in spring 2004. At school, four Spanish teachers collaborated with colleagues, students and the EPD consultant to design, teach and reflect on communicative activities implemented in classroom lessons.

During the EPD course, the teachers’ classes were observed everyday. Immediately following EPD, classes were observed twice a week for three weeks, and again twice a week for three weeks in September, 2004 (five months after EPD). All observations were conducted by the researcher.

To better understand what happened as a result of EPD, this study asked the following research questions: 1) To what extent, if any, does EPD affect teacher understandings of CLT? 2) What are the effects of ELOB design on EPD? 3) To what extent, if any, does EPD affect curriculum design in the teachers’ classrooms? 4) How is EPD perceived by WL teachers and administrators?

Analysis of multiple data (fieldwork reports and reflection papers from teachers; teacher, student, administrator questionnaires; researcher’s fieldnotes from observations and meetings) through mixed methods provide evidence that an EPD experience of this kind allows teachers to stray away from more traditional WL methods focusing on grammar and translation. EPD teachers were able to provide classroom activities that demonstrated true understanding of CLT.

During EPD, classroom teachers can gain knowledge and experience on effective methods, which may be old or new, in a way that they can apply to their classroom lessons, and they get credit for it. EPD with practicing classroom teachers may help to advance reform efforts in U.S. education not only in WL classrooms, but in all classrooms.
# TABLE OF CONTENTS

## LIST OF DIAGRAMS

### viii

## LIST OF FIGURES

### ix

## LIST OF TABLES

### x

## LIST OF ABBREVIATIONS

### xi

## ACKNOWLEDGEMENTS

### xii

## DEDICATION

### xiii

## CHAPTER ONE: INTRODUCTION TO THE STUDY

Overview

1. Purpose of the study

2. Researcher stance and defining the study

3. Research questions

## CHAPTER TWO: REVIEW OF LITERATURE

Overview

1. Communicative Competence and Communicative Language Teaching

2. Defining Deep Structure of Schooling

3. Deep Structure in U.S. WL Curriculum

4. Professional development in the U.S.

5. Outward Bound and Expeditionary Learning Outward Bound Design

6. Promoting CLT with ELOB Design in WL classrooms

Summary

## CHAPTER THREE: METHODOLOGY

Overview

1. The EPD Model

2. The context

3. The participants

4. Role of the researcher

5. Mode of inquiry

6. Data collection methods and procedures

   Administrator questionnaire

   Student questionnaires

   Teacher questionnaires
### CHAPTER FOUR: THE PRE- AND POST-EPD PERSPECTIVE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>80</td>
</tr>
<tr>
<td>4.1 Teacher learning goals for EPD</td>
<td>80</td>
</tr>
<tr>
<td>4.2 WL curriculum components pre- and post-EPD</td>
<td>84</td>
</tr>
<tr>
<td>4.3 Essentials to WL teaching</td>
<td>90</td>
</tr>
<tr>
<td>4.4 Perceptions of professional development</td>
<td>92</td>
</tr>
<tr>
<td>4.5 Features fundamental to EPD</td>
<td>99</td>
</tr>
<tr>
<td>Summary</td>
<td>108</td>
</tr>
</tbody>
</table>

### CHAPTER FIVE: IMPLEMENTING CLT DURING EPD

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>110</td>
</tr>
<tr>
<td>5.1 Defining communicative and CLT</td>
<td>110</td>
</tr>
<tr>
<td>5.2 Teachers’ perspective at the beginning of EPD</td>
<td>113</td>
</tr>
<tr>
<td>5.3 Students’ perspective at the beginning of EPD</td>
<td>114</td>
</tr>
<tr>
<td>Students’ reactions to CAs at February meeting</td>
<td>117</td>
</tr>
<tr>
<td>5.4 CAs integrated into the curriculum during EPD</td>
<td>120</td>
</tr>
<tr>
<td>Daily questions</td>
<td>126</td>
</tr>
<tr>
<td>Writing</td>
<td>129</td>
</tr>
<tr>
<td>Interviewing</td>
<td>131</td>
</tr>
<tr>
<td>Dialogues/skits/improvisation</td>
<td>137</td>
</tr>
<tr>
<td>Immersion day</td>
<td>151</td>
</tr>
<tr>
<td>Power point presentations</td>
<td>159</td>
</tr>
<tr>
<td>Implicit grammar/vocabulary teaching</td>
<td>165</td>
</tr>
<tr>
<td>Jump Start Spanish™</td>
<td>168</td>
</tr>
<tr>
<td>Computer chat/Instant Messenger</td>
<td>169</td>
</tr>
<tr>
<td>Field trip/scavenger hunt</td>
<td>178</td>
</tr>
<tr>
<td>5.5 Students’ descriptions of CAs at the end of EPD</td>
<td>181</td>
</tr>
<tr>
<td>5.6 Positives and negatives of CAs according to students</td>
<td>184</td>
</tr>
<tr>
<td>5.7 Frequency of CAs</td>
<td>188</td>
</tr>
<tr>
<td>5.8 Frequency of Spanish use by teachers and students during CAs</td>
<td>190</td>
</tr>
<tr>
<td>5.9 Teachers’ comments with deep structure</td>
<td>192</td>
</tr>
<tr>
<td>5.10 Evidence of deep structure in curriculum of EPD teachers</td>
<td>195</td>
</tr>
<tr>
<td>Phrase/story translation</td>
<td>196</td>
</tr>
<tr>
<td>Vocabulary presentation through “listas”/Review through drill and games</td>
<td>205</td>
</tr>
</tbody>
</table>
CHAPTER SIX: THE EFFECTS OF EPD ON CURRICULUM DESIGN AND UNDERSTANDING CLT

Overview 231
6.1 Teachers’ perceptions of effects of EPD on curriculum design 232
6.2 Communicative activities post-EPD 236
   Daily questions 238
   Writing 246
   Interviewing 250
   Dialogues/skits/improvisation 256
   Games 266
   Presentations 268
   Implicit grammar/vocabulary teaching 270
   Jump Start Spanish™ 276
   Computer chat 278
   Computer blogs/Instant Messenger 281
   Language and culture not separated 289
6.3 Evidence of deep structure in curriculum after EPD 295
   Phrase/story translation 297
   Vocabulary presentation through “listas”/Review through drill and games 301
   Actividades/grammar practice worksheets 307
   Explicit grammar teaching 310
   Audio-lingual method 321
   Language and culture separated 323
   Unnecessary use of English 325
6.4 Understanding CLT 328
   Teachers’ understanding of CA and CLT 329
   Students’ understanding of CA 333
   Positives and negatives of CAs according to teachers 334
   Student participation in EPD meetings 344
Summary 345

CHAPTER SEVEN: SYNTHESIS AND CONCLUSION 347

Overview 347
7.1 Synthesis of the findings
To what extent, if any does EPD affect teacher understandings of CLT? 347
What influences, if any, does ELOB design have during EPD? 351
To what extent, if any, does EPD affect curriculum design in the classrooms of the teachers? 360
How is experiential professional development perceived by WL teachers and administrators? 364
7.2 Limitations of the study 366
7.3 Conclusion 368

REFERENCES 376

APPENDICES 388
Appendix A EPD research timeline 388
Appendix B EPD syllabus 391
Appendix C EPD Teacher questionnaires 405
Appendix D Administrator questionnaire 417
Appendix E Student questionnaires 419
Appendix F EPD observation data sheet 425
Appendix G Board cartoons 426
Appendix H Information-gap activity (during EPD) 428
Appendix I Power point presentations 430
Appendix J Art museum vocabulary 433
Appendix K Computer chat instruction sheet 434
Appendix L “Listas” (during EPD) 435
Appendix M Games (during EPD) 439
Appendix N Actividades/grammar practice worksheets (during EPD) 443
Appendix O Writing requirements (during EPD) 455
Appendix P Culture activities (during EPD) 456
Appendix Q Potential communicative activities (during EPD) 458
Appendix R Information-gap activity (after EPD) 468
Appendix S Las introducciones dialogue rubric 470
Appendix T Neighborhood drawing 471
Appendix U Culture information-gap activity 472
Appendix V Short story activities 476
Appendix W “Listas” (after EPD) 490
Appendix X Classroom objects exam 492
Appendix Y Games (after EPD) 493
Appendix Z Actividades/grammar practice worksheets (after EPD) 497
Appendix AA Las Vocales song 505
Appendix BB Culture activities (after EPD) 506
Appendix CC EPD after-school meetings agendas 518

Appendix AA Las Vocales song 505
Appendix BB Culture activities (after EPD) 506
Appendix CC EPD after-school meetings agendas 518
# LIST OF DIAGRAMS

**CHAPTER TWO: REVIEW OF LITERATURE**  
Diagram 2.1 The origins of EPD  

**CHAPTER THREE: METHODOLOGY**  
Diagram 3.1 The EPD model
LIST OF FIGURES

CHAPTER FOUR: THE PRE- AND POST-EPD PERSPECTIVE 80

Figure 4.1 Pre-Daniella Spanish II 85
Figure 4.2 Pre-Daniella AP Spanish 85
Figure 4.3 Post-Daniella Spanish II and AP 86
Figure 4.4 Post-Daniella Writing and Speaking 86
Figure 4.5 Pre-Raquel Spanish I 87
Figure 4.6 Post-Raquel Spanish I 87
Figure 4.7 Pre-Sergio Spanish II 87
Figure 4.8 Post-Sergio Spanish II 87
Figure 4.9 Pre-Sophia Spanish I and II 88
Figure 4.10 Post-Sophia Spanish II 88
LIST OF TABLES

CHAPTER FIVE: IMPLEMENTING CLT DURING EPD

Table 5.1 Communicative activities (CAs) observed during EPD 125
Table 5.2 Teachers’ perceptions of frequency of CAs in EPD classrooms 188
Table 5.3 Students’ perceptions of frequency of CAs in EPD classrooms 189
Table 5.4 Comparison of teacher and student perceptions of frequency of Spanish use during CAs in EPD classrooms 191
Table 5.5 Evidence of deep structure in activities during EPD 195

CHAPTER SIX: THE EFFECTS OF EPD ON CURRICULUM DESIGN AND UNDERSTANDING CLT

Table 6.1 Communicative activities observed both during and post-EPD 237
Table 6.2 Evidence of deep structure in activities during and post-EPD 296
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAs</td>
<td>Communicative Activities</td>
</tr>
<tr>
<td>CC</td>
<td>Communicative Competence</td>
</tr>
<tr>
<td>CLT</td>
<td>Communicative Language Teaching</td>
</tr>
<tr>
<td>CMC</td>
<td>Computer-mediated communication</td>
</tr>
<tr>
<td>ELOB</td>
<td>Expeditionary Learning Outward Bound</td>
</tr>
<tr>
<td>EPD</td>
<td>Experiential Professional Development</td>
</tr>
<tr>
<td>IM</td>
<td>Instant Messenger</td>
</tr>
<tr>
<td>MVHS</td>
<td>Mountain Valley High School</td>
</tr>
<tr>
<td>PD</td>
<td>Professional Development</td>
</tr>
<tr>
<td>SP</td>
<td>Spanish</td>
</tr>
<tr>
<td>WL</td>
<td>World Language</td>
</tr>
</tbody>
</table>
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DEDICATION

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Chapter One

Introduction to the study

Overview

In this chapter, I begin with the purpose of the study. After acknowledging my stance as a researcher, I define the study, briefly explain the research method employed and state the research questions.

1.1 Purpose of the study

Since the late 1800s U.S. educators and the general public have witnessed considerable tinkering with school curricula that does not seem to have had much direct effect in classrooms. New research is reported with some urgency in educational journals, presumably with a goal to make schools better, and is followed by curriculum changes implemented by politicians, policy makers, school administrators and department heads. Teachers are expected to understand both these changes and the research that supports their introduction. But while most administrators today impose curriculum by means of top-down reform (i.e. standards), classroom teachers often lack either the resources or the strategic knowledge needed to put the theory and research to practical use. Research may show certain methods to benefit student learning, but if teachers are not given opportunities to observe diverse teaching strategies or time to experience these strategies in their own classrooms, innovation in curriculum will not be visible long term. Moreover, the “deep structure of schooling” (Tye, 2000) continues to influence teaching methods, making change in curriculum difficult.
For more than thirty years now, U.S. World Language\(^1\) (WL) teachers have been expected to implement the curriculum reform proposals of the 1970s that were based on a representation of language and language development as essentially meaning-based, or communicative in nature (Canale and Swain, 1980; Canale 1983; Savignon, 1983, 1997). Researchers have provided conclusive evidence of the benefits of teaching students to function in the language in place of learning solely about the language (Savignon, 1972; Lightbown and Spada, 1993). And yet, many U.S. WL high school classroom teachers continue to focus primarily on grammar and translation, and to use English as the medium of instruction when designing curriculum and teaching lessons. As a result, students continue to endure the drill and textbook grammar exercises with memorization of verb conjugations and grammar rules, failing to develop an appropriate degree of communicative competence (CC).

Research that documents specific observation of the teaching methods of U.S. WL high school teachers is severely lacking in educational and modern language journals. Some research focuses on teachers in the university setting. In Connor-Linton (1996), Allen (2002), Lozano et al. (2002), the authors do not state, but infer that WL high school teachers focus predominantly on grammar in their classrooms. They also recommend professional development (PD) as an effective way to get teachers to implement more activities that focus on communication. Rifkin (2003) notes that grammar should not be the most important topic in the U.S. WL classroom, and Hall (2004) documents evidence of one high school Spanish teacher who did not promote development of CC through practice of speaking with his beginning-level students.

\(^1\) Instead of “second” or “foreign” language, I prefer to use the term “world” language when referring to the learning and the teaching of a language other than English in the United States. Also see Watzke (2003).
In order to promote a communicative model of language teaching (CLT) (see Finocchairo and Brumfit, 1983; Berns, 1984, 1990; Nunan, 1991; Thompson, 1996; Savignon, 1983, 1997, 2002), many researchers suggest that it is necessary for WL teachers to engage in PD (for example, Nunan, 1987; Kleinsasser, 1989; Glisan, 1996; Crookes, 1997; Sato and Kleinsasser, 1999; Sato, 2002; Schwartz, 2002; Hongboontri, 2003). They want to see more focus on communication than on grammar and translation during instruction in WL classrooms.

Perhaps the main problem is that schools or departments do not provide WL teachers with opportunities in their classroom to understand, to experience and to promote the methods of CLT. “Deep structure” (Tye, 2000) constitutes a barrier that inherently makes it difficult to change curriculum. PD that is experiential in nature is needed to motivate teachers to try innovative practice and create a desire to change curriculum in a meaningful and lasting way (Cuban, 1993; Darling-Hammond and McLaughlin, 1995; Joyce and Showers, 2002; Nolan and Hoover, 2004; Peery, 2004).

The Expeditionary Learning Outward Bound (ELOB) design principles (Cousins, 1998) can be used to guide teachers to use CLT in WL classrooms when designing lessons. Influence from the ELOB design principles during experiential professional development (EPD) can provide opportunities for teachers to integrate communicative activities (CAs) (Ellis, 1982, 1997) through fieldwork, collaboration, reflection, observation and demonstration (Campbell et al., 1998; Cousins, 1998; Duckworth, 1996, 2001). EPD that occurs during the school day, in the classrooms of WL teachers when teaching their students, can create opportunities during which teachers learn CLT through experience.
1.2 Researcher stance and defining the study

Since I was a high school student, I have attempted to improve WL education by working with teachers. It began with a suggestion to my French II teacher that the class play Pictionary to remember the vocabulary we were studying at the time. It continued in French III when I asked my teacher if we could act out different scenes from *Le Petit Prince* (de Saint-Exupéry, 1946). At the age of fourteen, I wanted to learn how to communicate in French and did not believe that this was going to happen through study of grammar and translation or by completing boring textbook activities.

My belief that we should be using French in the classroom in order to learn it was reinforced when I suddenly was required to speak French in the college classroom and struggled. I realized that my high school French teachers did not fully prepare me to communicate in French and earn an “A” for the intermediate French college course I took my junior year. Coincidentally, that same semester I was required to take an “Introduction to Foreign Language Teaching” course in order to become a high school French teacher. In the teaching course, I learned about the communicative approach (Savignon, 1983) that my French-Canadian teaching assistant was using in my French course. As I adjusted to this “new” method of teaching, I learned about the theory behind it in the education course. As a result of experiencing CLT and also studying its impact on language teaching, my ambitions to teach in this manner intensified. Not only did I make the decision to teach French in a communicative manner, but I aspired to a career of teaching teachers to use CLT.

Several years later, after teaching French to high school students and working with teachers at various times in their careers, I had to decide what research mattered to
me most in my doctorate study. With a plethora of ideas in my head, one presentation catalyzed my final decision.

As part of her weekend-long interview, a highly respected and dedicated professor of applied linguistics and WL education presented her—now published—research (Hall, 2004). She described how she had found evidence that one high school Spanish teacher did not promote socialization with his beginning-level students in a way that allowed them to practice speaking. She showed numerous examples of how students were not challenged socially or intellectually to develop Spanish communicative skills, abilities and understandings. She criticized the teacher for not providing students with opportunities to use Spanish in a cognitively, linguistically, socially meaningful, or motivating manner. Claims were made that students studied vocabulary lists, grammar structures and communicative acts, and were asked to list, label, repeat and recall. In her conclusion, suggestions included the need for a more complete understanding of pedagogical conditions created in WL classrooms with careful investigation into the socialization practices that occur in multiple learning environments.

Absent from her concluding remarks was a proposal for reform. No reflection was given to what action could have been taken during or after the analysis of the data to improve the pedagogy. The gap between theory and practice, the high school and university classroom, the practitioner and the researcher was widened further. My commitment to teach teachers to use CLT was renewed and accentuated. My plan was to do research with and for teachers. Obstacles arose, but with determination, vision and tentative support, my proposal for EPD turned into a course, and teachers enrolled.
My approach to research and analysis has been criticized by some of my mentors past and present. They have referred to me as an “evangelist” in my writing and questioned me about the “Hawthorne effect” in my approach to research. In response to these comments, I researched both terms and proceeded with caution in implementing and interpreting the findings of this study.

A daughter of a former Catholic missionary priest who spent fourteen years preaching in Korea, I am not surprised that during my upbringing I could have developed an approach to teaching, researching and informing that gives some people the impression that I believe that I can save language teaching (Maley, 1984). In the past, present and the future, my father’s charisma, along with his deep knowledge gained from seventy-five years of life experience as a son, brother, missionary, husband, hospital administrator, father, philosophy instructor, and artist has affected, and will continue to affect my approach to teacher education. Spirituality and service have been guiding principles instilled in my own teaching approach, and experience has taught me to be cautious in sharing what I believe, as well as what and how I preach it.

Although I am conscious of the effects of subjectivity in research, I believe that mention of the Hawthorne effect soon could disappear. In 1927-1932, Mayo (1933) led a team from the Harvard Business School in a research project at the Hawthorne Plant of the Western Electric Company in Cicero, Illinois. Evidence was found that linked an increase in worker productivity to the mere fact that the workers were psychologically stimulated by the personal attention they received from the researchers. Although this conclusion seems perfectly feasible, some have found the conclusions from the study to be flawed because of weaknesses in the research design (for more on the Hawthorne
effect see Roethlisberger and Dickson, 1939; Carey, 1967; Franke and Kaul, 1978; Rice, 1982; Parsons, 1992). For example, Rice (1982) suggested that women in the Hawthorne study simply may have worked harder to earn more money during the Depression.

I believe that bias is ever-present, and that objectivity is impossible in educational research. Of course my knowledge and experience could have some sort of an effect on my students. I believe that most teachers teach to change lives. Practicing teachers in this study, who often felt like they were not heard or lacked support from each other and administration (see Chapter Four), may have been psychologically motivated to try different methods in their classroom because I was present. But in this study, my words, my judgment, and my action with the teachers had to be carefully and strategically communicated. Tension was sensed and felt by me; CLT was not implemented without resistance.

After considering what research designation to give my study, I determined it to be participatory action research (Denzin and Lincoln, 1998; Richards, 2003). I had an agenda to intervene in WL high school classrooms and to promote and support teachers to integrate CAs into their classrooms. My previous experience working as a high school teacher, WL methods instructor and supervisor prepared me for the communitarian politics (Denzin and Lincoln, 1998) I experienced. In my action, I worked to promote egalitarian rights and just process in situations that could have been threatening to the established order (Denzin and Lincoln, 1998).

As an insider-outsider, participant-observer, practitioner-researcher in this study, I aimed to increase awareness and practice of CLT as well as collaboration among language teachers to enhance WL learning in the classroom with support from school
administrators and me. Teachers who enrolled did so with vision of improving their own practice (see Chapter Four). This research was not merely “tinkering, awareness gathering or information gathering” (Richards, 2003, p. 257). It was about empowering teachers and their students through participatory inquiry into CLT with emphasis of “systematic testing of theory in live-action contexts” (Denzin and Lincoln, 1998, p.279).

Together we repeatedly planned, acted, observed and reflected (see Chapters Three, Four and Five). In the data analysis, individual and shared reflection into the research and development were integrated (Richards, 2003). I was concerned with the learning of my students—the teachers—but also indirectly and equally concerned with their students’ learning. My students focused on their own pedagogical development and on the effects of CLT on their students’ learning.

Critics challenge the status of action research because of its popularity with practitioner-researchers, PD consultants, applied linguists, (Denzin and Lincoln, 1998; Richards, 2003) and educational reformers. Qualitative inquiry resists clear definition, has no theory or paradigm, no distinct set of methods or practices (Denzin and Lincoln, 2003). Nonetheless, while uncertainties and inconsistencies may lead critics astray, qualitative research enjoys a distinguished record in the human disciplines (Denzin and Lincoln, 2003). In order to minimize subjectivity and establish internal validity of findings, triangulation was employed by collecting multiple sources of data (see Chapter Three). All efforts were made to be consistent and dependable when analyzing data and writing up the results.

Several documents were collected from the teachers (written reflections, three questionnaires), students (two questionnaires), and administrators (one questionnaire).
Observations and fieldnotes were kept by me in order to document the phenomena that occurred during and after EPD. Data collected from the participants and recorded by me were compared and contrasted during analysis, and all attempts were made to report the details of what emerged multiple times from the various sources. In the analysis I aimed to present the participants’ experiences while still including my interpretations of the emerging themes. The evidence that emerged was then used to answer the research questions.

Dewey (1929) criticized traditional separation of knowledge and action. He believed that reality was constructed through experience and reflection on that experience. Friere (1982) also maintained that concrete reality was more than isolated facts; it also included participants’ perceptions of these facts. He believed concrete reality was “the connection between subjectivity and objectivity, never objectivity isolated from subjectivity” (p. 30). For me, participatory action research was the necessary approach to work with and for teachers in order to achieve knowledge through experience and reflection.

1.3 Research Questions

This study describes the ten-week EPD that took place in spring 2004 during the school day in WL classrooms in the high school of a mid-sized northeastern U.S. community (see Appendix A for timeline of the study). The EPD course was offered by a major U.S. university to a local public school district. The main objective of this particular model of EPD was to create opportunities during the school day in WL classrooms where teachers could learn to use CLT through hands-on experience. To better understand what
happened as a result of EPD, this study asked the following research questions and sub-
questions:

1) To what extent, if any, does EPD affect teacher understandings of CLT?
   a) What understandings do the teachers have about their teaching before they
      participate in EPD?
   b) What do teachers learn about CLT from EPD?

2) What influence, if any, does ELOB design have during EPD?
   a) How is CLT implemented in the teachers’ classrooms during EPD?
   b) If there is a change in teaching methods during EPD, what evidence can be
      found for the cause of this change?

3) To what extent, if any, does EPD affect curriculum design in the classrooms of the
   teachers?
   a) What deep structure is observed in the WL curriculum?
   b) What lessons and/or teaching strategies are implemented as a result of EPD?

4) How is experiential PD perceived by WL teachers and administrators?
   a) How do WL teachers compare EPD to other forms of professional
      development?
   b) How do administrators compare EPD to other forms of professional
      development?

Chapter Two reviews the literature that establishes the theoretical underpinnings
and philosophical influences of EPD. The terms communicative language teaching, deep
structure, professional development and Expeditionary Learning Outward Bound design
will be explored. Following this theoretical overview, Chapter Three describes the context and design of the study, including data collection and analysis procedures.

Chapter Four identifies teacher learning goals’ for EPD and teacher beliefs in components essential to WL curriculum. Perceptions of PD by teachers and school and university administrators are also discussed. Certain features found to be fundamental in EPD are also identified.

CAs that were implemented by the teachers and evidence of deep structure observed during EPD are described in Chapter Five. In Chapter Six, the effects of EPD on curriculum design as perceived by the teachers are discussed. Data from CAs implemented by the teachers and evidence of deep structure observed following EPD are described. Teachers’ understandings of CLT are also presented.

In conclusion, Chapter Seven discusses the results and implications for PD courses. It will be suggested that the EPD model described in this study could help to advance reform efforts in U.S. education not only in WL classrooms but in all classrooms.
Chapter Two

Review of literature

Overview

This chapter summarizes the influences of this EPD: CLT; certain forms of PD including inside-outside staff development, job-embedded learning and self-directed growth; and ELOB design. I propose that *deep structure* represents a barrier to innovation. First, operational definitions of *communicative competence* and *communicative language teaching* are given, along with a summary of the misconceptions that often accompany their classroom implementation. Hypotheses then are offered as to why teachers may not have implemented, and continue not to implement CLT methods. *Deep structure* is defined and discussed in relation to U.S. educational reform in WL classrooms. While the ineffectiveness or absence of PD in WL classrooms is pointed out, specific PD models that promise successful reform is highlighted, including *job-embedded learning, self-directed growth* and *inside-out staff development*. In order to show the evolution of EPD, a brief history of Outward Bound is given, followed by a presentation of the foundation of ELOB design. Discussion concludes with an application of ELOB design to WL classroom EPD.

2.1 Communicative Competence and Communicative Language Teaching

There are many different ways to explain CC. However, when discussing reform in U.S. WL high school classrooms certain definitions seem to take precedence. Throughout several centuries of developing WL programs in schools, there have been reformers who have recommended that language teaching and learning be viewed as a system of communication and that its ultimate goal be the development of functional ability in
learners (Musumeci, 1997). The rise in the population of U.S. children attending secondary schools in the 1930s stimulated interest in the design of school curriculum (Kliebard, 1995; Tye, 2000). However, special attention to methods of WL instruction does not appear in the literature until post-1930 (Musumeci, 1997).

High interest in CC and its application to the WL classroom emerged as an issue in the early seventies and continues today. Hymes (1971) took issue with the formulation of linguistic competence proposed by Chomsky (1965). In opposition to Chomsky’s concern with the “ideal speaker-listener,” Hymes prefers to look at the real speaker-listener. He focuses on language in actual performance, during social interaction, of which Chomsky gives no account. Hymes is concerned with the integration of linguistic theory with a more general theory of communication and culture. He believes that grammatical code is but one among several factors which affect CC.

Similarly, Halliday (1970, 1973) asserts that we need to look at what people say in context rather than the possible linguistic production of an “ideal speaker” who knows all the formal rules. A focus on social meaning within a broad definition of communication provides a basis for interpretation of language.

Schieffelin and Ochs (1986) claim that while the study of language acquisition is concerned with understanding what constitutes linguistic competence at different developmental points, the goal of language socialization study is to understand the role of language during the process of becoming a competent member of a social group. They believe that “particular sociohistorical circumstances, which provide for certain kinds of social activities, promote or impede the development of complex cognitive skills” (p.
For them, the process of language acquisition is integrated with that of language socialization.

In stark contrast to recommendations made by the committees of Latin, Greek and Other Modern Languages found in the Report of the Committee of Ten on Secondary School Studies (National Educational Association, 1894), reviewed in a later section, Savignon (1983, 1997), following Canale and Swain (1980) and Canale (1983), asserts that together the components of grammatical competence, discourse competence, strategic competence and sociolinguistic competence offer a model of CC as a basis for curriculum design and classroom practice. Unlike the reformers who defined the U.S. WL curriculum in 1894, her model has support grounded in research (Savignon, 1972; Lightbown and Spada, 1993). Savignon defines grammatical competence as “mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences” (1983, p. 37). Accordingly, grammatical competence is demonstrated “by using a rule, not by stating a rule” (p. 37). “Sociolinguistic competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction” (p. 37). Discourse competence is concerned “with the connection of a series of sentences or utterances to form a meaningful whole” (p. 38). And strategic competence is the strategies that one uses to compensate for imperfect knowledge of social or linguistic rules, as well as factors such as fatigue, distraction and inattention that may hinder communication.
Engaging in an action research project while teaching high school French, I found evidence that my students were able to progress in their development of CC from classroom instruction. Chester represents one student of many whom I taught and I believe developed an appropriate degree of CC after two years of French study. Let me explain how he can use what he learned in my classroom when he travels to France with his family.

With an emphasis on the four interrelated components (discourse, grammatical, sociolinguistic and strategic) in my French classroom, Chester was immersed in the French language everyday, five days a week for forty-five minutes a day and learned about such topics as grammar, culture, history, geography, literature, current events and politics. I created lessons and a classroom community which enabled Chester to read and write in French about these topics. There were numerous opportunities for Chester to communicate and to listen to his classmates.

As a result, when Chester visits France and his parents decide that they want to take the TGV (the high speed train) from Paris to Montpellier and sightsee in the Languedoc region in the South of France, he will most likely be prepared for the various situations that may arise. If he experiences situations which are unfamiliar to him, if he cannot think of the “right” word, or if he does not understand what a person is saying to him, he should be able to rely on the coping strategies he developed in the classroom to go on learning what he needs in order to negotiate meaning. He should be able to read the train schedule, understand the signs for train arrival and departure, speak formally in French to the ticket agent and understand the Euro-U.S. dollar exchange value. When he gets to Montpellier he should also possess some cultural and geographical background
knowledge in order to get his parents around town. In various ways throughout his classroom experience, Chester would have developed the four components of grammatical, discourse, strategic and sociolinguistic competence to help him communicate effectively with the French during his visit to France.

Due to the increased interest in CC in the 1970s, CLT was the name given to the type of instruction that came along with it. CLT is not a term that should cause any fear among language teachers or researchers, but instead it should serve to stimulate thought-provoking discussion and cooperation between what theorists find in their observations and what practicing WL teachers experience each day in their classrooms. Several researchers have highlighted the benefits of CLT in WL classrooms (see Finocchairo and Brumfit, 1983; Berns, 1990; Nunan, 1991). Definitions and descriptions of the components of CLT are numerous, and teachers in a WL department can work together to define how they can be used to help drive curriculum so that students develop a degree of CC.

One of the most common fictitious claims in WL teaching is that CLT means that grammar should not be taught (Sato and Kleinsasser, 1999; Thompson, 1996). In fact, grammatical competence—one of the components of CC—should be developed by relating grammar to learners’ communicative needs and experiences (Lightbown and Spada, 1993; Ellis, 1997). In certain classrooms where CLT is practiced, implicit grammar teaching may occur more often. Most important is that explicit grammar teaching take place in a CLT classroom when the teacher or students determine that they are ready to learn particular rules in order to help negotiate meaning or when that particular form is needed in order for the students to communicate (Lightbown and
Moreover, explicit attention to form should not be limited to sentence-level morphosyntactic features (Savignon, 2002). The focus is on communication, which may occur while writing, reading, speaking or listening, but grammatical competence remains to be an essential component of CC. Translating sentences and focusing solely on grammatical forms, however, particularly when the WL text has no context or meaning in the high school classroom, will make it difficult for students to develop functional ability.

CLT has had so many different interpretations that Thompson (1996, p. 9) claims, “Many teachers remain somewhat confused about what exactly CLT is.” He discovered that these four misconceptions were widespread among his colleagues:

1. CLT means not teaching grammar.
2. CLT means teaching only speaking.
3. CLT means pair work, which means role play.
4. CLT means expecting too much from the teacher.

(Thompson, 1996, pp. 10-14).

Sato and Kleinsasser (1999) similarly report that WL teachers think CLT uses mainly speaking and listening, involves little grammar instruction, and requires a great deal of time to prepare activities.

Returning to the definitions of the components of CC and the various characteristics of CLT, it is obvious that more explanation to WL teachers is necessary for theory and research to have an effect in the classroom. Savignon (2002, p. 22) reminds the profession, “The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence.” She further
advises, “CLT is properly seen as an approach, grounded in a theory of intercultural communicative competence that can be used to develop materials and methods appropriate to a given context of learning” (p. 22-23). The communicative classroom does not require “a teacher of extraordinary abilities: a multi-dimensional, high-tech, Wizard-of-Oz-like superperson—yet of flesh and blood” (Medgyes, 1986, p. 107).

2.2 Defining Deep Structure of Schooling

Educational reformer Kliebard (2002) asserts that teachers in the U.S. confuse genuine progress in curriculum and the possibility for reform with mere change. Instead of becoming informed about new research and practice that could benefit student learning, he claims that most teachers continue to go about their business and do not attempt to adapt their pedagogical methods in any way. His claim about teachers in general can be applied to WL teachers. According to certain researchers and educators in the field of WL education, teachers are the main obstacle to reform in the classroom practice (Glisan, 1996; Musumeci, 1997, 2002).

Applied linguist Musumeci (1997, p.2), claims, “By and large, we teach languages the way we were taught them, or we follow a particular book or method that we discovered in some teacher training course. Or at least we think we do.” So, it is safe to propose that if a WL teacher learned a WL by study of grammar and translation, this teacher, according to Musumeci, will then teach students through study of grammar and translation. If this teacher did not experience CLT in a WL classroom, or in a university methods course when learning about second language acquisition theory, language socialization, and methods of teaching, then it is highly possible that the teacher is,
indeed, teaching the way (s)he learned. In the following passage Musumeci clearly shows that she does not have hope for meaningful reform in WL classrooms:

“Language professionals who participate in or otherwise react to the current barrage of research findings, teaching manuals, and language textbooks, equipped with only a sketchy understanding of the history of language teaching, are at a distinct disadvantage. They are limited in their ability to critically assess theory, research findings, or methodological approaches because they can neither evaluate the ‘state-of-the-art’ outside the present nor envision its place in the larger historical context. Deprived of the wisdom that the measure of time and historical perspective affords, these professionals are blind to difference between the ephemeral and the durable, between the gimmicky and the effective. Unaware of the failures and accomplishments of the past in their own profession, these language professionals are found to repeat the former and to struggle needlessly toward the latter” (pp. 4-5).

Musumeci claims that teachers are limited in their ability to make knowledgeable decisions about change in pedagogical methods. She does not give WL teachers credit for being intellectuals, professionals who practice day to day what they believe will help their students learn.

Cuban (1993) names this type of evaluation teacher-bashing. He asserts that it is common for educational reformers to blame teachers for resisting instructional changes. He warns reformers to be careful with their accusations and solutions to educational problems:

“Why can’t teachers simply change their shoes, pull up their socks, and get on with the changes, for God’s sake? reformers may ask. Such bashing assumes
that most teachers are free to adopt changes, if they merely chose to. When they
do not, it is because they are stubborn or fearful of classroom consequences.
Attributing to teachers the personal power to halt or divert change is a common
tendency of those who locate explanations for events in individual action rather
than assessing the potent influence of the situational contexts or a blend of
many influences” (p.262).
Cuban believes that teachers may not feel autonomous because they are forced to abide
by school policies, imposed curriculum from the district or state, and use methods in the
classroom that they may not agree to be the most beneficial for student learning.

Tye (2000) refrains from leaving the blame solely with teachers in the schools and
explains that methods of instruction may not change because of what she terms the deep
structure of schooling. Tye identifies a broad range of structures that have remained
deeply embedded in U.S. schools. For example, in most U.S. public high schools, there
are a certain number of periods during which students attend classes and teachers teach;
these periods last a specified number of minutes. Although students may attend high
school at different times during the year, each state usually mandates how many days
students are to attend school. The school week is usually Monday through Friday. The
school day usually runs sometime between 8 a.m. and 3 p.m.

Tye suggests that progress is not seen in actual classroom practice because of this
deep structure. Teachers continue to teach students in the same way year after year,
decade after decade, because that is the way they were taught, that is the way the
students’ parents were taught, and that is the way the students expect to be taught. The
expectation is that the teacher will fill the students with the knowledge (s)he has about the subject being taught.

“Deep structure is a composite of widely held beliefs about what schools are for and how they should function, coupled with a number of inhibiting forces that actively seek to prevent change in how schools are put together and work” (p.23).

This deep structure that resides within the walls of U.S. schooling is promoted by the “conventional wisdom” of its people. For Tye it is:

“part and parcel of what we absorb in the process of becoming socialized within a particular culture, and it settles into the taken for granted and unusually examined aggregation of beliefs, values, attitudes, and assumptions that form our world view” (p.25).

She argues that it is conventional wisdom that impedes innovation and progress in the curriculum, asserting that unless society sees a need for a shift in its own daily practices, school systems will not change their practice according to theory. The general U.S. public has certain expectations about what schools are and how they work. If teachers try to do something different in the classroom, the students, their parents, administration, and fellow teachers may not accept the change simply because the teacher’s method strays from the norm.

“The deep structure is the complex of accepted educational policies and practices existing at any given historical moment in a culture; the conventional wisdom is part of a sort of ideological glue that holds those policies and practices in place” (p.37).
Change in deep structure, according to Tye, occurs only when society wants something different from its schools. "Educators cannot change the ‘deep structure’ of schooling" (p. 13). She believes that deep structure “accommodates changes that are compatible and defeats changes that are not” (p. 23). In order for teachers to try different methods in the classroom, their efforts need to be supported by administration, by students and their parents, and by colleagues. If teachers do not receive support from inside and outside their classroom to try new methods, it will make it difficult for teachers not to revert to those methods they have relied on for decades.

Seen from Tye’s perspective, if teachers do not feel comfortable or confident when trying out lessons that use the CLT principles, WL classrooms in U.S. schools may never see the grammar-translation method (see Chastain, 1971, 1976, 1988; Brown, 1994) fully disappear. WL teachers will stick to teaching grammar and translation because that is how their colleagues are teaching, and that is how students, parents, teachers, and the administration expect them to teach. The focus will continue to be on mastery of language, with separation of language into skill categories of listening, speaking, reading and writing instead of development of CC: meaningful communication through the expression, interpretation and negotiation of meaning (Savignon, 1983, 1997).

Recalling the deep structure used by Chomsky (1965) to describe his theory of transformational generative grammar, the applied linguist and second language researcher may readily grasp Tye’s meaning. In Chomsky’s linguistic theory, transformations represent different surface structures, or grammatical forms, of the same underlying deep structure, or meaning. ‘John is easy to please’ may be different in form from ‘It is easy to
please John’, but both have the same deep structure or underlying meaning. Even if there may be teachers who promote CLT and CC, grammar and translation may be so ingrained in the structures of WL classrooms that overall change in every U.S. high school WL program may be impossible.

With this analogy in mind, it seems that in order for CC to be promoted by WL teachers, and for CLT to influence U.S. WL classroom practice in a meaningful and lasting way, teachers need the opportunity and the support to try methods other than grammar and translation. Teachers, themselves, must experience the benefits of lessons taught according to the principles of CLT. For reform to be implemented successfully and sustained, the administration, students and parents need to see the benefits for learners of CLT and give their support to the changes taking place both in the way teachers are teaching and the way students are learning.

To more fully understand the prevailing deep structure in WL classrooms, it is helpful to consider how U.S. society has valued the teaching and learning of WL and to investigate what past educators have found to be most important in the secondary U.S. WL curriculum. A look back at the reports written by the committees of Latin, Greek and Other Modern Languages, contained in the *Report of the Committee of Ten on Secondary School Studies* (National Educational Association, 1894), provide evidence of the deep structure in the methods of WL instruction, and help to explain why the grammar-translation method continues to prevail.

### 2.3 Deep Structure in U.S. WL Curriculum

Educational reform historians generally agree that the basic structure of U.S. public school was in place by the early twentieth century (Tye, 2000). At this time educators
gathered to make decisions concerning curriculum in the U.S. schools, establishing what would become the deep structure of the WL curriculum. Teaching language as communication may have been advocated by Western reformers of Latin curricula in the fifteenth, sixteenth and seventeenth centuries (Musumeci, 1997), but curriculum designers of U.S. secondary school education in the twentieth century were clearly more influenced by the grammar-translation model.

WL educators have offered several reasons why teachers in the classroom do not use CLT. Musumeci (2002, p. 161), for example, asserts that “one of the biggest obstacles in language teaching practice is teachers’ perception that there is not enough time to do what they are currently doing, let alone to do more or to try something different.” Brown (1994, p. 53) proposes that the grammar-translation method may remain so popular because it “requires few specialized skills on the part of teachers.” He adds that students have “little motivation to go beyond grammar analogies, translations, and rote exercises” because of how they are tested by their teachers and on standardized WL tests (p. 53). Glisan (1996) believes that the key internal problem is the lack of commitment to teaching as a profession by WL teachers.

But, the problem is more than one of time, teacher skill, testing procedures, or lack of dedication. My proposal here is that the grammar-translation method prevails because of the deeply embedded practices passed down from, and valued by, each new generation of WL teachers who enter the classrooms of U.S. high schools; teachers may unconsciously teach the way they do because of deep structure. A look back at early design of secondary schools and WL curriculum offers valuable insight into the source of this deep structure that remains so evident today.
One of the earliest U.S. documents to examine curriculum, including Latin, Greek and Other Modern Languages, in the U.S. schools is the *Report of the Committee of Ten on Secondary School Studies* (National Educational Association, 1894). Sizer (1964) reminds educators studying U.S. curriculum reform to take note of the importance of this document. The report submitted to the Committee of Ten by those scholars attending the Conferences of Latin, Greek and Other Modern Languages offers a perspective on the deep structure of U.S. WL education. In reviewing the suggestions made by the conferences, readers are invited to draw on their own experience with contemporary WL classrooms to consider the similarities and differences with respect to curriculum today. In modern classrooms, many high school teachers of Latin, Greek and modern languages such as French, German and Spanish would not doubt endorse the ideals of educators in 1894. There were and remain exceptions. Some teachers did not and do not focus so heavily on grammar and translation, but rather promote communication in their classrooms.

According to the Latin committee, Latin should be taught “as an instrument for training the mind to habits of intellectual conscientiousness, patience, discrimination, accuracy, and thoroughness, —in a word, to habits of clear and sound thinking” (National Educational Association, 1894, p. 61). They further affirmed that “a good deal of attention to translation at sight is now universally acknowledged among the best teachers in school and college,” and suggested that translation become an important part of the examinations for admission to college (p. 62).

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2 For a detailed account of the reports for these and other conferences that were held in December 1892, the full reports for each course of study should be consulted in the *Report of the Committee of Ten on Secondary School Studies* (National Educational Association, 1894). All material that has been directly cited from the report in this dissertation has been reprinted with permission of the National Education Association © 1894. All rights reserved.
Specifically for elementary Latin, the following was essential (p. 65):

1. Learning to pronounce accurately and to read fluently and intelligently the Latin text of what has been studied.

2. The mastery of inflection, so that number case, person, mode, tense, etc., can be instantly recognized, and, conversely, can be formed without much hesitation by the student himself.

3. The acquisition of a working vocabulary of from one to two thousand words.

4. The mastery of the order of the Latin sentence.

5. The mastery of the simpler principles of syntax, regarded as means of expression.


7. Learning how to translate such narrative into true English.

The importance of ear training and translation practice was emphasized:

“In necessary connection with the pursuit of these aims, a good deal of training of the ear should be employed, through listening to the reading or speaking of the teacher; and in addition, a certain amount of practice in turning English into Latin will be necessary, as an indispensable instrument for fixing forms in the memory and establishing a feeling for their syntactical powers” (p. 65).

For the more advanced students ‘mastery’ of form and vocabulary was the goal (pp. 66-70):

1. Pronunciation, like that of the Romans, when reading aloud of Latin prose and verse.

3. The mastery of vocabulary from the most recent text-books, knowing more than one English word for each Latin word and vice versa.

4. The study of syntax, in particular to give the student the power to read.

5. A genuine familiarity of Latin order—in the way in which the Roman arranged his sentences.

6. Learn to understand Latin so it is a literary exercise—an exercise in expression.

The committee on Greek devised components similar to those for Latin, with particular attention to reading aloud. Practice in translation was recommended throughout the course of study. Other suggestions included, but are not limited to (pp. 77-85):

1. Students of Greek should have knowledge of the basic elements of Latin.

2. The course on Attic Greek should consist of four books of the Anabasis, or of two books of the Anabasis and an amount of the Hellenica, or of other Attic Greek, equivalent to two other books of the Anabasis.

3. When studying Homer, to read the three books of the Iliad, but the four books of the Odyssey are preferred.

4. When reading the classical texts, proper attention should be given to the connections with Geography, History, Mythology, and Antiquities.

5. Students should master common forms of Greek before reading connected discourse.

6. Facility in the use of as full a vocabulary as possible and acquaintance with the simpler principles of syntax in introductory courses.
7. Short and simple sentences should be given for translation from Greek into English and from English into Greek applying simpler principles of Greek syntax.

In addition to meetings on Latin and Greek, the committee on Modern Languages also met in December 1892. The languages discussed were German and French. For Spanish and other modern languages the recommendations for French and German were said to apply. Spanish did not appear to attract more students until the late 1930s when it became a commercial language because of the increase in trade between South America and the U.S. (Jones, 1935; also refer to Watzke, 2003).

The committee on Modern Languages recommended that students begin studying French or German at the age of ten because of the “greater ease with which they can be taught and learned, and because of their closer relation to the interests and ideas of today” (National Educational Association, 1894, p. 96). The report stated:

“[Modern language study] will train their memory and develop their sense of accuracy; it will quicken and strengthen their reasoning powers by offering them, at every step, problems that must be immediately solved by the correct application of the results of their own observation; it will help them to understand the structure of the English sentence and the real meaning of English words; it will broaden their minds by revealing to them modes of thought and expression different from those to which they have been accustomed. The study of Latin appears, it is true, to present these same advantages; but living languages seem to us better adapted to grammar school work...” (pp. 96).
The committee recommended that students focus on one language “long enough to reach some level of maturity in it,” and avoid beginning the study of two new languages in the same year (p. 97). The committee on the study of English believed that “the best results in teaching English in high schools cannot be secured without the aid given by the study of some other language, and that Latin and German, by reason of their fuller inflectional system are especially suited to this end” (p. 92). The Latin committee recommended that students begin learning Latin “not later than at the age of fourteen” (p. 61).

The following are recommendations set by the committee for elementary-level French and German (p. 99-100):

1. Familiarity with the rudiments of grammar.
2. Ability to translate at sight a passage of easy prose containing no rare words.
3. Ability to pronounce the modern language and to recognize words and easy sentences when they are uttered.

For more advanced French and German the committee suggested (pp. 99-100):

1. Proficiency in more advanced grammar.
2. Ability to translate ordinary German and standard French (it was specifically noted that “the ability to translate at each grade of French is greater than that required in the corresponding grade of German”) (p. 100).
3. Ability to write a paragraph in the modern language upon an assigned subject chosen from the works studied in class.
4. Ability to follow a recitation conducted in the modern language and to answer in that language questions asked by the instructor.
Other recommendations on how to organize and teach modern language courses were also made by the committee.

“[T]eachers are naturally directed mainly toward enabling pupils to translate French and German at sight” (p. 100).

“In order to gain the necessary vocabulary, a great deal of ground must be covered: reading must, therefore, be rapid. A mistaken idea of “thoroughness” may cause the waste of much valuable time” (p. 100).

“Sight translation should begin at the very outset of the first year’s course, and should always form an important part of the work; it should proceed as briskly as possible, the teacher lifting beginners over hard places, and showing them how to find their own way through the rest. All passages of an abstruse or technical nature should be skipped, or translated by the instructor: not a moment should be lost in contending with difficulties that have no necessary connection with the language” (p. 100-101).

“The student must know more than the definitions of the words he sees; he must be able to imagine the phrases coming from the lips of a Frenchman or a German—he must know how they sound to a native hearer, and how they put themselves together in the mind of a native speaker” (p. 101).

“Aside from set conversational exercises, the foreign language should be used as
much as possible in the class-room. In the first year the pupil can catch by ear
the names of familiar things and many common phrases; during the second he
ought to form sentences himself; and in the third the recitations should, if
the instructor has a practical command of French or German, be conducted mainly
in that language” (p. 101).

“In teaching foreign sounds great care must be taken lest the scholar confirm
himself in bad habits: uncorrected pronouncing is as bad as none” (p.101).

“[T]he beginners should speak the sentences immediately after the teacher; a
very little careful practice of this kind will do more good than any amount
of original pronunciation by the pupil” (p. 102).

“Grammar exercises consisting of German or French sentences to be translated
into English are to be done with the books closed, the scholar repeating the
original sentence after the teacher, and then turning it into English” (p. 102).

The committee was careful to emphasize the need for well-prepared teachers: “The worst
obstacle to the progress of modern language study is the lack of properly equipped
instructors” (p. 103). They recommended that universities, states, or cities provide
teachers with opportunities for proper training.

The advice given by the committees on Latin, Greek and Other Modern
Languages in many ways resembles WL methods of teaching and curriculum in the
twenty-first century, molded as they are by those same values. The focus on grammar,
translation, repetition, reading at sight (emphasizing translation again), native-like pronunciation, and covering a certain amount of material remain prominent in WL classrooms today. Absent from the reports is a focus on communication, that is to say, a focus on meaning.

Lasting attempts to reform WL instruction to reflect more communicative methods and goals, in the U.S. as well as in the rest of the world, have remained for the most part unsuccessful (see Savignon, 2002). The concern of the applied linguist, the second language researcher, and the WL education reformer alike now is: what will it take for CLT to be more evident in classrooms where the importance of grammar and translation seems to be so deeply embedded in practice? PD is called for in order to change WL classrooms. Effective PD of a type that allows teachers to experience, implement, understand CLT methods is imperative for change in teacher practice.

2.4 Professional development in the U.S.

Many forms of PD in U.S. education have been ineffective; no change is seen in daily classroom lessons. Nolan and Hoover (2004, p. 171) claim that “the impact of professional development on school change has not been very dramatic.” Even with the call for a “virtual overhaul of professional development” from respected U.S. educators, little impact is visible in daily classroom lessons (Peery, 2004, p. 1). Nonetheless, many CLT researchers have suggested that it is necessary for WL teachers to engage in PD (Nunan, 1987; Kleinsasser, 1989; Glisan, 1996; Crookes, 1997; Sato and Kleinsasser, 1999a; Sato, 2002; Schwartz, 2002; Hongboontri, 2003). These researchers, and many others, want to see more focus on communication than on grammar and translation during classroom instruction. Administrators, researchers and WL educators have failed to
provide classroom teachers with the understanding and support needed to design lessons that focus more on communication than on grammar. For change to be long-lasting in WL classrooms, teachers must understand, enjoy and feel comfortable with the methods they use to teach WL.

Cuban (1993) suggests that reform in education may show long-lasting effects if collaboration occurs between teachers. Change may take time, but teachers can and will change their mind about teaching methods if they experience a learning strategy that they believe is more beneficial to student learning. He explains,

“While beliefs and attitudes are deep-seated, they can be altered, and new ones learned and even integrated with others into a unique synthesis. Changes in what teachers know, in their ideas and attitudes, occur slowly. Hence, changes in teacher practice may follow shifts in knowledge and in beliefs among teachers” (p. 259).

Even if teachers learned their WL, and have been teaching WL, primarily through the study of grammar and translation, it is possible for them to change their methods and include curriculum that promotes CLT in their classroom if they see it works in practice, and if their administration also sees evidence that students are learning the WL. PD may provide teachers with the golden opportunity to challenge their ingrained beliefs and attitudes that have come with practice in the classroom. However, this PD must be effective. Teachers will prefer participating in a program that is organized, rewarding, enjoyable, intellectually stimulating.

Darling-Hammond and McLaughlin (1995, p. 598) describe PD as effective when “teachers learn by doing, reading, and reflecting (just as students do); by collaborating
with other teachers; by looking closely at students and their work; and by sharing what they see.” Teachers learn as they perform their daily routines and then purposefully reflect on their practice in terms of student learning (Sparks and Hirsh, 1997; Wood and McQuarrie, 1999). For PD to be effective and change established curriculum, teachers need to be active in the decision-making and planning process. Teachers want and need to collaborate in order to improve their own teaching and to improve learning outcomes in students (Kleinsasser, 1989; Connor-Linton, 1996; Allen, 2002; Lozano et al., 2002; Sato, 2002; Hongboontri, 2003).

Sato (2002, p. 81) believes that for CLT to have an effect in WL classrooms, “we must find ways to help teachers to become lifelong learners in a collaborative environment.” He attempts to persuade researchers interested in WL education reform to work with the teachers. Instead of focusing research on what is not happening in WL classrooms—what students are not learning, or what teachers do not do— researchers should work closely together with practicing teachers to improve curriculum and instruction. This type of research and work may be more difficult; nevertheless, the field of WL education would benefit more by working on what teachers and researchers can do to improve instruction and learning, instead of focusing on what not to do. Hongboontri (2003) also holds the view that greater collaboration results in greater teacher certainty, teacher cohesiveness, teacher evaluation, and learning opportunities for teachers.

Cuban (1993) claims that the standardized curriculum implemented recently by so many U.S. schools only strengthens teacher-centered instructional practices. He does not believe in outcome-based education, which heavily discriminates against many students
who do not come to high school with the same experiences as their classmates. He also
maintains that simply placing computers in classrooms and training teachers to use
them—as seen in some Big Ten university WL programs (Musumeci, 2002)—is not
effective reform and will not result in long-lasting change or improvement over time.

Glisan (1996, p. 57) predicts that the national standards proposed by the American
Council on the Teaching of Foreign Languages (ACTFL) and other language
organizations will not have a significant impact on WL teaching and learning in the U.S.
without teachers playing a “key role in bringing about the necessary reform.” Simply
because there are standards for WL and because pre-service teachers, student teachers
and practicing teachers of WL write the standards on their lessons, does not mean that
those standards are having an effect on instruction.

Creating standards is not going to change instruction in WL classrooms unless
teachers understand the theory and the methods that support them. Teachers who focus
predominantly on grammar and translation will not begin using more CAs because of WL
national standards. If WL teachers have only experienced teaching language by
grammar and translation, they must have support from colleagues and outside researchers
to reflect on methods different from those they are comfortable with and accustomed to
using. A type of PD that allows for them to learn by doing will give teachers the chance
to experiment with CLT in collaboration with other teachers and with the support of a
researcher.

Nolan and Hoover (2004, p. 113) suggest that “instead of conducting teacher
training away from the classroom, with teachers as passive recipients who sit and receive
knowledge provided by consultants on designated in-service days,” PD should be
experiential in nature. They prefer *job-embedded learning* or *self-directed growth* to be implemented in school PD plans. Job-embedded learning occurs as part of the daily routine of teachers through structured, experiential opportunities to collaborate and grow in an authentic context (Nolan and Hoover, 2004). The job-embedded approach to PD involves organized planning, execution and reflection on teacher practice in order to increase student achievement, refine existing instructional strategies, introduce new instructional strategies and incorporate training time to learn new instructional strategies (Rock, 2002). Nolan and Hoover recommend that competent and experienced teachers engage in this self-directed growth by designing their own job-embedded experiences in which they identify, explore and create experiences to further their PD while having a positive impact on student learning in the classroom.

Action research is job-embedded learning that specifically requires teachers to pose “well-defined questions about their practice, systematically gathering and interpreting data to answer those questions, and consequently taking action to improve practice” (Nolan and Hoover, 2004, p. 139). Nolan and Hoover suggest that teachers might develop inquiry focused on students, teaching practices, the teacher, curriculum or the school as an organization. They caution that teachers may not adopt an inquiry stance without support. Staff developers, educational consultants, and university faculty must aid classroom teachers in the inquiry and research process.

Peery (2004, p.14) believes that “all the legislative directives, standardized tests, and bureaucratic red tape do practically nothing to directly change the most important factor in the classroom: the teacher’s ability to connect with students and to facilitate powerful learning experiences.” She claims that PD will be meaningful and create
positive growth only if it has an inside-out nature. She suggests that staff developers include reflection, self-evaluation, personalized inquiry, simulations, dialogue, coaching and direct application of new teaching strategies in PD. For Peery (pp. 18-19), inside-out staff development consists of the following:

1. Process is emphasized over product, and the continuous learning of teachers is valued above all.

2. Staff developers honor their audiences by seeking to make them comfortable, honoring their basic physical and emotional needs, planning relevant and engaging tasks, and knowing the professionals with whom they work as individuals, not merely as stereotypes, groups or categories.

3. Teachers reflect on their learning as well as their teaching and try to reignite the passion that brought them into the profession.

4. Teachers inquire into their own practice and seek to improve.

5. Teachers process new information, demonstrate their learning, and collaborate with colleagues in a larger network of competent professionals.

6. Supervisors not only observe the end result (improved teaching) but also participate in the process of inquiry, reflection, and collegiality.

Peery claims that teaching journals, classroom research, observations with feedback and professional reading promote high-yield results for PD.

Joyce and Showers (2002, pp. 69-70) propose several training components for effective staff development in schools that “enables teachers to learn and use new
knowledge and behaviors that translate into success for more students.” Knowledge “consists of exploration of theory or rationale through discussions, readings, and lectures” (p.73). In order to understand the concepts behind a skill or strategy, and the principles that govern its use, theoretical grounding is imperative to accompany the demonstration or modeling of the skill or strategy being introduced. This modeling can occur in “settings that simulate the workplace, mediated through film or videotape, or conducted live in the training setting” (p. 74). Teachers must then practice the skill or strategy. Joyce and Showers (2002) recommend peer teaching in simulated conditions, but I propose that teachers try these new skills or strategies in their own classrooms with their own students, directly communicating to students that they are practicing something different. This is also where peer coaching can occur, in which teachers or staff developers can work collaboratively to solve problems or answer questions that arise after implementations. By actually attempting to implement new practice into the classroom directly with support from colleagues and the staff developer, the question of “What about transfer into the classroom?” (Joyce and Showers, 2002, p. 76) is less of an issue.

If teachers practice new skills while collaborating and debriefing with colleagues, consultants, and even students, new curricula and teaching strategies may result in long-lasting and meaningful effects in the classroom. Joyce and Showers (2002) acknowledge that teachers need considerable practice of new behaviors in order to successfully implement them into their established curriculum. They also caution that students may at first be resistant to change, exerting pressure on the teacher to revert back to familiar teaching methods. Staff developers must be ready to implement PD activities strategically.
so that teachers and students feel comfortable trying new methods. New methods can be implemented, but the actual process of developing the skill should be discussed. Teachers should be encouraged to take classroom time to discuss the new methods being used with their students.

The EPD course described in this study was a ten-week learning expedition (Campbell et al., 1998) that originated from Outward Bound and Expeditionary Learning Outward Bound (ELOB) design (Cousins, 1998) as shown in the diagram (2.1) below.

### Diagram 2.1 The origins of EPD

<table>
<thead>
<tr>
<th>Outward Bound, Europe, 1913</th>
</tr>
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<tbody>
<tr>
<td><em>Salem School</em>, Germany, 1920</td>
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<tr>
<td><em>Gordonstoun School</em>, Scotland, 1934</td>
</tr>
<tr>
<td><em>Outward Bound</em>, Wales, 1941</td>
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<tr>
<td><em>Atlantic College</em>, England, 1962</td>
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<table>
<thead>
<tr>
<th>Outward Bound USA, 1961</th>
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<table>
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<tr>
<th>Expeditionary Learning Outward Bound, 1992</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Harvard University</em>, Massachusetts, U.S.A., 1988</td>
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**Experiential Professional Development**

In order for the reader to understand the roots of EPD, the next section provides a brief history of Outward Bound and the foundation for ELOB design.

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3 Excerpts used in this dissertation from *Reflections on Design Principles* (Cousins, 1998) and *Roots: From Outward Bound to Expeditionary Learning* (Cousins, 2000) have been reprinted with permission of Expeditionary Learning Outward Bound © 1998, © 2000. All rights reserved.
2.5 Outward Bound and Expeditionary Learning Outward Bound Design

In 1913, Kurt Hahn designed a school based on Platonic principles. Thomas James, vice dean and professor of Educational History in the School of Education at New York University, explains,

“A thread running from Plato through Hahn and through Outward Bound is the responsibility of individuals to make their own personal goals constant with social necessity. Not only is the part subordinated to the whole, but the part cannot even understand its own identity, its relations and its responsibility, until it has grasped the nature of the whole” (James, 2000, p. 41).

Hahn also applied the Platonic notion that perfection was harmony and balance when he gave students in his schools experiences that complemented their strengths and weaknesses. He wanted “to turn introverts inside out and outside in,” and to create an environment at his schools in which the poor would help “the rich break their ‘enervating sense of privilege’ and the rich to help the poor in building a true ‘aristocracy of talent’” (James, 2000, p. 43).

Hahn had not run or taught in a school previously. His Outward Bound program first took shape, pedagogically, as an educational innovation arising from a secondary school. James (2000, p. 33) explains that “Outward Bound is more than a set of methods and activities.” He says, “it represents a core of values, a philosophy of education” (p. 33). The cardinal principle of Outward Bound for Hahn is to “bring together people from different social classes in common pursuits leading to self-discovery and service to others” (p. 34).
In 1920, Hahn opened the Salem boarding school in Germany. After several years of running the school Hahn wrote the following “Seven Laws of Salem” in 1930 to describe his educational methods, three years before his exile from Germany for opposing Hitler (James, 2000, pp. 44-47).

**First Law:** Give the children the opportunity for self discovery.

**Second Law:** Make the children meet with triumph and defeat.

**Third Law:** Give the children the opportunity of self-effacement in the common cause.

**Fourth Law:** Provide periods of silence.

**Fifth Law:** Train the imagination.

**Sixth Law:** Make games (i.e. competition) important but not predominant.

**Seventh Law:** Free the sons of the wealthy and powerful from the enervating sense of privilege.

In 1933, after his exile, Hahn opened Gordonstoun, an all boys’ school in Scotland that became renowned as one of Britain’s most distinguished progressive schools (Cousins, 2000).

Outward Bound was founded in the tumultuous waters of the North Sea during World War II, to provide young sailors with the experiences and skills necessary to survive at sea (Miner and Boldt, 2002). It was named for the nautical term of a ship’s departure from the certainties of harbor. Outward Bound was a joint effort between British shipping magnate Sir Lawrence Holt and Kurt Hahn. In 1941, the first Outward Bound school, located in Aberdovey, Wales, offered courses based on training, service, reflection, and team-building (Miner and Boldt, 2002). In 1941, after much
experimentation, Hahn started the “short course” for Outward Bound with the assistance of Sir Laurence Holt (Miner and Boldt, 2002).

Since Great Britain had faced so many human losses during World War II, Hahn wanted young men to be prepared at sea so that they could prevail against adversity (James, 2000). James (2000, p.59) recounts that “after the program had demonstrated its effectiveness, it continued to expand during the postwar years, furnishing opportunities for personal and social growth to many people beyond the original clientele of boys and young men.” Outward Bound has adapted itself to different cultures and lost its wartime urgency. Nevertheless, it still maintains its “zest for adventure and Hahn’s legacy of moral purpose” (James, 2000, p. 64). Hahn’s conviction is for Outward Bound to make it possible “to introduce greater balance and compassion into human lives by impelling people into experiences which show them they can rise above adversity and overcome their own defeatism, make more of their lives than they thought they could, and learn to serve others with their strength” (p. 65). Learning by doing and by challenging what one knows and does not know is how Hahn believes people learn best. It is through passionate experiences that people advance in body and mind.

In the 1950s, Joshua Miner, a U.S. teacher, taught with Hahn at Gordonstoun for a year (Cousins, 2000). Miner then returned home and helped start Outward Bound USA, based upon the principles of hands-on learning through outdoor adventure. From the establishment of the Colorado Outward Bound School in 1961, Outward Bound gave rise to an entire outdoor education industry in the U.S. Miner worked to foster Hahn’s ideas of helping people build internal fortitude and confidence through personal achievement in wilderness schools, urban education centers (Miner and Boldt, 2002). He concentrated
on developing the short course in the U.S. that Hahn had created for Outward Bound in Europe. The short course continues today. However, a much more powerful force in U.S education has been taking place as a result of the influence of Outward Bound.

In 1987, Paul Ylvisaker, former dean of Harvard Graduate School of Education helped start a joint project between Outward Bound and Harvard University on experienced-based education. In his keynote speech at the 1987 International Outward Bound Conference in Cooperstown, New York, he asked Outward Bound for “a more articulate and aggressive participation in the educational dialogue (Ylvisaker, 2000, p. 77). He criticized Outward Bound for not being “audible” or “articulate” enough in the debate over educational reform. He believed the organization “with its philosophy and methods could have a tremendous amount to offer” in the education debate (p. 77).

In the 1990s, Outward Bound launched an urban/education initiative to find the best and most replicable models for using Outward Bound’s philosophy and programming to create and sustain institutional change (Farrell, 2000). Greg Farrell, president and chief executive officer of Expeditionary Learning Outward Bound, along with the New American Schools Development Corporation in 1992, provided teachers with the opportunity to think and work on using Outward Bound’s ideas to improve the structure, culture, curriculum and instruction in entire schools. This led to the birth of Expeditionary Learning Outward Bound (Farrell, 2000). Short courses taught by Outward Bound USA in the wilderness are now redesigned in ELOB schools in the U.S. to model Hahn’s original “long course” that had been established at the Salem and Gordonstoun schools—everyday kindergarten through twelfth-grade schooling. ELOB teachers aim to teach reading and writing along with sailing (or other physical activity)
and self-confidence. They modify courses to incorporate fieldwork, adventure, and service (Farrell, 2000). Farrell (2000, pp. 2-5) provides examples of practices used by Outward Bound instructors that ELOB teachers have adapted in classrooms:

~ Picking projects that seem impossible to students and then accomplishing them.
~ Joining very high standards with the expectation that everyone is going to succeed and help others succeed.
~ Doing a minimum of instruction with a maximum of application.
~ Breaking down complex tasks into small steps.
~ Working in small groups.
~ Modeling what you are trying to teach.
~ Changing the context.
~ Gradually stepping back and letting the students take charge.

ELOB is dedicated to educational excellence and equal opportunity in U.S. schools. Farrell (2000) predicts there to be 200 ELOB schools in the U.S. by 2005. Presently, there are approximately 50,000 students who attend 136 schools nationwide (Expeditionary Learning Outward Bound, 2005).

*Expeditionary learning* is built around the ten design principles and five core practices that guide the teaching and learning at ELOB schools (Cousins, 1998, 2000; Campbell et al., 1998). The principles have been informed by Kurt Hahn’s “Seven Laws of Salem,” by Paul Ylvisaker’s 1987 keynote speech “The Missing Dimension,” and by Eleanor Duckworth’s *The Having of Wonderful Ideas and Other Essays on Teaching and Learning.* The five core practices of Expeditionary Learning are

~ Learning Expeditions
The following is the philosophy and the design principles of ELOB as they have been adapted for U.S. schools:

“Learning is an expedition into the unknown. Expeditions draw together personal experience and intellectual growth to promote self-discovery and the construction of knowledge. We believe that adults should guide students along this journey with care, compassion, and respect for their diverse learning styles, backgrounds and needs. Addressing individual differences profoundly increases the potential for learning and creativity of each student. Given fundamental levels of health, safety, and love, all people can and want to learn. We believe Expeditionary Learning harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it (Cousins, 1998, preamble).

The ELOB Design Principles are:

~The Primacy of Self-Discovery.
~The Having of Wonderful Ideas
~The Responsibility for Learning
~Intimacy and Caring
~Success and Failure
~Collaboration and Competition
2.6 Promoting CLT with ELOB Design in WL classrooms

Teachers can guide students to construct and continually build on past experiences by applying the ELOB Design Principles in the classroom and by facilitating learning expeditions. The ten ELOB Design Principles can guide the WL teacher and learners to develop a community of learning in which intellectual independence and critical pedagogy can reign. In order for teachers to enable their students to “draw together personal experience and intellectual growth” and learn (Cousins, 1998, preamble), they should promote the principles of expeditionary learning in the classroom (Campbell et al., 1998). In order for students to learn, and learn so that they are acquirers of knowledge, so that they own their own learning, teachers have to create an environment and organize classroom activities in which students will be able to take responsibility for their own learning (Cousins, 1998). Students can also become successful learners if teachers recognize individual differences of students and help ignite a passion to learn (Cousins, 1998). The following are the ten design principles (see Cousins, 1998 for all citations) and how they can be applied in WL classrooms. I base the application of the principles...
on my experience as a high school French teacher, a university methods instructor and supervisor.

**The Primacy of Self-Discovery**

*Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, “grand passions,” and responsibilities in situations that offer adventure and the unexpected. They must have tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline and significant achievement. A primary job of the educator is to help students overcome their fear and discover they have more in them than they think* (Cousins, 1998, pp. 1-2).

Students need to be allowed to develop their new personality in the WL classroom. Shy students must be encouraged to participate by their less timid peers. Teachers need to help their students overcome their fear of speaking in the WL and allow students to take control of their own learning. Starting with the beginners, the student must be asked to actively participate and use the WL they have learned to communicate in the classroom. Beginners will need some time, about six to eight weeks, to acquire some vocabulary and expressions, but the teacher should only speak in the WL. Students who are allowed to speak in the classroom will be able to discover that they can communicate in the WL better than they think. Both the teacher and the students are imperative to the creation of the successful communicative classroom.

**The Having of Wonderful Ideas**

*Teach so as to build on children’s curiosity about the world by creating learning situations that provide matter to think about, time to experiment, and time to make sense*
of what is observed. Foster a community where students’ and adults’ ideas are respected (Cousins, 1998, pp.7-8).

Students need to be given opportunities in the WL classroom where they can experiment with the language. Teachers who allow students to create their own skits from a variety of topics will allow for originality and experimentation with the language. When a student suggests a certain game or activity, or finds a better way to explain a grammar point, the teacher should respect the students and allow them to share their ideas. Teachers should allow students time to develop their ideas and not rush through Chapters or Units to get to a certain point of learning. During improvisation and natural conversation, higher levels of communicative competence are acquired.

**The Responsibility for Learning**

Learning is both a personal, individually specific process of discovery and a social activity. Each of us learns within and for ourselves and as a part of a group. Every aspect of a school must encourage children, young people, and adults to become increasingly responsible for directing their own personal and collective learning (Cousins, 1998, pp. 13-14).

Active participation is key to finding a successful learning environment in the WL classroom. Starting with beginners, WL students must evaluate their own progress each week, be rewarded for effective learning and held accountable for inadequate participation. Teachers can implement a weekly participation grade and give students a weekly progress report. At the end of the week, students can self-evaluate. At the beginning of the week, the teacher can return the student’s evaluation with his or her own comments about the student’s performance.
Students admire teachers who give them responsibility in the classroom and allow them to assume different roles. Students enjoy helping one another with problems. Students should take pride in their work, and the teacher should encourage students to submit quality final products of their work.

Students should feel like they are an important part of making the class whole. The teacher should give students tasks to establish routine in the classroom such as taking attendance and changing the date on the homework board. Every student should feel as if (s)he is a vital component in his or her class.

Teachers should also create a classroom where (s)he can be an observer. Students enjoy being the center of attention and getting out of their seats. Skits, oral exams, presentations and communicative activities are all ways to allow students to take control of the class and show one another and the teacher what they are learning.

**Intimacy and Caring**

*Learning is fostered best in small groups where there is trust, sustained caring, and mutual respect among all members of the learning community. Keep schools and learning groups small. Be sure there is a caring adult looking after the progress of each child. Arrange for the older students to mentor the younger ones* (Cousins, 1998, pp. 19-20).

In a WL class, students can develop friendships with people that they may never have met otherwise. Students in the WL classroom often come from a diverse background of academic ability. Students who continue language study for four years in high school often find some of the closest friends and develop special relationships with their WL teachers. Students like to have a consistent teacher, who will guide them
through their learning. In the WL classroom, a certain familiarity of environment helps students feel safe. Students develop a personal commitment to participating in their WL classroom.

Students who are in the beginning level WL classroom, who use the WL at their homes to communicate with family and friends, or who have had some previous experience with language learning in middle or junior high school, need to be recognized by the teacher as leaders and should be encouraged to care for those students who need extra help. The stronger WL learners should look out for the weaker.

**Success and Failure**

All students must be assured a fair measure of success in learning in order to nurture the confidence and capacity to take risks and rise to increasingly difficult challenges. But it is also important to experience failure, to overcome negative inclinations, to prevail against adversity, and to learn to turn disabilities into opportunities (Cousins, 1998, pp. 27-28).

Beginning level students need to be informed by the teacher that they may not always be able to get their point across in the WL, and that they may not understand every detail when they read and listen. The teacher can use the first language when explaining how these beginners can develop strategies to learn the WL. Their understanding of the language will develop over time. Grammatical concepts, in particular, that may be difficult to understand will become comprehensible the more students practice speaking, writing, reading and listening. Students must understand that they will eventually be able to communicate their ideas if they are willing to keep trying.
The students who find it most challenging to learn a language will be the most gratified when they find themselves able to communicate in the WL.

The teacher should reward students for their active role in the classroom. When performance and participation is excellent, the teacher should make a point to recognize it in the classroom and to other teachers and to the administration. Teachers should also encourage and create a community in which advanced level students help motivate beginner and intermediate level learners to speak in the WL in the classroom. These advanced learners should also help inspire the younger students to continue learning the WL for four years in high school. New students who transfer from another school and have not been learning in a communicative classroom will need extra help from the teacher and other students. Advanced students may also need to tutor beginners or those students who want extra help when learning a WL.

**Collaboration and Competition**

*Teach so as to join individual and group development so that the value of friendship, trust, and group endeavor is made to manifest. Encourage students to compete, not against each other, but with their own personal best and with rigorous standards of excellence* (Cousins, 1998, pp. 33-34).

Teachers should ensure that students will be more successful WL learners if they work together. When working on skits, a performance will be less successful if only one person is the creator. All students should divide responsibility and cater to group members’ strengths and weaknesses. When revising writing assignments, teachers should allow for students to work cooperatively.
Games such as Pictionary, Hangman, Brainstorm, Outburst, Memory, Charades, Scavenger Hunts and Jeopardy conducted in the WL allow for learning to be fun, and students get actively involved in speaking the language. The weekly participation grade will be equally effective in motivating students to collaborate. Part of being a successful WL learner is to get other students to participate in the games, skits, paragraph revision and literature discussions.

A Student of the Week Award should be given for each class, not for the highest percentage in the class that week, but for an outstanding performance that a student demonstrated. Outstanding examples of excellence should be rewarded.

**Diversity and Inclusivity**

*Diversity and inclusivity in all groups dramatically increase richness of ideas, creative power, problem-solving ability, and acceptance of others. Encourage students to investigate, value, and draw upon their own different histories, talents, and resources together with those of other communities, and cultures. Keep the schools and learning groups heterogeneous* (Cousins, 1998, pp. 41-42).

Teachers should encourage students to share their lives with their classmates. In order for students to learn in the WL classroom, they need to be willing to share their personal and cultural history. The WL classroom gets personal, and students must respect one another and be willing to understand and appreciate differences among classmates and other cultures. Students of different backgrounds can educate one another while being informed about other cultures.

Starting with beginners, students should get used to asking and answering personal questions during communicative activities so that they get to know their
classmates while using the WL. Oral exams should be conducted with the entire class in order for students to receive support and to hear one another’s progress in their level of proficiency.

For advanced level learners, teachers should choose different genres of literature and expose students to a wide array of authors. These students should also learn how to express themselves orally and in writing about their own political, moral and social views in the WL.

The Natural World

*A direct and respectful relationship with the natural world refreshes the human spirit and reveals the important lessons of recurring cycles and cause and effect. Students learn to become stewards of the earth and of generations to come* (Cousins, 1998, pp. 49-50).

Teachers must provide a setting where students feel safe to engage in conversations in the WL. With beginners, in particular, error and pronunciation correction should only occur at times where the teacher informs students that this will happen. If it is ongoing, students will be afraid to speak and not try to share their ideas or thoughts.

Teachers should create communicative lessons that involve practical situations that correspond to their students’ everyday activities and allow for students to engage in meaningful conversations with their classmates. Teachers should use familiar and ordinary objects when presenting new vocabulary to students. Art and music appreciation should be a part of the WL curriculum.

Students should be exposed to World geography and cultures associated with the WL they are learning. Postcards, maps, videos and pictures should be shared with
students so they may develop an interest to travel abroad one day. Teachers should organize outings to functions, museums or cultural organizations in the community to experience the WL hands on. A school trip would be a perfect way for students to visit the culture and try to speak their WL.

**Solitude and Reflection**

_Solitude, reflection, and silence replenish our energies and open our minds. Be sure students have time alone to explore their own thoughts, make their own connections, and create their own ideas. Then give them opportunity to exchange their reflections with each other and with adults_ (Cousins, 1998, pp.55-56).

Students should be given opportunities to evaluate their own learning. The weekly participation grade is again useful for reflection. Students should evaluate their own learning each year and the teacher should document student evaluations.

Teachers need to allow students time to explore the WL through communicative activities, while writing stories, and when listening to television and radio. Different students will notice different aspects of the WL at different times. Students need to be offered opportunities in the classroom to make their own connections and to create their own ideas about how to communicate in their WL.

Teachers should reflect on curriculum and work to constantly make it better. Writing journals are an effective way for students to use the WL, write and reflect about their own experiences and examine their own progress in the WL.

**Service and Compassion**

_We are a crew, not passengers, and are strengthened by acts of consequential service to others. One of a school’s primary functions is to prepare its students with the attitudes_
and skills to learn from and be of service to others (Cousins, 1998, pp. 61-62).

WL teachers can empower students by giving them more responsibility in the classroom by enabling them to fully engage in communicative activities using the WL. They can reach higher levels of proficiency and develop communicative competence.

Students will learn to respect one another’s strengths and weaknesses, and make the class a collaborative classroom. In the WL classroom, if students continue to study for four years in high school, they will develop sustained relationships as a result of working cooperatively and sharing personal stories.

By learning a WL, a U.S. citizen can serve visitors and residents who do not speak English. Learning about the WL culture will prove to be an invaluable resource when communicating with people from other countries for business, school or vacation.

Summary

CLT might be promoted in a meaningful and long-lasting way if WL teachers create lessons using the ELOB guiding principles. However, in U.S. high schools it is difficult to implement communicative lessons because of deep structure found in WL curriculum. In order to see visible change in high school WL classrooms, teachers will need to experience and understand CLT themselves through EPD.

In the following chapter, I present the EPD model and explain my role as the researcher-consultant. I also describe the context and design of the study, including data collection and analysis procedures.
Chapter Three
Methodology
Overview
This chapter presents the EPD model employed in this study with specific attention given to the role of researcher-consultant. I introduce the participants and describe the context of the study, explaining the steps it took to implement EPD in a high school WL department and to gain approval from the university in order for teachers to be able to earn graduate credit for participation (see Appendix A for timeline of the study). Data collection and analysis procedures are described. Ethical precautions are highlighted with a discussion of triangulation by use of multiple sources of data to achieve deeper understanding of the issues under investigation. The chapter concludes with remarks concerning issues of validity, reliability and subjectivity.

3.1 The EPD model
In order for collaboration to take place and for reform to have a chance, a center-periphery (Markee, 1997), or top-down model (Tyack and Cuban, 1995) must be avoided. PD that occurs during the school day, in the classrooms of WL teachers when teaching their students, can create opportunities during which teachers learn CLT through hands-on experience. This EPD may be the most effective way to engage teachers in teaching unlike their normal routine while creating an environment in which collaboration is fostered.
I began designing EPD in 2002 during my masters’ study at Harvard Graduate School of Education in an experiential education course. The learning expedition plan developed into a PD course for WL teachers as I pursued my graduate study. This particular EPD model was created to promote CLT in classrooms with ELOB design while understanding that deep structure causes resistance and even refusal to change WL teaching methods (see diagram 3.1). The main objective of this EPD was to integrate CAs into WL classrooms. During EPD, I aimed to increase awareness and practice of CLT in WL teachers through fieldwork, collaboration, reflection, observation and demonstration (Campbell et al., 1998; Cousins, 1998; Duckworth 1996, 2001).

As the EPD consultant I was present to guide the teachers in their PD, not to dictate what they must do in their classrooms. Supervisors or staff developers must take on certain roles when aiding teachers in job-embedded learning (Nolan and Hoover, 2004) or inside-out PD (Peery, 2004). Peery (2004) advises them to be the coach,
cheerleader, friend, parent, role model, teacher and disciplinarian when guiding PD. Killion and Harrison (1997) discuss eight roles of staff developers: trainer/designer, coach, resource provider, program manager, consultant, task facilitator, process facilitator and catalyst for change. They maintain that in order to achieve effective PD in a school all eight roles must be filled by one or more persons.

Superior staff developers also have been found to exhibit qualities of proactive leadership, strategic empowerment, collegiality, systematic implementation of strategy and voracious learner (Castle, 1989). Staff developers who qualify as superior performers display the following traits (for detailed referent behavioral indicators see Castle, 1989, pp. 172-173):

- They integrate old traditions with current realities and future visions.
- Their vision stirs consciousness in teachers to commit to share it as their own purpose and goal.
- They make a difference by promoting personal growth and improvement for both students and teachers.
- They commit long hours and relentless energy to their vision.
- They delegate responsibility to the teachers involved.
- They provide support for teachers to succeed, and celebrate those successes.
- They are more skillful in creating a collaborative culture.
- They use feedback for directives toward change.
- They build trust and rapport among team members.
- They use a step-by-step plan for implementing and maintaining a professional development plan.
They value continuous learning by engaging in critical self-assessment. During EPD, I attempted to provide teachers with ample opportunity and support to try CLT methods, even with the existing deep structure.

Participation in EPD activities included implementation of CAs, peer observations, peer meetings, consultant meetings, consultant visits and web discussion. Written projects for EPD activities required a fieldwork report (Appendix B) and final reflection paper (Appendix B) that were submitted during the final weeks of the course. I recommended that teachers write their weekly reflections in a personal journal (Appendix B) in order to write the final reflection paper.

During EPD, teachers designed, taught and reflected on CAs implemented in classroom lessons. Ellis (1982, 1997) believes that communication tasks, which are called CAs in EPD, have the following characteristics that can guide WL teachers when planning their lessons:

1. There must be a communication purpose.
2. There must be a primary focus on message rather than on linguistic code, although participants may need to attend to form from time to time.
3. There must be some kind of gap (information or opinion).
4. There must be opportunity for meaning negotiation when performing the task.
5. The participants choose the resources, verbal and non-verbal required for performing the task (i.e. they are not supplied with the means for performing it).

After implementing the lessons, teachers reflected with one another and with me. Students participated in after-school EPD meetings that occurred during the third and ninth weeks. Peer and consultant meetings usually took place at the high school during
planning periods or study halls that the EPD teachers supervised, however one teacher preferred to meet with me in her home instead of at school.

3.2 The context

I decided to implement EPD at *Mountain Valley High School* (MVHS) because of its relatively diverse student population, large faculty and proximity to the university. MVHS can be classified as a “typical” middle to upper-class U.S. public high school. The high school draws its students from a 150 square mile attendance area encompassing the Borough of Mountain Valley and its surrounding townships totaling an enrollment of approximately 2,600 in 2004-2005. The proximity of the university campus accounts for much of the diversity in the student population. It also offers high school students the advantage of enrolling in college-level courses as part-time non-degree students. Many collaborative projects occur between the university and the Mountain Valley school district. According to the state’s department of education, the school district's per pupil expenditures rank seventeenth out of twenty one state school districts with similar wealth. Although the school district spends $900 less than the average, it consistently produces educational outcomes above state and national averages.

In spring 2003, a year before I decided to implement and research EPD at MVHS, I contacted the WL curriculum coordinator to request permission to observe teachers in the department who would be willing for me to visit their classes. At the time, there were twelve WL teachers: six Spanish, four French and two German teachers. I emailed all the teachers, and I visited eight of the teachers at least once. By visiting teachers in their classrooms, I attempted to establish a rapport with the program.

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For purposes of privacy, the names of the high school, teachers and administrators have been changed. The information on the school district is not referenced also to protect the anonymity of the participants.
In summer 2003, I met with the MVHS WL curriculum coordinator to explain EPD. She suggested that I come to the first departmental meeting in August to see how many teachers would be interested in participating. At this point it was not yet determined what type of credit would be earned for participation in the PD.

In August 2003, I introduced EPD to the MVHS WL department. Also present were middle school teachers in the Mountain Valley school district. I explained that I wanted to implement EPD and research its effects for my dissertation study. A total of ten WL teachers showed interest in the course, eight of whom were high school teachers.

In the three months that followed the August meeting, I worked on obtaining approval for EPD from the university in order for teachers to earn graduate credit and/or mandatory state PD credit. EPD also had to be approved by the associate principal for curriculum development at MVHS. Additionally, I submitted my research proposal to the university’s office of research protection.

In November 2003, it was decided that the EPD course would be offered as an independent study in applied linguistics through the university. Three graduate credits or ninety mandatory state PD credits hours were earned for taking the course. As the EPD consultant, I did not receive a monetary stipend; all of my work was done on a voluntary basis. EPD had been approved by the MVHS associate principal for curriculum development, but I still awaited review from the university research office. Eighty-five percent of the cost of the course was paid for by the school district, and the teachers paid the remaining fifteen percent.

I returned to MVHS on November 19, 2003, and four Spanish teachers enrolled in the course. I reminded the teachers that EPD was part of my dissertation study and that I
would need their written consent to participate upon approval from the research office. I explained that I would be asking for their permission to use observation notes, questionnaires, and their written work from EPD. I also told them that I would be asking for their help to recruit student participants to come to the two after-school EPD meetings.

In January, I contacted the teachers to inform them that I had received approval from the university research office. I delivered the course syllabus (Appendix B) to them at MVHS personally, and I reminded them to attend the breakfast meeting at my home on January 24, 2004.

3.3 The participants

This study documents the experiences of four high school Spanish teachers who participated in EPD during the spring 2004 semester. Three of the EPD teachers were earning their masters’ degree, while one teacher desired the credits to satisfy mandatory state PD hours. All four teachers were very diverse even though they all possessed a B.A. in Spanish and were certified to teach Spanish in grades six to twelve in the state where the study took place. While earning their undergraduate degrees in Spanish, three of the teachers had studied abroad at various universities in Spain for a semester and one had studied in a university in Columbia for six months. The following teacher sketches are provided from data I obtained from the biographical questionnaire (Appendix C) and from fieldnotes recorded after the breakfast meeting.

Sophia was a first-year teacher who taught beginning levels of Spanish (Spanish I and Spanish II). I had not visited her classes in spring 2003 since it was her first year teaching at MVHS. She had obtained her degree in 2001, but she was not certified to
teach until 2002. At the university where she obtained her teaching certificate, she had taken a course on teaching of foreign language methods that involved reading and discussion on teaching language and focus on total physical response. Her most recent experience abroad was when she studied in Spain in 2000.

Sophia liked Spanish class in high school, and had performed well in it, so she decided to become a teacher. One of her parents also was a teacher. A few days before the breakfast meeting Sophia had written me an email voicing her concern about participating in EPD as a first-year teacher. She communicated to me that she felt under pressure and that her classroom responsibilities were her highest priority. She told me she was going to put forth her best effort, but she felt anxiety about what would be expected of her during EPD. I responded to her email and reassured her at the breakfast meeting that I had experience working with beginning teachers, and I would be in her classroom to help her in her first year. I told her I was flexible and would provide her with many resources for her teaching. I asked her not to worry and to let me know if anything at all seemed overwhelming.

*Sergio* was a second-year teacher who also taught beginning Spanish (Spanish II). I had met Sergio when I visited a few of his Spanish II classes in spring 2003. He obtained his degree and teaching certification in 2002. Sergio did not have a methods class, but had experienced teaching English to Spanish speakers in Spain. His most recent experience abroad was a trip to Puerto Rico with Raquel, another teacher in the study, and her family for three days in 2003.

Sergio decided to become a teacher because he enjoyed taking Spanish classes in high school Spanish with a particular teacher, and he loved taking courses from a certain
college Spanish professor. Both of his parents were teachers. His mentor was Raquel and they seemed to get along well. His students were using computers in his Spanish II classes for their projects, and he was looking forward to my visits.

Daniella had been teaching for eight years, and she taught beginning and advanced Spanish (Spanish II and Advanced Placement Spanish). I had met her in spring 2003 when I came to visit a pre-service teacher she was mentoring during five-week field experience. Daniella had obtained her degree in 1992, but she worked as a restaurant manager before becoming a teacher. At the university where she obtained her teaching certificate, she had taken a methods course on foreign language pedagogy. In fall 2003, she had taken a course on technology in foreign language education at the university to earn credits for her master’s degree in curriculum and instruction. Her most recent experience abroad was in 1997 when she spent five weeks in Argentina.

Both of Daniella’s parents had been teachers, and she had studied Spanish literature in college because she thought she was good at it. She believed that her students thought she was strict, and mentioned that some students might even be scared of her. She mentioned that the school principal had told her that she was known to be strict, but it did not bother her because her students earned the best scores on the Spanish National Exam each year.

Raquel was a twenty-three year veteran and taught beginning Spanish (Spanish I). I had met Raquel when I visited one of her Spanish I classes in spring 2003. She had obtained her degree in 1975, but she did not start teaching until the end of the 1981-1982 school year. She majored in Sociology and Spanish and minored in Education and
Philosophy. She also had studied in Columbia in 1974 for six months right before the U.S. had bombed it and taken it over.

After having a negative student teaching experience she considered not teaching, and went to graduate school for Spanish Education. While she was earning her master’s degree in 1976-1977, she drove a school bus in Mountain Valley, inventoried goods for businesses in the area, and graded papers and fulfilled administrative duties as a graduate assistant. She did not remember what methods courses she had taken when becoming a Spanish teacher because “it was so long ago,” and said she had learned to teach language through “on the job training.” From 1977-1981 Raquel worked at various state jobs and began a family.

Raquel decided to teach Spanish in 1982 when a long-term substitute teaching position became available at an alternative school in Mountain Valley. She taught at the alternative school from 1982-1991 when the number of students who enrolled in the school had dropped, and Spanish was no longer offered as a course. Raquel moved to MVHS in 1991 and has been teaching there since. At the alternative school, Raquel enjoyed freedom, planned with other faculty and had taught Spanish through content-based instruction. She stressed that at MVHS she had felt uncomfortable at first in such a traditional school, and the faculty seemed to be unfriendly and impersonal. She confided to her three colleagues and me that no one said hello to her in the hallways of the school when she began teaching there. It seemed like Raquel did not enjoy teaching at MVHS as much as she had at the alternative school. Her most recent experience abroad was a trip to Puerto Rico with Sergio for three days in 2003.
Having encountered certain opposition to implementing EPD as a university course, I decided to create a questionnaire for the administrators involved in the approval process. Three university administrators and two MVHS administrators were asked to participate. At the university, the department heads of the curriculum and instruction and applied linguistics consented to answer the administrator questionnaire (Appendix D). The WL curriculum coordinator and the associate principal for curriculum development at MVHS also responded. Maria, the WL education professor-in-charge from the College of Education, declined to participate.

A total of twenty eight students participated in after-school meetings that occurred during EPD. Ten students attended the February meeting and answered the student questionnaire (Appendix E). Eighteen students were present at the March meeting and answered the questionnaire (Appendix E). Student participants were recruited from Sergio’s Spanish II classes in February and from Daniella’s Advanced Placement (AP) and Spanish II classes and Sophia’s Spanish I and Spanish II classes in March.

3.4 Role of the researcher

In order to research the effects of EPD, I collected and analyzed various data during and after implementing EPD. During the ten-week EPD course I observed the teachers’ classes daily. I also observed their classes twice a week for three weeks immediately following EPD, and again twice a week for three weeks in September 2004 (approximately 5 months after EPD).

As discussed in Chapter One, I decided to work with and for teachers by implementing EPD and researching its effects. As an insider-outsider, participant-observer, practitioner-researcher, I aimed to increase awareness and practice of CLT as
well as collaboration among language teachers to enhance WL learning in the classroom. Acting as the consultant and the researcher, I chose my words, my judgment, and my actions carefully and communicated my advice and feedback strategically. Tension was sensed and felt by me; CLT was not implemented without resistance.

3.5 Mode of inquiry

In an attempt to provide an in-depth understanding of the effects of EPD, I collected data through participatory action research (Denzin and Lincoln, 1998; Richards, 2003). As mentioned in Chapter One, when I offered EPD to the WL department at MVHS, I had a clear agenda to intervene in WL high school classrooms and to promote and support teachers to integrate CAs into their classrooms. The four teachers enrolled in the course to improve their own practice (see section 4.1). They particularly wanted guidance on how to implement instruction that focused on communication to increase proficiency, and they envisioned working with other teachers in planning (see section 4.1). EPD was designed to empower teachers and their students through participatory inquiry into CLT with emphasis on “systematic testing of theory in live-action contexts” (Denzin and Lincoln, 1998, p. 279). Together we repeatedly planned, acted, observed and reflected. In participatory research, the participants aid the researcher in determining what collective action is necessary to bring about change (Merriam, 2002).

A multi-methods, quantitative and qualitative approach to data collection and analysis was employed in order to achieve understanding of the research questions and sub-questions of this study:

1) To what extent, if any, does EPD affect teacher understandings of CLT?
a) What understandings do the teachers have about their teaching before they participate in EPD?

b) What do teachers learn about CLT from EPD?

2) What influence, if any, does ELOB design have during EPD?

   a) How is CLT implemented in the teachers’ classrooms during EPD?

   b) If there is a change in teaching methods during EPD, what evidence can be found for the cause of this change?

3) To what extent, if any, does EPD affect curriculum design in the classrooms of the teachers?

   a) What deep structure is observed in the WL curriculum?

   b) What lessons and/or teaching strategies are implemented as a result of EPD?

4) How is experiential PD perceived by WL teachers and administrators?

   a) How do WL teachers compare EPD to other forms of professional development?

   c) How do administrators compare EPD to other forms of professional development?

Merriam (2002, p. 3) states, “The key to understanding qualitative research lies with the idea that meaning is socially constructed by individuals in interaction with their world.” She claims that construction of the world, or reality, is in a constant state of change and subject to multiple interpretations. In my role as qualitative researcher, I was interested in understanding the interpretations and experiences of the teachers and students during and after EPD. I was the main interpreter of how the four teachers and their students
experienced and interacted during and after EPD, and had to determine what meaning it had for them (Merriam, 2002).

Triangulation is a research method used to establish internal validity of findings (Denzin, 1970, 1978; Denzin and Lincoln 1998; Merriam, 2002). Denzin (1970) describes four types of triangulation: multiple investigators, multiple theories, multiple sources of data, or multiple methods to confirm emerging findings. When reality is viewed by the researcher attempting to translate the participants’ interpretations or understandings, multiple sources of data are essential to providing a complex picture and an in-depth understanding of the issues under investigation (Merriam, 2002).

This investigation employed four data collection procedures: questionnaires, written reflections, fieldnotes and observations. Questionnaires were answered by administrator, teacher and student participants. When constructing questionnaires, my thesis advisor and a statistics professor were consulted to establish internal validity. Teachers submitted two written reflections for the EPD course that also were analyzed for the study: the fieldwork report and the reflection paper. In order to complete the reflection paper that was included in the data, teachers were advised to keep a journal during EPD, but I did not collect or analyze it. When creating requirements for the personal journal, fieldwork report, and reflection paper, I was inspired from the work of Duckworth (1996, 2001), a student of Piaget. Finally, I conducted numerous observations using an observational data report and recorded fieldnotes during and after observations. Explication of each source of data along with their relevance to the study is described in the next section.
3.6 Data collection methods and procedures

Administrator questionnaire

After overcoming certain obstacles in order to gain approval for the EPD course from the university so that teachers could earn graduate credit for participation, I created the administrator questionnaire (Appendix D). All administrators agreed to complete the questionnaire except for the WL education professor-in-charge from the university’s college of education. They each signed consent forms and answered each of the questions on the questionnaire. It documented the university and MVHS school administrators’ perceptions of EPD compared to other forms of PD (see section 4.4). Specific questions were directed to find out what types of PD they valued and what credit they believed EPD teachers should earn for their participation in the course.

Student questionnaires

The two student questionnaires (Appendix E) that I created provided insight into the experiences and understandings of the students who participated in the two after-school EPD meetings. They documented students’ perceptions of the effects of EPD on curriculum design in the classrooms of their teachers (see sections 5.5 and 5.6). Specific questions were aimed at discovering if students noticed a change in instruction in their Spanish classes during EPD.

Students who answered the questionnaires were asked to describe CAs that were implemented in their classrooms and to approximate the amount of time their teachers devoted to the CAs during the week (see sections 5.3 and 5.5). Students who attended the March meeting were asked to define CA (see section 6.4). They also were asked to quantify the amount of Spanish they spoke during CAs (see section 5.7). Students who
participated in the meetings and completed the questionnaires signed consent forms. Students under the age of eighteen received letters to be taken to their parents who also signed the consent form.

*Teacher questionnaires*

Teachers were asked to complete a total of three questionnaires that I created. The biographical questionnaire (Appendix C) provided background on the teachers’ educational experiences with respect to WL education prior to EPD. This particular questionnaire aided me in creating the biographical sketches presented in section 3.3.

The questionnaire submitted in February (Appendix C) documented teachers’ perceptions of their teaching before participating in EPD. They described what they believed was essential to teaching WL, the components that comprised their curriculum and their general approach to teaching (see sections 4.1, 4.2, 4.3). Teachers were asked to quantify how often they focused on the different curriculum components they had mentioned and how often they believed they implemented CAs during the week (see sections 4.2 and 5.6). They described a CA they had enjoyed facilitating within the past year (see section 5.2). Teachers noted how often they participated in PD, what types of PD in which they had participated in the past three years and what they believed they had learned from those experiences (see section 4.4). They also communicated their goals for EPD and described their motivation for taking the course (see section 4.1).

The questionnaire they submitted in September (Appendix C) documented teacher perceptions of their teaching after participating in EPD. They described what they believed was essential to teaching WL, what components comprised their curriculum and if their participation in EPD had affected their curriculum design for summer courses
they may have taught or for the 2004-2005 school year (see sections 4.2, 4.3, 6.1, 6.4). Teachers were also asked to quantify how often they focused on the different curriculum components they had mentioned and how often they believed they implemented CAs during the week (see sections 4.2 and 5.6). They defined CA and CLT and described positive and negative associations with implementing CAs (see section 6.4). They also quantified the amount of Spanish they and their students spoke during CAs (see section 5.7). Teachers were also asked how they felt about student participation in PD activities and if their participation in EPD had affected curriculum design in their classroom (see section 6.4).

When teachers agreed to participate in EPD, they signed a consent form to complete the biographical questionnaire and the February questionnaire and to grant permission to use their fieldwork reports, reflection papers and my observations and fieldnotes recorded during the study. An addendum to the original teacher consent form was signed when the teachers completed the September questionnaire because I had created it after EPD and it was approved in August 2004.

Written reflections
For the EPD course, teachers were required to submit a fieldwork report and a final reflection paper (Appendix B). Each teacher was asked to write a fieldwork report for one CA that they implemented during week five, six, seven or eight of EPD. The activity described and reflected upon had to be observed by one other EPD teacher. Teachers also discussed CAs they had implemented in their final paper due at the conclusion of the EPD course. Both documents were used to investigate the effects of EPD on curriculum design from the teachers’ perspectives (see section 5.4). In these documents teachers also
described what they had learned about CLT from EPD (sections 6.1 and 6.4), data that enabled me to identify the effects of ELOB design on instruction during EPD (see section 5.4).

*Observations and fieldnotes*

As a participant-observer I attempted to document as many phenomena as possible that I experienced in the classrooms and teacher-consultant meetings both during and after EPD. The data from my observations and fieldnotes served to document how EPD affected teacher understandings of CLT (see sections 5.1 and 6.4), how EPD affected curriculum design, and how ELOB design affected instruction both during and after EPD (see sections 5.4, 5.9, 6.2, 6.3).

As stated in section 3.4, during the ten-week EPD course I observed the teachers’ classes daily. Observation of the four teachers’ classes or consultant meetings totaled approximately 256 hours. I met with or observed Sergio and Sophia each for 75 hours, Daniella for 51 hours, and Raquel for 55 hours. As I previously mentioned in section 3.4, I also observed their classes twice a week for three weeks immediately following EPD, and again twice a week for three weeks in September 2004 (approximately 5 months after EPD). After EPD, I observed Daniella 23 hours, Raquel 13 hours, Sergio 14 hours, and Sophia 21 hours. Pre- and post-EPD observations or meetings with teachers totaled approximately 328 hours.

Fieldnotes from my observations recorded teacher and student interaction, explanation of topics and assignments, phenomenon that occurred during various lessons, and reflections and comments that I did or did not share with the teachers in our meetings. I used the EPD observation data sheet (Appendix F) that I created to use while
observing classes and recorded data from the board and my reflections and comments in compositions books I carried with me during and after EPD. When entering the handwritten fieldnotes electronically, I also recorded any additional thoughts I had about the on-site observations.

During my observations I collected various handouts, worksheets, assessment, and some examples of student work. Some of these documents are included in the appendices as examples of what I observed during instruction. All are anonymous, but are included with teacher consent.

3.7 Data analysis

A massive amount of data was collected during this study, so decisions had to be made as to how to manage and interpret the documents and tell the unfolding story. Individual and shared reflection into the research and development needed to be integrated (Richards, 2003). Using the questionnaires, written documents, fieldnotes and observations, I re-created the text to make sense out of what I had learned and what the participants had experienced (Denzin and Lincoln, 1998).

I carefully analyzed the various data, first reading through it all until I reached a point where ideas needed to be organized systematically (Richards, 2003). Then, using post-it notes I organized the various data on the walls in my home office under the five essential themes that I continued to recognize in the data: CLT, deep structure, EPD, PD and CAs (Richards, 2003). These themes became the major categories that I used to guide my analysis and were driven by theoretical sensitivity and professional knowledge, as well as research and personal experiences I brought to the inquiry (Glaser, 1978; Strauss and Corbin, 1990; Denzin and Lincoln, 1998). Once the themes had been
defined, I created a diagram (3.1) to visually depict the influences of EPD and clarify the relationships between these themes in my mind.

Eventually the post-it notes became printouts with data listed under the main categories, and then subcategories, and the data spread from inside my office to walls in other areas of my home. I felt that I was deeply connecting with the data and that this was the best way for me to see and work with it (Richards, 2003). When placing data under certain categories and subcategories, it was compared, contrasted, coded and then filed. Glaser and Strauss (1967, 1999) call this the constant comparison method of qualitative analysis. Similarities and differences that were found from one data source were compared and contrasted with other data sources. Pre- and post-EPD data, teacher and administrator data, teacher and student data were analyzed, evaluated, coded, categorized and subcategorized.

Using analytic induction, once data had been categorized and subcategorized, hypotheses were tested and data was re-checked to see if the phenomena were related and could account for all the cases (Silverman, 2001; Richards, 2003). I then related the categories and sub-categories of data back to the research questions to make sure that I was indeed providing evidence for the claims I planned to make for the study.

Because I had asked the teacher and student participants to quantify certain data (WL curriculum components in section 4.2, frequency of CAs in section 5.6, Spanish use during CAs in section 5.7), I used pie charts and descriptive statistics to summarize the findings. I found this to be the most manageable way to organize the small sample of data that I had obtained and attempt to show the relationships between what the participants perceived at different times during the study.
When summarizing the results in Chapters Four, Five and Six, I checked and re-checked the data to make sure that what I claimed about the phenomena was related, and that the categories, sub-categories and concepts could be connected to the various theoretical underpinnings of CLT, communicative activity, deep structure, ELOB design and PD that I had reviewed in Chapter Two. In the write-up, I attempted to provide as much insight into the participants’ experiences as possible while still communicating my own understanding of highlighted phenomena, in which I had been an active participant.

Denzin and Lincoln (2003, p.9) explain that qualitative research is difficult to define clearly because it has “no theory or paradigm that is distinctly its own.” It is a creative and interpretative process, leaving the researcher puzzled at how to leave the field with a plethora of data with which to construct interpretations (Denzin and Lincoln, 1998). Accepting of the fact that there is still much to learn, I have attempted to get at the heart of things in this difficult and messy business (Richards, 2003).

3.8 Validity and Reliability

To maximize internal validity, triangulation was achieved by collecting data from multiple sources and translating the participants’ interpretations or understandings into rich, thick description (Merriam, 2002), however the effects of EPD cannot be generalized beyond what the participants of the study experienced in the particular context of this study. I chose to understand the experiences of these four teachers in depth instead of researching what the truth is for many (Merriam, 2002). The four teachers in the study were rather diverse in terms of teaching experience, so even though not purposefully chosen, maximized variation in the participants was present (Merriam, 2002). Individual and shared experiences that occurred this time during EPD may or may
not be replicated if implemented again with different teachers, students and administrators in a different context, and by a different consultant-researcher. All efforts were made to be consistent and dependable when analyzing data and writing up the results. It is up to the reader to determine the reliability and external validity of this study and how the findings might be applied to their own particular contexts (Merriam, 2002).

3.9 Role of Subjectivity

Subjectivity is not absent from my analysis in that I was both the consultant and the researcher. Qualitative research breeds opportunity for the infusion of personal factors that cannot be suppressed. I have taught secondary French, instructed WL teaching methods, supervised WL pre-service teachers, and observed many practicing WL teachers over several years. As mentioned in Chapter One, I purposely chose to implement and research EPD because I wanted to do research with and for teachers. CLT has not been implemented in a meaningful and long-lasting way (Connor-Linton, 1996; Allen, 2002; Lozano et al., 2002; Rifkin, 2003; Hall, 2004), and I preferred not to blame or accuse the teachers for not using it in instruction. When designing EPD, my goal was to achieve reform strategically, and to engage in collective action to bring about change (Merriam, 2002).

Denzin and Lincoln (2003, p. 144) discuss how subjectivity places responsibility on the researcher to capture the story and communicate the results obtained from the data.

“Many a researcher would like to tell the whole story but of course cannot; the whole story exceeds anyone’s knowing, anyone’s telling. Even those inclined to tell all find strong the obligation to winnow and consolidate. A continuum runs from telling lots to telling nothing. The holistic researcher, like the
There are certainly limitations in my perceptions and choices to convey the story of what
the participants experienced as well as what I observed and interpreted. In order to
minimize subjectivity and establish internal validity of findings, as stated in section 3.7,
triangulation was employed by collecting multiple sources of data. Data collected from
the participants and recorded by me were compared and contrasted during analysis, and
all attempts were made to report the details of what emerged multiple times from the
various sources. In the analysis I aimed to present the participants’ experiences while
still including my interpretations of the emerging themes. The evidence that emerged
was then used to answer the research questions.

Summary
In summary, this chapter discussed how data was collected and analyzed during the study
in order to discover the experiences and understandings of the participants and to find
evidence to answer the research questions. My role as consultant-researcher was
explained and issues of validity, reliability and subjectivity were discussed.

In the next three chapters, results of the analysis are presented and discussed.
Chapter Four identifies teacher learning goals’ for EPD and describes teacher’s beliefs as
to the components essential to a WL curriculum. Perceptions of teachers and school and
university administrators of PD are also discussed, and features that emerged as
fundamental in EPD are presented.

CAs that were implemented and evidence of deep structure observed during EPD
are described in Chapter Five. Chapter Six discusses the effects of EPD on curriculum
design as perceived by the teachers. CAs implemented, teacher understandings of CLT and evidence of deep structure observed after EPD are also described.
Chapter Four

The pre- and post-EPD perspective

Overview

This chapter describes the teachers’ learning goals for EPD, their beliefs about what is essential when teaching WL and their pre- and post-EPD interpretations of the components present in their curriculum. I also discuss data on how EPD teachers and school and university administrators perceive PD. The chapter concludes with my identification of certain features that emerged to be fundamental in this EPD.

4.1 Teacher learning goals for EPD

Teachers wrote about *their* learning goals for EPD in the February questionnaire (Appendix C), fieldwork report and reflection paper (Appendix B). In both the questionnaire and written reflections, they communicated what they wanted to learn and understand about language teaching and learning. They were clear in what they wanted to discover and indicated this would not occur without collaboration. They wanted to implement CLT effectively both during and post-EPD.

**Daniella:** *To align competency with communicative activity in a way that allows the activity to be successful and to move us forward in the curriculum, increasing students’ proficiency in a meaningful way rather than just toying with subject matter.*

*Collaborating with colleagues is essential to facilitate students’ academic self-actualization within our curriculum and right now, school structure is such that very few students are able to do this to any substantial degree. I want to learn more so that I can become more active in changing these unsatisfactory conditions.*
At the breakfast meeting the Saturday before EPD started, we had the opportunity to get a grip on one another’s priorities so that we were sensitive to them when we planned.

One of my goals was to become a better mentor teacher for new staff and for student teachers.

Raquel: Genuine, productive communicative activities/methods that do not generate disruption outweighing achievement. Desire to evaluate and participate in and try current teaching methods.

This is my 22nd year of teaching, and I signed up for this course with the anticipation of an old dog learning some new tricks. I felt competent in delivering the curriculum but have always felt that my kids should have more experience in speaking. My previous attempts at speaking seemed to result in time off task or, worse, in opportunities for misbehavior. The majority of our time was spent enhancing the other three skills of language acquisition.

Sergio: How to effectively plan and implement EPD activities so students’ speaking abilities are more even with their comprehension levels.

Having never studied Spanish teaching methods, I looked at this class as a way to become a more effective Spanish teacher. At the start of EPD I expected to learn a variety of instructional methods to improve my students’ speaking abilities.
Since I do not have decades of teaching experience yet, I am open to changing my teaching methods. I look for methods that will improve student achievement, but that are also practical.

Sophia: I want to learn strategies that will help my teaching. As a young teacher I have so much to learn and I think this is a great opportunity. I want to learn techniques and methods to incorporate in my classroom. I like the idea of communicating with crews. It’s hard to get together as a “team” of WL teachers and the collaboration always is great.

When this project began I felt a great deal of anxiety and anticipation. The EPD project is my first graduate level class, and I was worried that the combination of the pressures from being a first year teacher and the course would have disastrous results. After Brigid calmed my nerves through a reassuring email and we met for the initial breakfast meeting, I felt the expectations were reasonable for the time I had available. Initially Brigid and I focused on improving classroom management and working to make my lesson activities more communicative.

In addition to learning about teachers’ goals in written text, the teachers shared some of their goals for EPD with me during conversations and consultant meetings. As a result, I could coach them in their planning and implementing of different CAs. The more I knew about what they wanted, the better I could advise them in creating lessons that would work for the teachers and their students while representing CLT. The
following goals from Daniella and Sergio for EPD were recorded in my fieldnotes. Some of these goals seemed easier to attain than others.

**Daniella:**

--Really wants to work with computers.

--For her other graduate courses she has had to write 20-page term papers, which she does not believe do anything to help her in the classroom. They do lessons in the classroom—she wants to be able to translate theory into practice and does not see writing papers to be useful professional development.

--I’ll have to meet the computer staff at [MVHS] as soon as possible and learn how to set up a website for these teachers and a chat room for the Spanish students.

**Sergio:**

--He mentioned again that he did not have a methods class.

-- Sergio mentioned that he “had a heck of a time figuring out what course to take—this course saved me!”

--For the EPD meetings, Sergio wants to see how a communicative activity goes with a less motivated student. He wants to know how to motivate those troubled students or trouble makers. I’ll share plenty about the hoodlum class who ended up loving to speak French and doing it so well!

Raquel and Sophia were less clear about what their specific goals for the course were at the beginning of EPD in our conversations. Here I was interpreting what the two teachers were communicating to me. Raquel appeared to want to review theory and Sophia told me that she was having difficult with student behavior and overall classroom management.
Raquel:

-- [At the breakfast meeting] before she left she asked me in the kitchen to recommend some reading. She said “it has been a real long time since I have looked at any theory about language.” I gave her ELOB’s Guide to planning a learning expedition because of her [alternative school] experience. I also told her to read over Chapter 1 in Savignon (2002). I thought this would be some easy theoretical reading for her. I was wondering if she really wanted to read theory or if she wanted me to think she wanted to read it. I’ll find out on the next questionnaire when the last time was she took a course or went to any professional development. I think that this type of project is right up her alley!

Sophia:

-- I could tell when she spoke that she was having some class management/discipline issues. One student asked her recently if she “liked it rough!” Whoa!

--I am thinking that she needs some routines and structure going into her lessons. Even though she remarked on the questionnaire that her activities are student-centered---they need to be assessed for individual performance.

In addition to finding out what the teachers expected from EPD, I also wanted to learn how they perceived their curriculum. The following section summarizes the results of the teachers’ beliefs about their pre-EPD (during first three weeks, before required CAs were implemented) and post-EPD (after EPD course was completed, in September 2004) interpretations of the components present in their curriculum.

4.2 WL curriculum components pre- and post-EPD

At the beginning of EPD (pre-EPD) in February 2004 and after EPD (post-EPD) in September 2004, in two separate questionnaires (Appendix C), teachers were asked to list
the various components of WL learning addressed in their classrooms during the week. I specifically asked teachers to list the various components of WL learning that they believed were addressed in their classroom during the week. They were not given suggestions or prompts when choosing their components. I also asked the teachers to mark the approximate percentage of classroom time per week (total=100%) that they focused on each of the components. The various figures and narratives below explain the components the four teachers believed were incorporated in their WL curriculum before and after EPD.

**Figure 4.1**

Pre-Daniella-Spanish II

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>25%</td>
</tr>
<tr>
<td>Writing</td>
<td>25%</td>
</tr>
<tr>
<td>Speaking</td>
<td>25%</td>
</tr>
<tr>
<td>Listening</td>
<td>15%</td>
</tr>
<tr>
<td>Culture</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Figure 4.2**

Pre-Daniella-AP Spanish

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20%</td>
</tr>
<tr>
<td>Writing</td>
<td>20%</td>
</tr>
<tr>
<td>Speaking</td>
<td>20%</td>
</tr>
<tr>
<td>Listening</td>
<td>20%</td>
</tr>
<tr>
<td>Culture</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Daniella**

Pre-EPD (Figure 4.1, 4.2) Daniella believed her Spanish II class focused on reading (25%), writing (25%), speaking (25%), listening (15%) and culture (10%). And her AP Spanish class focused on reading (20%), writing (20%), speaking (20%), listening (20%) and culture (20%). Post-EPD (Figure 4.3) Daniella believed that both her Spanish II and AP classes focused on listening (30%), reading (35%), writing (20%), speaking (15%). Culture was taught during all activities. During writing and speaking activities (35%), Daniella noted that Language Arts/Language for a Purpose (10%), My language is me/Personal second language use (10%) (Savignon 1983, 1997) were addressed (Figure 4.4). Theater Arts (5%) and Beyond the classroom (10%) (Savignon 1983, 1997) were
implemented less than once a week for both SPII and AP. She added that Savignon’s curriculum components were not implemented as much with her larger Spanish II classes.

**Figure 4.3**

Post-Daniella-Spanish II and AP

*Culture is addressed during writing, reading, speaking and listening activities.*

**Figure 4.4**

Post-Daniella-Writing and Speaking

*Raquel*

Pre-EPD (Figure 4.5) Raquel believed her Spanish I class focused on reading (46%), writing (18%), speaking (18%) and listening (18%). Post-EPD (Figure 4.6), besides speaking (13%), listening (25%), reading (25%) and writing (37%), Raquel also believed she spent time giving directions, dates for upcoming assignments and tests during class, but she did not approximate a percentage of time for this category. She also stated in the
September questionnaire that focus on speaking skills increased as the year progressed, as she had Spanish I students, and they did not have much if any previous skill with which to work.

**Figure 4.5**

Pre-Raquel-Spanish I

Post-Raquel-Spanish I

**Figure 4.6**

Sergio

Pre-EPD (Figure 4.7) Sergio believed his Spanish II class focused on reading comprehension (30%), effective writing (30%), speaking/pronunciation (10%), listening (25%) and cultural understanding (5%). Post-EPD (Figure 4.8), Sergio believed he focused on reading comprehension (12%), effective writing skills (12%), vocabulary expansion (13%), speaking skills (13%), listening comprehension (13%), cultural understanding (5%) and impromptu language production (32%).

**Figure 4.7**

Pre-Sergio-Spanish II

Post-Sergio-Spanish II

**Figure 4.8**
Sophia:
Pre-EPD Sophia believed that she primarily focused on vocabulary and grammar. She thought she mainly focused on “the four components” with both her Spanish I and Spanish II classes: reading (25%), writing (25%), listening (35%) and speaking (15%) (Figure 4.9). She noted that she tried “to incorporate all four aspects of WL.” Post-EPD she was assigned to teach only Spanish II, and she reported that she focused on reading (20%), writing (20%), listening (30%) and speaking (30%) with her students (Figure 4.10). She also added, “I do all activities daily and I feel I have a better balance now than before EPD. Last year I was not having the students speak enough. I also included more reading this year. Every Friday for the last fifteen minutes, we do a Spanish reading series.”

In both the pre- and post-EPD questionnaire data all of the teachers referred to the four skills (listening, reading, writing and speaking) in some way. Sophia and Raquel reflected solely on the four skills in their descriptions, while Sergio and Daniella mentioned other components. Sergio and Daniella also discussed teaching culture as a separate component from language. Even though Sophia and Raquel did not note use of culture in their classroom, I did observe cultural lessons in their classrooms.
Influence of deep structure in WL classrooms was visible with the teachers. The four skills have been essential components to WL curricula since the Conferences of Latin, Greek and Other Modern Languages submitted their report to the Committee of Ten on Secondary School Studies (National Educational Association, 1894). Culture was not considered in the curriculum then, but since the beginning of the twenty-first century ACTFL has been an advocate of students making connections and comparisons between the U.S. and other world cultures in WL classrooms (see National Standards, 1999).

Daniella represented components of the communicative curriculum proposed by Savignon (1983, 1997) in her post-EPD data, going beyond the four skills approach. Her reference to Savignon’s curriculum components may have been partly a result of reading and discussion that occurred in the fall 2004 graduate course she took in applied linguistics that I co-taught. Her break-down of the components were more representative of a CLT approach to curriculum design in that she described use of Language Arts/Language for a Purpose, My language is me/Personal second language use, Theater Arts and Beyond the classroom (Savignon 1983, 1997).

Sergio added two components after EPD: vocabulary expansion and impromptu language production. His major areas of emphasis had been reading comprehension and effective writing in January, but in September it was impromptu language production. Impromptu language production could be associated with more focus on CC than mastery in Sergio’s class, and this would also show a more communicative approach (Berns, 1990; Canale and Swain 1980; Canale 1983; Savignon 1983, 1997, 2002). Sergio’s priority seemed to shift to create opportunities for students to engage in meaningful
communication through the expression, interpretation and negotiation of meaning in the classroom through written or spoken discourse (Savignon, 1983, 1997).

Besides inquiring into curriculum components, I also researched the teachers’ philosophy of what they believed was essential to WL teaching before and after EPD. In the next section, the teachers’ beliefs are represented.

4.3 Essentials to WL teaching

In the February questionnaire (Appendix C) teachers explained what they believed was essential to WL teaching. They made the following comments:

Daniella: Make it real. Make it stick. There’s something in it for each learning style. Try to incorporate as many senses as possible through whatever techniques fit in with the subject matter and the personality of the students.

Raquel: Combination of theory and practice. Neither is sufficient alone. I get kids from immersion teachers who say “OH! THAT’S what the teacher was saying all last year!”

Sergio: To sum in a sentence…Knowing how, where and when to say what to whom. i.e. effective communication.

Sophia: Communicated to me that she did not know before participating in EPD. She noted on her September questionnaire: At that time I truly didn’t know.

Daniella’s focus at this point was to motivate the students by using different teaching methods. Combining the theoretical and the practical was important to Raquel, and she seemed to be particularly against using immersion. Sergio believed his students
should be effective communicators as a result of being in his classroom. Sophia had not written a response, and later she admitted that she really did not know at the beginning of EPD.

Post-EPD in the September questionnaire (Appendix C), teachers responded as follows:

**Daniella:** Professional development, curriculum, syllabus, experience, accountability, scaffolding, communication between levels, community, Spanish use, variety, balance, skills, competencies, literacy, personalization.

**Raquel:** (besides speaking, listening, reading and writing). Giving directions and dates for upcoming assignments and tests.

**Sergio:** 1. To have students understand why it’s important to be proficient in a WL. 2. An integrated language body! 3. The ability to produce and comprehend language in its cultural context.

**Sophia:** I feel that the students have to be engaged and allowed to practice all 4 skills (reading, writing, listening, speaking). The environment should be relaxed/non-threatening, but the Ss are still accountable. I feel that varied instruction is key and maximized input of Spanish. Also, a good solid routine helps so much!

It seems that the teachers were able to reflect on their practice during EPD, consequently redefining the essentials of their WL curriculum in September. Daniella wrote a detailed list including what she believed was essential to her own growth as well
as to her students’ development in the classroom. Raquel mentioned the four skills and stressed importance of students understanding directions and important dates. Sergio expanded on his elements, going beyond aiding students to be effective communicators, but also to help them understand the importance of understanding and learning another language and its culture. After having been uncertain at the beginning of EPD, Sophia stressed that students needed to be motivated to learn Spanish. She believed teaching the four skills was important and used the maximum amount of Spanish she could in her classroom. She learned that routines were essential to her teaching. She varied instruction and believed in holding students accountable for their learning.

The next section discusses perceptions of PD from school and university administrators, and the EPD teachers.

4.4 Perceptions of professional development

After creating this EPD, I quickly found out that educators had very different ways of looking at PD. Teachers and school administrators at MVHS were interested and motivated to participate in EPD. The administration at the university’s College of Education was unsupportive of EPD, so graduate credit was gained through the department of applied linguistics, with a certain degree of approval coming from that department head. Since I met such opposition to my EPD model, I asked administrators to respond to a questionnaire (Appendix D) with focus on PD. I had asked EPD teachers specific questions on the February questionnaire about their own experience with PD.

When EPD teachers were asked how often they engaged in PD and to describe the types of PD they participated in during the previous three years, they discussed in-
services, university courses, district induction meetings, the Critical Friends group, and traveling abroad.

**Daniella:** I participate in professional development both weekly and each semester. This year I have taken three courses at the university in the College of Education and the Department of Applied Linguistics. I have also participated in semester in-services at MVHS that have generally been aimed at literacy and curriculum. We seem not to be able to accomplish much. They are trying to achieve consistency in the department, conform to standards and post our intellectual property on the computer in the name of public relations. I have also taken summer courses on discipline and learning styles offered by cooperating districts.

**Raquel:** I participate in professional development weekly. I read journals, talk with other teachers, spend time observing and thinking, and I have gone to innumerable district in-services.

**Sophia:** I participate in the monthly district induction meetings. The focus is to introduce new teachers to school climate and resources. I attended monthly meetings last year at the middle school and have continued to attend at the high school. These meetings inform teachers about school climate, programs and resources. I have also gone to in-services at school that concerned mostly curriculum writing. Last year there was a day on classroom management strategies. We discussed strategies to manage difficult students. One in-service was on diversity. I also recently attended a conference on reading in a foreign language in February 2004.
Sergio: *I participate in professional development weekly. I attend MVHS in-service days that concern curriculum development. I am active in the Critical Friends group, a small group of teachers that meets monthly to discuss educational issues submitted by members (Sergio gave this example of an issue discussed: *How much freedom should students have in the classroom?*) I recently went to Puerto Rico (for three days in 2003), where I gained firsthand knowledge and experience in a Spanish-speaking U.S. territory.*

When administrators from the university and MVHS were asked how often they believed middle and high school World Language teachers should engage in PD, and then to describe PD activities that they believed were potentially beneficial to these particular teachers, they mentioned multiple types. At MVHS, Jan was the WL curriculum coordinator and a Spanish III teacher, and Mary was the associate principal for curriculum development. At the university’s College of Education, Mark was the department head of curriculum and instruction. Kate was the department head of applied linguistics. Maria, the WL education professor-in-charge in the College of Education declined to respond to the questionnaire.

Jan: *WL teachers should engage in professional development both weekly and once a year. I would support an extended contract so teachers can work together on articulation needs, brainstorm ideas on management and teaching strategies, and exchange “files” that work and are successful. Release time and money for conferences on language learning are beneficial. Teachers should also study abroad, visit foreign countries, or continue intensive language classes through universities. All of the forms I have suggested have a direct impact on the classroom. Both the teachers and the students benefit.*
**Mary:** Teachers should engage in professional development as often as possible. Our English Professional Development School (PDS) mentors and interns meet at least twice weekly for an inquiry period. We have found collaborating with colleagues to provide meaningful professional development. In addition to the PDS dyads/triads mentioned, several staff members have been trained in and have joined Critical Friends groups. Peer coaching has been another effective staff development technique. These two types of staff development activities are particularly beneficial because they are situational, that is, they address the teacher’s current teaching context. Secondly, they are ongoing and provide opportunities for teachers to try new strategies, obtain feedback from their peers, reflect and adjust their practice. Our professionals also enjoy attending conferences where they learn about new instructional techniques and materials.

**Mark:** I believe WL teachers should participate in professional development monthly. Teachers would benefit from professional conference attendance because they would learn more about field and key issues and hear from practitioners and researchers. In addition, enrolling in a class at a college or university would aid teachers to know and able to delve into key issues in the field. Finally, in-service days within district allow teachers the opportunity to work with peers on professional issues.

**Kate:** Teachers should engage in professional development on an on-going basis—as part of their daily instructional activities, whether it be a reflective journal, or meetings with colleagues, or participation in more organized professional development activities. Team research and instructional groups, mentoring relationships and peer reviews, reflective journals are all beneficial forms of WL teacher professional development. They
are structured in the contexts within which these teachers teach, grow out of personal experiences, and are professionally and personally meaningful. Also, they are sustainable over time, and require learning by participating in social practices of teaching and learning.

From the data it can be seen that Jan, Mary and Kate suggest certain non-traditional forms of PD such as extended contracts, keeping a reflective journal, and peer-coaching, while Mark prefers more traditional forms of PD such as professional conferences, university courses and in-services. Ironically, Daniella voices in her fieldwork report and reflection paper later during EPD that in-services are ineffective and a waste of time.

**Daniella:** During in-services—dictatorship days—I try to ‘hide,’ sitting in a cramped, too-hot or too-cold auditorium with few lights, surviving through lectures, correcting papers or calculating grades; having lunch alone or with my mentee in my darkened classroom exchanging complaints; sneaking away to do bulletin boards and other ‘housekeeping’ tasks. Traditional in-services stress me out, waste my time, keep me physically confined, and insist that I engage in tasks that distract me from what I consider to be my true work rather than offering me an opportunity to get with my colleagues in a venue that will enhance what we are attempting to do.

In-service forces us through cattle chutes toward the slaughter house. They focus on consensus, compromise, and conformity. In-service days should provide opportunities for teacher training in technology. We meet at the wrong place at the wrong time under the wrong circumstances and engage in the wrong activity considering the outcome that we desire.
My analogy is this: most professional development is WAY OFF base because it requires discussion without practice. I wonder what the public would say if they saw what went on behind the scenes. For such ambiguous outcomes, these days are financially costly. What a waste of human resources too. It’s just an unhealthy situation for the most part.

Let us teach and research and have regularly scheduled open communication. Let us be narrative and qualitative and instinctive as we report results. Let us use some form and amount of common sense, be practical, and not try to fit a square peg in a round hole.

Daniella sees in-service PD as being forced on her from administration. She dislikes training away from the classroom where she is expected to be a passive recipient (Nolan and Hoover, 2004). She desires a more experiential form of PD and values a job-embedded approach with organized planning, execution and reflection on teacher practice in order to increase students achievement, refine existing instructional strategies, introduce new instructional strategies and incorporate training time to learn new instructional strategies (Rock, 2002).

When seeking approval for EPD to count for graduate credit and/or mandatory state PD credit, only Mark believed that the course should not count for graduate credit. He wrote the following concerning EPD:

Mark: If the EPD can be described, developed, delivered and assessed in a defensible, useful manner, it would seem that such actions would fall within the definition of mandatory state professional development credits. However, graduate credit would involve established faculty at a college or university assisting in development, delivery
and assessment of professional development. In an experiential mode, this is unlikely to occur. EPD may be a useful complement to more structured, established professional development practices.

Mark thought EPD could count for mandatory state PD credits, but did not think it was worthy of graduate level credits in curriculum and instruction. He believed in more traditional approaches to PD. He did not think that an experiential course would be a workable approach to graduate education. All the other administrators believed that EPD should count for graduate credits and/or mandatory state PD credit, and they supported its premises. Here are some of their comments:

Jan: On top of the regular teaching load, duties, paperwork, In-services, afternoon meetings, parent conferences, etc., teachers should be rewarded for additional professional work required in a course syllabus and that is beyond any contract or professional duty. During EPD, you don’t have to wait to see results; it’s almost immediate feedback. You can make changes the next day according to the results of that EPD activity.

Mary: Teachers routinely receive credit for participating in our PDS programs. Inquiry has always been an important part of graduate study. I believe that professional development that takes place within the school day, such as EPD, enables more teachers to participate and collaborate, and is mindful of the need for teachers to have a life outside of school. It also emphasizes the organization’s commitment to professional development. It is more real because teachers are working with/applying ideas with their current students.
Kate: Attempts to participate in professional development should be recognized by universities and state departments of education.

In the end, teachers earned three graduate credits from the university’s department of applied linguistics. By referring to the syllabus (Appendix B) and reading the various comments made by the teachers in the data, there is evidence that the work involved in the EPD course was worthy of three graduate credits and/or mandatory state PD credit. EPD possesses an inside-out approach to PD (Peery, 2004), and some administrators may not be ready to accept progressive forms of training. They may not fully understand or accept inquiry as a means of learning (Joseph and Burnaford, 2001).

4.5 Features fundamental to EPD

Certain features emerged from the data to be fundamental in this EPD course. Teachers implemented CAs, and they met with me during consultant meetings that took place before, after school or during planning periods or at lunch. Daniella preferred to meet on the weekend at her home.

During EPD, I observed the four teachers’ classes and had consultant meetings for approximately 256 hours. I met with or observed Sergio and Sophia each for 75 hours, Daniella for 51 hours, and Raquel for 55 hours. I stayed three weeks in April 2004 after EPD was completed to see what the effects were, and I returned for three weeks in September 2004, observing Daniella 23 hours, Raquel 13 hours, Sergio 14 hours, and Sophia 21 hours. Observations or meetings with teachers totaled approximately 328 hours. In the future, I do not believe that I will be observing as many classes, but for research purposes I was present as often as possible. Suggestions for EPD observation visits and consultant meetings in future courses will be made in the conclusion.
Teachers also met in their crews to discuss the communicative activity they analyzed in their fieldwork report. They attended three meetings: a two-hour breakfast meeting before EPD began, a three-hour meeting after school during week three, and a three-hour meeting during week nine. Teachers kept a personal journal in order to record their own thoughts about the teaching and learning that occurred with them and their students during EPD. The fieldwork report and reflection paper were required written assignments the teachers submitted.

I created the breakfast meeting so that I could meet my students (the four Spanish teachers) outside of school and in a more relaxing environment. It was important to establish a certain relationship in which the teachers would know that we were embarking on this expedition together. A collaborative community needed to be modeled from the beginning of EPD. Daniella mentioned the breakfast meeting in her reflection paper.

Daniella: Brigid successfully took certain specific steps to ensure that we formed a true learning community. First, she opened her home, family, and life to us; offered us food in a non-traditional setting; and had each of us share the “I” story. Therefore, professional posturing and defensiveness did not occur; she showed a good faith effort toward trying to create a win-win-win situation rather than simply furthering her educational career; and provided an humane environment in which creativity flowed because our senses were awakened, our basic needs were met, and genuine interest was present.

I felt self conscious repeating my own story because some had already heard it and by now, the beginning has fallen so far in the past that it’s almost insignificant to me anymore. However, it was a necessary activity for building community.
The teachers ate breakfast at my house while we shared our stories of how we became WL teachers. This meeting also gave me an opportunity to get to know the teachers without their students present. We discussed the on-site visits and meetings, and prepared for what was to occur during the next several weeks.

In the data, teachers described that they experienced a *period of adjustment* at the beginning of EPD because they were not used to consultant visits and meetings, peer observation or crew meetings. They needed practice and support of new behaviors in order to successfully implement them into their established curriculum (Joyce and Showers, 2002). I designed EPD in a way so that PD activities were implemented strategically so that teachers and students could feel comfortable trying new methods (Joyce and Showers, 2002).

**Sophia:** *The first week or so of observations was very stressful. It took a few weeks for me to become comfortable with the observations. The first few weeks were exhausting for me due to the observations. Brigid was very kind to me and helped to make the observations easy. It is hard to let someone in to see you at your best and worst every day.*

*The first communicative lessons were exhausting because I had to speak in Spanish completely without telling the students instructions in English (this really was a contradiction to my altruistic nature), and I had to keep the students focused and completely in Spanish.*
Speaking with my crew was at times challenging. Usually Daniella and I would discuss the communicative lessons. I would show her worksheet activities I created, and she might suggest ways in which I could make them more grammar inclusive. She was always supportive of my activities, and very encouraging. We would then talk about issues in our classrooms, and at times I think we both needed each other just to overcome issues that were bothering us at the time.

During week four, I wrote in my fieldnotes that Daniella wanted advice on how to give feedback to Sophia about her lesson.

_Daniella called me after observing Sophia. She wanted me to coach her on how to give her feedback. I told her about the sandwich theory (one positive comment, one constructive criticism, another positive comment)._ Daniella later wrote about the advice I offered in her reflection paper.

**Daniella:** _Brigid affected me positively with common sense guidelines such as ‘sandwich’ technique for giving feedback: give one good, one negative, and another good. I felt comfortable calling Brigid at home or emailing her when I needed firmer guidance. She seemed to be available, accessible, and willing._

My availability to aid the teachers in their implementation of CAs was essential to the success of EPD. As consultant, _active participation_ in the implementation of new practice, the process of inquiry, reflection and collegiality (Joyce and Showers, 2002; Nolan and Hoover, 2004; Peery, 2004) was crucial to teachers successfully implementing CLT into their established curriculum. By observing lessons, listening to teachers during one-on-one consultant meetings, or by reading past term papers the teachers had written, I found ways to _coach_ the teachers to try out CLT in their classrooms, and then give them
the support necessary for them to succeed in implementing activities in their classes. Several times in the data teachers describe how my presence affected their learning during EPD.

Sophia: Initially Brigid and I focused on improving classroom management and working to make my lesson activities more communicative. She was so supportive and gave thoughtful advice. I appreciated that she never talked down to me and highlighted the positive while providing constructive criticism. The resources and examples she shared helped me to understand what communicative teaching entailed. Having her to consult with on various issues so frequently helped for changes to occur quickly.

Daily meetings with Brigid were very helpful to develop the communicative lessons I implemented in my classes. At the beginning of the process it was necessary to discuss what was working in these activities. This was important because with her guidance I was able to guide my students through the stumbling blocks that stood in the way to succeed in communicative activities. She also gave me the confidence to carry on even though not every activity was an instant success.

Speaking with Brigid about lessons helped to improve classes as the day progressed, and she provided me with support on how to motivate or discipline challenging students. Our conversations through the process helped me to understand communicative language teaching.
After each activity, Brigid would give me feedback on how to improve the activities and the procedures.

I think the growth is derived from Brigid always being there to help me improve or reflect on a lesson or situation. She taught me through the daily situations as they happened, and she also bolstered my confidence as a teacher.

Daniella: Brigid was flexible and dedicated enough to pour through the term paper I had written before I had met her, and helped me use it to generate ideas for future lessons.

Brigid’s immediate and concise feedback after lesson observations helped me fine tune my style and better scaffold students. Clear directives such as “write commonly-asked-for vocabulary on the board to save time and eliminate confusion,” and “give students brain-storm time” to facilitate flow of later communication worked. I’m excited to try “sneaking away” while level fives converse so that they are their own facilitators and leave me (naturally) out of it. That is the type of guidance I desire.

The effectiveness of a consultant being on-site, acting as a participant-observer, is evident multiple times in the data. Teachers felt that the course was challenging, yet rewarding.

Raquel: The challenge to reshape the presentation and mastery of the curriculum into a communicative framework spurred creativity on the part of the teacher.
Even though teachers needed to readjust to an “open door” policy that came along with peer observation and coaching, in the end they found it to be helpful to their curriculum and the department.

**Sophia:** Spending time in other teachers’ classrooms was very valuable to me. As a new teacher there is so much to learn. Everyone had great ideas that I gleaned to use in my own classroom. The little details that Sergio and Daniella used to manage their classes were so impressive. It is amazing the numerous techniques that I acquired just through observing a few lessons. As a new teacher, I enjoyed being able to provide my peers with input on how to improve their already great lessons.

**Daniella:** Students SHOULD see us (teachers) as a united front, a group of cooperators, a community rather than separate, different, competitive entities. It will give them a more secure environment, a resource network, and a smoother transition from year to year, level to level. That will make the teachers’ next year better, too. I intend to share this with the department coordinator, along with the comment that it’s simply unnatural to refuse us access to one another. A worthwhile mentoring program should include regular observations in many directions.

Daniella found the fieldwork report to be an intensive task. She noted, “analysis and follow-up [of the chat lesson] was very in-depth, time-consuming and labor-intensive.” Even though the EPD written work required time and reflection on the work they completed, the teachers were extremely positive about the experience. They found that time spent doing EPD activities was worthwhile. In the various data, teachers noted
that the course was *practical and motivating*, and that it allowed them to *collaborate* with each other and me, improve their teaching, and to experiment with CLT.

**Daniella:** Accomplishments were evident on virtually an every-day basis during EPD. There was constant improvement.

*EPD is practical.* Thankfully, though, we don’t have tons of theory to read; I’ve had enough of that to last me another few years just in the two courses I’ve already taken. I need practicality if my professional development is going to have a concrete effect on changing the way I teach enough to show positive results on assessments of students. I had time to teach finally. This particular experience helped me tie together and make more useful the material I had learned previously with what I wanted to do presently.

*Other teachers were so brave and receptive.* We were treated not as technicians, but as leaders. Our senses were awakened, our basic needs were met and genuine interest was present. It provided for a humane environment in which creativity flowed.

*EPD had a huge tangible impact on my professional and the students’ educational quality of life.* I feel motivated and refreshed. Through EPD, we have truly broken new ground in the curriculum and are now on un-charted territory. EPD opens all kinds of doors toward a never-ending, upward-spiraling adventure. It’s an empowering forum.

*This is the first time EVER* that I’ve had deep, meaningful, transformational interaction with my professional peers in my department since I have begun teaching. In the past, I
have felt superficiality, strain, conflict, competition, discomfort, and / or negativity in my interactions with them even though we have engaged many times for various reasons in different places including one another’s homes. EPD fosters collaboration, creativity, and constant improvement. The greatest assets we seem to have as a team is our high energy level, creativity, acceptance, high standards for personal performance, and good attitude. It also gave me an important reason to continue networking with university staff that I had met last semester, and ultimately led to my collaborating with one of them on a related project which is very motivating to me because it’s interesting and also beneficial to my students; it’s refreshing to me because I don’t work in such isolation. After all, it is now common knowledge that learning takes place through negotiation of meaning between two individuals.

**Sophia:** Participating in EPD furthered my teaching ability beyond what I would have otherwise been able to achieve. The difference between my teaching now and before I began the EPD course demonstrates the effect of having a consultant in my class daily to be a teacher and coach. The time I spent consulting and participating in EPD discussions helped to develop my teaching to a point I that would have taken years to accomplish. I developed greater confidence in my teaching abilities.

**Sergio:** I learned a considerable amount in ten weeks. This has been a multi-faceted learning experience. The exchange of ideas and the goodwill created has been absolutely amazing! EPD created more awareness and consistency across the four of us.
The last aspect of EPD I wanted to touch on was the collaboration it allowed between the colleagues involved. Teaching in a large school, where WL teachers are spread the length of a hallway, collaboration is difficult. The setup of EPD has allowed the four of us to observe each other teaching, creating greater collaboration between teachers. We all hope to be able to continue this collaboration in the future.

Raquel: Thank you for the opportunity to experiment without judgment and to observe other teachers in action doing this great work.

All four teachers felt that this experiential PD was extremely beneficial to their career, whether they were beginning or veteran teachers. The on-site coaching and the collaboration that occurred during the ten weeks seemed to be the most valuable to the teachers.

Summary

In summary, teacher learning goals for EPD varied, but they generally wanted to improve their teaching and learn how to improve students’ speaking abilities. Evidence of deep structure in WL classrooms was visible in the teachers’ descriptions of curriculum components both pre- and post-EPD, however certain components mentioned after EPD represented CLT. Teachers seemed able to reflect on their practice during EPD, consequently redefining the essentials of their WL curriculum after EPD. EPD teachers were motivated to engage in EPD.

MVHS administrators and the head of the university’s applied linguistics program were supportive of teacher participation in EPD. An experiential, on-site form of PD was recognized by the head of the university’s curriculum and instruction department to be an
acceptable manner for teachers to earn mandatory state PD credits, but it was unworthy of graduate credits. Time spent by *professors* in teachers’ classrooms seemed inconceivable and not as valuable as time the *teachers* could be dedicating in university classrooms for graduate study. Features that were found to be fundamental in EPD were: collaborative community, period of adjustment, consultant availability and participation, “open door” policy, peer observation and coaching, on-site course, practical and motivating, and coach approach to consulting.

In the next chapter, teachers’ understandings of the terms communicative and communicative language teaching that emerged from pre- and post-EPD questionnaire data are presented along with data that showed the evolution of CAs implemented before, during and after EPD. Evidence of deep structure in the data that was collected during EPD also is described.
Chapter Five
Implementing CLT during EPD

Overview

This chapter begins with descriptions of the terms communicative and CLT from both teachers and students. I also define communicative activity in WL classrooms. CAs are discussed from the teacher and student perspective.

Detailed examples and descriptions of CAs that were integrated into the curriculum during EPD are analyzed and connected to theory in the field of language education about CLT, CC and CAs (Finocchairo and Brumfit, 1983; Berns, 1990; Nunan, 1991; Lightbown and Spada, 1993; Fotos, 1994; Lightbown, 1998; Ellis, 1997; Norris and Ortega, 2001; Savignon, 1983, 1997, 2002), as well as ELOB design (Cousins, 1998). Students’ perspectives of CAs at the end of EPD are discussed. Frequency of CAs and Spanish use by teachers and students during CAs are also represented.

Finally, evidence of deep structure in teachers’ comments and instruction is described with examples, and connections are made to the grammar-translation method (see Chastain, 1971, 1976, 1988; Brown, 1994) and WL curriculum practices recommended more than a century ago in the Report of the Committee of Ten on Secondary School Studies (National Educational Association, 1894).

5.1 Defining communicative and CLT

When EPD first began, teachers wanted to know what communicative meant and what communicative language teaching involved. In the February questionnaire, some teachers wrote:

Daniella: What is ‘communicative’? What qualifies as that?
**Sergio:** What is the ‘communicative approach/communicative language teaching’?

The essential questions for the course were coming from the students instead of me—the consultant and the researcher—and we were going to construct knowledge together in a meaningful way.

After the initial breakfast meeting at my home the Saturday morning before EPD began, Daniella specifically made a comment to me that I recorded in my fieldnotes. She told me that she thought she did CAs all the time in the classroom. She and the students were communicating all the time. I told her that we would be discussing this at our first EPD meeting, during week three. But, this exchange did prompt me to re-evaluate my definition of CA. In my fieldnotes, I wrote the following in my January 24, 2004 entry:

**Communicative activity:** I begin with Ellis (1982, 1997), who believes that communication tasks have the following characteristics that can guide WL teachers when planning their lessons:

1. There must be a communication purpose.
2. There must be a primary focus on message rather than on linguistic code, although participants may need to attend to form from time to time.
3. There must be some kind of gap (information or opinion).
4. There must be opportunity for meaning negotiation when performing the task.
5. The participants choose the resources, verbal and non-verbal required for performing the task (i.e. they are not supplied with the means for performing it).
Students can be viewed by their WL teachers as communicating, or socializing, when they are speaking English about grammatical tendencies in the language. But, what I believe is crucial in a WL classroom that promotes CLT is that the teachers and the students be communicating in the WL—before, during and after the activity. As Ellis says, the focus needs to be on message and not on linguistic code, but their grammatical competence will be improved nevertheless since they are communicating in the WL. Taking it a step further than Ellis, teachers need to provide communicative opportunities in which students are interested and motivated to participate. The teachers must know their students; they must create activities that incorporate their likes, dislikes, after-school activities, passions.

There also has to be a reason for doing the activity—what was taught before this activity and what will follow it? Why are the students being asked to do this particular type of communicating at this point and time? Equally as important, teachers must ask themselves, how are the students being assessed, and how will they be assessed on this information in the future? For example, if students learn numbers 0-10 in French, and then are asked to participate in the communicative activity in which they ask five other students for their phone numbers in French, but then on a quiz or test a day or two later on numbers students are asked to translate the numbers 0-10 from English to French, CLT is not being modeled in the assessment.

The next section discusses CAs with details of how the teachers and students described them before EPD (prior to February), pre-EPD (February), during EPD and post-EPD (after EPD starting in April).
5.2 Teachers’ perspective at the beginning of EPD

It was evident from my fieldnotes and the teachers’ questionnaire data that the teachers wanted to know what my CA definition was pre-EPD. In the February questionnaire, I had also asked them to describe a CA that they had implemented in their classrooms previous to participation in EPD, and to explain what WL components were addressed in those activities.

Daniella described a computer chat lesson she had implemented as a result of another university course in applied linguistics (Technology in the Second Language Classroom) that she had taken in spring 2003. She attached her term paper for that course to the questionnaire, which I read thoroughly. I made comments and suggestions as to how she could implement more computer chat lessons during EPD and returned it to her. She believed that computer chat enhanced the reading and writing skills of her students.

In the questionnaire, Raquel wrote about an activity in which students created a drawing:

*Dictating a drawing of things on a desktop, including vocabulary from the text while stretching the kids into new vocabulary also. The kids take a blank piece of paper and recreate the ‘desktop’ and its contents from my description.*

During this activity, Raquel believed she was focusing on listening skills.

Sergio noted his mid-year project in which students created and delivered a power point presentation in Spanish about a Spanish-speaking city of their choice. I observed many of these presentations since EPD began at the end of January. He believed that the
activity focused mainly on speaking, but also listening as audience members and writing as another aspect.

Sophia discussed information-gap activities (Doughty and Pica, 1986). She explained that student A and B received two different versions of a map of Latin America. One student is given questions referring to the other student’s map and vice versa. She noted, “the objectives of the lesson are origin (grammar), geography of Latin America, nationality (vocabulary).” She believed that students were reading questions on the worksheet, writing their partner’s response, listening to their partner’s response and questions and speaking when responding to their partner.

At this point of EPD, it seemed like the teachers had an idea of what communicative meant, but I was uncertain of how often these types of activities were taking place and how teachers were implementing them. Computer chat, listening to the teacher speak in Spanish and drawing what students heard, giving power point presentations in Spanish and engaging students in information-gap activities seemed to model CLT. The teachers and students seemed to be communicating about different topics for a purpose either through writing or by speaking (Berns, 1990). In Chapter Six, I discuss how the teachers defined CA and CLT during and post-EPD.

I also asked the students who participated in EPD after-school meetings about the activities their teachers facilitated in class. The following section represents the data gathered from students’ beliefs about CAs in their WL classrooms.

5.3 Students’ perspective at the beginning of EPD

When Sergio’s students were asked in the February questionnaire (Appendix E) to describe CAs they enjoyed in class, four students wrote about translation games.
I like any game we play; the shouting game, the fly swatter game, scategories, white board games; they’re all fun and beneficial.

The one where we go up to the board with fly swatters. Mr. Sergio says a word in English, and then we have to hit the [Spanish] word with the fly swatter.

The shouting game. It is where the teacher gives us cards with our vocabulary words. Then he gives a random number to everyone on the same team. Then he will call out the English word and we have to hold up the card with the right Spanish word and then pronounce the word correctly before the other team.

Each of these activities involved the translation of Spanish verbs or other vocabulary students were learning for a particular unit. Here it seemed that students were being asked to focus on chunks of words or single forms; they were not being asked to improve discourse competence (Savignon, 1983, 1997). One student mentioned information-gap activities, and another wrote about making dialogues. One student wrote that she enjoyed “Pretty much anything that was hands-on. I do much better at interacting with others.” As long as students were asked to do something with the language in these cases, they would be modeling possible CAs that would model CLT. Two students noted that they did not enjoy any of the CAs Sergio had implemented in the classroom.

When Sergio’s students were asked to describe a CA they would enjoy doing in class several students wanted to do more conversational Spanish activities. They also wanted to experience more activities like the ones they participated in during the French lesson during the first EPD meeting during week three on February 11. Students had learned to introduce themselves to each other, to ask each other for phone numbers, and
then they attempted to answer a few written questions about getting around Montpellier, France by using three different bus schedules. Students mentioned the following about what types of CAs they would like to experience in the classroom.

More games and interactive conversationalist activities. Things like applying what we heard.

Maybe not everyday, but once a week we speak only Spanish. I think that it would be good. It might be hard to reinforce but it would be helpful.

Any one activity we did during the “after school” lesson would be good.

Group conversations, more common language use, conversational Spanish.

Students wanted to use Spanish more, and most of the activities they suggested were oral communication activities. Playing games and performing skits were also mentioned by students. These students suggested activities in which they would be asked to function in the language and create meaning with the forms instead of simply translating. Dialogues performed in the CLT classroom should center on communicative functions and should not be memorized (Finocchairo and Brumfit, 1983). As long as students are asked to function in the WL, and are communicating about something that is relevant to their lives during conversational activities, CLT is promoted (Finocchairo and Brumfit, 1983; Berns, 1990; Nunan, 1991; Savignon 1983, 1997).

Games should be used with caution. If students are only being asked to master grammatical forms and structures as the goal, the teacher is not helping them actually use the language (Berns, 1984). Games that motivate students to engage in communication in
the language while promoting development in strategic competence should be implemented (Savignon, 1983, 1997).

Students’ reaction to CAs at February EPD meeting

Sergio’s students were asked in the February questionnaire (Appendix E) to discuss the positives and negatives that they associated with the CAs that were conducted in French by me and in Spanish by my colleague Talia during the February meeting. After I had taught students how to greet each other in French, ask each other for phone numbers following a short vocabulary presentation on numbers 0-9 in French, and to use a bus schedule in Montpellier, France, Talia taught students about a superstition that exists in Salamanca, Spain. Positive themes included learning, speaking and conversation, and method of teaching. And negative themes were lack of confidence and effort, problems with comprehension and lack of vocabulary, and no English-rule.

Students felt that they learned French quicker because the communicative approach was fun and engaging. Some students claimed:

Now I know a new language and can at least greet French people.

It was a quicker and more engaging way to learn.

Several students remarked that speaking the language and listening to peers and the teacher speak it helped them understand the French better.

When someone is always speaking the foreign language, you are constantly hearing words and conversation. That helps.

I think I did well after we had said the words a few times. I found it easy to learn the language when only the language was spoken. It made me think
what it was saying and that made it stick in my mind.

*It is valuable for me because it helps me with forming sentences. It creates practice for us to speak Spanish and use our new vocabulary.*

*It really helped just being able to grow accustomed to the accent and make connections between languages I already know.*

Students also wrote about the method of teaching used, identifying qualities of the CLT approach that were positive for them.

*The environment and style the teachers taught with. I would learn a lot more in a class similar to that than my normal class. I think it’s good to work in groups.*

*I think experiences face-to-face with another person are easier to remember than face-to-face with a piece of paper.*

*It forces you to think because you’re more involved with what’s going on at the front of the classroom.*

*It also is helpful to see the words and recognize them as singular words.*

A few of Sergio’s students did not like how their classmates lacked in effort or in confidence to participate.

*Sometimes other students don’t try hard enough to effectively speak Spanish and it’s annoying.*

*Some people don’t like speaking in front of other people.*
Students disliked that they could not use English, especially when they could not communicate because they lacked vocabulary or did not understand what was being discussed.

*Sometimes it is frustrating to not be able to speak English, but it is for the benefit of learning a foreign language.*

*Not being able to speak English during the phone number activity. I couldn’t tell that I missed a number.*

*When I didn’t understand what was being said I couldn’t get an English translation.*

*It only got frustrating while we were learning French and I didn’t comprehend the directions.*

*I personally don’t do as well as others in Spanish so speaking it for me and forming sentences are very difficult. Therefore I don’t favor doing that but it would help me learn.*

*There was a part where we had to look up information and it was frustrating because I didn’t really know any of the words.*

*It was a little hard at first and I still don’t know or understand some of the reasons why one would say [certain things].*

By looking at the student data, it seemed that they felt that they had learned some French at the meeting. They had enjoyed the activities, especially listening to French and
being encouraged to speak French. However, students did not feel they could always communicate their message, and they were frustrated with not being able to use English.

These comments were representative of the reactions I observed in the classroom to CLT being implemented during EPD. Promotion of strategic competence early on was crucial to motivating students to communicate with each other and the teacher through trial and error (Savignon, 1983, 1997; Finocchairo and Brumfit, 1983). The teacher’s role was essential at these beginning stages. The teachers had to coach students to do their best in getting their message across in the WL and not fall back on use of English. The teachers learned to create activities in which students depended on each other and supported one another through CAs. By doing this, students felt a sense of community and were not afraid to make mistakes.

In the next section, CAs that were implemented during EPD are discussed from the perspectives of the teachers, their students and me. Greater focus on the students’ perspective of CAs follow immediately after the next section.

5.4 CAs integrated into the curriculum during EPD

In this section, certain types of CAs are described that the teachers implemented during EPD. The EPD course required that the teachers design and implement at least three CAs using only the WL during weeks five, six, seven and eight. These activities could be reading, writing, or oral communication activities. All of the teachers implemented more than three CAs, and certain teachers implemented them daily and/or weekly during EPD. Each teacher was asked to write a fieldwork report (Appendix B) for one CA that they implemented during these four weeks. The activity the teacher described and reflected upon in the report had to be observed by one other EPD teacher. Also, teachers discussed
CAs that they had implemented during EPD in their reflection paper (Appendix B) that was due at the conclusion of the EPD course.

First, I present the activities that the teachers wrote about in their fieldwork report and/or reflection papers. The activities that I observed, and concluded to model CA (Ellis, 1982, 1997; as stated earlier in section 5.1), are explained more in-depth in the section that follows this one, including those that became a part of the teachers’ classroom routine.

**Sergio**

- Daily opening questions

  *The questions came about simply because I ran out of worksheets to give them and did not have time to create them myself.*

  *When I did ask an open-ended question, it forced the students to produce a small amount of language.*

  *Some students lead this opening segment of class. With more coaching, students did a wonderful job. The class was attentive, the exercise was conducted completely in Spanish, and when it was done, the work environment was still established and we were ready to move on to the rest of class. Again, I believe this activity greatly enhanced students’ learning and speaking abilities. With proper coaching, the leading student asked other students for more information related to their responses, increasing the language output.*

  *Some coaching points for the students:*

  1. *Make sure the students understand the questions and appropriate additional questions to ask for more information.*
2. Remind students to go slowly, and count out think time for them.

3. Ask questions that are open-ended, not yes or no. If a yes or no question is asked, include how or some other provoking questions.

4. Have student tell you exactly what words he or she will use to greet the class. How will he or she get their attention?

- Write and present short script

*Students write and present a short script about a context related to our current vocabulary.*

- Survey questionnaire

*Students had to ask other students various questions and find the answers.*

- Written paragraph

*This writing includes specific language production assignments where accuracy is stressed. Students are given a topic or questions to answer, and must write a good-sized paragraph (2/3 page). I use a correction code to correct the rough copies. Students are told where there are errors and the type of error (agreement, word order) and must make the corrections themselves. I also inform them if I cannot understand something they are trying to say. They then make correction and submit a final copy. Students receive grades for both copies.*

**Daniella**

- Forum discussion via computer chat

*A predetermined website [was set up by Albert, the university representative from the federally-funded language education resource center]. Students used their Spanish names to engage in semi-synchronous, threaded discussion in past tense, about what they did*
during Spring break. The original, teacher-generated message to which the students were required to respond in Spanish was: “¿Qué hiciste durante vacaciones?”

- Instant messenger (IM) for homework (Daniella did not describe this activity any further).

**Raquel**

- Reciprocal/interview paired speaking activity, school-related

_Students described contents of backpack, daily schedule (classes, teachers, difficulty)._ The interview turned into a larger presentation project with three questions. It was performed in front of the class and graded.

- Board cartoon

_Students stand in front of class at board. They say 3-5 good communicative sentences in front of teacher and class describing the cartoon on the board. They are not allowed to use notes._

- Walking field trip—building tour

_Students number a piece of paper 1-12. With the teacher, students go to various locations in school. The teacher points to a location (such as the library or cafeteria) and the students write down the Spanish word on their paper._

- Teacher recitation in Spanish

_Students draw what they hear the teacher say. Topics have been: weather, environment, people, and student desktop._

- Red board activity

_A large red board is placed in the front of the class. The teacher places various picture cards that show different vocabulary the students have learned over the year._
first round, students go up to the front one by one, choose a card at random, and name the object or concept in Spanish. For the second round, students try to make a five word minimum sentence in Spanish using the word/concept.

- Scavenger hunt in school

*Students use directions in Spanish to travel through school and into different classrooms, collecting clues and making it back to the classroom.*

- Label cartoon in writing about school (Raquel did not describe this activity any further).

- Hide the chocolate activity

*This activity was one of the most successful. Students directed a classmate in Spanish to a hidden piece of chocolate.*

**Sophia**

- Spanish I immersion lesson

The lesson included many aspects, Sophia discussed the following:

1. Warm-up daily questions, Spanish only question-answer session.
2. Oral questioning (teacher to student) focusing on Sports vocabulary.
3. Information gap activity, Sophia called this the “main communicative activity.” This activity included:
   --grammar focus  *ir+a+infinitive*
   --sports and leisure
   --record partner response on worksheet
   --student-to-student interaction, “kissing desks”
4. Around the World game to practice sports and verb vocabulary.
I observed various CAs during EPD that I recorded in my fieldnotes. After analyzing the data, I formed categories below for the different types of CAs (Table 5.1). Certain activities were routinely implemented in classrooms. More CAs were implemented than I discuss here. The teachers often tried some activities once, but either I did not observe them, or they did not discuss them in the data. Since I was not in every teacher’s classroom every period, I have noted how often the teachers implemented the different CAs with the terms Frequently (more than twice a week), Occasionally (every two to three weeks, or for several days in a row once during EPD), Rarely (less than once a month or only once during EPD).

Table 5.1: Communicative activities (CAs) observed during EPD

<table>
<thead>
<tr>
<th>CA type</th>
<th>frequently</th>
<th>occasionally</th>
<th>rarely</th>
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<tbody>
<tr>
<td>Daily questions</td>
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<tr>
<td>Writing</td>
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<td>Interviewing</td>
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<td>Dialogues/skits/improvisation</td>
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<td>Immersion day</td>
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<td>Power point presentations</td>
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<td>Implicit grammar/vocabulary</td>
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<td>teaching</td>
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<td>Jump Start Spanish™</td>
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<td>Computer chat/Instant Messenger</td>
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<tr>
<td>Field trip/scavenger hunt</td>
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*frequently*=more than twice a week
*occasionally*=every two to three weeks, or for several days in a row once during EPD
*rarely*=less than once a month or only once during EPD

Examples of each activity listed in the table are provided with comments of how it modeled CLT (Finocchairo and Brumfit, 1983; Berns, 1990; Nunan, 1991; Lightbown and Spada, 1993; Fotos, 1994; Lightbown, 1998; Ellis, 1997; Norris and Ortega, 2001; Savignon, 1983, 1997, 2002) and CA (Ellis, 1982, 1997; as stated earlier in section 4.3). References are also made to show the effects of ELOB design (Cousins, 1998) during EPD on attempts to implement CLT.
Daily questions

The data show evidence that daily questions were used frequently by Sergio and Sophia during EPD. They both discussed this activity in their fieldwork report and/or reflection paper.

Sergio and his Spanish II students used questions written on the board in Spanish to begin class most days during EPD. These are examples of questions they discussed along with the dates, level, class period and number of students I observed.

2-25-04 SPII period 3  Sergio  24 students

miércoles, el 25 de febrero
--Están preparados a contestar…
1. ¿Qué tiempo hacía ayer?
2. ¿Cuándo te acostaste anoche qué hora era?
3. ¿A qué lugar viajabas mucho?
4. ¿Qué va a ocurrir esta noche?
   ¿Por qué es importante?

3-23-04 SP II period 1  Sergio  23 students

martes, el 23 de marzo

Contesten…
1. ¿Qué hiciste ayer por la noche?
2. ¿Qué hicimos en clase?
3. ¿Te gusta jugar al ajedrez?

During these question-answer sessions, after Sergio gave students a few minutes to think about and/or write out answers in Spanish on piece of paper, he and his students usually communicated in Spanish only. The entire activity lasted approximately five to seven minutes. Sergio acted as the facilitator of these questions most of the time, however after I suggested he allow students to present and ask the questions, he
occasionally choose a student facilitator. He wrote about his difficulty in *giving up control* to the students.

**Sergio:** I think the largest issue for me was giving up control of the classroom, as the communication had to be student to student, not teacher to student. As one can imagine, turning loose a class of 25 teenagers can be a recipe for disaster!

This was a big step for me, as it required me handing away control of the start of class, something I had used to immediately create a work environment for the day and settle the class down quickly.

Sergio attempted to implement CLT, allowing students to engage in meaningful communication with each other. Language was contextualized and the emphasis was to interact in Spanish (Finocchairo and Brumfit, 1983; Berns, 1990; Nunan, 1991). Students were given a role in the classroom to facilitate learning. Sergio, his students and I worked together to discover new ways to learn through social activity with emotion, challenge and support (Cousins, 1998). My task was to help Sergio overcome his fear and help him discover that his students were capable of the leading the activity. Sergio had to support his students and coach them to believe they could be facilitators.

After observing classes where Sophia had students translate phrases written on the board at the beginning of her Spanish I and II classes, I suggested she could have daily questions in Spanish to start off each class. She started using Spanish questions written on the board instead of translations during week three and continued this approach throughout EPD.

1-29-04 SPI period 1  **Sophia**  25 students

**Translate**→ **what time is it?**
At 5:15.
It is 1:53.

2-5-04  SPI period 5  Sophia  18 students

Translate
1. We study Spanish at 6:30 a.m.
2. They are ugly dogs.
3. You (inf.) are a bad student.

2-9-04  SPII period 7  Sophia  21 students

¿Cuál es tu marca favorita de la ropa?

2-10-04  SPII period 8  Sophia  24 students

¿Cuál es tu actor (actriz) preferido?

2-11-04  SPI period 1  Sophia  25 students

¿Quién es una persona muy especial?

2-12-04  SPI period 1  Sophia  26 students

¿Qué es tu plato favorito?

3-19-04  SPI period 1  Sophia  23 students

¿Cuál es tu deporte favorite?

4-6-04  SPII period 7  Sophia  19 students

¿Cuándo estuviste nervioso?
¿Qué tuviste para el almuerzo?

Sophia facilitated this activity differently than Sergio. She gave students a few minutes to discuss the question or questions with a partner in Spanish. They usually did not write out their answers. After students seemed to have negotiated their responses, she usually would ask between five and nine students for either their response or their partner’s response. She would ask them to use complete sentences. The activity lasted about five to seven minutes.
When Sophia first implemented this activity students used some English when speaking to each other. However after she discussed the importance of remaining in Spanish and using strategies to get their message across, students spoke more Spanish to each other. Sophia coached students on how to develop their strategic competence (Savignon, 1983, 1997) while creating opportunities for students to engage in meaningful communication in Spanish. She also related grammar to the students’ communicative needs and experiences (Savignon, 1972; Lightbown and Spada, 1993; Ellis, 1997).

Writing

Even though I saw writing occur frequently in all of the classrooms, Sophia’s use of writing demonstrated CLT better than the others. Some sample activities are below.

2-20-04  SPII period 8  Sophia  21 students

Parrafo→ 8 verbos reflexivos
--de su vida diaria

This paragraph was recorded as a quiz. Sophia asked her Spanish II students to describe their daily routine using at least eight of the reflexive verbs they had been studying. Students were allowed to look at the reflexive verb posters (pictures demonstrating the action with the Spanish verb) that were posted on the wall. The students underlined the verbs in the paragraph. Students were asked by Sophia to produce on their own, but were still given support with notes and a dictionary at the end. The activity took approximately twenty minutes.

2-27-04  SPII period 8  Sophia  21 students

Consejo para un extraterrestro (ET)
*COMO SER un ser humano*
5 consejos positivos y
5 consejos negativos
→ Por lo menos 7 verbos reflexivos
examples:
+ Tienes que lavarte la cara 1 vez cada semana.
- No tienes que cepillarte los pies.
+ Debes maquillarte la mano.

For this writing activity Sophia’s Spanish II students worked on posters in groups.

There were four groups of four students, one group of three and one group of two. They were required to write ten sentences, advising an extraterrestrial being how to survive on Earth. Five sentences were to be in the affirmative and five in the negative, and students were to write seven sentences using reflexive verbs. Students were given participation points for completing the poster. Students worked on the posters for approximately twenty minutes.

3-26-04 all SPI periods Sophia

The following handout was given to Sophia’s students.

¡Hola clase! Hoy van a escribir. This writing will count as a 20 point quiz. You will have 20 minutes to write, 10 minutes to revise with a partner, and 10 minutes to copy on lined paper. (In your best handwriting !-please double space and underline verbs). You may use anything from your Spanish notes/handouts. No dictionaries.

The perfect girlfriend/boyfriend- (El novio/ la novia perfecto/a)
Pretend you are writing an advertisement for a personal ad. What would be your perfect boyfriend/girlfriend be like? Include things like: physical description (stature, hair, eyes), age, personality, what sports or leisure they enjoy, where they live, what they will like to do…or anything you feel would be worthwhile.

Grammar focus: you need to use 1 ir+a+infinitive, 5 verbs that end with –er or –ir Length: 5-7 lines
Rubric- 10 pts. Grammar 5 pts. Comprehensibility 5pts. Creativity
* Use the back of this page to draft your paragraph and staple to your good copy before you turn it in.

Sophia was absent on this day and left the assignment for her Spanish I students to write the perfect boy/girlfriend advertisement. I observed period 4 and the students
asked me for help, so I helped them as best as I could. Sophia and I had worked planning this assignment together. She decided to write the instructions in English because she was uncertain who the substitute teacher would be. Students worked on the writing together the entire period and submitted their work as Sophia had requested at the end of the period.

For each of the assignments, Sophia asks students to use what they knew in Spanish to write their assignments. Most students relied on their previous knowledge of vocabulary and grammar to create a cohesive piece. These activities involved using Savignon’s (1983, 1997) communicative curriculum components of Language Arts, Language for a Purpose and My Language is Me: Personal Second Language Use. Students used creativity to develop meaningful written discourse. The aim of the writing activity was to develop students’ CC even though a grammar component was highlighted before the assignment (Lightbown and Spada, 1993; Ellis, 1997; Savignon 1983, 1997).

Interviewing

Sophia frequently implemented various CAs that involved students interviewing each other. During the classes they were referred to as busqueda, entrevista, actividad comunicativa, preguntas personales and information-gap activities. Sophia described an information-gap activity in her fieldwork report, which she considered to be the “main communicative activity” during the Immersion day, which is described later.

During these interview activities, students earned participation points for the activities. During the second week of EPD after our consultant meetings, Sophia implemented the activity that she called “Preguntas Personales.”
Sophia distributed the following handout to her Spanish I students.

**Preguntas Español Uno**

Me llamo:____________________

**Preguntas Personales**

1. ¿Quién es una persona muy especial?
2. ¿Cuándo comes la cena?
3. ¿Qué te gusta mirar en la televisión (tu programa favorito)?
4. ¿A dónde te gusta viajar?
5. ¿Cómo se llama tu mascota (pet)?
6. ¿Cuál es tu color favorito?
7. ¿Cuántos hermanos(as) tienes?

Students wrote answers to the questions individually. Sophia did not require complete sentences in their response. Then, they spoke to their neighbors about their answers.

After the activity, she collected the students’ papers and used their answers to create separate “Busqueda” activity for each period on the following day. An example of a part of the activity she implemented in one of her Spanish I classes is below.

**Busqueda**

Me llamo:____________________Period_______

Find the person described in the sentences and write their name on the linea. Use the questions from yesterday to find your classmates.

Quiere-he/she wants la playa-beach Italia-Italy

¿Quién?

Vista Miami y mira Viva la bam____________________

Tiene un perro que se llama Dakota y su madre es especial____________________

Come a las seis y mira Las Vegas____________________
Sophia told me that in both cases she thought these activities went pretty well, but she believed students had to adjust to this type of activity. She noticed that the girls were shier when participating than the boys. We discussed how the boy-girl relationship (these students were mostly thirteen or fourteen year-olds) could have an influence on how they participate, especially at first. Students may not be used to socializing during classroom activities in a communicative manner.

During a similar activity Sophia implemented during week six, I helped one student during the activity because I saw him standing away from the group and in a corner of the room. He seemed to be lacking in social skills, meaning that he did not appear to be outgoing or used to approaching and talking to other classmates. This boy may have had problems socializing with classmates in English, and consequently this experience could have caused difficulty in communicating with peers in Spanish (Schieffelin and Ochs, 1986). At this point, students continued to develop strategic competence (Savignon, 1983, 1997), and the class as a whole was learning more about how to collaborate and function in a communicative community (Cousins, 1998). The teacher plays a crucial role in supporting students to progress in their own development, showing caring and empathy during the learning process (Cousins, 1998).

Sophia distributed this handout in her Spanish II classes. She told students to divide their papers in two, and then went over the examples shown below. She chose students to ask her the questions and then wrote her answer on the board after responding.

Entrevista…

Answer the following questions about yourself and then ask and record answers from your classmates.
1. ¿Con qué marca de pasta de dientes te cepillas tus dientes?
2. ¿Con qué marca de jabón te gusta lavarte?
3. ¿Dónde te secas con una toalla?
4. ¿Con quién te enojas?
5. ¿Cuál marca de papel higiénico prefieres tú?
6. ¿Te afeitas con cuando estás bañandote?

Me llamo Sta. M.  
1. Me cepillo con crest 1. 
2. Me gusta lavarme con Dove 2. 
3. Me seco en la playa 3. 
5. Prefiero el papel higiénico 5. 
6. Yo no me afeito cuando estoy banandome 6.

Sophia had students write down their own responses, and then students circulated, asking each other for answers and recording responses on the paper. Sophia circulated during the activity and communication was in Spanish. Students worked on the activity for fifteen minutes during this class period and then finished it in class the following day.

3-18-04   SPI period 1   Sophia   27 students

Sophia handed out the following worksheet after instructing students that it was worth fifteen participation points, and if she heard them speak any English they would lose five points. Students worked in groups of three.

BUSQUEDA  

Me llamo______________period______

Pregunte: ¿Juegas tú...(deporte)? O ¿Cuál deporte te gusta practicar? 
Responde: Me gusta jugar/practicar... 
Y escriba el nombre en la caja.
For this activity all communication was in Spanish, including the directions written on the worksheet. Sophia circulated during the activity, helping students with vocabulary while remaining in Spanish. The activity lasted between fifteen and twenty minutes in the classes I observed. During first period, the students began speaking English, so Sophia stopped the activity and asked them to stay in Spanish. They continued the activity, and students communicated only in Spanish. At the end of the activity, Sophia discussed the lack of student effort she had observed. During this open discussion I was provoked to share my thoughts with her class, and felt comfortable to share my disappointment with the students in Sophia’s presence. I wrote about this experience in my fieldnotes.

During the open discussion at the end, I actually told the class that they did not try hard. I said that their teacher worked very hard to create these activities. They should try harder. I told them that I saw that a few groups had students who only
listened, when they should have tried to speak. The effort needs to be turned up a notch. They were very quiet. I do not think they were thinking about the effects of not doing the activity on Sophia.

Before she began the activity with her fourth period Spanish I class, Sophia attempted to prepare students to focus on strategic competence (Savignon, 1983, 1997) and give forth their best effort. Some comments she made to students included, “This is the part of the lesson when I really need you to do your best. If one student is speaking in English in your group of three, it will bring the morale down to use Spanish. Draw a picture if you do not know the word and speak to me in Spanish.” She also informed the class that her third period Spanish I class had “knocked the socks off” this activity. The students did not speak English during the activity, respecting Sophia’s rules. Sophia promoted students to develop their CC through interpretation, negotiation and expression of meaning (Savignon 1983, 1997). She also emphasized a certain amount of competition between her classes, asking them to show their personal best (Cousins, 1998).

In the activities that Sophia designed, she tried to motivate students by choosing topics that were interesting to Spanish I or II students. Her activities demonstrated Savignon’s (1983, 1997) component of My Language is Me. By implementing these types of activities, during which student to student communication was essential, she attempted to catalyze student interest in what was being communicated in Spanish (Finocchairo and Brumfit, 1983). In certain instances, Sophia also asked students to reflect on their performance during CAs and prompted students to define what would help them progress in developing their CC (Cousins, 1998). She asked them to answer
questions such as: “Were you speaking Spanish all the time? What would help you speak more Spanish? How did you do during the activity? What was the level of difficulty?” By asking for student feedback, Sophia provided students with an outlet to share success and concern, showing evidence that students and teachers can collaborate in lessons (Cousins, 1998).

**Dialogues/skits/improvisation**

Raquel, Sergio and Sophia implemented dialogues, skits or improvisations occasionally during EPD. Raquel referred to the activity described below as a “reciprocal/interview paired speaking activity, school-related” in her fieldwork report and reflection paper. All five of Raquel’s Spanish I classes participated in the dialogue during week five.

I was amazed that Raquel implemented this lesson. Before week five I had not seen her students work together in this manner. Raquel typically led class activities, sitting at her desk with students either writing answers on worksheets at their desks or answering teacher-directed questions. When I first began observing Raquel, I knew that it would be a challenge for me to get her to try student-centered activities in her class. During week one I discussed this issue with Raquel directly in a consultant meeting. I recorded these fieldnotes after our meeting on January 30, 2004.

*I think Raquel needs to work on more student to student interaction instead of focusing on so much teacher to class or teacher to student. I do like how she allowed for variety in responses to the ten questions she began with.*

*She does not use any cooperative learning or group work. When I asked about this in our 1/30 meeting she said she did not want kids “bopping each other over the*
I asked her if she ever let the students out of their chairs. She said “not really.” She described some fights and other classroom disruptions she had experienced.

She has “five shows a day like in Las Vegas,” and she does not mind “keeping them in line.” They need “strict discipline.” She is glad the hats are not allowed anymore because she had to deal with the hat throwing and passing around all the time at the beginning of the year.

She wants to do more communicative activities, but still wants control. I told her we would work together to create these activities. I told her that I know she likes reading, so we can do something with reading. She told me about an activity when she had the students lined up across from each other and they drew people as she described them. At the end they showed her what the drawings looked like.

She did not like my idea of having them have teams for games. This is too much organized chaos for Raquel. She prefers the teacher-centered classroom. She talks the whole time and the students listen. Who knows if they will ever get an opportunity to speak in the WL? I’m thinking that oral presentations or skits are possible as well as pair work with the partner sitting next to you.

During week two on February 4, 2004, I met with Raquel during her study hall. This was recorded in my fieldnotes:

I discussed samples of communicative activities I had used when I taught French: questionnes personelles, trouver la personne, note de participation, élève de la semaine. She thought they were interesting, but I am not sure if she likes them or not. She did not like my student of the week idea, even though it is not really competitive. She seems to be afraid of making any threats or competition between the students. She shared with me
that her grandfather and mother were invalids. Raquel also discussed a family project she had the students do, and one student drew private parts on all the members. She had been absent during much of this activity, so the substitute teacher had not been paying much attention to what was going on.

The problem here again was that Raquel is afraid of giving students responsibility, even if they are not used to it and need her guidance to understand what to do with it. She’d rather have control of the classroom.

During week three I still had not seen any evidence of change in Raquel’s teaching, and the other teachers had already implemented some CAs. As seen in my fieldnotes, I was uncertain if Raquel was going to implement CLT into her classroom during EPD. Raquel. Oh boy, Raquel! Very teacher-centered. I am not sure what she will do exactly when it comes time to implement the activities during week five. She seems to like having me around, but I do not think she has acted any differently or changed anything as of yet. Every time I make suggestions, she listens and asks questions, but I do not see any implementation. She wants control almost every second. She is nervous that the students will lose control. Her activities have much Spanish involved in them, but the students do not produce much spoken Spanish language—only written. And then, when they go over these activities, half the time Raquel is translating what she just said in Spanish, and what the students already were able to answer in Spanish!!!

I discovered very early in EPD that Raquel, like Sergio, was afraid of giving up control. During the first four weeks of EPD, I advised Raquel to try a variety of different activities, but until week five I did not see any major changes. She did not seem to want
to give students responsibility for their learning or to consider the possibility for self-discovery to occur with students (Cousins, 1998). I had become incredibly frustrated, but decided that Raquel needed time for solitude and reflection (Cousins, 1998). Having noticed that she was a creative, free-spirited person, who played guitar and wrote music, I believed she needed time to explore her own thoughts, make her own connections and create her own ideas (Cousins, 1998). In the follow-up meeting in March, I shared these exact thoughts with Raquel, as seen in this excerpt of my fieldnotes.

**Raquel really likes EPD.** I told her about how I decided to let her breathe, give her time. I told her I thought she was creative and intuitive. She liked that. She talked about going out during the week and listening to music. She is free-spirited. She told me again how she cannot sit down and be forced to think about it. It just comes to her. I still did encourage her to get feedback from her students about the activities.

Raquel overcame her own fears and discovered that she could ask students to work together in groups without fighting (Cousins, 1998). By doing this, she also allowed students to direct their own personal and collective learning (Cousins, 1998). In the data, she asserted that control and discipline were not an issue because student were engaged in the CAs she implemented.

**Raquel:** Students were engaged sufficiently to ward off misbehavior. Normally I would have objected, but their behavior and cooperation were exemplary. Students responded favorably to this sudden opportunity and stayed on task.

During week five, students spent one day preparing dialogues. They were given a paper with the questions listed below to prepare.
¿Qué hay en tu mochila?

¿Qué clases tienes en tu horario?

¿Cómo es tu día escolar? ¿Cuales de tus clases son interesantes? ¿difíciles? ¿fáciles?

¿Qué es tu clase favorita?

¿Qué haces para sacar una buena nota?

Raquel directed the students to find a partner and interview each other with the questions, noting answers on their papers. Then, they worked together to create a dialogue using the questions. She suggested that they write out their dialogues, but not to memorize them. They were told that they would not be allowed to use their notes during the performance that took place the following day. Raquel circulated while the students discussed the questions. She answered questions about grammar forms and vocabulary and encouraged students to work hard. Most students used their unit vocabulary word list during the activity. Very few groups wrote their dialogues on paper in the classes I observed. Raquel and the students communicated in a mixture of Spanish and English during the preparation phase. By the end of the class period, students were practicing the dialogue with each other.

Raquel stressed that students were required to speak Spanish only during their performance. She also told students that this project would count as a test grade (100 percentage points). They would not turn in written dialogues, but instead she was assessing their conversation. Students were informed that they should “meet and greet,” and also finish the conversation in some manner, such as giving the partner a reason why
they had to leave. They would be graded on their overall presentation, and Raquel stressed that they needed to ask and answer all the questions. They did not have to follow the order she used for the questions. She also emphasized that their grammatical accuracy was being evaluated. She announced to the students that it was “entirely possible to fail.”

The following day, Raquel gave students a few minutes to get organized. She had music playing, and she was in a good mood. She had put a poster on the back wall of the classroom with key words from the interview questions. Students were rehearsing the dialogues before the class had started.

2-27-04 SPI period 4    Raquel    14 students
2-27-04 SPI period 7    Raquel    27 students

On the back wall on a poster board:
1. mochila
2. horario
3. día escolar
4. clase favorita

When assessing the dialogues, Raquel used the following rubric for each student.

<table>
<thead>
<tr>
<th>Estudiante</th>
<th>Nota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excelente</td>
<td>Bueno</td>
</tr>
</tbody>
</table>

¿Haces todo?
(4 preguntas saludos, despedidas)

¿Gramática?

¿Pronunciación?

¿Presentación?
Raquel chose student groups randomly to present. If partners were absent, they had all prepared for the same skit, so students volunteered to “stand in” for their classmates. Presentations occurred for approximately thirty minutes. In some classes, student groups finished their presentation during the following day. Each conversation lasted five to seven minutes. The students took two approaches to the conversation. For certain groups, one student would ask the questions, and the partner would answer, and when all the questions were asked, the students would switch roles. Other groups reciprocated the questions. One student would ask a question, the partner would answer and then ask the other partner that same question, with the student answering the question and then transitioning to the next question.

The students did communicate in Spanish. Classmates were supportive and encouraging during the performances, as was Raquel. At times Raquel helped students with vocabulary or pronunciation. A few groups were nervous, but Raquel helped the students by reminding them of a key word in Spanish. It was evident that a few students had not worked on their performance as seriously as most students. However, these particular students may have done better with a notecard instead of attempting to remember everything they had worked on, or even memorized, for the performance.

For a first attempt to have students communicate in Spanish with each other during a performance, Raquel designed a dialogue with the goal in mind to get students to function in the language (Finocchairo and Brumfit, 1983). She told them it was not supposed to be memorized and that comprehensible pronunciation was desired (Finocchairo and Brumfit, 1983). Theater Arts (Savignon, 1997, p. 191) gives students “opportunities to interpret, to focus on the meaning or intent of dialogue (including
pronunciation, intonation, facial expression, gestures, and a host of other paralinguistic and non-verbal features of communication). In theater, all these features are carefully monitored for maximum effectiveness.” Raquel chose a topic that was school-related because they had been studying school vocabulary. This activity gave them a chance to focus on development of CC in an engaging manner.

Sergio wrote about the skit described below in his fieldwork report. He named the activity “write and present short script.” At this later point in EPD, he did not seem as concerned with “turning loose a class of 25 teenagers” as he had before.

Sergio introduced the skit and distributed this expectation guide and grading rubric to all his Spanish II classes on February 29.

3-29-04  SPII period 5  Sergio  26 students

Me llamo: __________________

Me llamo: __________________

EN EL AEROPUERTO

Quehacer:  Crear una conversación sobre una actividad o situación en el aeropuerto.

Requisitos:  Cada persona habla por lo menos diez líneas (5 palabras o más). Hay que usar 10 palabras de vocabulario y 5 verbos en el pretérito. No usen los diccionarios, ni la ayuda del Sr. Sergio. ¡ESPAÑOL SOLAMENTE!

Hoy:  Cada grupo necesita darme una primera copia de la conversación. La copia necesita todas las palabras que el grupo va a hablar. Pongan círculos alrededor del vocabulario y líneas debajo del pretérito.


Notas:  Requirements (topic, length)  4  3  2  1  0

Understandable  4  3  2  1  0
Sergio was very detailed in his expectations and grading procedure. The students were to write a dialogue in Spanish about an activity or situation at the airport, such as losing a passport or being late for the airplane. Each student in a group was required to write and perform at least ten lines, five or more words long. They had to use ten words from the vocabulary list they had been working with, and five verbs had to be in the preterit form. They were not allowed to use dictionaries, and Sergio was not going to help them either. Students had to rely on themselves and their notes.

On the written copies, students needed to circle airport vocabulary and underline verbs that were in the preterit form. During the dialogue students were required to communicate in Spanish, however he did allow students to speak English during the planning session. They were allowed to use the script and advised not to memorize it. Sergio made a special note at the bottom of the page that communication was the most important, but too many grammatical errors would make the conversation difficult to understand.

Students worked on the skit for the remaining time in the period (approximately twenty five minutes), and Sergio stayed at his desk. They used their notes and unit vocabulary lists.

The following day (February 30), when the performances began, Sergio asked students to submit their written script with the airport dialogue rubric stapled on top of it.
Immediately when students entered the classroom they glanced at the instructions written on the board (see below) and practiced their skits for fifteen minutes. Sergio circulated, making sure that students were on task. During period six, one group had lost their paper, and Sergio told them to get working. Another student during this same period worked with another group because her partner was absent.

3-30-04 SPII period 5  **Sergio**  26 students
3-30-04 SPII period 6  **Sergio**  13 students

**GRUPOS**

15 minutos para preparar
➔ copia para Sr. K
  *Vocabulario—círculos*
  *pretérito—líneas*
➔ pratiquen las presentaciones

Students were creative in their skits topics. Some of the student situations and activities at the airport included losing a passport, discussing flight information, bringing too much luggage and encountering problems with the security guard. Students used their scripts during the performances. Sergio seemed impressed as his comments were encouraging and full of praise when students finished their performances. Many groups were creative, causing Sergio and classmates to laugh. Maley and Duff (1982, p. 6) encourage teachers to implement dramatic activities in the WL classroom because they motivate students to be creative with the language, allowing opportunity for students to show imagination, energy, personality.

After this activity was implemented Sergio spoke to me about grammatical errors. During EPD, he constantly struggled with emphasizing CC over solely promoting grammatical competence, and he relied on associating learning the language with the four skills (see section 4.2). Even though he understood his Spanish II students during the
skits, they still made grammatical errors, and this upset him. He told me more than a few times that he did not know about this “communicative business.” It was very difficult for him to understand that grammar could be learned implicitly through use of language (Lightbown and Spada 1993; Ellis 1997; Savignon 1983, 1997, 2002), instead of by memorizing grammatical forms and rules.

When implementing Theater Arts (Savignon, 1983, 1997), students need the teacher’s support. However, in a classroom where CLT is emphasized, the teacher can communicate to students in Spanish and encourage students also to use Spanish through gestures and drawings. In this way, students can learn the language and about the process of learning a language at the same time (Nunan, 1991). Teachers like Sergio can find a happy medium between too much help and none. If students are encouraged to take risks, like making grammatical mistakes, they can learn from their failures and improve for future communicative opportunities (Cousins, 1998). Scripted role play can also be developed into a performance with costumes and props (Savignon, 1997). Students may enjoy acting out the part as much as writing the script and reciting their lines.

Raquel did not mention the improvisation activity that she implemented in her Spanish I classes in the data. However, I found this activity was more conversational than the school-related dialogue her students created and performed. Sergio had attempted to implement a problem-solving CA, but ran out of time because he lectured to the students about a particular grammatical form for most of the period. Raquel told me that she created these situations as a result of working with Sergio to prepare the problematic situations he had planned to use in his activity. Three of the fifteen situations Raquel created are written below.
Tienes un problema con tu horario. Vas a la oficina para hablar con la directora o la secretaria. Tu horario dice que tú tienes dos clases de educación física pero no tienes.

Hablan ustedes de ‘leer.’ ¿Te gusta leer mucho o no? ¿Qué clases de literatura prefieres? ¿Escribes? ¿Cartas, poesía o música? ¿Qué tienes que leer en la clase de ingles?

Tu nuevo amigo viene de Panamá, donde siempre hace calor. Hablen ustedes de como son las estaciones aquí en los Estados Unidos.

After Raquel explained the activity and read aloud a few situations, students chose their situation or subject to discuss, and then worked in pairs for twenty minutes. Raquel directed students to set up their conversation with their partner. She informed them that they were going to read the situation written on the paper and engage in conversation in front of the entire class. During seventh period, Raquel told the students, “We’ve been doing this all day with no trouble.” The students were not allowed to use their notes, and the activity was not graded. Her only instructions were to have a conversation in Spanish about what was written on the paper. I was afraid that Raquel might stop the activity when the students were getting louder as they prepared to go in front of the class, but instead she was excited, circulating and encouraging students to prepare.

Before they started improvising in front of the class, Raquel informed students, “I’d like to make this type of chat a part of what we do.” She also alerted students that if they were not quiet while the groups were talking in front, they would receive a detention. Improvisations took place for approximately twenty minutes. Students volunteered to go
in front of the class. Groups engaged in conversation for two to four minutes. Raquel occasionally made comments or suggestion to students after their improvisation. The activity was continued the following day for certain classes if time ran out.

After observing the improvisations in Raquel’s class, I asked her if I could photocopy the situations and discuss the activity with Sophia, who also taught Spanish I. She agreed, and one week later Sophia implemented the activity in her Spanish I classes on March 29. Sophia also did not discuss this activity in the data. Sophia only gave her students five minutes to prepare a conversation on the topics, so the students spoke for less time, approximately one minute per group.

Savignon (1983, 1997) illustrates how unscripted role play and improvisation offer endless communicative opportunity to students at all levels of instruction. Teachers can create activities that have a specific purpose to engage students in interaction in the language, either orally or in writing (Berns, 1990; Nunan, 1991). Raquel and Sophia created a context for the lessons (Finocchairo and Brumfit, 1983; Savignon 1983, 1997), and students were allowed responsibility (Cousins, 1998) to create meaningful communication during improvisation in the classroom.

In the data from the fieldwork report and reflection paper, Raquel discussed the “board cartoon,” which I also list under the improvisation category. During week five Raquel implemented the board cartoon improvisation lesson with boxed pictures drawn across the board of a school (Appendix G). And during week nine Raquel had drawn a cartoon picture of a city across the board (Appendix G). Here I discuss the school board cartoon activity.
As the students entered the classroom before the period officially began, Raquel encouraged students to think of ideas for the picture she had drawn on the board. Once the students had settled at their desks, Raquel introduced the activity in a mixture of Spanish and English. She told them to look at the board and think of five sentences in Spanish. She asked, “¿Qué pasó?”

Then, she pointed to the board cartoon and discussed each box in Spanish with the class. For approximately ten minutes she led the students to create a story to go with the cartoon. Students answered Raquel’s questions (i.e. ¿Dónde están?), and they called out Spanish words, finishing phrases that Raquel had started to describe the pictures.

Next, Raquel moved to the back row and asked students to volunteer to go to the board and create five sentences in Spanish. This was the first time I had seen Raquel sitting in the back with students. She was usually at her desk or circulating during activities. Raquel made the comment, “don’t go on tour unless you’re willing to risk it.” She told them to take out their unit word lists and students would earn one point if they could produce five good sentences. There could be no repeated phrases during the activity.

For approximately ten minutes, seven students during period 4 and six students during period 7 volunteered created five sentences each. Raquel made some comments on grammatical forms, such as “get a verb going” and “use a form of hacer” She was excited and praised students, saying “muy bien” multiple times. One student from period
7 was so excited about the board drawings he exclaimed, “I know this!” Some students asked Raquel if they could go twice.

When students participated in this activity, they rose to the challenge to produce language that demonstrated their ability to communicate their ideas in a meaningful context. Raquel created a situation in which students had to think about how to communicate their ideas, experiment with the Spanish language and make sense of what they had been observing (Cousins, 1998). Although uncertain about results, Raquel was willing to try to get her Spanish I students to communicate in the language. Finocchairo and Brumfit (1983) and Savignon (1983, 1997) promote early efforts to prompt student communication in the WL.

Even though Sergio did not mention the board cartoon activity in the data, on the days Raquel had cartoons drawn on the board, he also conducted this activity in a similar manner with his Spanish II students. Raquel and Sergio shared a room, and during the three class periods his classes were in her room, he used the drawing to instigate student communication in Spanish. The vocabulary was review for the students, but he made use of the communicative opportunity the cartoon presentation offered.

*Immersion day*

In the data, Sophia described the “immersion day” she designed for her Spanish I classes. She wrote an in-depth analysis of the day in her fieldwork report. Her detailed explanation of the activity is below, followed by additional observations I had recorded. Daniella and Raquel observed Sophia’s first period class, and I observed her third and fourth period classes.
Sophia: Today’s lesson was a total Spanish “immersion” class for my Spanish I students. Brigid approached me with the idea to try immersion a week prior to the lesson. My students were exposed to an increased quantity of Spanish during the last nine weeks, and she felt that both the students and I were prepared for the experience.

I prepared my students for this lesson by alerting them a few days in advance of the experience. Their confidence level was augmented by the fact that they were successful conducting themselves in Spanish for 15-20 minute durations. In addition, my classes have been communicating each day in Spanish only question and answer sessions. I reminded my classes of communication strategies when they have gaps in understanding: body language, drawing pictures of vocabulary, and helping each other to stay in Spanish. The students anticipated “martes,” and I asked for their full cooperation (to help me in my [EPD] class). I also changed seats the day before the lesson.

Before the bell rang for class to begin, I noticed more students than usual waiting outside of the classroom to socialize. Many students greeted me in Spanish before I
began class, and made an effort to ask how I was and how other students were in the target language. I wrote the daily agenda on the board, and a few prompts in Spanish.

   Class began with a greeting and two warm up questions. ¿Dónde vives tú?/¿Vas a practicar un deporte hoy? ¿Cuál? = Where do you live? / Are you going to practice a sport today…which one? These two warm up questions served two purposes. The first was to begin class with something that was familiar and comfortable to the students. They have practiced daily questions throughout my EPD experience. The second was to activate knowledge of the grammar concepts from the previous lesson. (Verbs ending with –ir & Ir + a + inf (simple future)). I wrote the conjugations of IR=to go as well as the ”yo” conjugation of to live on the board. The students had a few minutes to ask and respond to the questions. I then asked students to present their partner’s response to the class. Students were successful with the first question, but a few struggled with the question using the future tense. When students seemed to have problems with the question, I would scaffold their responses throughout the oral activities. For example, if a student struggled, I repeated what they said up to the point of the error and gave them the opportunity to rephrase their response. In addition, I mouthed or pronounced the beginning of the word they were missing. I do not allow my students to simply respond with an “easy” response. They must form a complete grammatically correct answer to the question about themselves or their partners. The majority of students did a great job during the opening exercises. I noticed that the other members of the class were quieter during this portion of the lesson than usual (possibly due to the fact that they were not allowed to converse in English).
I then moved into an oral questioning focusing on sports vocabulary. The question I presented the students with was “¿Cuál deporte juega (sports star)? – What sport does (sport star) play?” Students were randomly called on to answer with the correct sport. Every student called upon responded with the correct sport.

The main CA for the lesson was an information-gap activity. The grammatical focus was Ir + a + infinitive (future tense) and sports and leisure vocabulary. I made two work sheets that asked questions referring to the other worksheet’s pictures of Sports and leisure (Appendix H). The students were to ask the question from their page to another student who then responded with the answer about the picture. The students were then required to record the answer in Spanish on their paper. It is ideal that the students not see each other’s worksheet.

Before the activity began I asked the students to “besar” kiss their desks. I made the sound of an imaginary kiss in case they did not understand “besar.” The students turned their desks to partner with a classmate. I then assigned students in certain rows to page A and their partners to page B. The students have completed similar activities before this lesson so they were familiar with how to conduct the activity. In case there was any uncertainty, I modeled an example question with a student before the class began the activity. Next, I held up each page and recited the Spanish vocabulary for each drawing. The students did not know “la animación – cheerleading” very well, so I acted out a cheer in Spanish for them. I then told the students to begin with the command “anda” and they began questioning each other and responding in Spanish.

I circulated through the classroom to make sure all students were on task and understood everything they needed to do. When students needed to ask a question, they
raised their hand, and did their best to communicate what they needed. Only two out of eighty Spanish I students spoke with me in English. The rest were speaking in Spanish to me and each other. I did notice some students whispering “what is this,” but when I said “ESPAÑOL” they would quickly return to Spanish.

At the conclusion of the information-gap activity, I asked the students to return to their desks, to “sillas originales-original seats,” and they turned themselves around. I also asked for homework, ten labeled drawings of the sports vocabulary at that time.

The students then settled back into their seats, and I began a game of Around the World to practice sports and verb vocabulary. The students enjoy this game, and it was a quick closing piece to the lesson. I did notice students whispering to each other in Spanish. I asked others if the whisperers were speaking in Spanish, and the students confirmed that they were.

I went out of Spanish a minute before class ended to thank the kids for doing a nice job, and to tell them I had chocolate for their efforts. Most students stayed in Spanish until they left the classroom. They appeared to enjoy speaking Spanish, and looked happy with themselves at the end of the day.

Throughout the lesson the students were engaged and put forth effort to complete the challenge presented to them. After speaking to several students, they reflected that speaking only in Spanish wasn’t too difficult, and that doing activities they already were familiar with made it easier. One student liked that I called on individual students to make sure everyone was not only speaking with a partner but in front of the class. Two girls I surveyed stated that the “immersion” experience is not that hard, but people don’t want to put forth the effort for the class. They also told me that it was neat to have me
stay in Spanish for the entire class period. Another student said, “It gets easier and easier to do these lessons.”

When comparing my fieldnotes to Sophia’s fieldwork report, there was not much more to describe. At the beginning of the third period class the students not only greeted Sophia in Spanish, but also engaged in conversation with each other in Spanish before class started. Students in the fourth period class seemed overly excited about the immersion day to the point that Sophia had to ask them to calm down before they began the opening questions.

She wrote the “ir” conjugation on the board as shown below, which students referred to when discussing the opening questions: ¿Dónde vives tú? and ¿Vas a jugar un deporte hoy? Cuál?

<table>
<thead>
<tr>
<th>IR</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>voy</td>
<td>vamos</td>
<td></td>
</tr>
<tr>
<td>vas</td>
<td>vais</td>
<td></td>
</tr>
<tr>
<td>va</td>
<td>van</td>
<td></td>
</tr>
</tbody>
</table>

When Sophia engaged students in the sports vocabulary review, she referred to famous athletes who played a variety of sports, such as Allen Iverson, Serena Williams, Tiger Woods, Mario Lemieux, Marian Jones and Mark Spitz. During the Around the World game, students acted out the sports vocabulary or verb after Sophia showed the two students the vocabulary card written in Spanish in order to win the round. When the game began in the fourth period, a student exclaimed, “¡Es muy divertido!”

During the lesson Sophia stayed completely in Spanish except for last few minutes, as she stated in her explanation. After the lessons, she revealed to me that she did not think she would be able to speak Spanish so well.
Ellis (1997) recommends that teachers use the WL as the medium of instruction during CAs. Sophia remained in Spanish, as did her students for almost the entire period. I suggested that Sophia try an immersion day because she seemed willing and ready to go beyond doing CAs, and to inquire further into CLT. I also advised her to read the first chapter in Savignon (1997), not giving her any deadlines or requirements. She communicated to me that she was interested in the theory behind CLT, so beginning with definitions of CC seemed like a good starting point. In consultant meetings starting during weeks seven, Sophia and I discussed past research that I had conducted on CLT in classrooms. I also explained the ELOB design principles (Cousins, 1998) and my understanding of how they applied to WL classrooms. Sophia raised many questions about CLT during those last weeks of EPD.

In order for the students to develop CC in the classroom, teachers can teach strategies in which students use the language they know. Strategic competence is an important component of CC (Canale and Swain 1980; Canale 1983; Savignon 1983, 1997). Sophia had several conversations with her Spanish I and Spanish II classes during EPD in which they discussed use of Spanish during CAs when they had limited vocabulary. In the fieldwork report and reflection papers, Sophia addressed the adjustment to increased use of Spanish in the classroom. At the March EPD meeting, Raquel referred to this period as the “speed bump.”

Sophia: As we progressed, I gave the students many pep talks (mostly in English) on how to stay focused and how important it was for them to keep in the language. Initially it was tough for the students to hear and speak Spanish but they got used to it and were able to understand. At first it was difficult to motivate the students to take the
activities seriously. There was a level of frustration but pushing everyone early on helped to have better lessons later. Requiring the students to stay in Spanish while I stayed in Spanish paid off.

During week four, I was present for one of these “pep talks” during Sophia’s Spanish II class. Sophia asked students what they thought about the CAs she had been implementing recently. They discussed the topic for approximately ten minutes.

2-19-04 SPII period 8 Sophia 21 students

This is the list of several student comments about CAs that I compiled in my fieldnotes, and then shared with Sophia during a consultant meeting.

constructivist

putting Spanish vocabulary into communication

funny

frustrating

wish the directions were in English

if we go somewhere, we will need to speak Spanish

use bodies more

hard to ask questions

learned a lot because forced

have to pay attention

practicing more activities and getting used to it

more than enough examples

need more time to complete activities

we get going and have to leave
Savignon (1983, 1997) supports a WL teacher whose curriculum is designed to teach students strategies when they do not and cannot be expected to have perfect knowledge of rules. Nunan (1991) also stresses the importance of a WL teacher who promotes CLT principles to guide students in their learning by discussing the actual process of learning a WL in the classroom.

Doughty and Pica (1986) found that information-gap activities led to more interaction and language production between students than teacher-directed tasks. The information-gap activity Sophia implemented during her immersion day allowed students the opportunity to negotiate meaning while using the sport vocabulary and “ir” verb form in context. During CAs students may need to pay attention to form during activities, but the real purpose of the activity is to stimulate communication in the WL (Ellis, 1982, 1997). Sophia raised consciousness of particular forms (Fotos, 1994; Ellis, 1997) in both the question-answer session and the information-gap activity. Instead of making grammatical forms the focus of the lesson, Sophia taught students to use vocabulary and grammar to discuss where they lived and what sports they played.

*Power point presentations*

When EPD began, Sergio’s Spanish II students were preparing for power point presentations on different Spanish-speaking countries. He did not write about these in the data, but I believe that the presentation activity promoted development of students’ CC. Due to school cancellations because of treacherous weather the power point presentations took more time than Sergio had anticipated. They spent approximately two weeks preparing, presenting and assessing the presentations. Sergio distributed the following project expectations during week two (refer to Appendix I for Mid-Year Project Rubric).
I. Task
   A. Visit (por computadora) a city of your choice in a Spanish-speaking country.
   B. Create and present a description of your city in Spanish (approx. three minutes).

II. Requirements
   A. A short introduction
   B. Answers to questions
      1. Where is the city?
      2. What is the weather like at the time you want to visit?
      3. Why would you visit there?
         a. tourist attractions
         b. an important restaurant/hotel
         c. paraderos
         d. university
         e. anything else you feel is important (beaches?)
         f. 3 quiz questions (MC, completion, C/F)
   C. A short conclusion
   D. An accompanying PowerPoint presentation (5-7 slides)
      1. title page (optional)
      2. 3-5 slides for city information (must have at least 1 photo)
      3. a concluding slide with quiz questions

III. Grading
   A. Meets project requirements (4-0)
      1. Detailed content
      2. PowerPoint
   B. Presentation (4-0)
      1. Use of notecards
      2. Effective presentation skills
      3. Pronunciation
   C. Error-free written materials (4-0)
      1. First copy
      2. Corrected
   D. Quiz questions with answer given to me in advance (4-0)
   E. Effort-creativity (4-0)

Over several days, students presented a number of cities. The weather caused the project to take longer than Sergio anticipated, but he decided to allow all students to present. I
observed the following classes. I discuss briefly what students did during the presentations.

<table>
<thead>
<tr>
<th>Date</th>
<th>Period</th>
<th>Name</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-4-04</td>
<td>SPII 2</td>
<td>Sergio</td>
<td>21 students</td>
</tr>
<tr>
<td>2-4-04</td>
<td>SPII 3</td>
<td>Sergio</td>
<td>25 students</td>
</tr>
<tr>
<td>2-5-04</td>
<td>SPII 1</td>
<td>Sergio</td>
<td>26 students in computer lab</td>
</tr>
<tr>
<td>2-5-04</td>
<td>SPII 5</td>
<td>Sergio</td>
<td>22 students</td>
</tr>
<tr>
<td>2-9-04</td>
<td>SPII 5</td>
<td>Sergio</td>
<td>19 students</td>
</tr>
<tr>
<td>2-10-04</td>
<td>SPII 3</td>
<td>Sergio</td>
<td>25 students</td>
</tr>
<tr>
<td>2-10-04</td>
<td>SPII 5</td>
<td>Sergio</td>
<td>25 students</td>
</tr>
</tbody>
</table>

Each day Sergio posted the order in which students were to present their cities. Students who did not present listened to the presentations and answered the three quiz questions each student was required to ask at the conclusion of their presentation. Sergio had prepared this worksheet. A modified version is shown below since the same format was constant throughout the worksheet.

Mi nombre es __________________

Los Proyectos del Medio-Año

Título del Proyecto: ________________________________

Estudiante: ______________________________________

Respuestas: 1. ____________________________________

2. _____________________________________________

3. _____________________________________________

Título del Proyecto: ________________________________

Estudiante: ______________________________________
Respuestas: 1. __________________________________
2. __________________________________
3.  ____________________________________

Título del Proyecto: __________________________________
Estudiante:  __________________________________
Respuestas: 1. __________________________________
2. __________________________________
3.  ____________________________________

On the worksheet, there was a place to write each student’s name and city, in addition to answers to the quiz questions asked. One student was chosen by the presenter to help advance power point slides during the presentation. Students generally used notecards when they presented, but some read from a paper. Their presentations usually lasted three minutes. Cities chosen that I observed were located in countries such as México, los Estados Unidos, Costa Rica, La República Dominicana, España, Puerto Rico, Cuba, Perú, Chile: Madrid, Panamá, Canaín, La Paz, San José, San Juan, Veracruz, Guadalajara, Léon, Barcelona, Acapulco, Bilbao, Granada, Valencia, Toledo, Santo Domingo, Buenos Aires, San Antonio, Sevilla, Santo Domingo, Monteverde, Cancún, Lima, Bogotá, La Habana, Cozumel, La Bonita Ciudad de Trujillo, Zapallar, Puerto Viejo, San Salvador.

As Sergio had required, students discussed location, temperature and weather, hotels and restaurants, universities, tourist attractions. Some students also talked about nightlife, beaches and politics. One student concluded by informing her classmates that
her father was born in Bogota. Students communicated in Spanish, however some appeared to be more prepared than others (refer to Appendix I for sample power point slides).

During week three Sergio requested to meet with me specifically to get feedback on the city presentations. His goal was to revise the project and implement it again the next school year. Before this meeting, we already had discussed several changes Sergio was considering. During this particular meeting we discussed several topics, represented in my fieldnotes below. Sergio made a copy of these notes.

*pros and cons to allow variety in the student choice of cities; family ties (Bogota); otherwise allow Ss to choose different cities in either Spain or Latin America

*good idea to make groups next time, individual project takes too much time
--What will the roles be?
--How will the group be evaluated? What will happen if someone is not working?
--Students will need time in class to prepare, perhaps more than you want to give them.
  --How many days will you allow for preparation and then for the presentations?
  --How long will each presentation be required to last?

--Would you change anything on the presentation: pronunciation, less information on the slides?

--Can you give them a practice day where student groups rehearse in front of each other?
  *Setting up the order at the beginning worked well.

--Can you limit the sources, or encourage them to use Spanish websites?
  --Ban freetranslation.com, or they get a zero.
  --Too much copy and paste with translation.
  --Citing sources, you’ll have to explain this with some examples.

--For the power point operator, that student can look at the group’s hard copy to follow along

--I noticed for pronunciation, it is difficult for some students to even talk because of their braces.

*When correcting frames: can you have them peer edit? have each group member look each other’s work over? For corrections you could make a code instead of correcting everything for them.
*Dressing up for presentations was a good idea, prepares them for the real world.*

*For the questions at the end of the presentations, have the presenter choose other students to answer questions in Spanish—not English—make this a big deal!*

*Are you going to give them a big test or quiz?* [Sergio did give a test.]

-- You could also have them write a paragraph on what they remember or on which city did they liked best besides theirs and why?

-- Can also have two students ask the presenter questions, and have one group member responsible for the questions or end quiz.

*group of 3 might work—give roles

*incorporate more writing—grade this more

*make vocabulary sheet to go with project—common expressions and forms

*go in depth with culture—food

*the students definitely progressed*

Sergio created this project because he is technology savvy, and he wanted to students to know how to use power point. For the future, Sergio wanted to assign roles to students in groups. This would help reduce the timeline of the project. He also recognized that some students were stronger at actually presenting, while others were more interested in creating the power point slides. He was unsure if he would allow students to choose cities again, but I strongly encouraged him to allow this choice since some students enjoyed talking about their family ties to certain cultures.

The project can be improved, and it can represent CLT at more stages than just the presentation phase. At this early stage of EPD, Sergio had little to no knowledge about practicing CLT (see beginning of section 4.1). He had communicated to me a number of times that he had never taken a methods class. In preparing as well as assessing understanding after presentations, translation and use of English can be
avoided. Sergio can encourage students to use the Spanish they know, while also teaching students common words and expressions they might use during their presentation. He can teach students strategies for communication in Spanish (Savignon, 1983, 1997). Presentation skills can also be discussed. Assessment can be created to evaluate what the students learned from each other in addition to keeping them engaged.

This project offers multiple opportunities for students to engage in self-discovery, social activity, as well as individual and group development (Cousins, 1998). Culture is recognized as instrumental to shaping CC (Berns, 1990). Authentic text (Nunan, 1991) from Spanish websites can inform student research and allow for multiple opportunities for students to function in the language. Emphasis can be on communicating through interaction in the language (Nunan, 1991), with the computer, group members, classmates and the teacher. Although the components of CC may be stressed to different degrees depending on the activity, and with different students (Savignon 1983, 1997; Ellis 1982, 1997), grammatical, discourse, sociolinguistic and strategic competence (Canale and Swain 1980; Canale 1983; Savignon 1983, 1997) can be addressed in planning, presenting and assessing.

*Implicit grammar/vocabulary teaching*

Sergio did not mention the activities I observed when he taught grammar and vocabulary in an implicit manner in the data. Throughout EPD, the teachers designed their CAs with grammatical competence in mind, however in three cases Sergio specifically was attempting to teach his students grammar and vocabulary that was unfamiliar to them while communicating in Spanish.
On February 26, 2004, Sergio introduced possessive adjectives and pronouns. For twenty five minutes, Sergio engaged students in an activity where he at first used a ball, and then various objects students had with them: a pen, notebook, paper, water bottle, glove. Sergio went around the room, asking students in Spanish if the object was “mio, tuyo, suyo.” Once all possible forms of possession were used in communication, Sergio asked students to help him identify the possessive adjectives. The students called out the forms, and Sergio recorded them on the board. Sergio reviewed again, repeating the exercise of asking students who different objects belonged to, and emphasizing use of the possessive adjective.

2-26-04 SPII period 2 Sergio 27 students
2-26-04 SPII period 6 Sergio 13 students

Sergio wrote the following on the board:

mío/a
tuyo/a
suyo/a
nuestro/a

vuestro/a
suyo/a el/la los/las

After this introduction, Sergio asked students to follow up this activity with a written dialogue that would be performed immediately. With a partner, students had to create a five to six line dialogue to present to the class using the possessive adjectives and the verbs “prestar” (to borrow) and “olvidar” (to forget). He gave students approximately seven minutes, and then groups presented their short dialogues. Some students did not use their written notes when presenting.

On April 4, 2004, instead of teaching new vocabulary by translating a word list, Sergio distributed a worksheet with a picture of the art museum he also had drawn on the
board (Appendix J). Students listened to Sergio explain the museum picture in Spanish. Sergio asked students to answer questions and fill in the blanks while he presented. Sergio wrote the vocabulary words on the board and students recorded them on their papers. The activity lasted approximately ten minutes.

Sergio did resort back to some English use when he went over the vocabulary once more, asking for translations to certain words. This took place for approximately ten minutes.

Sergio followed up this activity by asking students to go to the front of the room and produce three sentences to describe the museum drawn on the board using the new vocabulary. This took place for about five minutes. For homework, students were asked to write eight phrases describing the picture with the new vocabulary.

Sergio carefully organized input, and then controlled structures being used during production practice through focused communication tasks (Ellis, 1997). As discussed in a later section (5.9), evidence was found that Sergio typically used the traditional approach to teaching grammar and vocabulary during EPD. He regularly translated word lists when students learned new vocabulary, and he usually presented grammatical forms in English or a mixture of Spanish and English. These attempts seemed to show evidence of Sergio’s attempt to improve students’ grammatical accuracy through promotion of CC. Instead of focusing on sentence-level morphosyntactical features (Savignon, 2002), Sergio adjusted his instruction to try to develop the grammatical competence of his students by relating to their communicative needs and experiences (Savignon, 1972; Lightbown and Spada 1993; Ellis 1997).
On a few rare occasions during EPD, Sophia made use of total physical response (TPR) (Asher, 1969) when teaching and reviewing vocabulary. She briefly mentioned TPR in the data, but she did not describe any lessons in detail. On March 4, 2004, Sophia and her Spanish I students reviewed the verb form “er.” When she had introduced the vocabulary, “beber, comer, romper, leer, correr, deber, aprender, vender, creer, comprender,” she and the students agreed on simulated physical actions to define the verb. During the review, Sophia first held up a notecard with the various Spanish verbs and students physically acted out the verb, and then she reviewed the verbs again by acting out the verbs and students called out the Spanish verbs. This type of communication avoids the use of translation that I had seen frequently in presentation and review of vocabulary and grammar in EPD classrooms (see section 5.9), and creates opportunities for students to engage actively in the language through gestures instead of only by hearing and seeing it.

To develop sociolinguistic competence (Savignon, 1983, 1997) of students in classrooms, creative measures such as TPR can motivate students to learn vocabulary. Teachers can create experiences during which paralinguistic features of language are studied so that students are prepared to use coping strategies instead of falling back on use of English when they lack in discourse (Savignon, 1983, 1997).

*Jump Start Spanish™*

Although Daniella does not mention *Jump Start Spanish™* in the data, I accompanied her Spanish II students to the computer lab on one occasion during EPD. I found this computer program to be communicative. Seven Spanish II students worked on the computer program *Jump Start Spanish™ for Kids Knowledge Adventure*. The program
consisted of interactive activities with focused topics of dates, clothing, places, colors, body parts, food, expressions, memory, matching. It seemed to be vocabulary review for the students. They spent most of their time working on the games focusing on colors and body parts. I noticed that they did not seem to know house vocabulary yet. The house consisted of the bathroom, bedroom, kitchen and living room. The students wore headphones, but still chatted occasionally in English during the activity. The program recorded the students’ progress; teachers can print out a report of student results at the end.

Berns (1990, p.104) asserts: “It is essential that learners be engaged in doing things with the language—that is, that they use language for a variety of purposes in all phases of learning.” The computer program engaged students in interactive practice of vocabulary in a game format in order to strengthen their skills in the language (Savignon, 1983, 1997). Students in Daniella’s Spanish classes tended to possess high levels of competency in computer skills. They were motivated to play the games and review Spanish at the same time. They could work at their own pace and choose the activities they played. In WL classrooms, communication does not have to occur face to face or in oral form (Berns, 1990), as can be seen in the computer-mediated communication (CMC) lessons that took place in Daniella’s classes in the next section.

Computer chat/Instant messenger (IM)

Daniella wrote about her computer chat lesson in her fieldwork report and reflection paper, which she referred to as “forum discussion via computer chat.” She also mentioned the IM homework that students submitted for credit in her Spanish II and AP Spanish classes. The computer chat lesson occurred only once during EPD in Daniella’s
Spanish II and AP Spanish classes. After the computer chat lesson took place during week seven of EPD, I occasionally observed students turning in printouts of IM conversations that had occurred outside of class. The description Daniella provided in her fieldwork report of the activity is below, followed by additional observations I had recorded. Sergio observed Daniella’s fourth period AP Spanish class, and Sophia visited her sixth period SPII class. Raquel was absent, so she did not see students engage in Spanish chat until the March EPD meeting. I observed her fourth period and seventh period classes.

3-15-04 APSP5 period 4  Daniella  8 students
3-15-04 SPII period 7  Daniella  19 students

**Daniella:**

*How it was introduced*

*On the Wednesday before break, I handed out an instruction sheet [Appendix K] to guide them through the activity. AP Spanish students had done a similar activity in the fall but this was a first for level two. The paper directed students to journal only one (more if desired) present tense sentence per day over break and bring this information to the lab for reference, to help re-orient them after the extended absence. I also indicated the survey questions at the bottom of the page.*

*Students in AP Spanish who were present the day before break wrote an in-class future-tense essay about their plans for break whereas those in level 2 made more of a simple-future list of verbs as a pre-writing technique. I returned their work with feedback in the lab as they entered on Monday. I also reminded them (before break) that*
I will accept their printed-out chats (from home with whomever) for points and some of them turned those in when they arrived on Monday.

I told the students why I believed that this would be a worthwhile task and most of them seemed quite receptive. Surprisingly, they did not ask many questions about grading or participation. As they were concerned about how to integrate special characters into the chat, I reassured them that I would either see to it that they were readily available for inclusion or that we would ignore them.

I reminded students who were vacationing several days early that upon their return they were to report to the lab. I put a sign on my door and posted the student teacher by the locked door to wave way-ward students toward the lab. I also put the location on the announcements every morning for several days.

Activity

I chose a forum discussion for all class periods in the computer lab on Monday, March 15, 2004, which was our first day back from Spring Break. A predetermined website was [set up by Albert, the university representative from the federally-funded language education resource center]. Students used their Spanish names to engage in semi-synchronous, threaded discussion in past tense, about what they did during break. The original, teacher-generated message to which the students were required to respond in Spanish was: “¿Qué hiciste durante vacaciones?”

Students entered [the computer room] relatively quietly considering the fact that they hadn’t seen one another for a while and supposedly had a lot to catch up on. I encouraged them to sit as far apart as possible to eliminate potential distractions. I
redirected chatty students who tried to sit together. Study hall students were allowed by the paraprofessional to sit in on the class and play computer games, talk, and work. This disrupted me more than it did the students, with the exception of one person who seemed to have premeditated this meeting with a study hall friend.

Once I was convinced that everyone had arrived (most were present and on time but a considerable amount were absent and some others arrived late for various reasons including problems with crossing the street), I greeted and welcomed them, and simply held up the old instruction sheet and asked if everyone had it. If not, I gave them a new one. They followed the sheet, my words, and the projection screen to find our site, their class period, log in, change their password, read the topic, learn to use special characters, and begin conversing.

Initializing did not seem to take an inordinate amount of time. One student had switched class periods and I forgot, so she couldn’t get in, and I had to use the paraprofessional’s IM (she typed for me so that I could help others) to ask Albert to set her up. Several students had trouble following along at first, so I went to their machines to help. At that point, sometimes, I spoke some English to explain to students what had happened or what they needed to do; for example, one girl had already changed her password and supposedly did not realize it, so she could not get in, and I had to IM Albert again so that he could reset it. I tend to get a bit flustered with technology because I am not trained to teach technology, but these were easy problems that were resolved quickly. Late students caught up quickly as students beside them brought them up to speed.
**WL use strategies**

I simply told students that we would use Spanish only, no dictionaries, no translators. Only one student (level 2) asked during the actual chat if I would waive the requirement for her, and I said okay, but since nobody else was using English, this was not much of an issue. I did not permit talking aloud or ‘flaming.’ Consequences would be detention, termination of the exercise, or a print out to send to parents. I spoke in Spanish at all times with the exception of describing particular functions such as ‘log out’ or buttons on the keyboard, like ‘Ctrl,’ (which is a cognate anyway). I did not mention whether or not they would receive points for participation.

At the beginning of the lesson, Daniella reminded students to use the preterit and imperfect and posted the question “¿Qué hiciste durante vacaciones?” on the computer and on the board at the front of the computer room. While students were “chatting,” if they asked Daniella a question or spoke to each other, she told them “No hablar! Escribir!” When Daniella was not circulating in the classroom, she participated in the forum discussion.

During the fourth period AP class, students chatted about what they had done during their vacation: visited universities; went to Europe, Florida; shopped for prom [school dance]; talked about a ferry accident in Maryland, an accident in Madrid; visited former high school; wrote about what she did each day; wrote about the security check he experienced for travel. And some topics discussed in the Spanish II class during seventh period were: hanging out with friends and family; watching TV and movies; playing guitar and on the computer; getting a haircut; ice skating in the neighboring town; watched movies; travel to Florida and Cancun.
The threaded view of the forum discussion showed the subject, person’s name (in this case the Spanish name the student had chosen), the date and time the message was entered. The website allowed for Daniella to see how often students posted a message and who was corresponding with whom, and how often.

It seemed that Spanish II wrote faster and more often than AP Spanish students. There were more student comments posted earlier in the Spanish II class than the AP Spanish class. Daniella told me that she would have never imagined Spanish II using this before I suggested she try it. At our first consultant meeting during week two in her home, I encouraged her to implement this lesson not only with her AP Spanish classes, but also her Spanish II classes. Excerpts from my fieldnotes from two different consultant meetings during week two and five show the development of the forum discussion over four weeks.

2-6-04 at Daniella’s house

We went upstairs to her home office where the computer was after eating lunch and getting to know each other. I knew Daniella wanted to have her students do Spanish chat, so I was searching for that. I took the easy route and went to search on Google. I typed in “Spanish chat,” and we came to a great site. This site had a few options. Spanish speakers can practice their English on one site and Anglophones can practice Spanish. You can do the typical chat with the list of people participating, but if you want to “private chat” someone, you may.

Daniella got on as “Leila” and started with the regular chat. She immediately was having a blast. Someone private chatted her, but that did not last long. Then “El General” private chatted her, and they went on for a while. She thought that this site
would be good for her students—both Spanish II and AP Spanish. We figured out how to cut and paste, so the students would also be able to turn in their chat for credit. I advised her to not focus on form with the transparency for this activity, but just let the kids try out their Spanish and have fun with it. I’m not sure what she thought. She really needs to try to not focus on forms for everything.

Daniella had a great time. We also looked at the university website to see if her past project was still working. We found it, but she forgot her password. We also could not find the site that the computer technician at [MVHS] had shown me with the link to this project and Daniella’s school website. She said she would make an appointment with her to find out how to access her website.

She asked me of the novelty of this stuff would go away? I told her that is why I was coming back to observe in September, so we would see. She also gave me the paper she had written for the technology course in applied linguistics she had taken at the university. She told me she had gotten a B because she did not have researcher’s names in the results. She had not linked everything to research. She made it clear that she wants practical activities from EPD.

2-29-04 at Daniella’s house

As for the CMC—we came up with ideas: have students keep a journal during their Springbreak. Student would not be allowed to use translators or dictionaries. Daniella could participate in the AP Spanish chat. I encouraged her not to focus on forms for the activity—just let them talk. I’m not sure how she will take to this. The students hear so much input of grammatical forms, and they are not given enough meaningful vocabulary
that they need to increase their discourse competence. She is so set on bringing it all back to looking at the forms! We’ll see!

In the end, Daniella used the university sponsored web space because of its capability to host discussion forums, protected from “free web.” She asked students to keep a journal during Springbreak. The day of the activity, she reminded students to use the preterit and imperfect in their writing, with focus on using rules while engaging in meaningful communication (Savignon, 1983, 1997; Loschky and Bley-Vroman, 1990; Doughty and Varela, 1998). She encouraged students to use the language they knew in order to effectively participate in the CMC. CMC allows for more equal participation, sufficient time to respond, and increased language production and complexity in the WL classroom (Lee, 2002). During this chat session each student had their own computer and was not required to write a certain amount of comments during the forty minute period they chatted.

Communicative opportunities can be increased in WL classrooms via synchronous and asynchronous CMC (Savignon, 2002). In this case, Daniella took advantage of the resources the local university provided, but the Internet, if available to students at home, school, the local library, can expand opportunities for students to use the language both inside and outside the classroom (Savignon, 2002). Language users worldwide, of all ages and cultural backgrounds may be a click away from engaging in meaningful communication.

Like Sophia had done with certain classes, Daniella asked for student feedback after this activity. She asked them what they liked or disliked about the activity, to rate their participation, and to suggest topics for future chat lessons. Evidence of
collaboration between the teacher and students, and shift of responsibility on students (Cousins, 1998) was observed again.

It is important to note that the class period after the chat lesson Daniella engaged some of her students in face to face conversation from the discussions that had occurred during the chat lesson. In the data, Daniella did not discuss her follow up lesson in detail. There was a very small amount of English being spoken by the students during this activity, which was unusual. And virtually no English was used by Daniella, which was more typical. At the end of the class, Daniella told me that she had planned for her seventh period students to correct eighth period’s conversations, but that the conversation was going so well that she did not want to bring it to an end. Daniella seemed to have stepped out of her “comfort zone” and allowed students to focus on meaning instead of forms.

3-17-04 SPII period 7  Daniella  20 students

After asking students to form a circle in the class—something I had not seen before in her class—she began asking students about the chat. For approximately thirty five minutes, she asked eleven students questions pertaining to what they had written. Students responded to Daniella in Spanish, and students occasionally posed questions to the student being questioned. They did not seem to be intimidated, and they appeared engaged during the entire activity. Daniella had taken the students’ own written communication, and worked with students to use it in oral discourse. Meaning was paramount to the activity, and promoting CC was the goal (Finocchairo and Brumfit, 1983; Savignon, 1983, 1997).
After the chat lesson, on March 23, Daniella gave her Spanish II and AP Spanish students IM homework. They were asked to print off a page of their conversation to submit for credit. The Spanish II students were instructed to use food vocabulary and the preterit. Daniella had not enforced any rules about the IM because she said it was new to her. Students were motivated to complete this type of assignment, as seen in the section that discusses “students’ perspectives of communicative activities during EPD.” Daniella created a homework assignment that offered students occasion to test their CC in written discourse in and authentic context of use (Kramsch et al., 2000). Students were asked to communicate outside the classroom context (Savignon, 1983, 1997; Nunan 1991), by doing an activity with which most of them were familiar with in English, and intrinsically motivated to do without a teacher’s direct supervision. Students took responsibility for their own learning, working collaboratively (Cousins, 1998) to improve their CC via IM.

Field trip/scavenger hunt

Raquel discussed a “walking field trip—building tour,” “scavenger hunt in school,” and the “hide the chocolate activity” in her fieldwork report and reflection paper. Each of these activities occurred only once during EPD.

3-2-04 SPI period 4 Raquel 14 students

On March 2, one of Raquel’s Spanish I students had found out from a friend that she had taken students on a “field trip” around the school and asked if they could go on it. After reviewing the verbs “saber” and “conocer” for twenty five minutes, Raquel told student to get something with which and on which to write and to number their papers from 1-12. Raquel toured the school with her class for ten minutes, pointing at various places and things, telling students to write the name of the corresponding items on their
papers in Spanish. During this class, the places and things were: door, hallway, computer
room, Science class, locker, library, gymnasium, office, outside, lunchroom, auditorium
and Spanish class.

I went along with Raquel and the class. The field trip was fun, and the kids loved it. It got them up and moving and gave them a context for the vocabulary. Raquel used the natural world around her to teach vocabulary through everyday, familiar places and things (Cousins, 1998). One student thanked Raquel, “The field trip was cool.”

On March 29, Raquel designed an entire day during which students focused on communication in Spanish. Two activities focused on using directions in Spanish, and the other activity involved students describing the board cartoon of a city (Appendix G) to earn five extra credit points.

3-29-04 SPI period 7 Raquel 27 students

When I walked into Raquel’s classroom, it was obvious that Raquel was excited about teaching the class. She told me she had set up a scavenger hunt. She had envelopes ready for the students marked “ESTUDIANTES” in various classrooms. She cleverly had marked a code on the sheets so she could double check that they went to the right rooms. She specifically said, “We are having so much fun today—I can’t wait to do it again.”

During the one activity, student volunteers were directed by her and the students to find a piece of chocolate candy in the classrooms. A student volunteered to participate and waited in the hallway while Raquel hid a piece of chocolate. Raquel had encouraged students to refer to their lists when directing the volunteer to the chocolate when he came back into the classroom. Once the student entered the room, he asked students whether to
go forward, left, right, backward, by a certain classroom object, and his classmates said “sí” or “no” until the student found the chocolate. All communication was in Spanish, and another student participated for a second search.

After this warm-up activity to refresh the students’ minds of direction vocabulary, Raquel introduced the scavenger hunt she had designed. Students worked in groups of two and only half the class went hunting at a time. Here is a sample of the directions written on the cards:

- Sales de la clase.
- Doble a la derecha.
- Doble a la izquierda.
- Doble a la derecha.
- Va a la izquierda.
- Entra en la clase de computadores.
- Habla con la señora al escritorio y pregunta “Tienes un sobre para nosotros? Gracias.”
- Saca lo que está en el sobre.
- Regresa a la clase de español inmediatamente.

Raquel informed me that she mixed both the formal and informal forms of “you” because she did not want to confuse students. Students traveled through the hallway to eight teachers’ rooms. Students were not allowed to use their word lists, leaving them to rely on each other to get around the school. At each stop, a teacher needed to sign the card in order for the students to move onto the next stop. The first two groups to arrive
back to the room won a homework pass, allowing them credit for a future incomplete or forgotten assignment.

At the end of class Raquel told her students, “Thanks for the participation in the activity.” Together the students and Raquel appeared to have felt successful about the days’ activities. Students and teachers need to experience success in order to build the confidence and capacity to take risks and meet increasingly difficult challenges (Cousins, 1998). Teachers can and do try whatever it takes to motivate students to work with the language (Finocchairo and Brumfit, 1983).

In the next section, more focus is directed to the students’ perspective of CAs implemented in classrooms during EPD and at the March EPD meeting.

5.5 Students’ descriptions of CAs at the end of EPD

After the follow-up EPD meeting in March, most of Daniella’s students reported that they liked the computer chat activity that was implemented during EPD (see Appendix E for student questionnaire completed in March).

I like doing the computer activity where we talk, and the activity that we did after that activity where we all talked and go to ask questions of each other verbally (in Español of course).

Daniella followed up the computer chat activity with face-to-face discussion about what the students had written. She directed the conversation, asking different students to speak about what they had written during the chat lesson. One student commented on how she had enjoyed the IM homework assigned by Daniella.

We had a homework assignment to chat online with a classmate about what we ate for dinner and print out the conversation to be handed in.
When Daniella’s students were asked to describe a CA they would enjoy doing in class, several students wanted to do more computer chat lessons.

I would love to have more opportunities to chat in the computer lab. Topic really isn’t important, any would do.

One student mentioned that she would like to do the speaking activity instead of the chat lesson.

Sophia’s students described a variety of activities they enjoyed doing in class with most students referring to the interviewing or speaking exercises they had done. Several also referred to the immersion day Sophia had designed during EPD.

Going around the class finding out what activities your fellow students enjoy speaking and discussing in Spanish.

Spanish speaking day wasn’t as bad as I thought. But, I like when we go around and ask who likes what.

The “all Spanish day.” It’s when no English was to be spoken and it was frustrating at the time because I didn’t know everything that I wanted to, but it was fun.

Certain students described activities that involved dialogues, speaking, games, immersion and total physical response.

Group dialogue and an activity where certain traits are written down and we have to locate someone that it applies to using only Spanish.

Speaking Spanish all day, answering and asking questions with a partner, playing “dress up” and doing little skits, communicating in Spanish by having the teacher
When Sophia’s students were asked to describe a CA they would enjoy doing in class, many of them mentioned games. These games were unlike those played in Sergio’s classes. These games did not involve translation, but use of Spanish to communicate.

*Doing something with hiding an object and using directions to find it.*

*An all Spanish game.*

Several students also mentioned creating dialogues.

*Group dialogue with a full conversation.*

*Dialogues that describe ourselves.*

*I think it would be really cool if we took a child’s play, did it with the class in Spanish, and then presented it somewhere.*

All of the students mentioned CAs that involved interpretation, negotiation and expression of meaning (Savignon 1983, 1997). One student placed greater emphasis on using immersion in the classroom.

*Communicating with classmates on a regular basis in Spanish with games, interviews and activities.*

This particular student wanted more than CAs, she wanted Spanish to be the language they used in the classroom. Her ideas model the ideal CLT classroom.
5.6 Positives and negatives of CAs according to students

After the March EPD meeting, Daniella and Sophia’s students were given a questionnaire (Appendix E) in which they were asked to discuss the positives and negatives that they associated with CAs. Students focused on the lessons that were taught during the meeting and in their classrooms. Sophia taught a short demonstration lesson of what typically had taken place in her classroom during EPD with twelve of her Spanish I and II students. The students began with discussion of a question in Spanish: ¿Qué vas hacer después de la escuela? (What are you going to do after school?). She asked a few students for their answer or their partner’s answer. Then students engaged in an interviewing exercise where they asked each other questions and recorded answers on the worksheet. At this time, the EPD teachers, WL curriculum coordinator and other visiting teachers also engaged in the activity. This lesson lasted approximately twenty minutes.

For the next twenty minutes, Daniella facilitated a computer chat lesson. Four of her Spanish II and AP Spanish students participated. The EPD teachers, WL curriculum coordinator and other visiting teachers also engaged in the chat lesson. The question to chat about was: “La Sra. Daniella…(gossip).” (Gossip about Mrs. Daniella). Daniella directed participants how to log in and get started. She also asked them to use these tenses and grammatical forms: “verbos pretéritos/futuros/presentes/adjetivos con ser/estar.” The chat lasted approximately fifteen minutes.

Positive themes found in the data for CAs included learning, speaking and conversation, more time and less pressure, useful for life. And negative themes were lack of confidence and effort, problems with comprehension and lack of vocabulary, no English-rule, frustration.
Students mentioned that CAs helped them learn Spanish more quickly, including how to speak and listen, and how to relate to other people.

*Learning to quickly apply the curricula is important to understanding the language.*

*I feel that they are necessary and important if you want to learn the language.*

*It’s valuable to me because I find it easier to learn Spanish that way so it is a big help.*

*It gets me speaking more and that helps you process correct forms.*

*It helped me learn about people.*

Many of Sophia and Daniella’s students claimed that CAs allowed them to converse with each other in Spanish, and they should be learning how to speak Spanish in the classroom. Students thought they were fun and interesting. Most of them felt they could have short conversations in Spanish with their peers. They also believed their pronunciation improved with CAs.

*The point of learning a language is to communicate within that language, not to fill in blanks on a worksheet. Like with (some) word problems in math, conversation is a much more realistic and real-world use of Spanish.*

*The ability to speak with other people at my level in Spanish. It keeps things interesting and is generally students’ weakest area. It builds confidence.*

*They allow you to converse with someone that is near your level in Spanish.*
Sometimes they are able to teach you new things, and sometimes you can do the same thing.

You learn how to have a conversation in a different language.

I feel more confident speaking in Spanish.

The feeling you just had a full conversation with someone in a different language.

You learn to pronounce Spanish words better and you learn things about people that you normally would ask.

Learning how to speak in Spanish, along with thinking in Spanish.

They are a fun way to learn.

Specifically when referring to the chat lessons at the EPD meeting and in class, Daniella’s students felt they had more time and less pressure to think about what and how to communicate messages in Spanish.

[During chat] I can take the time to think out what I want to say because I don’t have to rush to say something. Also, distance is not an issue in on-line conversation as it is in a classroom.

[During chat you are] able to exercise your Spanish speaking ability with no pressure to perform for someone.

Some students stated that by communicating in the classroom, their Spanish would develop so they could communicate with people outside of the classroom in the future.

We will need it later in life.
Spanish is becoming more popular and it’ll be useful when I get out of high school.

Students acknowledged that their lack of vocabulary and forms affected their ability to understand the teacher and to communicate to classmates. This lack of discourse caused frustration for some students.

Not comprehending the vocabulary or tense of the more advanced speakers.

I wish I would have had an extended vocabulary to better be able to express myself.

It was frustrating if you knew what you wanted to say, but couldn’t put it into Spanish words.

They are often harder than worksheets or book work. Especially, at first, it is quite hard to catch on what someone says in Spanish than read it.

Trying to comprehend what the teacher was saying sometimes.

Students admitted that it was difficult not to use English, but when points were deducted for using English they had to use Spanish.

We have to actually work or talk in Spanish or we will lose points.

The fact we couldn’t say a single word in English.

It is frustrating at times when it’s just instinct to speak English.

Even though CAs can be challenging for teachers to create and facilitate, there is evidence from the data that suggests students appreciate using the language to
communicate and apply their knowledge in the classroom. Their enthusiasm to learn is obvious as is their motivation to converse in Spanish with peers and the teacher. In CLT, students are challenged as are their teachers to discover strengths, and to help each other overcome weakness (Cousins, 1998). Students learn from their failures, and with support and collaboration from peers, along with encouragement from the teacher, disabilities become opportunities for learning language (Cousins, 1998). Learning language through CAs involves a personal process of discovery and social activity (Cousins, 1998).

5.7 Frequency of CAs

At the beginning of EPD in February 2004, and then again in September 2004 after EPD, all four teachers were asked to give the approximate percentage of time per week (total=100%) that they believed they implemented CAs in classroom lessons (see Appendices C, E for teacher and student questionnaires). The following tables represent a summary of the results for the EPD teachers’ perceptions of the frequency of CAs.

**Table 5.2**

<table>
<thead>
<tr>
<th></th>
<th>February 2004</th>
<th>September 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>n=5</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>39.0</td>
<td>41.1</td>
</tr>
<tr>
<td><strong>SD</strong></td>
<td>27.09</td>
<td>13.03</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>80.0</td>
<td>37.5</td>
</tr>
<tr>
<td><strong>Min.</strong></td>
<td>5.0</td>
<td>22.5</td>
</tr>
<tr>
<td><strong>Max.</strong></td>
<td>85.0</td>
<td>60.0</td>
</tr>
</tbody>
</table>

*Four teachers are represented in the data but since Daniella discussed Spanish II and AP Spanish separately, here n=5.*
At the start of EPD in February 2004 (Table 4.2), the teachers believed that they were implementing CAs 39.0% of classroom time per week (SD= 27.09), but as discussed in sections 5.1 and 5.2, teachers were not sure how to define CA clearly. After EPD had taken place, in September 2004, the teachers believed they were implementing CAs 41.1% of classroom time per week (SD= 13.03), and they also developed a better understanding of CA and CLT (see section 6.4). Between February and September 2004, a gain of 2.1% in CAs in the teachers’ data is evident. Below is a summary of the student data obtained from the students who participated in EPD after-school meetings (Table 5.3).

<table>
<thead>
<tr>
<th></th>
<th>February 2004 Sergio’s students</th>
<th>March 2004 Daniella students</th>
<th>March 2004 Sophia’s students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>39.0</td>
<td>42.5</td>
<td>65.0</td>
</tr>
<tr>
<td>SD</td>
<td>22.22</td>
<td>25.05</td>
<td>20.0</td>
</tr>
<tr>
<td>Range</td>
<td>65.0</td>
<td>55.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Min.</td>
<td>10.0</td>
<td>10.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Max.</td>
<td>75.0</td>
<td>65.0</td>
<td>100</td>
</tr>
<tr>
<td>n</td>
<td>10*</td>
<td>6*</td>
<td>12*</td>
</tr>
</tbody>
</table>

*EPD teachers asked for student volunteers to participate in EPD after-school meetings. Only a percentage of the overall total student population in the classes of Daniella, Sergio and Sophia participated in these meetings.
At the beginning of EPD, students from Sergio’s Spanish II classes who participated in the first EPD meeting in February believed Sergio was implementing CAs 39.0% of classroom time per week (SD= 22.22). Students from Daniella’s Spanish II and AP Spanish classes believed that Daniella implemented CAs 42.5% of classroom time per week (SD=25.05). And Sophia’s Spanish I and II classes who participated in the follow-up EPD meeting in March believed Sophia implemented CAs 65.0% of classroom time per week (SD= 20.0). The results obtained from Sergio’s students in their questionnaires after participating in the first EPD meeting during the third week of EPD, after school on February 11, 2004, were similar to the teacher’s data obtained in February. Results obtained from Daniella’s students in March at the after-school EPD meeting were also similar to the teacher’s data obtained in February.

### 5.8 Frequency of Spanish use by teachers and students during CAs

Although the teachers and students were not asked in the early questionnaires to estimate how much Spanish was used during the CAs, I decided that the question was relevant after observing many hours of classes of the EPD teachers. I added a question asking students to estimate the percentage of Spanish they used during CAs to the questionnaire given to the EPD students in March (Appendix E). And I added two questions to the EPD teacher questionnaire in September. One question asked teachers to estimate the percentage of Spanish they used during CAs, and the other question asked teachers to estimate the percentage of Spanish their students used Spanish during CAs. The table (5.4) below summarizes the various data.
**Table 5.4**

Comparison of teacher and student perceptions of frequency of Spanish use during CAs in EPD classrooms  
(Percentage total=100%)

<table>
<thead>
<tr>
<th>Teacher Spanish use</th>
<th>Student Spanish use</th>
<th>Student Spanish use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher perspective</td>
<td>Teacher perspective</td>
<td>Student perspective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Daniella’s students</td>
</tr>
<tr>
<td>Mean</td>
<td>71.0</td>
<td>74.58</td>
</tr>
<tr>
<td>SD</td>
<td>23.54</td>
<td>23.29</td>
</tr>
<tr>
<td>Range</td>
<td>65.0</td>
<td>65.0</td>
</tr>
<tr>
<td>Min.</td>
<td>25.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Max.</td>
<td>90.0</td>
<td>92.5</td>
</tr>
<tr>
<td>n</td>
<td>5*</td>
<td>6*</td>
</tr>
</tbody>
</table>

*Four teachers are represented in the data but since Daniella discussed Spanish II and AP Spanish separately, and Sophia noted that students in certain classroom periods of her Spanish II in September, 2004 used more Spanish than others, here n=6. Only a percentage of the overall total student population in Daniella and Sophia participated in these meetings.

When teachers answered the questionnaire in September 2004, they believed that they used Spanish 71.0% of the time during CAs (SD= 23.54), and their students used Spanish 74.58% of the time (SD= 23.29). The students who answered a questionnaire after the final EPD meeting in March from Daniella’s class believed that they used Spanish 87.0% of the time during CAs (SD= 20.59). And Sophia’s students who answered a questionnaire after the March meeting believed they used Spanish 77.5% if the time during CAs (SD= 24.63).

The next section discusses how deep structure was evident in the language teachers used to describe curriculum in the fieldwork reports and reflection papers.
5.9 Teachers’ comments with deep structure

Besides finding evidence of deep structure (Tye, 2000; as stated earlier in section 2.3) in the teachers’ questionnaire data when discussing WL curriculum components, it was also seen in the teachers’ comments in the fieldwork reports and reflection papers. The teachers referred again to the four skills. Sergio constantly struggles with defining CLT by using the four skills to define WL curriculum.

Sergio: Listening skills are completely neglected as a focus of language learning in communicative teaching. While we work on speaking and writing, never once have we discussed communicative listening activities. It seems as though this is an implied skill, and as I have found with my students this year, if it is not a focus at some point, it lags behind the other language skills!

A further concern of mind was neglecting other language skills and focusing solely on speaking abilities. While speaking is important, and probably the most frequently used skill in a foreign culture, reading, listening, and writing skills are also necessary to be an effective communicator. From the questions asked, most of the other teachers had similar concerns.

Student comprehension has lagged considerably behind what I expected. Since so much time has been focused on speaking ability, little work has been done on comprehension activities. I will need to focus more on comprehension during the remainder of the year so students are prepared for Spanish III.
Lastly, writing skills have improved as much as expected. Due to emphasizing speaking, reading and listening skills are significantly behind where they need to be. I think some discussion should take place concerning communicative listening activities.

Where do listening skills have a focus? I do not believe listening skills can be left solely to chance. How does one create a communicative listening activity, where listening skills, not speaking skills, are emphasized?

In communicative language teaching, language is not separated into skills, but instead involves interpretation, negotiation and expression of meaning through written or spoken discourse (Savignon 1983, 1997). Focus is on communication and not one skill at a time. In most activities I observed in Sergio’s classes, students were seen reading, writing, speaking and listening in a variety of ways, however the purpose of the activity, and how they communicated during the activity determined whether or not students were engaged in interpreting, negotiating and expressing themselves in Spanish, therefore if they were focusing on promoting development of skills or of CC.

Besides focusing the skills, teachers also discussed mastery and grammar teaching in WL classrooms. In certain instances, a false dichotomy between grammar and communication was evident. Sergio and Raquel made the following comments.

Sergio: Even though students learned the content I set forth, I certainly would not say they demonstrated “mastery” of it.

A few questions have been raised in my mind through this experience that I feel are still unanswered. The first relates to teaching grammar. How is it possible to teach and
focus on grammatical accuracy when the very nature of communicative teaching stresses the message? My solution is to have specific language production assignments where accuracy is stressed.

Raquel: Students lack confidence in own communicative mastery and transfer skepticism.

Which comes first: the facility with communication or the foundation of vocabulary and grammar?

Savignon (1983, p. 37) uses ‘mastery’ when she defines grammatical competence as “mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences.” Grammatical competence is demonstrated “by using a rule, not by stating a rule” (p. 37). In my observations, most students at the beginning level of high school Spanish are neither interested, nor linguistically capable of mastering complex grammatical rules. Through trial and error, effective communication and comprehensible pronunciation should be encouraged by teachers (Finocchairo and Brumfit, 1983), and not a demonstration of mastery of the Spanish language.

In WL classrooms, students and teachers should be able to communicate with each other in Spanish while developing their grammatical, discourse, strategic and sociolinguistic competence, and separation of grammar and communication should not be avoided. Grammatical competence should be developed by relating grammar to learners’ communicative needs and experiences (Savignon, 1972; Lightbown and Spada, 1993; Ellis, 1997). In certain classrooms where CLT is practiced, implicit grammar teaching
may occur more often. Explicit grammar teaching can take place in classrooms promoting CLT when the teacher or students determine that they are ready to learn particular rules in order to help negotiate meaning or when that particular form is needed in order for the students to communicate (Lightbown and Spada, 1993; Fotos, 1994; Lightbown, 1998; Ellis, 1999; Norris and Ortega, 2001).

5.10 Evidence of deep structure in curriculum of EPD teachers

During EPD, I observed various activities that showed evidence of deep structure (Tye, 2000; as stated earlier in section 2.3) in curriculum. After analyzing the data, I formed different categories (Table 5.5) for the types of deep structure I detected. More examples of deep structure were observed than I discuss here. Since I was not in every teacher’s classroom every period, I have noted how often the teachers implemented the different types of evidence of deep structure with the terms frequently (more than twice a week), occasionally (every two to three weeks, or for several days in a row once during EPD), rarely (less than once a month or only once during EPD).

Table 5.5: Evidence of deep structure in activities during EPD

<table>
<thead>
<tr>
<th>Deep structure type</th>
<th>frequently</th>
<th>occasionally</th>
<th>rarely</th>
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</thead>
<tbody>
<tr>
<td>Phrase/story translation</td>
<td></td>
<td>*</td>
<td></td>
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<tr>
<td>Vocabulary presentation through “listas”/Review through drill and games</td>
<td>*</td>
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<tr>
<td>Actividades/Grammar practice worksheets</td>
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<tr>
<td>Explicit grammar teaching</td>
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<tr>
<td>Audio-lingual method</td>
<td></td>
<td>*</td>
<td></td>
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<tr>
<td>Writing</td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Language and culture separated</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unnecessary use of English</td>
<td>*</td>
<td></td>
<td></td>
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</tbody>
</table>

*frequently*=more than twice a week  
*occasionally*=every two to three weeks, or for several days in a row once during EPD  
*rarely*=less than once a month or only once during EPD
Examples of each activity listed in the table are provided, and connections are made to the grammar-translation method (see Chastain, 1971, 1976, 1988; Brown, 1994) and WL curriculum practices recommended more than a century ago in the *Report of the Committee of Ten on Secondary School Studies* (National Educational Association, 1894), showing evidence of deep structure. This section focuses on phenomena of certain practices that occurred during EPD that I associated with deep structure. I have not analyzed the data in a way to determine actual effectiveness of the activities on student learning or acquisition of Spanish, however the commentary reaffirms my claim that grammatical competence should be developed by designing activities in which students relate grammar forms and vocabulary to their own communicative needs and experiences (Savignon, 1972; Lightbown and Spada, 1993; Ellis, 1997).

*Phrase/story translation*

During EPD translation came in many forms during my observations. In this section, I specifically discuss examples of phrase and story translation. All four teachers had students translate sentences at some time, and Raquel required students to translate short stories.

Sophia asked students to translate sentences at the beginning of class early on in EPD (also see “Daily questions”). Sophia gave her Spanish I students a few minutes to translate the sentences below, and then she called three students to recite the translation aloud.

1-30-04 SPI period 4 Sophia 18 students
Written on board:
ESP I

Trans to ENG
~Es mediodía
During this same class period, Sophia also asked her Spanish I students to translate sentences that were included in the worksheet packets she provided. She asked students to translate these sentences from the “Los Interrogativos” packet.

Traduzcan al inglés…..

1. ¿Cuánto es uno y cero? ______________________________

2. ¿Cuántos estudiantes hay? ______________________________

3. ¿Cómo estás? ______________________________

4. ¿Qué día es hoy? ______________________________

5. ¿Quién es la chica? ______________________________

6. ¿Dónde está el baño? ______________________________

7. ¿A dónde va María? ______________________________

8. ¿Cuál es la capital de Perú? ______________________________

9. ¿Cuáles son los chicos más altos? ______________________________

10. ¿Por qué estudias español? ______________________________

To prepare for an exam, Sergio asked students to translate the following into Spanish. He said “como se dice...(phrase in English)”, a student translated it, and Sergio wrote it on the board.

3-24-04 SPII period 6 Sergio 13 students

Sergio: cómo se dice my mom went to grocery store
Student: mi madre (fui) fue al supermercado
Sergio: cómo se dice I went home
Student: (yo) fui a (mi) casa
Sergio: cómo se dice the party was fun
Student: la fiesta fue divertida
Most translations appeared on homework or in-class worksheets and exams.

Sophia asked her Spanish I students to translate these sentences from a worksheet “Estar: present tense.”

2-11-04 SPI period 1 Sophia 25 students

Directions: Translate into English:

1. Está nublado. ______________________________
2. Vosotras estáis en la clase. ______________________________
3. ¿Estás tú feliz? ______________________________
4. Estamos en la escuela. ______________________________
5. Estoy bien. ______________________________

Directions: Translate into Spanish:

1. You (singular form) are in [Texas]. ______________________________
2. It is humid. ______________________________
3. You all (informal) are ready. ______________________________
4. Tim and Tom are at the bullfight. ______________________________
5. Natalie and I are bored. ______________________________

Daniella’s students translated these questions into Spanish for homework.

2-5-04 Daniella SPII period 6 17 students

1. To where did we drive last night?
2. To whom did y’all introduce the girl today?
3. Did you all (formal) produce the movie “Someone Like You?”
4. What did you (sing. inf.) translate yesterday?
5. Why did you (sing. form.) bring the glasses?
Directions: Translate into Spanish:

1. I had nine desks in the office.  ________________________________
2. It had six legs.  ________________________________
3. You all (formal) had sixteen rabbits.  ________________________________
4. John and Clara had four cars.  ________________________________
5. Marie and I had a party in December.  ________________________________

Sergio’s students also translated sentences for homework.

Por favor, traduzca a español.

1. I want a window seat on my next flight.
2. My passport is in my suitcase.

Spanish I students in Raquel’s class translated these sentences into Spanish during class time.
9. We have to do exercises in gym class.

10. Are you going to participate in sports next year?

Daniella included translation on Spanish II exams.

2-13-04 SP II period 6  Daniella  16 students

Written on the Spanish II exam:

Directions: Write the Spanish equivalents of these English sentences.

56. You all (formal) divided the money.  

57. I returned the book to the library.  

58. You (sing. inf.) dined at 9:30 p.m.  

Directions: Write the English meanings of these Spanish sentences.

59. Yo gasté muchas horas estudiando.  

60. Vosotras grabasteis el concierto.  

Sophia also included phrase translations on certain Spanish I and Spanish II exams.

2-19-04 SPI periods 1,3,4  Sophia

Written on the Spanish I exam:

III. Gustar.
Translate the following sentences into Spanish. (6 puntos)

1. I like the tacos.  

2. Carlos likes the coffee.  

3. We like the French fries.  

3-1-04 SPII periods 7,8  Sophia

Written on the Spanish II exam:

Translations (20 puntos-4 cada una)

1. I dry myself with a towel and a hairdryer.
2. His girlfriend does not brush with toothpaste.

3. We get angry with the dentist.

4. They have to put on clothes.

5. You (tú) are going to shave tonight (this night—femenine).

Translate en English: (6 puntos):

1. Mi pájaro y yo repetimos la poesía hace quince minutos.

2. La vaca saltó sobre la luna anteayer.

3. Los lobos se sintieron cansados anoche.

Spanish I students in Raquel’s classes translated short stories from Spanish to English that she had created. They usually spent approximately twenty five minutes translating the story at their desks. They asked Raquel for translations, using the expressions “What does [Spanish word] mean? What is [Spanish word]?” Raquel alternated between telling students to look at their vocabulary list, giving students clues in English and giving the students the answer. Some students also noticed spelling mistakes in the story and brought these to Raquel’s attention. After students appeared to have finished the translation, Raquel chose students to translate each sentence, student by student, row by row. This process took about five minutes.

Son las ocho y diez. ¡Qué horror! La profesora no está. Los estudiantes no están. ¿Qué pasa?

Llego a mi pupitre. Tengo mi mochila con todas mis cosas escolares. Espero.

Miro la pizarra. Aquí, entre la tiza y borradores, hay una frase en español. Hay un exámen el quince del mes. En mi clase hay un exámen a menudo. Raras veces hay una prueba. Hay que preparar siempre.

En el escritorio de la profesora hay un diccionario grande. Hay unos lapices y bolígrafos para ella y los estudiantes. Ella siempre tiene un lapiz para los estudiantes cuando hay un exámen. En su escritorio también hay los proyectos del viernes pasado. Son proyectos de arte Mexicana, especialmente el muralista Diego Rivera. Mi amigo me ayuda con el proyecto. El es estudiante de arte y él tiene libros con los pinturas de Rivera. Uso sus libros para mi proyecto para sacar una buena nota. En el proyecto, contesto muchas preguntas de Rivera, como dónde nació, por qué sus pinturas son tan grandes, si estudia arte en la Universidad, qué colores usa en sus pinturas, etc.

En el otro escritorio es su computadora. En las clases hay pantallas, teclados, y ratones, pero no hay impresoras. Tienen las impresoras en las oficinas. Raras veces un profesor tiene una impresora en su clase.

¿Qué pasa? No hay estudiantes en el pasillo. No hay profesoras en las clases. El reloj dice que ya son las ocho y media. ¿Dónde está mi clase? Es la hora de clase ahora mismo. Miro el calendario que está a la pizarra. ¡Ay, caramba! ¿¡Es sábado!! ¡¡¡Qué verguenza!!!
During this lesson I could not understand why Raquel had not engaged in communication about this story. After fifteen minutes of translation, she also showed a video that some Spanish teachers and a student had filmed to go along with the story. Students translated the story, and there was no discussion or reading comprehension activity that occurred. When approaching Raquel after this class, I knew I had to choose my words carefully when I discussed the activity with her. My fieldnotes describe what I was thinking, how I felt and what I said to Raquel.

I was cringing in my seat—here was the deep structure—Chomsky (1965) and Tye (2000)—slapping us all in the face. I went up and asked her, Why not have them answer questions directly from the text instead of having them translate? She thought they needed the practice. Translating into English certainly does not seem to help reading comprehension in Spanish. She did not even try to push the students to try and guess the meaning—develop strategic competence. The video could be shown first and then the story, followed by a reading comprehension test.

I knew that during EPD I was going to have to pick and choose my battles. Deep structure was a part of the classroom, and teachers were not always conscious of what activities might be implemented instead of what they were accustomed to doing for years. Sight translation of phrases and the ability to translate a passage of easy prose were considered an important part of curriculum for the elementary-level of study by the Committee of Ten (National Educational Association, 1894). The grammar-translation method was designed to teach students to learn language rules through translation exercises, constantly comparing two languages (Chastain, 1971, 1976, 1988). The goal
was to convert one language into the other instead of being able to communicate orally in the language (Chastain, 1971, 1976, 1988).

To borrow the swimming metaphor from Savignon (1983, 1997), I knew that both students and teachers—like when children or adults learn how to swim—would have to build their communicative confidence during EPD. Students would need encouragement and coaching to engage in CAs, and teachers would need my support and consulting to better understand CLT, and I could not throw them in the water, push them too hard or too often, or be judgmental in a negative manner about what they were doing, and may have been doing for years in the classroom.

Just as swimmers need encouragement, whether they are trying to push off the wall with their face in the water for the first time, or they are preparing to race in their first Olympic Trial competition, I understood that I needed to be patient, advising them in small ways to try CLT. No matter how much I disagreed with the methods of instruction I observed, it was crucial for me to say the right thing at the right time. I never lost hope but was frustrated several times. My understanding of CLT, and the relationships I was building with these teachers, drove me to continue suggesting activities, or alternative ways of doing an activity, to promote development of CC.

Interestingly enough, a few days later, Raquel tested students in a more communicative manner on February 23, using this same story. She asked students twenty questions in Spanish pertaining to the story, for which they wrote short answers in Spanish. She communicated to the students that their reading comprehension was being tested. Some of the questions are below.

1. **La chica entra el colegio. ¿Adónde va primero?**
7. ¿Qué dice en la pizarra?

16. ¿Qué estudia su amigo?

20. ¿Qué día es hoy en su calendario?

In order to prepare these students for a reading comprehension exam, Raquel could have had students answer these questions and discuss them in class. They could have been communicating in Spanish while focusing on the story instead of translating it, and focusing on translation instead of meaning.

Vocabulary presentation through “listos”/Review through drills and games

Translation also was seen in the form of vocabulary presentation and review. When teachers introduced a new unit, new vocabulary was to be learned by students. Raquel, Sophia and Sergio were observed distributing word lists—“listas.” (Appendix L). The students and teachers would work together to translate the Spanish vocabulary words written on the lists into English. Raquel usually went over the entire list in one class period, whereas Sergio and Sophia often presented vocabulary over two or three class periods. Daniella usually did not provide lists, but referred students to page numbers in the textbook they used occasionally in the classroom. Her students often made notecards with a Spanish word on one side and its English equivalent on the other side. Some of her students did draw pictures on one side and the Spanish word on the other side.

All the teachers expected their students to memorize these lists. Similar to the Committee of Ten’s proposal (National Educational Association, 1894) that students acquire between one and two thousand vocabulary words in the first year, the EPD teachers had students study between sixty and one hundred words per unit. Units usually were taught for two to three weeks, and school was in session for four nine week grading
periods. Therefore, students were asked to learn between approximately seven hundred and twenty to eighteen hundred words during one school year.

In order to memorize these word lists, teachers were found to review vocabulary through drill exercises and games. Sergio usually reviewed vocabulary by holding up flashcards with Spanish or English words, and students called out the translation. Sophia also was observed reviewing vocabulary in this manner. On March 24 I observed Sergio drill vocabulary by passing a ball to students, saying “Cómo se dice... (English word or expression),” and the student then gave the Spanish equivalent in Spanish.

Various review games were used by the teachers to help students study and memorize vocabulary such as Verbo, Backs to the Board, White boards, Fly Swatter, word searches and crossword puzzles. Examples of the games are provided (Appendix M) and descriptions of their implementation are below.

Verbo was observed many times during EPD, and all the teachers played it with their classes at least once. Sergio and Raquel had students play it the most often. In general, the Verbo card was given to students to prepare for homework or at the beginning of class to use during class. Students usually used the verbs from the lista they were to memorize, or verbs they had learned during the year. The teachers specified which verbs to use. Students conjugated the different verbs and randomly put the various verb forms in the squares. When the teacher called out English equivalent of the forms (s)he specified (for example: I watch, you read, you all play, I come, we do), students covered up their space if a form was called. Students called out Verbo when they filled in a row or column on their paper, and recited the forms they believed they had heard the
teacher call out. If the student had the correct form, the student won. The game was played for twenty to thirty minutes. Several students usually won during the game.

Sergio and Sophia implemented the game Backs to the Board, especially when reviewing before a test. Sergio’s students played this game more often than Sophia’s students. The students were divided into two teams of equal numbers. Two students went to the board and face the teacher with their backs to the board, the teacher called out a word, expression, or verb form in English. Sometimes the teacher also gave called out a verb in English and a subject in Spanish. After the teacher called out the prompt the students turned around, and the first student to write the Spanish equivalent correctly won a point for their team. This process continued until every student had gone at least once, and the class usually played two rounds. In the class below, students played for thirty minutes. Sergio believed that his Spanish II students still did not understand imperfect verb forms.

2-27-04 SPII period 5  Sergio  26 students

Examples of verbs in English and Spanish subjects and other translations that Sergio called out:

*to open, ella*

*to climb a tree, you*

*it was sunny*

*to be where you are, nosostros*

*it was seven*

*to be what/who you are, ustd.*

*to close, to look, to write, ella*

*to look, to take a bath, ellos*
Sergio, Raquel and Sophia all had students play the White board game. Sergio implemented the game more often than either Raquel or Sophia. One day Sergio’s students played both Verbo and the White Board game. Students usually were in groups of four. Each group had a white board, paper towel and marker. Students alternated turns, but helped each other. The teacher called out sentences, vocabulary, and verb forms in English and students wrote the Spanish translation on the white board. If they wrote it correctly, and were one of the first three groups to finish, the group won a point. The team with the most points at the end of the game won. Students usually played this game for approximately twenty minutes. During the game below, Sergio called out airport vocabulary in English, and students attempted to write the Spanish equivalent on the white board.

3-25-04 SPII period 5 Sergio 26 students

Examples of airport vocabulary that Sergio called out:

Passport, pilot, ticket, departure or exit, to fly, travel agent, suitcase, to arrive, airplane, passenger, to give, airline, a trip, security, seat, counter, to board, customs

Sergio’s classes played the Fly Swatter game several times during EPD, especially the day before taking an exam. Similar to Backs to the Board, students were divided into two equal teams. On the board, Sergio posted about twenty four pieces of 8 and 1/2 x 11 paper in four rows and six columns. Written on the papers were Spanish words, expressions or verb forms from the lista they were studying at the time. Each team sent up one member, and each student was equipped with a fly swatter. Their backs were to the board while the teacher called out a word, expression or verb form in English.
Once students heard the prompt, they turned around, looked for the Spanish equivalent, and if they found it, they slapped the answer with the fly swatter. The first one to slap the correct answer won a point for their team. If the student won the point, (s)he played again until losing. Students played this game for approximately fifteen to twenty minutes. Each student usually played at least once, and sometimes twice.

Sophia, Raquel and Daniella asked students to complete word searches and/or crossword puzzles for homework. Generally, the crossword puzzles were an exercise in translation, and the word searches asked students to find the Spanish words listed on the paper in the search. The word searches were usually made by the teachers, and the crossword puzzle was created using “Puzzlemaker at DiscoverySchool.com” (see Appendix M).

All of these games seemed to stress memory training and sense of accuracy (National Educational Association, 1894) instead of meaning. The games focused on forms (Long, 1988, 1991; Ellis, 1997) and vocabulary through drill and translation, and there was no context except that the words and forms came from the lista being studied. During the games, the majority of students seemed engaged and enthused most of the time. The teachers seemed to be reviewing or drilling the students not so they could communicate in the language, but so they could pass the next test and cover the material for the unit of study. Without asking students to apply the grammatical forms and new vocabulary, I am uncertain if students would remember it long term or be able to use it in a communicative setting (Savignon, 1983, 1997).
Actividades/Grammar practice worksheets

On several occasions I visited Daniella during her Spanish II classes and saw students completing actividades from their book, ¡En Español! 2 dos, (Gahala et al., 2000) in small groups. Sergio and Daniella frequently assigned worksheets with various actividades (Appendix N) for homework. All four teachers assigned grammar practice worksheets (Appendix N) that the teachers had either created themselves, or received from other teachers in the Spanish department. Teachers usually went over some or all of the answers to the actividades and grammar practice worksheets in class. Daniella spent entire class periods working with students on these worksheets. Sergio, Sophia and Raquel usually spent twenty minutes or less discussing the worksheets.

When Daniella’s students worked in groups, she circulated from group to group, going through certain actividades orally. When the grammar practice worksheets were discussed with the entire class at the same time, Daniella often had students write their answers to activities on the board, and rewarded them with participation points. Many actividades and grammar practice worksheets were discussed with Daniella directing the student responses and giving them feedback. On one occasion she had two Spanish II students direct student responses, but Daniella still gave feedback to students who mispronounced a word or used the wrong form. Sergio, Sophia and Raquel all directed student responses and gave them feedback. Feedback from the teachers usually was to acknowledge a correct or incorrect answer. Teachers either asked students to repeat answers after correcting a grammatical form or pronunciation, or they recited the correct form or pronunciation and moved on to the next question.
Most of the time, the actividades and grammar practice worksheets promoted study of the language through translation and conjugation. Focus was mainly on sentence-level structure with explicit attention to form. For the most part, these activities had no personal meaning to the students doing the activity. Students seemed bored and unmotivated to participate, but when called on, they recited their responses.

Similar to proposals made by the Committee of Ten to stress familiarity with the fundamentals of grammar and native-like pronunciation (National Educational Association, 1894), these teachers were adamant about explicit attention to form through practice and drills during completion of actividades and grammar practice worksheets. Once again, it seemed that teachers attempted to cover material and prepare students for tests during these worksheets discussions. Attempts to promote CC were absent. Language was given a context at times, but an unfamiliar and uninteresting one to a diverse group of students.

Explicit grammar teaching

Explicit grammar teaching usually occurred before and/or during class time spent working on actividades and grammar practice worksheets. All teachers were observed giving explicit instruction on forms frequently. Students often were told that they would be tested on the features they were being taught.

During this Spanish II class, Daniella informed students they would be tested on the preterit. She instructed them on the meaning of the preterit and required students to copy the following conjugations while she wrote them on the board. Daniella generally lectured in Spanish, but students asked questions in English.
Written on the board during this period:

**Pretérito: --parte del pasado**

--ed

**regular**

- **-ar**
  - tomé
  - tomaste
  - tomó
  - amos
  - asteis
  - aron

- **-er**
  - comí
  - comiste
  - comió
  - imos
  - isteis
  - ieron

- **-ir**
  - viví
  - viviste
  - vivió
  - imos
  - isteis
  - ieron

**empezar**

- **-zar**
  - empecé
  - empezaste
  - empezó

- **-car**
  - expliqué

- **-gar**
  - jugué

**stem changers**

**USOS**

1. specific time
2. completed action
3. particular activity

A few days later, Daniella had students copy more conjugations into their notebooks.
poner  poder  andar
puse   pude   anduve
pusiste pudiste anduviste
puso   pudo   anduvo
pusimos pudimos anduvimos
pusisteis pudisteis anduvisteis
pusieron pudieron anduvieron

During this class, Sergio reviewed the imperfect tense with his Spanish II students and then he taught students conjugations for a few irregular verbs. Sergio started the conjugations on the board, but then asked for students to come to the board to finish writing them. When Sergio taught feature-focused lessons, he usually spoke a mixture of Spanish and English.

2-17-04 SPII period 6 Sergio 13 students

Written on the board:

er/ir  trabajaba
--ía  --aba
--ías  --abas
--úa  --aba
--iamos --ábamos
--iais  --abais
--ían  --aban

Two different students went to board and conjugated these verbs with Sergio’s help.

IR    SER    VER
iba  íbamos  era  éramos  veía  veíamos
ibas  ibais  eras  erais  veías  veíais
iba  iban  era  eran  veía  veían

Daniella reviewed the preterit tense again with her Spanish II students during this class. Students were preparing to take an exam on the preterit that week. After the review, Daniella had students edit student responses that had been entered by her period 8 Spanish II class during the computer chat lesson on March 15 (see section 5.4). This
editing activity took approximately twenty five minutes. Students did appear engaged when peer editing.

3-18-04 SPII period 7 Daniella 20 students

Written on the board during review:

Pretérito e→i 3rd psa. Solamente

pedir pedí pediste pedimos
pidi pedisteis pidieron

“u” saber
supe supimos
supiste supisteis
supo supieron

“i” venir
vine vinimos
viniste vinisteis
vino vinieron

o→u
morí morimos
moriste moristeis
murió murieron

z→c
alcé alzamos
alzaste alzasteis
alzó alzaron

c→qu
expliqué explicamos
explicaste explicasteis
explicó explicaron

g→gu
pegué pegamos
pegaste pegasteis
pegó pegaron
On March 19, I observed three classes in which Sergio spent more time reviewing
the preterit than he had planned to with his Spanish II students. He had told me that he
was going to write about this activity in his fieldwork report. Since his grammar review
had taken longer than expected, only one group performed their improvisation on March
19, and the other groups continued to present on March 22, which was the next class
period. Since Sergio ended up spending more time reviewing the preterit for this lesson,
he decided to write about a different activity for his fieldwork report (see section 5.4,
“dialogues/skits/improvisation”). During the grammar review, Sergio began the
conjugations and students volunteered to complete them on the board.

3-19-04      SPIII period 2  Sergio     23 students
3-19-04      SPIII period 3  Sergio     21 students
3-19-04      SPIII period 6  Sergio     13 students

Written on the board during the review:

El Pretérito
abordar- to board

<p>| | |</p>
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<tbody>
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<td>abordé</td>
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<td>abordaste</td>
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<td>comí</td>
<td>comimos</td>
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<tr>
<td>comiste</td>
<td>comisteis</td>
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<tr>
<td>comió</td>
<td>comieron*</td>
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</tbody>
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Sophia also was observed teaching the preterit form explicitly to her Spanish II
students. She specifically discussed “stem changers,” which she also called “sandal
verbs.”

3-22-04      SPIII period 8  Sophia     22 students

Written on board:
Sophia asked a student during this class period to choose a verb to conjugate, and the student called out “divertirse.” Sophia conjugated the verb on the board with the student calling out the conjugation. She drew a circle around the bottom two “se” forms, referring to this type of verb as a sandal verb.

Sophia followed this explanation with a grammar practice worksheet (Appendix N) on the preterit form with particular focus on sandal verbs.

During the Spanish II class period on March 24, Sophia explained conjugations for “ser” and “estar” in the preterit form. She told students that they were going to work with these forms and that they should be memorized. Students copied the forms in their notebooks and then worked on grammar practice worksheets (Appendix N) in class and for homework. They worked on grammar forms for approximately thirty five minutes.

3-24-04 SPII period 7 Sophia 16 students

Written on the board:

<table>
<thead>
<tr>
<th>SER*</th>
<th>ESTAR*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fui</td>
<td>Fuimos</td>
</tr>
<tr>
<td>Fuiste</td>
<td>Fuisteis</td>
</tr>
<tr>
<td>Fue</td>
<td>Fueron</td>
</tr>
<tr>
<td>Estuve</td>
<td>Estuvieron</td>
</tr>
</tbody>
</table>

Characteristics, occupation  TO BE  feelings, locations  
Nationality, time

Raquel did not spend as much class time explaining grammar to students as the other three teachers, but there were cases when she had conjugations written on the board.
for her Spanish I students. She usually explained the conjugations and then gave students
a grammar practice worksheet to complete in class or for homework.

During these March 3 class periods, Raquel had posted these conjugations on the
board and students completed grammar practice worksheets in class and for homework
(Appendix N) that they later discussed in class.

3-3-04  SPI period 2  **Raquel**  18 students
3-3-04  SPI period 4  **Raquel**  15 students

Written on board:

<table>
<thead>
<tr>
<th>cuidar</th>
<th>vender</th>
<th>recibir</th>
</tr>
</thead>
<tbody>
<tr>
<td>cuido</td>
<td>cuidamos</td>
<td>vendo</td>
</tr>
<tr>
<td>cuidas</td>
<td>cuidáis</td>
<td>vendes</td>
</tr>
<tr>
<td>cuida</td>
<td>cuidan</td>
<td>vende</td>
</tr>
</tbody>
</table>

And on March 5, Raquel ha written these conjugations on the board and the class played
the Verbo game with the verbs.

3-5-04  SPI period 7  **Raquel**  27 students

<table>
<thead>
<tr>
<th>ver (see)</th>
<th>ir (go)</th>
<th>saber (know facts, how to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>veo</td>
<td>vemos</td>
<td>voy</td>
</tr>
<tr>
<td>ves</td>
<td>veis</td>
<td>vas</td>
</tr>
<tr>
<td>ve</td>
<td>ven</td>
<td>va</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hacer (do, make)</th>
<th>querer (to want)</th>
<th>cuidar (care for)</th>
</tr>
</thead>
<tbody>
<tr>
<td>hago</td>
<td>quiero</td>
<td>cuido</td>
</tr>
<tr>
<td>hacemos</td>
<td>queremos</td>
<td>cuidamos</td>
</tr>
<tr>
<td>haces</td>
<td>quieres</td>
<td>cuidas</td>
</tr>
<tr>
<td>hacén</td>
<td>quieren</td>
<td>cuidáis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>compartir (to share)</th>
<th>aprender (to learn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>conozco</td>
<td>conocemos</td>
</tr>
<tr>
<td>conoces</td>
<td>conocéis</td>
</tr>
<tr>
<td>conoce</td>
<td>conocen</td>
</tr>
</tbody>
</table>
During this period, Raquel explained “stem verbs” in the present tense. After presenting the conjugation forms, students completed grammar practice worksheets in class and for homework (Appendix N) that they later discussed in class.

4-8-04 SPI period 7  Raquel  27 students

Written on the board:

PODER
puedo  podemos
puedes  podéis
puede  pueden

QUERER
quiero  queremos
quieres  queréis
quiere  quieren

me encantaría  íamos
   ías  -íais
   ía  -ían

During my observations I saw and heard numerous grammar rules with many exceptions and irregularities explained in grammatical terms (Chastain, 1971, 1976, 1988). Evidence of the grammar-translation method like what is seen in the examples above were abundant throughout EPD, even though teachers implemented activities to represent CLT (see section 5.4). Rudiments of grammar, memorization of conjugations and mastery of sentence order were promoted by the teachers (National Educational Association, 1894). Comparisons were made to the structure of English sentences and English word meanings in explanations (National Educational Association, 1894).

Long (1991) disputes this feature-focused type of instruction (Ellis, 1997) because second language research has demonstrated that students learn different structures at different times and acquire them gradually in stages. Ellis (1997) claims that form-focused instruction can result in visible gains in accuracy, but only if the structures are
simple, do not involve complex processing operations, and if they are related to a specific function. Grammatical competence should be demonstrated by using a rule in a meaningful context to the students (Savignon, 1983, 1997). Explicit grammar teaching is recommended to take place in a classroom when the teacher or students determine that they are ready to learn particular rules in order to help negotiate meaning or when that particular form is needed in order for the students to communicate (Lightbown and Spada, 1993; Fotos, 1994; Lightbown, 1998; Ellis, 1997, 1999; Norris and Ortega, 2001).

Daniella’s approach to editing the computer chat dialogue is a possible activity to consider when using explicit instruction to promote CC, however I recommend that it not be done with student-created discourse in the language too often. Motivation and student interest to learning language are key components to consider when creating curriculum in the classroom (Krashen, 1981; Finocchairo and Brumfit, 1983; Savignon 1983, 1997; Rubin and Thompson, 1994). If students are constantly criticized for their attempted use of language, their effort to produce language may decrease.

Audio-lingual method (ALM)

Although the ALM method was seen rarely during EPD, it did take place during a few of my visits to Daniella’s Spanish II classes. It occurred when students reviewed vocabulary words or verbs. Daniella yelled the word or verb loudly, sometimes clapping her hands, and then students shouted it back to her and also clapped. On March 11, she drilled students with these verbs in the preterit (also seen in the explicit grammar teaching section above).

2-11-04 SPII period 6 Daniella 16 students

Written on board:
On March 26, Daniella reviewed food vocabulary with her Spanish II students, calling out words with students repeating after her. She emphasized the indefinite articles “el” or “la” used with the noun. Some of the items she called out are below.

3-26-04 SPII period 8  Daniella  18 students

el arroz, la cebolla, el queso, el tomate, el pan, la sal, la gaseosa

Some may believe that ALM is dead, but evidence of deep structure resurfaces once again. The Committee of Ten professed,

“In teaching foreign sounds great care must be taken lest the scholar confirm himself in bad habits: uncorrected pronouncing is as bad as none. [T]he beginners should speak the sentences immediately after the teacher; a very little careful practice of this kind will do more good than any amount of original pronunciation by the pupil” (National Educational Association, 1894, p. 102)

Habit formation and production of error-free utterances (Savignon, 1983, 1997) through pattern drills in Daniella’s classes likely were aimed at the goal of getting students to remember the verb forms and vocabulary. The traditional method of ALM, based on
linguistic theory and behaviorist psychology, remains still today a part of the WL classroom.

Writing

Writing was mentioned earlier when I discussed CAs observed during EPD (section 5.4), however, there were a few cases in which Sergio assigned paragraphs that focused more on grammar and mechanics than CC. He engaged students in writing paragraphs in the language, but students used on-line translators and relied on dictionaries. In the example below, Sergio assigned students to write a paragraph that was one-half page long. He prompted students to write about what they had done when they were kids. Sergio required students to use the imperfect. He told students the information they wrote about from their youth did not have to be truthful. Students were allowed to use dictionaries and their listas. All explanation for the paragraph requirements were in English.

As I circulated to examine the writing, I wondered if Sergio had ever taught students how to write a paragraph in Spanish. Students were not given any strategies as to how to approach the assignment. He did not present the rubric, represented below, that he used when grading the paragraphs until he returned the graded copies.

2-17-04 SPII period 6 Sergio 13 students
Nombre: ________________________

Meets requirements (content, length) 4 3 2 1 0
Understandable 4 3 2 1 0
Grammar (vocabulary, imperfect) 4 3 2 1 0
Mechanics (capitalization, spelling) 4 3 2 1 0
Effort/creativity 4 3 2 1 0

Total: ______/20  %:______
Sergio was not specific in his expectations for the writing assignment. Transitions, verb variation and number of sentences were not discussed. Students could have written three sentences that were one-half page long using the same verb over and over again.

When I met with Sergio in a consultant meeting, I mentioned my observations. He told me that during this activity he could have more one-on-one time with students, but later he mentioned that this activity allowed for “the stronger students to shine.”

In this next case, Sergio asked students to choose one name from the list of “artistas hispanos famosos” and write about the artist with specific questions to answer (Appendix O). His requirements and expectations and the grading rubric were outlined on a paper he distributed at the beginning of class. The students were in the computer lab. He did not allow them to use dictionaries or on-line translators, and if students were caught using them, they would earn a zero for the project.

4-8-04 SPII period 5 Sergio 23 students in computer lab

At the beginning of class on the Power point slide:

- **jueves, el 8 de abril**
- Empezar inmediatamente el trabajo
- Usen MS Word
- Antes de preguntar al Sr. K, lean las direcciones para el proyecto
- Preguntenme antes de usar la impresora
- Ustedes no pueden usar diccionarios ni intérpretes “online.”
  Si usas:cero

Earlier in EPD Sergio seemed to be implementing the activity on February 17 to test students’ ability to write a paragraph in Spanish (National Educational Association, 1894) and use the imperfect. Students relied heavily on dictionaries and word lists to translate their thoughts into writing. Sergio did not promote development of strategic competence (Savignon, 1983, 1997) in writing.
On March 8, Sergio encouraged students to use what they knew to write about the artist. They were asked to function in the language (Savignon, 1983, 1997) through written discourse. Sergio told the students to use the Internet for the project, but he did not recommend any particular Spanish websites where students might be able to research their questions.

In both cases, Sergio did not allow students to revise their papers in order to earn a better grade. I was surprised when I observed that he had displayed students’ paragraphs in the classrooms with corrections made by him in red ink. Mastery of the language and correction of improper forms (National Educational Association, 1894) was valued more than effective communication through written discourse at the individual student’s level (Ellis, 1997).

Language and culture separated

Culture was addressed in a variety of ways, but EPD teachers often used English as the medium of communication when discussing it. Learning Spanish language and learning culture seemed to be thought of as separate activities. I observed classes in which teachers focused on a grammar point, discussed grammar practice worksheets or actividades, and then discussed culture information or showed a video and gave students a worksheet to complete.

On February 5, Sophia specifically started off her Spanish I class announcements, “We have a bit of grammar to do and then we’ll eat.” For about fifteen minutes, Sophia discussed the verbs “ser” and “estar” while also reviewing adjectives. Students then completed a grammar practice worksheet. Following this focus on the language, Sophia told students they would have a “little cultural chat.” For approximately ten minutes, she
discussed Spanish meals, explaining what types of food Spaniards might eat at different meal times. She wrote the names of the meals with their English translation on the transparency. She also told students what she ate when she lived in Spain. Specifically, she mentioned to students how if you ordered a drink at a bar or café, the waiter would give you cheese and bread to eat. Sophia provided students with this cheese and bread. In English, some students asked Sophia questions about the cheese.

2-5-04   SPI period 5   Sophia   18 students

Written on the transparency:

El desayuno (breakfast)
La merienda (snack)
El almuerzo (lunch)
Las tapas (another snack)

On February, 24 Sophia had Spanish II students watch a video and complete a worksheet (Appendix P) while she was away at a conference. The video, “Cuba Island of Dreams,” was English. While it did keep them occupied, and students seemed engaged, culture was taught again in English. I did not observe Sophia engage in discussion of the video or Cuba.

Raquel occasionally showed videos to her Spanish I classes during EPD. The video, “Lost Kingdoms of the Maya,” by National Geographic, was viewed in Raquel’s class on two separate days during weeks two, three and four, depending on the class period. While students watched the video, they completed a worksheet (Appendix P), and Raquel would make various comments about the video content from time to time. Raquel and the students spoke in English and the worksheet was written in English. The first day students watched the video for about forty minutes. Before watching the video, students spent time studying a lista. On the second and final day, in both classes that I
observed, Raquel asked students to play a game with the verbs or vocabulary they were studying at the time. After the video was over, Raquel discussed the questions with the students.

On March 15, Sophia brought discussion of current events into both her Spanish I and II classrooms. As a result of the bombings of the trains in Madrid, she brought in a newspaper article on the bombings, and she discussed politics and the elections. The students also talked about Al Qaeda. The medium of instruction was again English, but students were engaged and willing to discuss the events.

In their recommendations, the Committee of Ten did not mention the teaching of culture in the modern language classroom (National Educational Association, 1894). ACTFL has encouraged teachers to integrate teaching of culture into the language classroom (see National Standards, 1999). Their standards urge teachers to instruct students on practices, products and perspectives of the culture being studied.

When culture was taught during EPD, it was not recognized as instrumental to shaping the students’ CC (Berns, 1990). The teachers stressed the importance of teaching students about another civilization and current events, but they did not have the students focus on the language at the same time. Teachers can introduce authentic WL text into lessons to teach culture and to prepare students to understand differences in social customs (Nunan, 1991). Students can learn about other Spanish-speaking countries such in Europe, Central and South America with an emphasis on communicating through interaction in Spanish (Nunan 1991).
Unnecessary use of English

Raquel implemented daily openers in her Spanish I classes but she rarely, if ever, remained in Spanish. Raquel would begin class, asking questions in Spanish, and students would write their answers on their previous night’s homework paper or on another piece of paper. After Raquel asked the last question, she and the students would go over each question and answer, speaking in a mixture of Spanish and English. Translation of words occurred often. Below are two samples of Raquel’s openers.

2-5-04    SP I period 2  Raquel    16 students

1. ¿Fue difícil el examen?
2. ¿Cuál es más fácil: escribir o hacer las matemáticas?
3. ¿Cuál es lo más difícil?
4. ¿Quieren otro día sin clases? Si contestan ‘sí,’ ¿Por qué?

2-9-04    SP I period 8  Raquel    22 students

1. ¿Cuándo es la prueba?
2. ¿Qué nota quieres sacar en la prueba?
3. ¿Cómo vas a recibir esa nota?
4. Cuando tienes que buscar tu cuaderno, ¿En dónde buscas?
5. Cuando la profesora pregunta algo, ¿Qué hacen los estudiantes?
6. ¿Qué llevas en la clase de educación física?
7. ¿Qué ocurre en la clase de música? should be all verbs
8. ¿Qué usas en la clase de arte? should have a list going
In class and for homework, Raquel assigned many potential CAs (Appendix Q), but since language was translated constantly, it was difficult to focus on meaning and try to function in the language.

These activities have potential to model CLT, but the manner in which she used them in the class did not encourage students to develop strategic competence or attempt to learn Spanish through trial and error (Finocchairo and Brumfit, 1983). If she remained in Spanish when asking questions, required students to discuss their answers with her in Spanish, and attempted to get students using the language at the beginning level for simple question-answer sessions, her approach would represent CLT. Together, Raquel and her students would work to develop their level of CC. Raquel specifically stated in her February questionnaire and to me directly in consultant meetings that she did not “believe in immersion.”

During several classes that I observed, teachers allowed students to communicate with each other in English when they worked on activities such as skits, improvisations, writing (see section 5.4 and this section). Teachers could have asked students to try to communicate in Spanish, but they did not. I spoke with teachers about this observation, always encouraging them to ask students to speak Spanish to each other. In our meetings, I recommended that the teachers circulate in order to get the students speaking in Spanish since they were not used to it. I assured them that the more they asked students to speak Spanish, and encouraged them, the more they would get used to using the language, and it would not be such a chore anymore.

Only Sergio and Sophia attempted to ask their students to speak Spanish to each other, circulating during certain activities to encourage communication in Spanish. After
suggesting that they might implement a “participation grade” sheet to use during certain activities, or even to use a self-evaluation for students of their work during the week, both Sophia and Sergio decided to implement it. The self-evaluations were presented and discussed in their classes during week four of EPD. On several occasions I was present when Sergio and Sophia distributed these forms to their students, students circled the appropriate number on a scale 0-4 or 5, representing never to always. Daniella created a similar participation grade sheet for her Spanish AP class, but I never saw it implemented.

Sergio’s participation grade sheet:

**Estudiante_______________________**

<table>
<thead>
<tr>
<th>La Nota de Participación</th>
<th>S</th>
<th>F</th>
<th>AV</th>
<th>RV</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Haces la tarea?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>¿Hablas en español con el Señor?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>¿Usas el español durante actividades?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>¿Hablas en español con otros estudiantes?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>¿Tienes una actitud buena?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Sophia’s participation grade sheet:

**La nota de participación**

Me llamo:____________________ pd:______

**Español 2**

Fecha:______________________________

<table>
<thead>
<tr>
<th>nunca</th>
<th>rara vez</th>
<th>a veces</th>
<th>mucho</th>
<th>siempre</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. ¿Haces la tarea?
2. ¿Hablas en español con la Srta?  0  1  2  3  4  5
3. ¿Usas el español durante actividades?  0  1  2  3  4  5
4. ¿Usas el español con sus amigos?  0  1  2  3  4  5
5. ¿Tienes una actitud buena?  0  1  2  3  4  5

Información adicional (ideas, apuntes, opiniones):

Except for during CAs, most of the time during EPD students continued to speak English to each other, even when the teacher spoke Spanish to the students and the activity they were completing involved using Spanish only. In many cases, the English language was not necessary for communication, but using it was a habit that seemed hard to break. The Committee of Ten recommended that teachers use the WL as often as possible in the classroom, but they predicted that students would not be capable of forming oral sentences until the second year, and immersion would not be possible until the third year of language study (National Educational Association, 1894). In order for students to learn a language, it seems logical that they would be asked to *speak* it in the WL classroom. WL should be used as the medium of instruction during CAs (Ellis, 1997), but can certainly be used more often in the classroom.

Although using the WL may seem less natural to use when students and the teachers share English as their first language (Savignon, 1997), I believe that teachers should encourage students to use what they know as soon as possible. The longer teachers put off asking students to speak the language, the more difficult it seems to be to get students speaking it to each other and the teacher. On February 19, when one of
Sophia’s Spanish II students asked her why they had to speak so much Spanish, she responded, “At soccer practice would they ask you to practice ice skating? In Spanish class, we speak Spanish.”

Summary

During EPD, CAs were implemented in multiple forms, but evidence of deep structure was still visible. Students perceived an increase in the amount of CAs that occurred from the beginning to the end of EPD. Most students desired more conversational activities in their classes, and enjoyed speaking to their classmates when CAs were implemented by their teachers. Teachers and students believed they were speaking Spanish more than usual during these activities.

The following chapter presents and discusses CAs seen after EPD in April 2004 and in September 2004. Evidence of deep structure found in post-EPD data also will be described.
Chapter Six

The effects of EPD on curriculum design and understanding CLT

Overview

This chapter examines the effects of EPD on curriculum design and teacher understanding of CLT. To begin, I discuss teachers’ perceptions of change that occurred in curriculum as a result of EPD. Detailed examples and descriptions of CAs that were integrated into curriculum post-EPD in April 2004, and again in September 2004, are analyzed and connected to theory in the field of language education about CLT, CC and CAs (Finocchairo and Brumfit, 1983; Berns, 1990; Nunan, 1991; Lightbown and Spada, 1993; Fotos, 1994; Lightbown, 1998; Ellis, 1997; Norris and Ortega, 2001; Savignon, 1983, 1997, 2002), as well as ELOB design (Cousins, 1998).

Even though teachers were found to continue to implement activities that modeled CLT after EPD, evidence of deep structure during instruction still appeared. Examples of deep structure are provided along with connections made to the grammar-translation method (see Chastain, 1971, 1976, 1988; Brown, 1994) and WL curriculum practices recommended more than a century ago in the Report of the Committee of Ten on Secondary School Studies (National Educational Association, 1894).

At the end of the chapter, evidence of change in teachers’ understandings of CLT is discussed with a focus on what teachers learned about CLT from EPD, how teachers and students defined CA, what teachers’ reactions were to implementing CAs during and after EPD, and how student participation in EPD meetings seemed to have affected curriculum.
6.1 Teachers’ perceptions of effects of EPD on curriculum design

In the data teachers indicated that they believed their curriculum would change the following school year (2004-2005) as a result of EPD activities. In their fieldwork reports and/or reflection papers (Appendix B), they mentioned they would continue to implement communicative activities in their lessons.

**Sophia:** I am certain that my EPD lessons will stay with me as I reflect on the school year and plan my lessons and procedures for the coming school year. The future of my lessons will inevitably incorporate communicative activities.

**Sergio:** I am interested to see the long-term results of the activities we have done in class. Next year I plan to begin the school year with communicative activities, creating a climate where students are able and willing to speak in Spanish. Hopefully they will see even greater accuracy and proficiency in their language skills. We will see what the new school year brings. As with anything, I believe a variety of methods is the best for reaching all students in the classroom, but I am willing to put an emphasis on communicative language activities.

**Daniella:** My students will blog next year.

**Raquel:** Introducing communicative activities earlier next year will either lead to much better comprehension or higher drop rate. It will be more interesting to see how confidence would change if more communicative activities are introduced earlier in the year.
Sophia also mentioned using more *immersion* and *less English* when teaching.

**Sophia:** *I would like to periodically do immersion lessons with Spanish I throughout the remaining school year. It will be interesting to see how the students improve with these situations. This year I also want to experiment with an immersion lesson for my Spanish II students.***

As I look forward to the next school year, I believe I will try to have a mostly Spanish speaking Level I classroom. There will be many challenges to immersion at that level, but I am willing to try it more!

I asked Brigid about conveying instructions in Spanish without translating, and she maintained that the students should get the idea and to persevere. I was concerned about this because it was an area of frustration for my students. I do feel that she has a point, and I think if the students were used to this from the start of the school year they will have a lower level of frustration.

In the data analyzed from the teacher questionnaire in September 2004 (Appendix C), which was submitted twenty five weeks after the conclusion of EPD, teachers discussed how their curriculum for the 2004-2005 had changed. They wrote about implementing *communicative activities* or promoting *communication in Spanish, sharing work* and *collaborating* with other teachers, establishing *community* in the classroom and developing a good *rapport with students*.

**Daniella:** *I use my blog project (a communicative activity involving the 4 traditional skills) every week to build community and study grammar on a needs-based schedule*
(PLUS structurally) (because we can’t afford to by-pass completely all of the old tried-and-true ways). I think that I already used a lot of communicative activities before. Now I am willing to share and work with other teachers and include their classes.

I share more of myself and my experiences (with my students).

Raquel: As vocabulary increases, I hope to pair students for more quick communicative activities.

Sergio: I decided to put more focus on speaking skills from the start of the year. I’m looking more for language production activities.

Sophia: My goals for my students are to have them communicate in Spanish as well as incorporate [the Spanish department’s] goals.

Daniella also described changes in her assessment of student work, including giving students more responsibility.

Daniella: I give less and different homework. I do not cover what I am “supposed to,” can’t get to it (i.e. commands and some vocabulary units). I grade more holistically on some oral tests. I guess I’m a little more project-based. I make students more responsible to get and share information and I bring more of the real world into the classroom. I survey them a lot more and some are inaccurate. They do self-evaluations but I don’t know what to do with them.
Raquel, Sophia and Daniella believed they would try to use immersion and less English.

**Raquel:** I have introduced more spoken Spanish in giving directions and explanations at an earlier point in the year.

**Sophia:** My daily lessons are set up based on the routines established during EPD and I’m speaking to my students more in Spanish than last year’s SPII.

**Daniella:** I am more conscious of students’ English use in class. I am learning to tolerate it less and encourage more/coach more Spanish use. I think more in Spanish.

Raquel rearranged classroom furniture, and Daniella mentioned that she skipped a school in-service.

**Raquel:** I have rearranged the furniture into an even number of rows.

**Daniella:** I decided not to attend the in-service on backwards design—it makes no sense for language.

EPD seemed to have affected teachers’ curriculum in their minds. They spoke about implementation of CAs, promotion of communication and use of immersion in their classrooms, which support principles of CLT (Ellis, 1982, 1997; Canale and Swain 1980; Canale 1983; Savignon 1983, 1997). In addition, influence of ELOB design (Cousins, 1998) was evident in the teachers’ comments about student responsibility, community and collaboration. From the September questionnaire data, the teachers appeared motivated to implement CLT in their classrooms, and certain ELOB principles seemed to guide their teaching methods for the new school year. In order to find
evidence of what the teachers were doing in the classrooms for the new school year, I visited the four teachers’ classes for three weeks in September 2004. School only had been in session for one week prior to my observations. CAs were observed, but evidence of deep structure was still found in the lessons.

In the following section, the CAs that I observed after EPD in April 2004 and in September 2004 will be discussed.

6.2 Communicative activities (CAs) post-EPD

I observed various CAs that teachers implemented post-EPD. My visits diminished in the weeks immediately following the conclusion of EPD (referred to as EPD+1, 2, 3). During first two weeks, I observed classes twice a week, and the third week after EPD I observed classes three different days. In September (EPD+23, 24, 25), I observed classes twice a week.

After analyzing the data, I formed the categories represented below of the different types of CAs I observed (Table 6.1). More CAs were implemented than I discuss here. I have noted if teachers implemented the different types of CAs during EPD, during EPD+1, 2, 3, and/or during EPD+23, 24, 25. Certain activities were observed during EPD, then during the three weeks that immediately followed EPD in April, 2004 (EPD+1, 2, 3), and again during the three weeks in September, 2004 when I returned (EPD+23, 24, 25).

It is difficult to quantify the number of times these activities were implemented after EPD as I had noted during EPD since I was not present in classrooms as often. It will be mentioned in the analysis how often I observed the activity. In one case I did not
observe the actual CA implemented in the classroom, but since the teacher invited me to a presentation she gave for another university course I felt it was important to discuss.

Table 6.1: Communicative activities (CAs) observed both during and post-EPD

<table>
<thead>
<tr>
<th>Communicative activity type</th>
<th>EPD</th>
<th>EPD+1,2,3</th>
<th>EPD+23,24,25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily questions</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Writing</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Interviewing</td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Dialogues/skits/improvisation</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Games</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Presentations</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Implicit grammar/vocabulary teaching</td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Jump Start Spanish™</td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Computer chat</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Computer blogs/instant messenger</td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Language and culture not separated</td>
<td></td>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>

*EPD= ten-week expedition (January 24-April 9, 2004)
*EPD+1,2,3= three weeks immediately following EPD (April 13-29)
*EPD+23,24,25= approximately five months after EPD (September 14-30)

Examples of each activity listed in the table that were observed after the conclusion of EPD are provided with comments of how it models CLT (Finocchairo and Brumfit, 1983; Berns, 1990; Nunan, 1991; Lightbown and Spada, 1993; Fotos, 1994; Lightbown, 1998; Ellis, 1997; Norris and Ortega, 2001; Savignon, 1983, 1997, 2002) and communicative activity (Ellis, 1982, 1997; as stated earlier in section 4.3). References are also made to show the effects of ELOB design (Cousins, 1998) on attempts to implement CLT after the conclusion of EPD. If an activity that was implemented after EPD strongly resembled an activity that was seen during EPD, new examples are provided with reference to how it continued to demonstrate CLT, model communicative activity and incorporate ELOB design in similar or different ways that I described in Chapter Five.
Daily questions

During the three weeks that followed EPD in April, and again in September, Sergio was observed implementing daily questions with his Spanish II students similar to how he had during EPD. The questions were written on the board, and at the start of class he gave students a few minutes to think and/or write out answers in Spanish on a piece of paper or in their notebooks. In September, Sergio circulated more often during this preparation phase, helping students with vocabulary, breaking down the expression for them so they could understand the question or form a response.

Sergio facilitated the question-answer session for five to seven minutes, asking various students for responses for each question. He often asked students follow-up questions after they responded to get them to expand on their answers. He and the students usually communicated in Spanish only. I did not observe a student lead the questioning as I had during EPD. Sergio engaged students in the daily questions twice in April, and in four of the six classes I observed in September.

4-22-04 SPII period 5  Sergio  17 students

jueves, el 22 de abril
¡No te pongas guapito/guapita conmigo!
1) ¿Qué día es mañana?
2) ¿Qué día es hoy?
3) ¿A dónde vas después de clases hoy?

4-27-04 SPII period 5  Sergio  27 students

martes, el 27 de abril
1) ¿Cómo fue el trabajo ayer?
2) ¿Hiciste el trabajo sola o con un compañero?
3) ¿Cuáles películas miraste recientemente?
4) ¿Trajiste tu cuaderno hoy?
Por favor, contesten en español en frases completas:
1. ¿Cómo estás?
2. ¿Para cuáles clases tienes tarea hoy?
3. ¿Cuántos años tienes?
4. ¿Qué clase es tu favorita?

¿Cuándo es tu cumpleaños?
¿A qué hora terminan las clases?
¿Tienes un animal en tu casa?
¿Qué es?

¿Qué clase tienes el tercer período?
¿El sexto?
¿A qué hora empieza el primer período del día escolar?

En ¿Cuáles días de la semana tenemos clases?
¿Qué objetos necesitas para las clases?

Although Sergio did not continue to allow students to facilitate the daily questions, he did contextualize language and emphasize students to interact with him in Spanish (Finocchairo and Brumfit, 1983; Berns, 1990; Nunan, 1991a). In September, he mentioned to me that he thought he would allow students to facilitate the questions after he had modeled the activity for the first nine weeks. His efforts to encourage students to remain in Spanish, while still offering them help to form responses showed attempt to
develop their strategic competence (Savignon 1983, 1997). He fostered learning through discovery, and created opportunities early in the year for students to gain confidence when communicating in Spanish (Cousins, 1998).

Sophia also continued to begin class with daily questions written on the board after EPD. During EPD, she usually posted one question, but after EPD she often asked students two or three questions each day. The activity took place for a slight amount longer, increasing from five to seven minutes to about seven to ten minutes. Similar to how she ran the activity during EPD, she gave students a few minutes to discuss the questions with a partner in Spanish. However, before students began asking each other the questions, Sophia usually made sure they understood the question, and she demonstrated an exchange of questions and answers with a student.

Students usually did not write out their answers. After students seemed to have negotiated their responses, Sophia usually asked between one and four students for either their response or their partner’s response. Before EPD, she had asked between four and seven students for answers. She continued to ask them to use complete sentences. Daily questions seemed to have become a regular part of the classroom routine in Sophia’s class.

In September, I observed two classes where the daily questions did not go as smoothly as usual. In one case, some students answered her in English, and in another case the students worked on finishing homework instead of discussing the questions. Both cases are described below. Almost every time I observed her class after EPD in April and September, I observed discussion of daily questions. In September, Sophia taught only Spanish II students, and many of her students from Spanish I the previous
year were in her class. Her former students seemed to be used to her classroom routines and teaching approach. In fact, many students had requested to be in Sophia’s classes for the 2004-2005 school year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Period</th>
<th>Class</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-13-04</td>
<td>SPI period 1</td>
<td>Sophia</td>
<td>28 students</td>
</tr>
<tr>
<td><strong>Español I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Cuál es tu dibujo animado favorito?</td>
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<tr>
<td>¿Cuál cine prefieres?</td>
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<tr>
<td>¿Cuál tipo de película no te gusta ver?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4-15-04</td>
<td>SPII period 8</td>
<td>Sophia</td>
<td>16 students</td>
</tr>
<tr>
<td><strong>Esp II</strong></td>
<td></td>
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<tr>
<td>¿Hiciste la cama esta mañana?</td>
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<tr>
<td>¿Qué quisiste comer anoche?</td>
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<tr>
<td>¿Cuál equipo de fútbol es peor que Penn State?</td>
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<td></td>
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<tr>
<td>4-19-04</td>
<td>SPI period 1</td>
<td>Sophia</td>
<td>25 students</td>
</tr>
<tr>
<td><strong>Español Uno</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>el 19 de abril</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>¿Cuál película ves (yo veo)?</td>
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<tr>
<td>¿Camina por el centro?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4-19-04</td>
<td>SPII period 8</td>
<td>Sophia</td>
<td>20 students</td>
</tr>
<tr>
<td><strong>Esp 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué hiciste ayer?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4-22-04</td>
<td>SPI period 1</td>
<td>Sophia</td>
<td>19 students</td>
</tr>
<tr>
<td><strong>Esp I 22-4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Quieres dormir más?</td>
<td></td>
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<tr>
<td>¿Tienes un coche?</td>
<td></td>
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<tr>
<td>¿Qué tipo de película quieres ver?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4-22-04</td>
<td>SPII period 8</td>
<td>Sophia</td>
<td>20 students</td>
</tr>
<tr>
<td><strong>Español Dos</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿En qué piensas cuando miras las estrellas?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Quién es tu personaje favorito?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Qué es mejor ser buena y fea o ser mala y guapa?</td>
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</tbody>
</table>
During class on September 16, some students were answering Sophia in English for the questions of the day. After class, I reminded her not to forget to coach the students on the question of the day, encouraging them to stay in Spanish, and reminding them that it is easier to speak Spanish if everyone is communicating in Spanish. Before students began participating in an encuesta, I observed her engage in a “strategy” conversation with her students (see section on “interviewing”).
¿Qué te gusta comer al desayunar?
¿Cuáles son los países en la América Central?

During the daily questions on September 30, Sophia had informed students that she was going to collect the homework she had assigned. As a result of searching for the homework and trying to finish it, students did not focus on the questions. I mentioned this to Sophia after class because it did not seem like she had realized why students were not motivated to answer the questions. When I told her what I had observed, she admitted that she did not think the questions had been difficult and had wondered why they were unresponsive.

Like Sergio, Sophia contextualized language, encouraged communication in Spanish and emphasized interaction in the classroom (Finocchairo and Brumfit, 1983; Berns, 1990; Nunan, 1991). As she had during EPD, Sophia continued to relate grammar and vocabulary to the students’ communicative needs and experiences (Savignon, 1972; Lightbown and Spada, 1993; Ellis, 1997). In September, Sophia encouraged communication between students early in the school year, promoting community in the classroom through social activity (Cousins, 1998).

In Chapter Five, I discussed the unnecessary use of English that I observed in Raquel’s class during her opening questions with her Spanish I students. On September 14, I was present for Raquel’s introduction to and implementation of these daily openers to her new Spanish I students. Raquel told students to answer the questions below in Spanish on a piece of paper. One student asked if he should translate the questions. She said she wanted answers in Spanish, but they could “cheat” by using their word lists (listas). She seemed very nervous when she began to ask the questions in Spanish. In the
middle of the activity, there was a fire drill and I went outside with Raquel, and told her
that it was great how she was coaching them on how to go about her openers. When we
went back inside she repeated the questions in Spanish, and students responded to her in
Spanish. Two students also translated their answers.

9-14-04 SPI period 2 Raquel 24 students

1. ¿Cuál es el mes más corto? (repeats many times)

2. ¿Cuál es el último mes del año?

3. ¿Qué día es hoy?

4. ¿Qué día es mañana?

5. ¿Qué día fue ayer?

6. ¿Cuál es la fecha hoy?

Students answered:

1. febrero
2. enero
3. martes (also translated)
4. miércoles (also translated)
5. lunes

It was interesting to see Raquel explain her openers for the first time. As she had
stated in the September questionnaire, she was already trying to use more Spanish in her
classes from the beginning. When I visited on September 21, Raquel used only Spanish
again in her opener. She gave the students the sequences below, and they had to fill in
the missing word. After Raquel called out each sequence, she called them out again, and
the students called out their responses in Spanish. Only the first student translated his
response.

9-21-04 SPI period 7 Raquel 23 students

1. día semana mes ______
In September, Raquel approached the daily openers in a different way than I had observed during EPD. It appeared that solitude and reflection (Cousins, 1998) may have motivated Raquel to change her method of starting class with Spanish I students. Perhaps the summer had allowed her time to reflect on EPD and on the vast array of teaching experiences she had in the twenty three years she had been teaching Spanish. She seemed to have made connections, and she seemed ready to implement new ideas (Cousins, 1998), including a changed approach to her openers, using less English and more Spanish during classroom activities.

Raquel encouraged students to attempt to learn Spanish through trial and error (Finocchairo and Brumfit, 1983). She remained in Spanish when asking questions, required students to discuss their answers with her in Spanish, and attempted to get students using the language at the beginning level for simple question-answer sessions.
Even though Raquel had been adamantly against immersion during EPD, it seemed like she was willing to experiment (Cousins, 1998) with using the language more often than she had before.

**Writing**

Post-EPD, I continued to observe various lessons involving writing, but there were a few occasions when teachers focused particularly on development of CC in written form. In April, Daniella engaged her Spanish II students in the writing of “chain stories” in two different classes that I observed. She told me that she had also implemented this activity during her sixth period Spanish class on April 29, but I did not observe the class.

4-27-04 SPII period 8  **Daniella**  15 students

On April 27, when I entered the classroom, Daniella was excited about having students write stories in Spanish. Daniella explained the directions to students in a mixture of Spanish and English. She distributed a piece of notebook paper to each student with their names on it, and she gave students a new seating arrangement, placing students closer together in rows. She announced that they were going to write chain stories. Students were given sixty seconds to write one phrase in Spanish, using the preterit. Daniella encouraged them to be creative in their writing, and they could use names of students in the class. After sixty seconds, Daniella directed students to pass their paper to the person sitting in front of or to the left of them. Daniella delivered one paper from a student on one side of the room to another student on the other side of the room. She regulated the activity, keeping time and moving the papers every minute.

This process occurred every sixty seconds until each student received their original paper with their original sentence written at the beginning of the story. Daniella
told students to write a logical sentence to follow the preceding sentence, and she reminded them to use the preterit. One student mentioned to Daniella that they should have sat in a circle for the activity.

During this class, one student asked Daniella for translations twice at the beginning of the activity. The first time Daniella told the student, “Use something you know,” and the second time she said, “If you write it, no one will understand it.” After these two attempts to translate, the student did not ask for anymore help. During the activity, one student returned from making up a test and he asked Daniella, “Am I missing a fun activity?” The activity ended at the end of the period. Daniella told the students to write a conclusion sentence.

On April 29, I observed Daniella implement the chain stories again, but with a few minor changes. She told me that she had conducted the activity in the same manner during her sixth period Spanish II class.

4-29-04 SPII period 7 Daniella 19 students

When I entered Daniella’s classroom on April 29, she was excited about having students write stories in Spanish. She had used the activity with her sixth period Spanish II class just before and seemed to be pleased with its results.

The directions were different in that Daniella told them to write a sentence about the people in the class. She still used both English and Spanish when explaining the activity. She encouraged them to write creative and even “loca” (crazy) sentences. She came up with a couple of examples of funny sentences, and then Daniella asked the students to form two circles with an equal amount of students in each. Daniella helped arrange the students.
Similar to what she had done on April 27, Daniella gave students a piece of notebook paper, but this time she had written the first sentence for the students. She reminded students to use the preterit, and she told them to write logical sentences. Students were given one minute to write the sentence and then they passed the paper to their right. Daniella kept time again, but she also participated in the writing after joining one of the groups. Only once a student asked to use his word list and Daniella told him, “no hablar, escribir.” Between rounds, some students were giggling and chatting in English about what they had written.

After everyone had their original papers, Daniella gave each student a new blank piece of paper and instructed them to rewrite the story. One student asked about writing an ending and she agreed that this was a good point, and told students to finish the story with a concluding sentence. When the students finished rewriting the story, Daniella collected the stories, and then redistributed them to different students.

Daniella asked for volunteers to read their stories aloud twice, and then students exchanged papers and read each other’s stories for a few minutes. Students were chatting mostly in English about the stories, however some made comments in Spanish. One student expressed to Daniella, “es divertido.” The students were engaged during the activity, and they appeared to have had fun while writing Spanish stories.

In this writing activity, Daniella’s students had to rely on their previous knowledge of vocabulary and grammar to create a story since she did not allow them to use word lists, dictionaries or her translations. Students had to use what they knew in Spanish to write, demonstrating an emphasis on building strategic competence (Savignon, 1983, 1997). These activities involved using Savignon’s (1983, 1997) communicative
curriculum components of *Language Arts, Language for a Purpose* and *My Language is Me: Personal Second Language Use*. Students used creativity to develop meaningful written discourse.

Daniella required students to attend to the preterit during writing. The aim of the writing activity was to develop students’ CC even though a grammar component was highlighted before the assignment (Lightbown and Spada, 1993; Ellis, 1997; Savignon 1983, 1997). Students were reminded to pay attention to form during the activity, but the real purpose was to stimulate students to use Spanish (Ellis, 1982, 1997). Instead of making grammatical forms the focus of the lesson, which she often did when I visited her classes during EPD (see section 5.9), in this class Daniella taught students to use vocabulary and grammar in an entertaining manner. She allowed students to create their own language (Savignon 1983, 1997; Finocchairo and Brumfit, 1983; Berns, 1990; Cousins, 1998) instead of requiring them to focus on particular features in sentences written in *actividades* or grammar practice worksheets (section 5.9).

Unfortunately, deep structure was still evident when Daniella gave directions and when students discussed the stories. I mentioned to Daniella that she should consider remaining in Spanish, and ask the students to communicate orally in Spanish during the activity. She told me that she was focusing more on their writing skills. I also told her that Sergio would be interested in this activity, so she should invite him in her class when and if she implemented it again. Daniella and Sergio admitted to me several times that when they planned lessons, they usually focused on one skill at a time. This forty minute lesson easily could have involved negotiation, expression and interpretation of meaning in oral communication (Savignon, 1983, 1997).
Post-EPD, certain homework assignments were given by Sophia and Sergio that focused on writing. In Sophia’s class on April 13, she asked students to create their own movie posters in Spanish. They could make up a film name, or create a poster using real movie names. Sophia did not explain to the students how she was going to assess the project, but she required them to include these items on the poster.

4-13-04 SPI period 1 Sophia 28 students

Written on the board:

**Movie poster**
- Película
- Dibujo
- Horario (días, horas)
- Qué tipo
- Cuál cine

I also saw students submit a written homework assignment that focused on CC in Sergio’s class post-EPD. I was not present when he assigned the writing, but a student who sat next to me in the class I observed on September 21 explained it and showed me his writing. Sergio had asked students to write and describe their daily schedules in Spanish for homework. Although a simple task in each case, meaning was paramount and vocabulary was contextualized (Finocchairo and Brumfit, 1983). Homework was being assigned that related to students’ lives and interests (Finocchairo and Brumfit, 1983; Cousins, 1998). Students were given an opportunity to use language for a purpose (Savignon 1983, 1997).

**Interviewing**

I did not observe any interviewing activities in April, however in September I was present when both Sergio and Sophia implemented an *encuesta* and an information-gap activity (Doughty and Pica, 1986). Because Sophia’s information-gap activity combined
elements of culture and interviewing, it is discussed later in the sub-section “language and culture not separated.” Sergio introduced his *encuesta* in Spanish on September 14.

9-14-04  SPII period 5  **Sergio**  16 students

**Encuesta**  
**Me llamo:** _______________

Por favor, busca a una persona en la clase que pueda contestar una pregunta. Escribe el nombre de la persona.

1. ¿Quién tiene más de dos perros?

2. ¿Quién es de [Mountain Valley] **originalmente**?

3. ¿Quién nació (was born) en otro país?

4. ¿Quién vive en Europa por más de un año? ¿Dónde?

5. ¿Quién tiene más de dos hermanos o hermanas?

6. ¿Quién vive cerca de [Farm]town?

7. ¿Quién viaja a otro país durante el verano?

8. ¿Quién tiene diecisiete años?

9. ¿Quién tiene su propio (his/her own) teléfono móvil?

10. ¿Quién juega a dos deportes? ¿Cuáles deportes?

He read the first question and asked a student “¿tienes más de dos perros?” The student responded, and Sergio instructed students to write “nombres” only. He reminded them “no inglés.” Students searched for people in the class who could answer affirmatively to the questions for about ten minutes. A few students spoke English at certain times, but most students communicated in Spanish. Sergio had translated two words for his student on the sheet. Sergio circulated during the activity while he also participated in the activity.
After class, I told Sergio that I thought this was the best interviewing activity that I had seen him do with his students. He admitted that it only took him a few minutes to create, and he thought I would be impressed. I must mention at this point that I recognized students in Sergio’s Spanish II classes who had previously been in Raquel and Sophia’s Spanish I classes. I believe that since many of Sergio’s students experienced these types of activities during EPD, they did not need as much strategy training as his students had the year before. Sophia’s students had done many interviewing exercises, and Raquel’s students had been asked to speak to each other in Spanish, but in front of the entire class, one group at a time.

Sergio seemed to have chosen interesting questions with familiar vocabulary to motivate his students to communicate in Spanish. By implementing the encuesta in early September, students shared personal information with each other (Cousins, 1998), using language for the specific purpose of getting to know each other at the beginning of the year (Savignon, 1983, 1997). Sergio attempted to catalyze interest in Spanish by creating an opportunity for student to student communication (Finocchairo and Brumfit, 1983).

Sophia’s Spanish II students also engaged in an encuesta in September. However, before students began the activity, Sophia chose two student “experts” who had been in her Spanish I class the previous year to help her lead the activity. She also spoke to the class about strategies to use when they did not know words (Savignon, 1983, 1997). Sophia told them they would lose points if they spoke English. Students who had been in her class the year before suggested to the class that if students did not know or understand a word, they could spell it, use gestures, or act it out.
Once Sophia had established her expectations for language and strategy use, Sophia distributed the *encuesta* and discussed the directions in Spanish. She read over the sample activity with a student, and then asked students if they had any final questions. She allowed questions to be asked in English. Students clarified if they were to ask ten people the questions and wanted to know “Do we have to find people who do it?” Sophia answered their questions and the activity began.

9-21-04 SPII period 3  **Sophia**  26 students

**Encuesta**  
Me llamo _________________ pd____

Habla en español con tus amigos para encontrar a una persona.
Ex: ¿Quién lava los platos?
   ask friends… ¿Lavas los platos?
   friends: “Sí/No lavo los platos.”
   you write: Don Juan lava los platos.

1. ¿Quién tiene dos hermanos?
2. ¿Quién vive cerca de [Bunktown]?
3. ¿Quién habla francés?
4. ¿Quién cocina la cena para su familia?
5. ¿Quién juega el golf?
6. ¿Quién viaja a California?
7. ¿Quién toca la guitarra?
8. ¿Quién tiene cinco gatos?
9. ¿Quién está triste?
10. ¿A quién le gusta correr?

The students circulated in the classroom, asking each other questions as they appeared on the paper. After the first three minutes, Sophia called for a “time-out” and
reminded student to use the “tú” form and not to say “quién...” The activity restarted, and most students used the “tú” form, but a few students still were asking the exact question that was written on the paper. Students drew pictures, used gestures and did not fall back on use of English during the activity. They also asked each other “cómo se llama” since they did not know all of each other’s names after being in class together for a few weeks. Some students finished the activity in five minutes, and Sophia told them to continue speaking in Spanish and participating in the activity. Students were finished with the encuesta after about ten minutes.

After the activity Sophia continued speaking Spanish and asked students how they liked the activity. One student remarked, “divertido.” She asked in English what they thought was the hardest part of the activity, and a student said “staying in Spanish.” Sophia praised this particular student for drawing in order to communicate at one point during the activity.

Sophia coached her students on how to approach CAs. Some students did not know how this particular type of activity worked. Sophia and her former Spanish I students discussed what type of socialization was encouraged to promote communication in Spanish (Schieffelin and Ochs, 1986). Students seemed optimistic about building their strategic competence (Savignon, 1983, 1997). Savignon advises WL teachers to design curriculum that teaches students strategies when they do not and cannot be expected to have perfect knowledge of rules. Nunan (1991) also stresses the importance in guiding students in their learning by discussing the actual process of learning language in the classroom.
The class worked together with Sophia in a collaborative way, and students were inspired to function in a communicative community (Cousins, 1998). Sophia played a crucial role in supporting students to progress in their own development, showing caring and empathy during the learning process (Cousins, 1998).

On September 21, Sergio’s students participated in an information-gap activity (Appendix R). Half of the class received the AAAA paper and played Mario’s school counselor. The other half had the BBBB paper and acted like Sonia’s school counselor. After Sergio distributed the two papers, he asked students to remember how to ask questions related to classes, rooms and schedules. Sergio wrote the questions on the board that the students remembered.

9-21-04 SPII period 5 Sergio 14 students

Sergio wrote these questions on the board that were generated by his students:

¿Qué clase tiene el ___ período?
¿Qué cuarto es?
¿Dónde está la clase de _____? Ciento___, doscientos___

Sergio reminded the students not to speak English, and then students began asking each other questions to fill in the gaps in Mario and Sonia’s schedules on their paper. One pair of students finished the activity in two minutes. Most of the students finished it in approximately six to seven minutes. Sergio circulated during the activity and helped certain students with forming the questions.

Sophia also implemented an information-gap activity, but I considered it to be an attempt to use language while learning about Central and South American geography. The activity is discussed in the “language not separated from culture” sub-section.
Information-gap activities lead to more interaction and language production between students than teacher-directed tasks (Doughty and Pica, 1986). The information-gap activity that Sergio implemented allowed students the opportunity to negotiate meaning while reviewing vocabulary associated with school schedules.

*Dialogues/skits/improvisation*

Daniella and Raquel implemented dialogues in their classes in April. Raquel distributed the specifications of the project on April 21 when I was not at school. I found out about the project on April 22 when she described it to me and showed me the requirements.

**Names: ________________________ & ________________________________**

**Specifications for the oral presentation project, chapter 3-1 phone.** Write your presentation on this paper, each part below its specific directions. Memorized for delivery Thursday or Friday. 25 lines absolute minimum, hello/goodbye permitted. Graded on broad use of vocabulary, accuracy and imagination in writing, pronunciation and memorization in delivery. Good job=good grade.

You call someone and something goes wrong with the call (possible problems: wrong number, no answer, line busy). May use non-dialog type narration to describe the problem if necessary.

You redial and get the right house, but someone else in the household answers. Then you have to get the correct person to the phone.
You invite the person to do something with you at a specific date and time, but you get turned down twice. (Possible reasons: they don’t like to/want to, they have to do something else then, they are not allowed {dejar can also mean to give permission}, they just did the activity, or they just “can’t”—we have vocabulary to say any of those things, but be sure to give a specific reason why not.) The third time, you can plan to get together for a specific purpose on a specific day/date at a specific time.

(Continue writing on back)

She did not give students time to prepare the dialogue in the classes I observed. They had been allowed to choose their own partners.

On April 26, I observed two classes perform the dialogues. Before class started, students were practicing their lines. Fourth period got more time to rehearse lines than third period. Raquel chose students to come to the front of the class to perform. If a student’s partner was absent, someone filled in by reading the lines. Ten groups went during third period and eight groups performed in period four. The dialogues usually lasted between three and four minutes. Each student group was required to turn in a final written dialogue to Raquel.

Most students seemed to have rehearsed with their partner and had their lines memorized. Some groups had difficulty getting started with their dialogue and remembering lines. They all used Spanish when communicating to each other. Most groups did best when they were discussing plans to see each other; their dialogue exhibited more natural conversation. One student in the third period class used gestures and changed his voice at times, causing his classmates to laugh.
In the dialogue, students talked about doing homework, being tired, going to a movie, eating at Pizza Hut, going over to the partner’s house, going to the movies Saturday after sports, working at home, wanting to go to a concert, going to play sports, not having money, going shopping and meeting at a café.

During the third period class, Raquel gave students more comments after each performance. Between performances she spoke to students in English. She corrected forms and made some of these comments: “Some are better at writing and others at presenting.” “We’re all forgetting that you are going for a personal A.” “I’m looking at effort, variety. If you have more written you’ll get a higher grade, even with errors.” Students during fourth period seemed to listen to each other’s dialogues more than students in third period. Between performances Raquel used this rubric to evaluate students.

4-26-04 SPI period 3 Raquel 23 students
4-26-04 SPI period 4 Raquel 15 students

Teacher’s evaluation for oral presentation project.

Writing:

ACCURACY IN GRAMMAR

USE OF IMAGINATION

USE OF VOCABULARY

FOLLOWED DIRECTIONS
(3 parts, 25 lines)

Delivery:

PRONUNCIATION

MEMORIZATION
Students _________________________________________________________

GRADE ___________________________

Raquel was not specific in how she assigned points for this rubric. These dialogues seemed to have gone faster than the “mochila” dialogue the students performed during EPD (section 5.4). I believe that Raquel’s assessment rubric used for the mochila dialogue was more specific and encouraged student development of strategic competence better than this rubric. Her creative approach to evaluating students with the terms Excelente, Bueno, Así-Así, and ¡Ay,caramba! as well as her categories of ¿Haces todo?, ¿Gramática?, ¿Pronunciación?, and ¿Presentación? was better suited to the CLT approach.

In my fieldnotes I wrote that I believed that the groups who had readers because a partner was absent had preferential treatment because one student had the lines in front of him, and it may have been easier to cue the partner. I also noted that beginning students should be allowed to use some notecards because I had found in my own teaching that students have a hard time memorizing. Teachers could take the notecards away when they felt students were ready to perform without cues and exhibited a higher level of strategic competence. I also thought it would have been good to use cell phones, at least as props.

Even though the dialogue was memorized and did not encourage students to use spontaneous communication (Finocchairo and Brumfit, 1983), it modeled scripted role play that is usually seen in theater (Savignon 1983, 1997). It seemed that Raquel’s goal was to have students communicate in Spanish with each other during a performance. She wanted students to function in the language, but also to use the vocabulary and grammar
they were studying (Finocchairo and Brumfit, 1983; Lightbown and Spada 1993; Ellis 1997; Savignon 1983, 1997, 2002). She created a situation in which appeared students challenged and were asked to take a risk to stand in front of the class and perform a Spanish dialogue (Cousins, 1998).

Daniella also asked her AP Spanish students to role play in Spanish in April. It was more of an impromptu dialogue, and Daniella specified that the students had seven minutes to write it. Students had to use different forms of the subjunctive and write at least ten lines.

4-15-04 SPAP period 3 Daniella 9 students

Written on the board:

Sequence of Tenses (subjunctive)

<table>
<thead>
<tr>
<th>main verb-indicative</th>
<th>dependent verb-subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>haya</td>
<td>present subj</td>
</tr>
<tr>
<td>pp</td>
<td>present perfect subj</td>
</tr>
<tr>
<td></td>
<td>future subj</td>
</tr>
<tr>
<td></td>
<td>command subj</td>
</tr>
<tr>
<td>hubiera</td>
<td>imperfect subj</td>
</tr>
<tr>
<td>+pp</td>
<td>preterite subj</td>
</tr>
<tr>
<td></td>
<td>conditional subj</td>
</tr>
<tr>
<td></td>
<td>pluperfect subj</td>
</tr>
<tr>
<td></td>
<td>imperfect subjuntive</td>
</tr>
<tr>
<td></td>
<td>pluperfect subjuntive</td>
</tr>
</tbody>
</table>

*When there is no change in subj., use inf.*

Students formed three pairs and one trio. They prepared the dialogue and spoke English and Spanish to each other. They discussed the different forms and wrote a short dialogue. After working for twelve minutes, Daniella asked two groups to volunteer to read their dialogue to the class. They read their dialogues, and then Daniella and the students discussed the subjunctive and the conditional.
Instead of asking students to memorize grammatical forms and rules, teachers can create activities with the specific purpose to engage students in interaction in the language, either orally or in writing (Berns, 1990; Nunan, 1991). Students can be asked to focus on grammar through use of the language (Lightbown and Spada 1993; Ellis 1997; Savignon 1983, 1997, 2002). Daniella’s students were allowed responsibility (Cousins, 1998) to create meaningful communication during improvisation in the classroom.

In September, Raquel, Sergio and Sophia asked students to create dialogues and improvise in the language. Raquel asked her new Spanish I students to create a dialogue in which they were chatting in the school hallway in Spanish. On the board she wrote the following requirements.

9-14-04 SPI period 2 Raquel 24 students

Written on the board:

saludos
introducciones
15-20 ¿preguntas?
despedidas

Raquel told them that it would be worth a test grade (100 percentage points). Students worked in eight groups of three during second period on September 14. Raquel required students to memorize their lines, and she announced that the performance would occur on September 16. She asked the students to balance the lines and to mark each line with their initials. She gave them fifteen minutes to work in class on September 14. She mentioned that they would be graded on spelling and punctuation, but on September 16 when they performed, this was the rubric Raquel used for evaluation.
On September 16, Raquel gave the students a few minutes to practice in the fifth period class I observed. She told them to put their names on the rubric under *los estudiantes* when they came to the front to perform. One student said, “Ours isn’t interesting.” And another student asked what “¡Ay, caramba!” meant. The first group requested to go and told the class to “pay attention.” They presented their dialogue, and it seemed to go smoothly. After they finished Raquel wrote “también” on the board and told students they could use this expression if they wanted to in their dialogue.

There were only two other groups who presented because the class was smaller. The second group also appeared to remember their lines. One student was absent in the third group, so a student filled in and read lines, and Raquel awarded him extra credit. Raquel mentioned that this was the procedure she followed when a person in the group did not come to class on performance day. Each group spoke in Spanish during their presentations, and the dialogue usually lasted about three minutes.
In Sergio’s Spanish II class on September 16, students also presented a dialogue. It was assigned in class the day before. When he explained the requirements, he had given students the sheet below and a detailed grading rubric (Appendix S). Students in his fourth period class were allowed to finish their dialogues and practice their lines for about twelve minutes. Before performing, the groups were instructed to give Sergio a copy of the script and the instruction sheet, which he used when evaluating the performance.

9-16-04 SPII period 4 Sergio 10 students

Las introducciones
Me llamo: ________________
Me llamo: ________________
Me llamo: ________________

I. Task: Create an introductory dialogue between three people.

II. Requirements:
   A. The conversation must have an appropriate greeting/goodbye.
   B. You must include a proper introduction of the third person.
   C. Four informative questions must be asked, including one that you have created from your own knowledge.
   D. Each group member must speak in proportion with the rest of the group.
   E. Conversations need not be memorized. Groups need to turn in one copy of the dialogue and a copy of the rubric before presenting.

III. Suggestions to ensure successful completion:
   A. Both in written form and in the actual presentation make the conversation seem real and natural.
   B. This is a group grade, so make sure all group members can pronounce their lines correctly. If you need help with pronunciation, ask me!
   C. Go beyond the requirements to get a higher grade!

Before starting the performances, Sergio asked students not to talk during the presentations. He also asked them to give him two copies of the script and explained that he would take notes. Spelling and accent errors would not count against them on the script.
During the presentations, students referred to their scripts. They each performed for about two minutes. Students discussed football games, what position they played, other sports and lunch. They spoke Spanish during the dialogue. After each presentation, the students applauded for each other, and Sergio filled out the grade sheet. One group needed a student to fill in because their partner was absent. After all the groups presented, Sergio announced that there was only one group who earned less than a ninety percent.

During the presentations, I went up to Sergio after the first group performed and suggested he could ask students follow up questions after the presentation was over to test their listening. He had been so adamant about not testing the students “listening skills” the previous year that I thought I would challenge him. However, he did not ask students any questions.

After the class, Sergio told me he tried a new rubric because the WL curriculum coordinator had requested the teachers to create more detailed rubrics. He confided in me that he did not like this rubric because it was too detailed. He was going back to his own, less detailed rubric. In section 5.4, even though I thought Sergio’s original rubric already was detailed during EPD, this new rubric specified how students would earn between zero and four points. I suspect that Sergio may have felt this type of rubric was too rigid to use when evaluating Spanish II dialogues.

Sergio mentioned to me that he was starting out the year with CAs because he thought that during the last ten weeks of the previous year, the students had really improved their speaking ability. He seemed to think the activities he created that
required students to use Spanish during EPD had a positive effect on their communicative ability, therefore he adjusted his curriculum accordingly.

Both Sergio and Raquel seemed willing to challenge students to speak Spanish at the beginning of the year. Within the first few weeks of Spanish I and II, they created opportunities for students to overcome any fear of speaking Spanish in front of the teacher and classmates so as to discover that it was possible to communicate in Spanish and be understood (Cousins, 1998). In both cases, Raquel and Sergio’s students collaborated for the dialogues and aimed to do their best (Cousins, 1998). Sergio and Raquel helped students get over the “speed bump,” as Raquel had defined strategic competence at the March EPD meeting, and learn Spanish. By asking students to attempt to speak Spanish early in the classroom experience (Finocchairo and Brumfit, 1983), communicative confidence may improve faster during the school year, and allow for greater gains in development of CC (Savignon, 1983, 1997).

In Sophia’s Spanish II class on September 14, students improvised a short conversation with their classmates. Just before this activity Sophia had reviewed pronunciation of the Spanish alphabet. To start out the improvisation, she asked two volunteers to go to the front of the room. She asked them to pretend like they were making a phone call. One person was calling to speak with someone, but the other person did not understand, and asked the caller to spell the person’s name. The students mocked the phone call for the class with Sophia’s guidance. Then, she noted these expressions on the board.

9-14-04 SPII period 3 Sophia 29 students

Written on board:

¿Qué? ¿Cómo? ¿No comprendo/entiendo?
She asked the students to engage in a short conversation similar to what they had just observed with a partner. For a few minutes, students spoke Spanish to each other, greeting each other on the phone and spelling their names for the other person. This relatively simple task was giving them an opportunity to practice the Spanish alphabet in a specific context.

Savignon (1983, 1997) illustrates how unscripted role play and improvisation offer endless communicative opportunity to students at all levels of instruction. Teachers can create activities that have a specific purpose to engage students in interaction in the language, either orally or in writing (Berns, 1990; Nunan, 1991). Sophia allowed students an opportunity to experiment with language and try to make sense of what they had observed (Cousins, 1998).

Games

During EPD, I only observed games in which students translated Spanish to English or English to Spanish, or drilled verb conjugations. There did not seem to be any goal for communication in the language. In April, however, Sophia and Raquel implemented two simple games that were communicative. Sophia’s students were learning vocabulary for “directions.” Before this activity Sophia reviewed vocabulary by calling out various directions in Spanish while the students moved their hands in the directions called.

4-13-04  SPI period 1  Sophia  28 students

For the first round of the game, Sophia asked one student to wait in the hallway while another student hid a small stuffed animal tiger. This game was similar to the CA that Raquel implemented during EPD, but she had hidden a piece of chocolate instead of a tiger (section 5.4). After the tiger was hidden, Sophia called the student who was
waiting in the hallway into the classroom. Once the student entered the room, he asked students whether to go forward, left, right, backward, or by a certain classroom object, and his classmates said “sí” or “no” until the student found the tiger. All communication was in Spanish. Sophia allowed the student who found the tiger to choose the next person who played, and another student volunteered to hide the tiger again. The game was played for six rounds during approximately twenty minutes. The students were engaged and seemed to enjoy using Spanish while playing a game.

Sophia reviewed direction vocabulary before the “hide and seek the tiger” game in order to relate her students’ communicative needs and experiences (Lightbown and Spada 1993; Ellis 1997). Students had to use the direction vocabulary they had studied in order to communicate to the student seeking the tiger. Even though Sophia began the activity, students regulated most of the game, demonstrating that students can be responsible for directing their own personal and collective learning (Cousins, 1998). Teachers can help students learn in ways that motivate them to work with the language (Finnochairo and Brumfit, 1983).

Raquel played Hangman on April 26 simply because they had extra time at the end of class, and she did not want to begin the next lesson. One student suggested they play the game, and Raquel agreed.

4-26-04 SPI period 4 Raquel 15 students

Raquel started the game, but students who guessed the expression for each round went to the board and decided what expression would be next. Students communicated in Spanish, calling out Spanish letters, for about fifteen minutes. Expressions that Raquel
and the students asked the class to guess were: *número equivocado, regresa más tarea, un momento, tener sueño, como te sientes*.

Both Raquel and her students seemed to have a good time while reviewing various expressions they had learned in the Spanish I class. This was another activity that I was surprised to see Raquel allow her students play since it involved giving more responsibility to her students (Cousins, 1998). It seemed that Raquel was getting accustomed to giving up some control in the classroom and was acknowledging the idea that learning Spanish is a personal process of discovery and a social activity (Cousins, 1998). Language learning can be hard work, and games can give both teachers and students the opportunity to sustain interest while still providing meaningful practice of using language (Wright et al., 1983). Hangman, in particular, can be a good filler activity for those few minutes or more when students could be given free time, but instead they are presented with the opportunity to practice spelling and connect words together to make expressions.

*Presentations*

Sophia’s Spanish II students presented sections of the story *Marianela* (Pérez Galdós) that they read in a few of the classes that I observed in April. During this literature unit, Sophia asked the students to draw pictures on a poster to represent what they had read in their section.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-22-04</td>
<td>SPII period 7</td>
<td>Sophia</td>
<td>16 students</td>
</tr>
<tr>
<td>4-22-04</td>
<td>SPII period 8</td>
<td>Sophia</td>
<td>20 students</td>
</tr>
<tr>
<td>4-27-04</td>
<td>SPII period 7</td>
<td>Sophia</td>
<td>20 students</td>
</tr>
</tbody>
</table>
Students usually spent the first fifteen minutes of class during the unit preparing their poster and deciding who would present the story to the class in. There were usually four students per group. Each presentation lasted approximately two minutes. Students who were not presenting at the time were seated at their desks listening to the presentations. Occasionally Sophia would ask presenters a question or two about what they had discussed.

Communication during the presentations was in Spanish, however not all group members spoke during the presentation. This was Sophia’s first attempt at implementing literature in her Spanish II class. When she first introduced the story, she requested that students translate sections of the story. I discuss this observation in section 6.3 under the sub-heading of “phrase and story translation.” The idea of having students draw pictures and explain the poster in Spanish to the class was creative, but a system of evaluation of student participation was needed to make sure group members divided responsibility evenly. In some groups students worked well together, dividing responsibility equally. And in other groups students were off task, not working on the poster at all, while one group member did all the preparation work and presented to the class. When preparing the poster, students spoke English most of the time, but some Spanish was used.

The activity had considerable potential to be a rich communicative experience. Opportunities to negotiate, interpret and express ideas about an authentic text were abundant (Savignon, 1983, 1997; Nunan, 1991). But, as it was facilitated, there was not enough accountability, and consequently students may not have benefited from the unit as much as Sophia had anticipated. She could have set up an evaluation system early in the unit, and perhaps have had a short discussion in Spanish each day to make sure
students all understood their part of the story. I have consulted her to consider making these changes in future implementation.

When teaching literature in WL classrooms, Kramsch (1985) recommends discussing story content with students to help overcome difficulties in interpreting and understanding the symbolic nature of the text and its cultural, social and historical dimensions. She encourages teachers to help students develop an understanding of the story through open discussion and negotiation of meaning. Students who have not previously had experience reading Spanish literature may perceive it as a more difficult challenge. Therefore, when planning, teachers should consider how students may be able to achieve success and persevere when classroom work seems hard, and turn disabilities into opportunities (Cousins, 1998).

Implicit grammar/vocabulary teaching

Daniella, Sophia and Sergio approached teaching of grammar and vocabulary implicitly during certain lessons I observed in April. During Daniella’s AP Spanish class on April 15, in order to put verb forms they were studying into context, Daniella distributed a copy of a Spanish song by Christina Aguilar that she played during class. They had been discussing the present perfect subjunctive and the pluperfect subjunctive. These forms were used in the song, and students filled in the various verbs that were missing on the worksheet.

4-15-04 SPAP period 3 Daniella 9 students

When teaching complex tenses in advanced WL classrooms, it may be easier for students to understand meaning when forms are used in context (Finocchairo and Brumfit, 1983; Savignon, 1983, 1997). It can be especially useful if the teacher chooses
materials with which the students are familiar and interested (Finocchairo and Brumfit, 1983). Using popular culture to teach grammar links classroom language learning with language activation outside the classroom (Nunan, 1991).

Similar to how Sergio introduced possessive adjectives and pronouns to his Spanish II classes during EPD, on April 29 Sergio taught students demonstrative adjectives and pronouns implicitly. Sergio had brought in several brightly colored dress shirts that students thought were ugly. Sergio told students these shirts were worn in the nineteen seventies.

He started off the lesson by holding up one of the shirts and asking them what colors were in the shirt. Communication between Sergio and the students was in Spanish. Students called out the colors “azul, marrón, café, blanco.” Then, he asked students to describe a shirt, and they called out “bonita, antigua.” Next, Sergio passed the shirt to the students, and he held up another shirt and asked students to describe it. Students described the shirt with various adjectives, and then Sergio gave another student the shirt.

Students described the shirts for about three minutes, and eventually two students were wearing the shirts. Sergio asked certain students in the class which one they liked better “esta/eso?” He specified that he wanted students to use his words instead of “la camisa de...” Students responded to Sergio “esa camisa” and pointed to the shirt they preferred.

4-29-04 SPII period 2 Sergio 23 students

During this part of the lesson, students were actively engaged and seemed to enjoy Sergio’s approach. His follow up activity was different than what he had done during EPD. He and the students spoke in a mixture of English and Spanish when
discussing the various demonstrative adjectives and pronouns used in Spanish. During EPD he had continued using Spanish and wrote the different forms on the board with student input, and then he asked students to write a short dialogue, using the new forms. In the next section (6.3), Sergio’s shift from implicit instruction to explicit feature-focused instruction (Long, 1991; Ellis, 1997) with use of English is discussed.

For this activity, implicit instruction of grammar occurred (Long, 1991; Ellis 1997). In this context, grammatical competence was stressed, but communication through negotiation, expression and interpretation was the objective (Savignon, 1983, 1997). At that point in the year, Sergio may have determined that his students were ready to learn the particular rules associated with demonstrative adjective and pronouns in order to help negotiate meaning (Lightbown and Spada, 1993; Fotos, 1994; Lightbown, 1998; Ellis, 1997, 1999; Norris and Ortega, 2001).

As observed during EPD, Sophia was found occasionally to use TPR (Asher, 1969) when teaching and reviewing vocabulary. On April 22, Sophia and her Spanish I students reviewed what she termed “shoe verbs.” When she introduced the verbs such as, cerrar, pensar, perder, entender, querer, she and the students agreed on simulated physical actions to define the verb. During the review, Sophia first called out the verbs, and students acted them out. Then, Sophia performed the action and students called out the Spanish verb. The review took place for approximately five minutes.

Sophia’s approach to review the verbs avoided the use of translation that I had seen frequently in presentation and review of vocabulary and grammar in EPD classrooms (see sections 5.9 and 6.3), and created opportunity for students to engage actively in the language thorough gestures instead on only hearing and seeing it.
Savignon (1983, 1997) encourages teachers to create lessons that aid students’ development of sociolinguistic competence (Savignon, 1983, 1997). Creative measures such as TPR can motivate students to learn vocabulary. Teachers can create experiences during which paralinguistic features of language are studied so that students are prepared to use coping strategies instead of falling back on use of English when they lack in discourse (Savignon, 1983, 1997).

In September, Sergio taught and reviewed vocabulary in his Spanish II classes in an implicit manner. During one class, Sergio reviewed telling time. For a few minutes, Sergio held up a large clock, showed various times to the students and asked, “Qué hora es?” Students raised their hands, Sergio called on them, and they called out the appropriate time in Spanish.

During another class, in order to review classroom objects, for about five minutes Sergio circulated throughout the classroom, picking up and pointing out various objects as students called out their Spanish names. Some of the vocabulary included calculadora, pizarrón, papel, escritorio, lápiz, computadora, pantalla, ratón, teclado.

After the short review, Sergio informed the students that they were going to watch a video clip twice. During the first clip, they focused on two questions Sergio had written on the board. Students who had been in Raquel’s class the previous year recognized the video that they had seen during EPD on February 17. Sergio stopped the tape and asked students to answer the questions. Communication was in Spanish.

Sergio pointed out a third question on the board and restarted the tape. Some students referred to their vocabulary lists as they watched the video. Students wrote lists
of what classroom objects were seen and mentioned in the film. At the end of the video, Sergio stopped the tape and asked students to call out the objects in Spanish. Instruction using the video occurred for approximately ten minutes.

9-23-04  SPII period 4  Sergio  11 students

Written on the board:
1. ¿Quién es el carácter?
2. ¿Generalmente, ¿qué pasa?

¿Qué objetos escolares menciona la narradora?

Sergio also reviewed place vocabulary such as iglesia, correr, centro comercial, café, banco, in an implicit manner on September 28. Sergio had drawn pictures to represent different lugares. Instead of using his usual approach to review in which he held up Spanish or English words and asked the students to translate, in this class Sergio held up the pictures and students identified the place using Spanish. For homework on September 29, Sergio also asked students to write the Spanish equivalent for the various drawings on a worksheet.

On September 30, Sergio continued using a communicative approach to teaching and reviewing Spanish vocabulary. Instead of beginning class with daily questions (see above), Sergio had written a request on the board for students to take out a piece of paper and write numbers one to eight.

9-30-04  SPII period 5  Sergio  16 students

**ESPAÑOL**

Escriban los números uno hasta ocho en un papel 1. 2. 3., etc.

When class began, Sergio named various places located in the town (Walmart®, Starbucks®, CVS®) of Mountain Valley such as stores, the hospital, the university, a
movie theater, a library, a coffeehouse. He asked students to write down the Spanish word (i.e. *la tienda, la piscina, el café*) that corresponded with the name of the place found in the town. Students asked Sergio to repeat a few places, and then Sergio called out the names again, asking students to say the Spanish equivalent. This activity took about seven minutes.

Later during this same class period, Sergio showed drawings of different places, and students called out the Spanish equivalents. Following this short three-minute review, Sergio showed students a transparency of a neighborhood with various places labeled in Spanish (see Appendix T for similar drawing also used as homework for this lesson). He asked students to describe the relationship between two places using direction vocabulary such as *cerca, lejos, a la derecha, entre,* and he provided them with a sample phrase and a list of seven options to describe. For approximately seven minutes, students volunteered to describe the relationship between the two places aloud in Spanish.

Written on the board:

*La casa está a la izquierda de la escuela.* (example)

1. parque y piscina
2. correo y hospital
3. biblioteca y restaurante
4. supermercado y casa
5. gimnasio y cine
6. parque y restaurante Paris
7. casa de Santiago y parque
In each case, students were asked to produce language through visual and/or oral stimulation. Berns (1990) recognizes that language use can serve ideational, interpersonal and textual functions, depending on student competency in each. From personal experience and observation, in order for students to communicate in a WL, most teachers attempt to provide students with as much vocabulary as they can at different times of the school year during particular units. The approach that teachers use to teach vocabulary, however, varies classroom to classroom. Most often, I have seen use of translation to present vocabulary (refer to sections 5.9 and 6.3). However, in September, Sergio’s approach to teaching and reviewing new vocabulary exemplified what I believe to be a useful approach to teaching vocabulary for development of CC. His approach asked student to think in Spanish instead of translating Spanish-English words and expressions. Vocabulary was taught with emphasis on asking students to make connections from familiar visual signs to written words or expressions without using English. By designing these activities, Sergio encouraged students to demonstrate their ability to negotiate meaning (Savignon, 1983, 1997).

Jump Start Spanish™

In September, Daniella’s sixth period Spanish II students worked on the computer program Jump Start Spanish™ in the computer lab.

9-21-04 SPII period 6 Daniella 7 students in the computer lab

Daniella explained that the students were reviewing vocabulary for the day. She told them to try to win points. Each student worked individually on the computers for approximately forty minutes. After five minutes of looking at the program, a student asked Daniella if they were supposed to work at Level II. Daniella shrugged and said,
“Es tu decisión.” The student had been working at Level I, and said, “Well, this is really too easy.” Students practiced their Spanish through interactive games that focused on colors, dates (months and days), pronunciation, places in town, numbers, rooms in a house, body parts, bathroom objects, food. The students wore headphones, but still chatted occasionally in English during the activity.

Students seemed to prefer two different games. One game asked students to listen to the person speaking, and then to click certain options on the screen depending on what they had heard. They also played Memory with vocabulary, matching pictures to Spanish words. Students earned points while playing the games, and the program kept the students’ progress recorded. At the end of the period Daniella asked students how they liked the program, and most students told her they had enjoyed it. One student mentioned that it would be beneficial if they used it regularly.

As seen during EPD, Daniella recognized that students usually enjoyed working with computers. This time, however, the entire class met in the computer lab as opposed to only sending a group of students with me to experiment with the program during EPD. WL students should engage in a variety of experiences with language, and be asked to use it for different purposes at all phases of learning (Berns, 1990). Communication does not only have to occur face to face or in oral form (Berns, 1990); students can develop language through interaction with computers. The computer program allowed students to practice vocabulary in a game format in order to strengthen their skills in the language (Savignon, 1983, 1997). They were motivated to play the games and review Spanish at the same time. They could work at their own pace and choose the activities they played.
When playing the games, students were able to discover what they knew and understood, and what they needed to improve on in order to progress in the language (Cousins, 1998).

*Computer chat*

As a result of experiencing computer chat during the March EPD meeting, and hearing positive comments students made about participating in the activity, Daniella and I worked together to motivate Sophia and Sergio to try using it with their Spanish II classes. Daniella’s idea was to create a situation in which her Spanish II classes would be in a computer lab at school while one of Sophia or Sergio’s Spanish II classes was in another computer lab in school. During the class period their students would engage in computer chat. Sergio also had access to portable laptop computers, so it was possible that students communicate from his classroom using the laptop computers. He and another teacher in the department, who did not participate in EPD, had been awarded grant money to purchase the computers.

Sophia and Sergio agreed to participate in the collaborative computer chat project with Daniella. Daniella helped both teachers set up screen names and passwords to use for the lesson. She was still in contact with Albert, the university representative from the federally-funded language education resource center on campus.

The lesson occurred on April 13, which was the Tuesday after the EPD course ended. All three periods of Daniella’s Spanish II students (sixth, seventh and eighth periods) met in the computer lab for the project. Sergio’s sixth period and Sophia’s seventh and eighth period classes met in Sergio’s classroom and used the laptop computers during the lesson. Even though Raquel usually taught in Sergio’s room during seventh and eighth period, she agreed to move to Sophia’s room for the afternoon. It was
easier to keep the laptops in the same room, and Sergio technically was not allowed to lend Sophia the computers because she had not worked on the grant. The computer lab and Sergio’s room were in close walking proximity to each other; the teachers and I could walk from one room to the other in about ten seconds. I was present for all three periods of computer chat.

4-13-04 SPII period 6  **Daniella and Sergio**  31 students (14 Sergio, 17 Daniella)
4-13-04 SPII period 7  **Daniella and Sophia**  40 students (21 Sophia, 19 Daniella)
4-13-04 SPII period 8  **Daniella and Sophia**  40 students (22 Sophia, 18 Daniella)

The introduction to the computer chat activity was given in Spanish by Daniella, Sophia or Sergio to their students in the classroom. Students were directed to the university website where the discussion forum was found. Students entered their Spanish names and passwords to begin. The conversation topic for discussion was what students had done during Easter weekend, “¿Qué hiciste durante vacaciones de Pascua?” Teachers told students they could either reply to another student’s comments or create a new topic. Communication was to be in Spanish.

In Daniella’s classes, students seemed comfortable with communication via chat. Sergio and Sophia’s students needed more help to get into the chat room, and most students did not appear to understand how to use chat until about twenty five minutes into the class. Daniella had anticipated that Sergio and Sophia’s students would spend time getting used to the CMC. When using CMC in classrooms, it seems necessary to orientate the students to the program, and then use it more regularly after students have developed the skill to communicate via chat.
Most of my time was spent in Sophia and Sergio’s classes, and all of us helped students log on to the forum discussion to chat. Even though I participated in helping students more than usual, I recorded some notes as to what I had observed. My notes were not as detailed as they had been for Daniella’s chat lesson conducted during EPD. I did not note what topics student discussed, but instead I helped certain students enter comments in the discussion. Daniella’s students seemed to produce more language than either Sophia or Sergio’s students but this was probably because Daniella’s students already had experienced computer chat in their Spanish classes.

During the chat, most students in the teachers’ classes usually did not change the topic name when responding to messages. If topic names were not changed during a forum discussion, it was more difficult for students to know with whom and to whom one was communicating. The threaded view of the forum discussion showed the subject, person’s name (in this case the Spanish name the students had chosen), the date and time the message was entered. The website allowed for the teachers to see how often the students posted a message and who was corresponding with whom, and how often. Daniella monitored student discussion most often during the classes since her students were busy chatting.

During this chat lesson I did not hear any of the teachers instruct students to use particular forms. They were told simply to write about Easter weekend. Teachers encouraged students to use the language they knew in order to participate effectively in the CMC (Savignon, 1983, 1997). During the forum discussion, students had their own computer, which appeared to allow for more equal participation, and increased language production and complexity in the WL classroom (Lee, 2002). Students were not required
to enter a specific amount of entries, so they were given sufficient time to respond (Lee, 2002).

Communicative opportunities can be increased in WL classrooms via synchronous and asynchronous CMC (Savignon, 2002). In this case, Daniella and her colleagues took advantage of the resources the local university provided. This experience showed evidence that collaboration between the teachers resulted from participation in EPD (Cousins, 1998). Daniella’s demonstration lesson fostered curiosity in CMC during the March meeting, and Sophia and Sergio were willing to risk taking part in a large and meaningful communicative project (Cousins, 1998). Students and teachers were challenged, individual and group development were integrated and group action was clear (Cousins, 1998). Teachers were viewed by students as a “united front,” as Daniella had remarked in the data (section 4.5). CMC expanded opportunity for students to use Spanish both inside and outside the classroom (Savignon, 2002).

Computer blogs/instant messenger (IM)

In most cases, the Internet was available to MVHS students at home. Post-EPD, Daniella continued to dedicate lessons and homework to CMC. On April 29, Sophia mentioned to her Spanish I students that if they wanted to IM other students in their class or other classes in Spanish at home at night, she would give them extra credit for it. Two students had brought in their Spanish IM conversation to Sophia, and she read it to the class. These students may have heard about Daniella’s IM homework and the chat lessons, and decided to try it on their own. The Spanish-speaking student community seemed to be growing, and students seemed to enjoy Spanish CMC inside and outside of the classroom.
When the new school year began, Daniella’s approach to teaching Spanish via CMC had progressed even further. During the summer months, she had kept in contact with me. She decided to formulate a plan in which her students, both AP and Spanish II, would engage in computer “blogs.” After she explained that blogs involved students communicating in Spanish to each other in certain protected chat rooms sponsored by the university, I suggested that she might design a research study for her master’s thesis centered on student blogs in WL classrooms. We worked on the proposal together, and she sought more advice and approval from her university advisor.

At the beginning of September, Daniella sent me a detailed plan of how she imagined approaching blogs for the year. Since she had contacted the professor of the applied linguistics course she planned to take in fall 2004, and the professor informed her of what literature they would read during the course, Daniella made particular references to Mohan (1986) and Savignon (2002) in her plan. I did not alter her approach to referring to the literature, and any emphasis added by capitalizing words was Daniella’s original writing. Because the plan was detailed, I have included only excerpts below.

**Daniella:**

*In chapter 5, page 104 of Mohan, Hanna’s list that shows sequence of themes based upon some of Dewey’s work starts with the child’s family community. However, I would propose that it actually start with the child himself.*

*In the past, I’ve asked level 2 students to fill out a ‘personal profile’ paper to initiate penpal relationships with students overseas. It was focused on the individual and was more of a list of favorites... music, books, celebrities, food, sports, etc. but also included a paragraph on family and a sentence-long description each of their hopes, fears, strengths, weaknesses and so on.*
In the future (this fall), I would like to have Spanish 5AP BLOG a similar body of information but in a more narrative format, and then I would like them to BLOG weekly regarding the various topics (about thirty) that I’ve come up with but I would like to now categorize those themes according to the structure on p.104 and have them BLOG those in that order, one week at a time, with the guiding question being “who ARE you?”. Students could see how all of those different levels of community play into their forming identity.

Some themes would naturally be revisited throughout BLOGging. A simple example would be that the topic “work” may apply to the student himself (for many students this age have after school, weekend, and summer jobs) but also is clearly relevant to the next category, “the child’s family community.” So, in an attempt to coordinate language learning with content learning, I would list occupations vocabulary as a ‘unit’ that we would cover early in the semester whereas last year we didn’t pay very close attention to it until the third marking period. A discussion of work could include any of the “basic human activities” listed on p.105, so the associated verbs that I might use would be consistent with those at the top of the page but that would only be a base. In other words, depending on the child’s personal situation, he would expand the body of associated vocabulary words, customizing it to his communicative needs.

In the second semester, I’d like to cover aspects of the twenty major Spanish-speaking countries. Last year, we did this in the first semester instead. The students actually chose and presented a country and I first did a model lesson on Spanish-speaking in the U.S. plus taught every country left-over. ...if I re-organized it would be an improvement over past lessons in which we tended to randomly talk about what
interested us the most after we thoroughly discussed and noted geography, economy, natural environment, health issues, politics and current events, religion, etc.

Eventually, I’d like to organize grammar, vocabulary, and literature into units pertaining to each country and cover the countries over the period of the whole year. Like some of the teachers who commented for Interpreting Communicative Language Teaching [Savignon, 2002], I am definitely eclectic, so this all will be only a part of what is involved in my Spanish course. Plus, I, too, admit to feeling pressure to do what I can to help raise students’ potential of earning good scores on the AP test. It’s high-stakes.

I think that BLOG format enables students to engage in each discourse listed on Mohan’s p.110. And it avoids the teacher-as-communication-bottleneck issue. With BLOG, students can learn using narrative, exposition, & argumentation too (also on p.110) but I can’t as yet imagine exactly where drama fits in. We’d probably have to relegate that to the actual classroom at this point as an extension of BLOG since I’m not adept at attaching video clips to BLOGS yet and my students may not yet have the tools to do so.

I know that for starters, students will be required to make an original entry of at least nine sentences (three paragraphs) per week plus read and respond to a classmate’s entry, plus read and respond to a response they received from a classmate. I will personally respond to each original weekly entry but will not publicly comment on it as to grammar and vocabulary at that time. I would also like to incorporate optional time-sensitive topics like “what did you think of the Olympics?” and “what did you do over the summer?” “what do you think of Homecoming traditions?” and “what did you do over Thanksgiving break?”. 
For students’ benefit, my deadline will be Monday night at midnight so that they don’t HAVE to dedicate their weekend to it and so if they didn’t do it over the weekend I can remind them on Monday. It’ll be tough on my part as far as turn-around time for lesson adaptation. To help them learn grammar, I plan to put some of their (anonymous) entries of overhead projector sheets, put kids into editing groups in class and let them write with markers on the sheet and then show us on the big screen where changes should be made.

I do not yet plan to force after-the-fact online editing, but I may try some before-posting rough drafts in class. Similar editing groups have worked well for me even in level 2 after message-boarding. I do not reveal whose entries they are although some students may recognize them (in which case I would ask that they do not reveal or discuss the author) and even publicly claim them or smile if they see that the entry being studied is their own.

Also, I plan to dedicate one class period each week to face-to-face (F2F) discussion regarding BLOGged items in order to elicit commentary that I had hoped would come out, to clarify, to extend the exercise of producing text, to satisfy curiosities by taking opportunities to question, and to perpetuate the BLOG activity itself, to motivate myself and the kids. Based upon theory, my formula is: CMC + F2F = ^LL. I also think that they will need (especially at the beginning) support in school during class that includes taking them to the computer lab and dedicating the class period (at least at the beginning) to BLOGging while the instructor is physically present to immediately answer questions and trouble-shoot technically.
I predict and hope that students will write far more than the required minimum. I’m leaning toward simply evaluating for completion (9 sentences + 1 response + 1 response to a response) for 11 total points per week at 99 (rounded up to 100) points per 9-week grading period.

I think that my proposed BLOG pedagogy method will alleviate fear and at the same time motivate by giving students some ownership of the curriculum and a communicative atmosphere in which to learn as a community.

At the end of the year, I’d like for them to respond to the question “who AM I?” (again referring to themselves) and give them an opportunity to see how their lives and their personalities have developed over the many months that comprise “being a Senior” and give them a glimpse of who they may become as adult members of the world community living their own futures.

In September when I observed Daniella’s AP and Spanish II (sixth period) classes, she assigned various blog topics for students to complete during the week. Daniella introduced her Spanish II period 6 students to blogs on the first day of class.

On September 14, Daniella discussed the weekly blog on students’ leisure activities face to face for approximately thirty minutes with her AP Spanish students. Their new topic for the week was to describe themselves personally and professionally. Daniella explained the blog by drawing a diagram on the board, breaking her life into personal and professional categories. She instructed students to copy the diagram in their notebooks.

9-14-04 APSP period 4  **Daniella**  13 students

Written on the board:

*Familia*----*YO*→
After Daniella finished explaining this blog topic, a student asked Daniella if they should respond to each other, and she told her yes. Later in Daniella’s sixth period Spanish II class, Daniella and the students also discussed their blog topic for the week. Daniella coached the Spanish II students on how to write and respond to blogs, and she asked students to copy the diagram she wrote on the board.

9-14-04 SPII period 6       Daniella       8 students

Tema de semana

Familia)-----YO--
Professional personal
Gustos:deportes, mirar, balancesto,jugar, fútbol americano
--correr, 3 millas,
fin de sem.
--música

9 frases, 1 comentario, 1 repuesta> 11 pts.

Daniella instructed her Spanish II students to write nine sentences, and then to post one comment and one response to classmates during the week.

On September 21 and 23, Daniella showed me some sample IM that the AP students had been doing outside of class. They communicated in Spanish for approximately forty five and fifty minutes at night, and submitted the conversations to Daniella for points.

During her sixth period Spanish II while students used Jump Start Spanish™, Daniella showed me some blogs from her AP and Spanish II classes. The AP students
were writing mostly one to three responses per student, and Daniella was impressed. If students had not received comments, Daniella responded to students. She planned not to continue doing this once students became more accustomed to participating in blogs. She admitted that her Spanish II students needed coaching because very few students were blogging yet.

On September 28 during Daniella’s AP Spanish class, a student asked her what the blog and IM topics were for the week. In class they began discussion on a short story, and Daniella presented slides from when she had spent time in Argentina. She recommended that students blog on “literatura” and IM on Argentina. Blog was required but students earned extra credit for using IM outside of the classroom.

For her two AP Spanish classes and her sixth period Spanish II class, blog was becoming a part of the curriculum; Daniella and her students were using technology outside the classroom for homework, which in turn provided Daniella with student-generated communication to discuss face to face in the classroom (Savignon, 2002). Daniella believed that by using CMC and face to face communication in the curriculum, students learned more Spanish (CMC + F2F = ^LL).

Influence of ELOB design (Cousins, 1998) was evident in Daniella’s goals for inclusion of blog in the curriculum. She suggested that students begin with the topic “Who are you?” in order to show “different levels of community play into their forming identity.” Daniella promoted diversity and inclusion, creating an opportunity via CMC to investigate and value each other’s various histories and talents (Cousins, 1998). Through blog, Daniella encouraged self-discovery and responsibility for learning in her students (Cousins, 1998). They were challenged to be self-disciplined to participate in weekly
blogs, to respond to each other’s comments, which increasingly demanded students to
direct their own personal and collective learning (Cousins, 1998). She wanted to
“alleviate fear and at the same time motivate by giving students some ownership of the
curriculum and a communicative atmosphere in which to learn as a community” (see
Daniella’s plan above).

The students were encouraged to continue exploration of their own thoughts,
create their own ideas and make connections to what was said in the classroom and to
exchange their reflections with others through blog (Cousins, 1998). Daniella’s
wonderful idea (Duckworth, 1996) to integrate CMC into the curriculum had become a
grand source of Spanish communication between students (Cousins, 1998). Motivation
was at an all time high, meaning was paramount, and promotion of CC in various
contexts was the goal (Finocchairo and Brumfit, 1983).

Language and culture not separated

In April, Daniella asked her AP students to present current events in Spanish. When we
had met for a consultant meeting during EPD, I had suggested she implement a routine
like this in her class to promote communication. Daniella asked students to find articles
on the Internet about Spanish-speaking countries to present to their classmates. During
the classes I observed, some of the topics students discussed were: Columbia,
Springbreak in Puerto Rico, the Davis Cup, a fire, the elections in the Philippines,
pedophilia, a shooting in Guatemala, students in Costa Rica who did not want to go to
school. After the AP Spanish class on April 13, I suggested she ask students to discuss
the events first by presenting unfamiliar vocabulary, then give a summary of article, and
finish with their opinion of article. She noted my suggestions and told me she liked my
ideas. In the two classes I observed, students spoke Spanish more often, but English was used at times.

On June 4, about eight weeks after EPD ended, Daniella invited me to a presentation that she gave for a university computer technology course she took in spring 2004. She wanted me to see what she had done with her AP Spanish class for her course project. She had asked the instructor if I could attend. In her introduction to her colleagues, she explained that during the project she created, students learned Spanish language and culture. She stressed that in WL education there was “a big push to be communicative,” and she mentioned that she used immersion during the unit.

Daniella wanted students to learn about “Las Obras de Diego Rivera.” At the beginning of the unit, she asked students to research background information on Rivera on the Internet. After researching and discussing various works in the classroom, students met in the computer lab for a day. Students were asked to write chain stories about several different paintings created by Rivera. They used the university-sponsored website again.

Similar to what the Spanish II class had done post-EPD (see “writing” subsection above), the AP students built stories in Spanish together about particular works of Rivera. They used their research to create meaning for the works of art. Daniella asked them to use the imperfect and the preterit. Daniella also participated in writing a sentence for each painting. At the end of the period, she asked them to rank the three pieces of art work in order of preference for homework, which they discussed the next class period.

In the follow-up lesson, Daniella asked students to revise the stories, paying close attention to grammatical accuracy. Students asked to read the stories aloud in the
classroom, and one student requested that each person read their own sentence they had written. Daniella gave students feedback on their stories, and they revised the stories one final time. At the end of the unit, Daniella displayed the students’ work on bulletin boards in the classroom. She also surveyed the class to see if they had enjoyed the project, and she said that they surveys came back with almost all positive responses. In their feedback, students suggested that art could be a theme throughout the year, but they thought that each student could choose their own piece of work. For the final exam she asked students to identify certain artists along with their work.

Daniella had seen a closer community develop during the project. She believed that students got to know each other better and developed a sense of community, in addition to learning Spanish grammar and culture. Daniella told her colleagues that she had been proud of her students, and she communicated this to them. She believed that students had connected with Spanish art in their own way (Cousins, 1998).

Although I did not observe the lessons, Daniella felt it was important for me to see how she translated CLT theory into practice after EPD. She felt that her students had succeeded in engaging in a meaningful project that emphasized Spanish communication, discovery of Spanish art and creative Spanish writing (Finocchairo and Brumfit, 1983). Language was used as a tool with which students made meaning; they worked together to understand Rivera’s work (Berns, 1990). Daniella’s high expectations for student participation were met because they were engaged in learning, and she gave them requisite support (Cousins, 1998), boosting their communicative confidence (Canale and Swain, 1980; Savignon, 1983, 1997).
In September, Daniella created a variety of lessons in which language was a means to learn culture for her AP Spanish classes.

9-16-04 APSP period 3   Daniella   8 students

On September 16, she introduced Rosa, an exchange student at MVHS from Cordoba, Spain, and told students she was going to talk about Spain and teach them how to dance the flamenco. Rosa introduced herself for a few minutes and showed students where she was from on the map in the classroom. Then, Daniella showed a video clip in which a couple danced the flamenco to the class, and students listened to the types of music used during the dance. After the short five-minute clip, Daniella asked Rosa to explain the music and the dance. Rosa drew a female flamenco dancer on the board and described the male and female costumes worn during the dance. She explained that the flamenco was danced at fiestas, and that it was a sad song because it represents the death of Jesus Christ.

Daniella played the video clip one more time, and then Rosa asked the students to get up and move the desks so she could teach them the dance. Daniella organized the class of eight students into pairs. Rosa first explained the dance without the music. She demonstrated the different steps, and students imitated her steps with their partner. It was only at this point that she said a few English words, and the students made a few English comments as they laughed and tried to dance. After students seemed to understand the basic movements, Daniella turned on the flamenco music, and students danced the flamenco while Rosa continued to model the steps and counted in Spanish so students kept the necessary momentum. The dance lesson occurred for about ten minutes.
After dancing, Daniella distributed a map of Spain and Rosa discussed schooling, the *siesta* and holidays in Spain. Most questions were generated by Daniella, and students listened to Rosa’s responses. They seemed interested, but uncertain of what questions to ask. After the class, I suggested that Daniella could tell students to write down a question to ask Rosa about Spain first, and then ask her the questions.

On September 23, three more exchange students from Argentina visited Daniella’s AP students. During this entire class I only heard Spanish spoken.

9-23-04 APSP period 3  *Daniella*  10 students+ 3 guest students

Jorge played tango music and discussed the tango. Daniella mentioned that she had a video and some magazine pictures of people doing the tango, so the class watched a short video clip of the tango. For the next twenty five minutes, the exchange students presented a variety of cultural information.

Jorge told the students about Bariloche, his home town, and Alycia described Mendoza, her home town. The two students discussed South America. They talked about the environment, mountains, music, soccer, politics, currency, education at the high school and university levels.

While Jorge and Alycia discussed various topics, the third student arrived, introduced herself, explaining that she was from Argentina. The students continued talking about their home country. Daniella prompted them to talk about economy and production. At the end of class, Daniella asked the exchange students to show her students where they were from on the map. They finished with a discussion about where each of them liked to vacation in South America.
In September, Sophia integrated an information-gap activity that promoted communication in Spanish with learning country names and capitals found in Central and South America. Sophia distributed the two forms “parte A” and “parte B” (Appendix U) to the students, and then told students to refer to the questions written on the board in order to find out where the different people named in the activity were from in Latin America.

9-30-04 SPII period 6 Sophia 19 students

Written on the board:

1) De dónde es? Rafael es de ___
2) ¿Qué es la capital de ___? La capital es _______.

Sophia gave students the instructions to “preguntar” and “contestar en español.” Students completed the activity in seven minutes or less, and then Sophia went over their responses with the entire class. During the activity, Sophia circulated to assist the students.

In the post-EPD data, more evidence was found that teachers taught culture while asking students to function in the language. Except for during Sergio’s power point presentations (section 5.4), activities observed during EPD that involved learning Spanish culture usually were conducted in English. Culture is instrumental to shaping CC (Berns, 1990). By inviting guest speakers from different Spanish-speaking countries into the classroom, students can be encouraged to interact with and learn about Spanish-speaking countries such as in Europe, Central and South America from “native” speakers (Savignon, 1983, 1997).

Authentic text (Nunan, 1991) from Spanish websites can inform student research and allow for multiple opportunities for students to function in the language. Emphasis
can be on communicating through interaction in the language (Nunan, 1991), with the computer, group members, classmates, guest speakers and the teacher. Post-EPD, students learned language and culture in communicative settings. Going “beyond the classroom” (Savignon, 1983, 1997) can be as easy as taking students into the computer lab to surf international websites, or walking down the hallway to ask the principal what exchange students are present in the school and inviting them to speak in the classroom.

When diversity and inclusion are promoted in classrooms, student awareness of the outside world can be augmented and respect for others with different histories and values is encouraged (Cousins, 1998).

In the next section, evidence is shown of deep structure in the lessons I observed post-EPD, even though teachers continued to implement CLT activities.

**6.3 Evidence of deep structure in curriculum post-EPD**

I observed various activities that showed evidence of deep structure (Tye, 2000; as stated earlier in section 2.3) in the curriculum post-EPD. After analyzing the data, I formed the different categories listed in the table (6.2) below for the types of deep structure I detected. More examples of evidence of deep structure were observed than I discuss here.

I have noted if there was evidence of deep structure found during EPD, during EPD+1, 2, 3, and/or during EPD+23, 24, 25. Certain activities were observed during EPD, then during the three weeks that immediately followed EPD in April, 2004 (EPD+1, 2, 3), and again during the three weeks in September, 2004 when I returned (EPD+23, 24, 25). As noted earlier (section 4.6), I observed classroom instruction less often after EPD than I had during EPD. As a result, it was difficult to quantify the
number of times these activities were implemented post-EPD as I had noted during EPD since I was not present in classrooms as often. It will be mentioned in the analysis of the activities how often I observed the activity.

Table 6.2: Evidence of deep structure in activities both during and post-EPD

<table>
<thead>
<tr>
<th>Deep structure type</th>
<th>EPD</th>
<th>EPD+1,2,3</th>
<th>EPD+23,24,25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrase/Story translation</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Vocabulary presentation through “listas”/Review through drill and games</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Actividades/Grammar practice worksheets</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Explicit grammar teaching</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Audio-lingual method</td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Language and culture separated</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Unnecessary use of English</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

*EPD= ten-week expedition (January 24-April 9, 2004)  
*EPD+1,2,3= three weeks immediately following EPD (April 13-29)  
*EPD+23,24,25= approximately five months after EPD (September 14-30)

Examples of each activity listed in the table are provided, and connections are made to the grammar-translation method (see Chastain, 1971, 1976, 1988; Brown, 1994) and WL curriculum practices recommended more than a century ago in the Report of the Committee of Ten on Secondary School Studies (National Educational Association, 1894), showing evidence of deep structure. This section focuses on phenomena of certain practices that occurred, or continued to be observed, after EPD that I associated with deep structure. I have not analyzed the data in a way to determine actual effectiveness of the activities on student learning or acquisition of Spanish, however the commentary reaffirms my claim that grammatical competence should be developed by designing activities in which students relate grammar forms and vocabulary to their own communicative needs and experiences (Savignon, 1972; Lightbown and Spada, 1993; Ellis, 1997).
Phrase/Story translation

Post-EPD, translation activities remained present in the curriculum. In this section, examples of phrase and story translation are discussed. All four teachers asked students to translate sentences at some time. Raquel, Sergio and Sophia required students to translate short stories.

In most cases, phrase translation appeared on homework or in-class worksheets and exams. Daniella asked her AP Spanish students to translate these sentences during class from a worksheet “Práctica: Presente Perfecto de Subjuntivo.”

Directions: Translate.

1. He won’t believe that you have written it.
2. I deny having said that.
3. It suffices that we have stayed here so long.
4. In the end, it won’t seem like it’s been such a difficult experience.
5. We will insist that you have judges them unfairly.
6. It shouldn’t surprise you that you haven’t made much money.
7. We have been concerned while it has not mattered to them.
8. You have taken it without my having offered it to you.
9. Maybe y’all haven’t understood well.
10. Y’all have waited so that we have had enough time.

For one section of the Spanish II exam on April 16, Sophia asked students to translate these sentences.
Parte V  Transduce (3 cada una-12 puntos)

1. Jorge made the food two days ago.

2. I went to Havana and brought two swim suits.

3. Arturo and Ana had a house in Madrid.

4. The smart girls set the table last Wednesday.

She also asked her Spanish I students to translate these phrases for homework on April 28. In class on April 29, many students had not done their homework, but Sophia still asked them to translate the sentences aloud.

4-29-04  SPI period 1  Sophia  27 students
4-29-04  SPI period 3  Sophia  22 students

Translate into Spanish

1. I can go to the movies Friday.
2. Can you go to the movies tonight?
3. Juan can’t go to the movies on Thursdays.
4. We can go to the movies tomorrow at nine.
5. My friends can go to the movies too.

In September, there seemed to be less phrase translation in Sophia’s Spanish II classes, but she still included these phrases to be translated on a pop quiz.

9-23-04  SPII period 6  Sophia  26 students

D. Traduzca (translate) en español. (5 pts)
1. Today is Friday.
2. It is 3:30 in the afternoon.
3. It is midnight.
4. Today is October 9.
5. It is 4:10 in the morning.

Sergio had his Spanish II students translate phrases in order to practice using the formal and informal in class. Sergio circulated during the activity while students asked him, “how do you say…,” and he helped them translate the worksheet. Samples from the exercise are below.

How are you?/Fine, thanks, And you?
I’m from Spain, but I’m going to school in the United States for 2 years.
Fantastic! Welcome to the community.

During Raquel’s Spanish I classes April 13-19, she had students do a variety of activities with a short story (Appendix V). On April 13, she asked students to divide the story into eight paragraphs, numbering them 1-8. Then, she asked them to answer a series of questions in Spanish (Appendix V). On April 14, students translated the entire story into English, and they went over the questions she assigned on April 13. On April 15, students took a matching test (Appendix V), and they were given a new copy of the same story without a translation. On April 19, Raquel announced to her second period Spanish I class that students had earned anywhere from ten and forty percent on the test they took on April 15. She informed the students that she was not happy, and she told
them, “We are going to take another test, and this time the test is in English.” Students seemed confused, but took the new test (Appendix V).

On April 19, Sergio assigned his Spanish II students two short stories (Appendix V) to be translated from Spanish to English. He was absent for the day, but he left the substitute teacher specific instructions. Students were not allowed to use any resources, specifically no dictionaries. They were allowed to work quietly with one partner. During his sixth period class, it took most students fifteen to twenty minutes to complete the first story, and about twenty minutes to translate the second story. One student finished translating in thirty minutes. The students were allowed to work on homework after they finished the story translations.

On April 19, Sophia began a literature unit with her Spanish II students. Students read *Marianela* (Pérez Galdós) and did a variety of activities for approximately ten days. She started the unit by pretending she was the main character in the book, and students asked her questions in Spanish about who she was. Students asked Sophia about fifteen questions. Following this activity, Sophia distributed the story packet to the students and assigned different groups of students a section to read aloud and then translate. Students translated the story for approximately fifteen minutes, and Sophia circulated and answered questions and helped them translate.

After the class, I asked Sophia why they were translating the story. She told me that they would be acting it out or drawing it for the next few days. In section 6.2 (under the subheading “presentations”), I described the approach Sophia took in having students design posters and present different sections of the story. Although it seemed that Sophia was going to teach literature by giving students translation tasks, she ended up
implementing activities that attempted to promote Spanish communication and understanding of literature with a focus on meaning (see Appendix V for sample in-class tasks).

In class on September 23, Sergio asked his Spanish II students to translate the same story that Raquel asked her Spanish I students to translate during EPD on February 17 (see section 5.9). Most students in his sixth period class worked individually while translating even though Sergio had told them they could translate the story with a partner. Students worked on the translation for about twenty minutes in class, and then were told to finish it for homework.

Even though the teachers appeared to teach Spanish in a communicative manner during certain lessons post-EPD (see section 6.2), translation occurred in several instances. Sight translation of phrases and the ability to translate a passage of easy prose were considered an important part of curriculum for the elementary-level of study by the Committee of Ten (National Educational Association, 1894). In each instance, the teachers could have designed activities to promote CC (Canale and Swain, 1980; Canale, 1983; Savignon, 1983, 1997) instead of assigning translation drills that served more to compare English and Spanish language and involved practice in problem-solving of forms (Chastain, 1971, 1976, 1988). Deep structure remained to be an element of classrooms, as teachers unconsciously may have been implementing translation exercises because it was what they had been accustomed to doing as part of their curriculum.

**Vocabulary presentation through “listas”/Review through drill and games**

In post-EPD data, teachers were found to use translation when introducing and reviewing vocabulary in similar ways to how they had during EPD. Raquel, Sophia and Sergio
continued to present vocabulary “listas” (Appendix W). The students and teachers worked together to translate the Spanish vocabulary words written on the lists into English. Daniella’s students created Spanish-English vocabulary notecards or copied vocabulary words in their notebooks. Some students drew pictures on one side and the Spanish word on the other side.

Even though teachers asked students to use the language in a communicative manner in certain instances (see section 6.2), the approach to learning the vocabulary showed evidence of deep structure once again. Students were expected to memorize lists of Spanish words or expressions with their English definitions (Chastain, 1971, 1976, 1988). In certain cases, emphasis was limited to learning lists instead of teaching students vocabulary depending on their own communicative needs and experiences (Lightbown and Spada, 1993; Ellis, 1997). The Committee of Ten (National Educational Association, 1894) had proposed that beginning-level students acquire as many as two thousand words in one year, and it appeared that Daniella, Raquel, Sophia and Sergio believed they needed to teach students a certain amount of specific vocabulary at a certain time.

In order to memorize these word lists, teachers were found to review vocabulary through drill exercises and games. In April, Sergio still reviewed vocabulary by holding up flashcards with Spanish or English words, and students called out the translation. During one class, Sergio distributed flashcards with newspaper vocabulary written in Spanish to his students. For approximately fifteen minutes, Sergio called out English words and the students who possessed the matching Spanish word held up their card.
In September, Sergio seemed to have changed his approach to reviewing vocabulary. Even though he still used some translation when introducing or reviewing vocabulary, on certain occasions he showed students pictures of vocabulary or held up objects while students called out the Spanish equivalent. Additionally, for the exam he gave Spanish II students on classroom objects on September 28, he asked students to identify pictures with Spanish words and avoided use of English (Appendix X).

Sophia also reviewed vocabulary through translation post-EPD. On April 15, Spanish II students quizzed each other on verbs such as tener, poner, poder, saber, andar, that they were tested on the following day. Sophia had created cards that had both the Spanish and English written on each side. Like Sergio, she also was seen drilling vocabulary with students by asking them to call out Spanish or English equivalents to words. On September 21, Sophia reviewed vocabulary such as months, days, seasons with her Spanish II students. For approximately five minutes, she called out the English words, passed a stuffed animal “coquí” to the students, and they responded with the Spanish equivalent.

9-21-04 SPII period 3 Sophia 26 students

Sophia called out the following English words:

| June, May, Friday, Monday, April, February, September, Wednesday, Sunday, March, January, December, November, Thursday, Saturday, October, August, spring, season, summer, day, fall, yesterday, winter, tomorrow, year, week, holiday/festival |

Daniella taught her Spanish II students random vocabulary words on September 23. There did not seem to be any particular reason the students needed the words. She wrote them on the board with their English equivalents and told students there would be a big test the following week, and they would be responsible for the words.

9-23-04 SPII period 7 Daniella 22 students
Written on the board:

leer, él, este, vez, negro, desde, bate, enseñar, tener, garaje

Teachers implemented review games, and assigned crossword puzzles and word searches for homework to help students study and memorize vocabulary as they had during EPD. Students played Verbo, Loteria, Backs to the Board, and Tic Tac Toe Verb. Examples of the games are provided (Appendix Y) and descriptions of their implementation are below.

Students in Sergio and Raquel’s classes played Verbo post-EPD. Sophia’s Spanish II students played Loteria in April, which was similar to Verbo. In general, the Verbo or Loteria card was given to students to prepare for homework or at the beginning of class to use during class. Students usually used the verbs from the “lista” they were supposed to memorize. The teachers specified which verbs to use. Students conjugated the different verbs and randomly put the various verb forms in the squares. When the teacher called out English equivalent of the forms (s)he specified (for example: competir, oír, hablar, llegar, ir, hacer, volver), students covered up their space if a form was called. Students called out Verbo or Loteria when they filled in a row or column on their paper, and recited the forms they believed they had heard the teacher call out. If the student had the correct form, they won. The game was played for twenty to thirty minutes. Several students usually won during the game.

During one game of Verbo, Raquel changed the rules slightly. Instead of calling out the verbs in English, she read Spanish sentences, and students marked off the verb forms if they had written them on their sheet. Raquel was at least putting the words into
context for the students instead of having them solely focus on forms. Some sample sentences she read are below.

4-22-04    SPI period 2    **Raquel**    14 students

Sample sentences Raquel recited during Verbo:

- quieres una hamburguesa
- yo voy al banco hoy después del colegio
- ustedes duermen hasta tarde los sábados
- yo no juego bien al fútbol, no soy atlético
- tú vas al cine el fin de semana

Sergio and Sophia implemented the game Backs to the Board after EPD a few times. Exactly as it was played during EPD, students were divided into two teams of equal numbers. Two students went to the board and faced the teacher with their backs to the board, the teacher called out a word, expression, or verb form in English. Sometimes the teacher also called out a verb in English and a subject in Spanish. After the teacher called out the prompt, the students turned around, and the first student to write the Spanish equivalent correctly won a point for their team. This process continued until every student had gone at least once, and the class usually played two rounds. In the classes discussed below, students played for thirty minutes.

During two games that Sergio’s students played in April, Sergio specified that he was paying close attention to spelling, correct articles and accents. And in a game Sophia’s Spanish II students played in September, she told students she would be asking them to spell, translate and answer questions. These were some of the prompts she gave.

9-16-04    SPII period 6    **Sophia**    25 students

Prompts given by Sophia orally:

- cómo se dice welcome
- cómo preguntamos how are you doing formally
- spell Gitano
Post-EPD, a new verb game was introduced into the data. In Raquel’s Spanish I class in April, students played Tic Tac Toe Verb. Raquel drew a tic tac toe diagram and wrote the verbs poder, jugar, sonar, tener, ser, ir, dormir, dejar in list form on the board. She explained to students that two students would volunteer to come to the board to play. Each student would choose one of the verbs written on the board and conjugate it in whatever order they chose while playing tic tac toe at the same time. All twelve students played once during a fifteen minute period. The example provided below was played by the first two students.

4-22-04 SPI period 4 Raquel 12 students

vamos dejamos desjo
deja voy vas
va dejas

Memory training, sense of accuracy (National Educational Association, 1894), and practice in conjugating were stressed again instead of promoting games that allowed for negotiation, expression or interpretation (Savignon, 1983, 1997). Except for a few instances during Sophia’s Backs to the Board and Raquel’s Verbo, the games focused on forms (Long, 1988, 1991; Ellis, 1997) and vocabulary practice through drill and translation. There was no context except that the words and forms came from the “lista” being studied. During the games, the majority of students seemed engaged and enthused
most of the time. The teachers seemed to be reviewing or drilling the students not so they
could communicate in the language, but so they could pass the next test and *cover* the
material for the unit of study. It seemed like they were being trained to conjugate verbs
and translate Spanish (Chastain, 1971, 1976, 1988). Opportunities to ask students to
apply grammatical forms and new vocabulary were passed up once again, leaving me
uncertain if students would remember the forms or vocabulary long term or be able to use
it in a communicative setting (Savignon, 1983, 1997).

*Actividades/Grammar practice worksheets*

Post-EPD, Daniella, Sophia and Sergio were found to maintain implementation of
*actividades* and grammar practice worksheets (Appendix Z) in class and for homework.
In the data concerning Raquel, no evidence was found of particular focus on forms on
worksheets. Sergio, Sophia and Daniella had either created the worksheets themselves,
or they had received them from other teachers in the Spanish department. Teachers
usually went over some or all of the answers to the *actividades* and grammar practice
worksheets in class.

Daniella continued to spend entire class periods in April working with students on
these worksheets. Many *actividades* and grammar practice worksheets were discussed
with Daniella directing the student responses and giving them feedback. Students usually
raised their hands to be called on, and Daniella awarded them participation points for
reciting their responses. She also had students post their answers on the board for certain
activities and awarded them points for participation. On April 19, her seventh period
Spanish II class posted and went over eighteen *actividades*. 
When Daniella described the information-gap activity on the worksheet (see Appendix Y for sample), she told students to complete it as a self-questioning activity. After looking at the activity, they seemed confused and communicated to Daniella that they did not understand it. She told them, “pretend someone is across from you.” Information-gap activities should be done in pairs, as Sophia had demonstrated in her classes during and post-EPD (sections 5.4 and 6.2), encouraging an exchange of information between the students (Doughty and Pica, 1986).

And on April 27, Daniella’s eighth period Spanish II class posted and discussed twelve actividades. One student in this class asked Daniella at the beginning of the period, “Are we going over this whole thing in class just out of curiosity?” They went over every actividad after Daniella had made some corrections on the board.

Daniella’s students got the questions from the grammar activities correct most of the time. During the Spanish II classes, it seemed that they were just getting through the activities to get through them, and not to achieve understanding of the language being used.

In April and September, Sergio and Sophia usually spent twenty minutes or less discussing grammar practice worksheets. Sophia occasionally had students write their responses on the board. They both directed student responses and gave them feedback. Feedback from the teachers usually was to acknowledge a correct or incorrect answer. Teachers either asked students to repeat answers after correcting a grammatical form or pronunciation, or they recited the correct form or pronunciation and moved on to the next question.
In September, Sophia and Daniella focused more heavily on pronunciation exercises with their Spanish II students than they had during EPD. Worksheets were completed, adding the appropriate accents to lists of words (Appendix Z). Songs and oral repetition drills (see subheading “audio-lingual method” below) were used to teach students the Spanish alphabet and pronunciation. It seemed that deep structure was influencing the implementation of their lessons; they had taught the alphabet and pronunciation to their Spanish II students in the past at the beginning of the school year. Therefore, they drilled students and had them do these worksheets because that was what the curriculum required them to do each year whether or not it was going to aid student pronunciation during communication in Spanish.

In Daniella, Sophia and Sergio’s classes, the actividades and grammar practice worksheets often promoted study of the language through translation and conjugation. Focus was mainly on sentence-level structure with explicit attention to form. For the most part, these activities did not seem to have any personal meaning to the students doing the activity. Students seemed bored and unmotivated to participate, but when called on, they recited their responses.

Similar to proposals made by the Committee of Ten to stress familiarity with the fundamentals of grammar and native-like pronunciation (National Educational Association, 1894), these teachers were adamant about explicit attention to form through practice and drills during completion of actividades and grammar practice worksheets. Once again, it seemed that teachers attempted to cover material and prepare students for tests during these worksheet discussions. Time was spent going through activities to reinforce grammar rules and exceptions to rules (Chastain 1967, 1971, 1988); attempts to
promote CC were absent. Language was given a context at times, but it was both unfamiliar and uninteresting for the diverse group of students.

Explicit grammar teaching

Post-EPD, explicit grammar teaching was found in the data to occur frequently in April, but not as often in September. In April, Daniella, Sophia and Sergio usually discussed grammar points before and/or during class time spent working on actividades and grammar practice worksheets. Sophia and Sergio usually spoke in a mixture of English and Spanish during grammar lessons, and their students usually asked questions in English. When Daniella presented grammar rules, she often spoke in Spanish, but her students almost always asked her questions or made comments in English.

Raquel taught some grammar explicitly, but she followed up her lessons with worksheets that were potentially communicative. After certain grammar explanations from Raquel, students played Verbo. When Raquel and her students discussed the worksheets that were in Spanish (see subheading “unnecessary use of English”), they often translated what they said, shifting between use of Spanish and English. Students in all of the teachers’ classrooms often were told that they would be tested on the features on which they were instructed and practiced in class or for homework.

During this Spanish II class, Sergio instructed students on the irregular preterit. He wrote the forms on the board and told students to take notes. After his presentation, students played Verbo.

4-27-04 SPII period 5 Sergio 27 students
Written on the board:

\[ \begin{array}{c|c|c|c}
\hline
\times & \times \\
\hline
\end{array} \]
I
compitió compitieron
pidió pidieron
prefirió prefirieron
repitió repitieron
sirvió sirvieron

U
durmió durmieron

Y
creyó creyeron
leyó leyeron
oyó oyeron

After introducing demonstrative adjectives and pronouns in an implicit manner (see section 6.2), Sergio transitioned into a direct grammar explanation in English and Spanish. With the help of his students, Sergio wrote the adjectives and pronouns on the board. After the explanation, for about three minutes, Sergio switched back to using Spanish, and asked various students to give objects in the room the appropriate demonstrative adjective or pronoun, depending on where it was situated in relation to them.

4-29-04 SPII period 2 Sergio 23 students

Written on the board:
this that(near) that(far away)
esta estas esa esas aquella aquellas
este estos ese esos aquel aquellos
esto eso

On April 22, Raquel told her Spanish I class that they were “going to specialize in boot verbs” for the day and wrote sample conjugations on the board. She explained the forms for a few minutes, and then students filled out their Verbo cards and played.
4-22-04  SPI period 2  Raquel  14 students

Written on the board:

- X --
- X --
- X  X  (draws boot)

poder (can)  querer (want)
puedo  podemos  ie
puedes  podéis
puedo  pueden

jugar (play)  dormir (sleep)  ir (go)
ue  ue  ue
sonar (ring)  tener (have)  dejar (let, allow, leave)
tengo  ie

As found in the data during EPD, Daniella explained grammar explicitly and wrote detailed notes on the board that she told students to copy in their notebooks. In this AP Spanish class, she presented the present perfect subjunctive for approximately seven minutes, and then students completed a grammar practice worksheet during the last twenty minutes of class. Students were told to finish the worksheet for homework.

4-13-04  SPAP period 3  Daniella  11 students

Written on the board:

**Present Perfect Subjunctive**  ---------------------------→ present subjunctive of haber and past participle

<table>
<thead>
<tr>
<th>indefinite, negative</th>
<th>present subjunctive of haber and past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons: weirdo</td>
<td>haya  hayamos  ado</td>
</tr>
<tr>
<td>Red flag: “que”</td>
<td>hayas  hayais  +  ido</td>
</tr>
<tr>
<td>Form: formal command formula</td>
<td>haya  hayan</td>
</tr>
</tbody>
</table>

*Never necessary w/if clause

Commonly associated verbs: Conjunctions of condition, negation, purpose

Commonly associated terms: a menos, con tal, para, a fin de, sin, en caso, ojalá, antes de, en cuanto, después, hasta, mientras

Compatit de tenses: present, future,
Daniella continued teaching her AP students grammar on April 15, explaining the difference between the present perfect subjunctive and the pluperfect subjunctive. After her explanation, Daniella made the comment, “We dissect language like an animal.” Students wrote a short dialogue after this presentation (see subheading “dialogues/skits/improvisation” in section 6.2).

4-15-04 SPAP period 3 Daniella 9 students

Sequence of Tenses (subjunctive)

<table>
<thead>
<tr>
<th>main verb-indicative</th>
<th>dependent verb-subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>haya</td>
<td>present subj</td>
</tr>
<tr>
<td>pp</td>
<td>present perfect subj</td>
</tr>
<tr>
<td>future</td>
<td>command</td>
</tr>
<tr>
<td>hubiera</td>
<td>imperfect subj</td>
</tr>
<tr>
<td>+pp</td>
<td>preterite subj</td>
</tr>
<tr>
<td></td>
<td>conditional subj</td>
</tr>
<tr>
<td></td>
<td>pluperfect subj</td>
</tr>
</tbody>
</table>

*When there is no change in subj., use inf.*

In her Spanish II class, Daniella reviewed the difference between conocer and saber and then explained demonstrative adjectives and pronouns. She told students to take notes. She involved students by asking them to create sample phrases. She asked, “Can you use esa in a sentence?” And she gave examples with for “this/that skirt” and “this/that girl.” In between the different grammar explanations, students completed
various *actividades* and discussed them orally with Daniella. The entire period was spent focusing on forms and completing worksheets.

4-15-04 SPII period 7  *Daniella*  19 students

Written on the board:

- **Conocer**: familiar w/person, place
- **Saber**: to know how to/fact

**this, that these, those**
- adjectives: describen sustantivos, estar de acuerdo
- en género y #

<table>
<thead>
<tr>
<th>fem singular</th>
<th>this</th>
<th>esta tiza es blanca</th>
</tr>
</thead>
<tbody>
<tr>
<td>masc singular</td>
<td>este chico se llama Félix</td>
<td>esto- neuter-don’t know anything about this</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>fem plu</th>
<th>these</th>
<th>estás comidas son asquerosas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>quiero estos lapices</td>
<td></td>
</tr>
</tbody>
</table>

**that**
- Ésa
- Ése noun Ss give sample sentences
- esos
- esas

+aquella chica (lejos) alla  that over there
- aquel
- aquellas/os

**this one**  m.s.  éste  ésto
- ésta

**that one**  ésa  aquél
- ése  aquélla

eso

éstos  these ones
- éstas  “ these have Ts this and that don’t

ésas  that one
- éso “
On April 19 for about twenty minutes, Daniella explained the future perfect to her AP Spanish students while students took notes. Students helped Daniella conjugate verbs, and then they translated various sentences together. Sentences translated were: “How much will she win? What school will you go to. Will you know [John] in 10 years? Where will you go to school, how many credits for APSP exam will count?”

4-19-04 SPAP period 4 Daniella 9 students

Written on the board:

**Futuro perfecto**

**forma futuro de haber+ participio pasado**

<table>
<thead>
<tr>
<th>Habrá</th>
<th>Habrémos</th>
<th>-ada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habráis</td>
<td>Habréis</td>
<td>-ido</td>
</tr>
<tr>
<td>Habrá</td>
<td>Habrán</td>
<td></td>
</tr>
</tbody>
</table>

En 4 años mi hermano habrá tenido otro hijo yo habré tenido 2 más.

Student translates and Daniella writes:

*In 4 yrs. My brother will have had another kid and I will have had 2 more.*

At the end of this class Daniella asked students to prepare these sentences for homework.

Written on the board:

5 predictions for famous people, deportistas, pers. de TV, estrellas del cine

5 people you know-amigos, familia, maestro

5 en general el medio ambiente tech, ley. [MVHS] la moda, relaciones

Sophia explained “shoe verbs” to her Spanish I students on April 19. She asked students to take notes, and during the explanation students guessed at the verb endings.
Sophia gave them a worksheet for homework on which filled in the appropriate form of *querer* with the “Taco Bell dog” (Appendix Z).

4-19-04 SPI period 1 Sophia 25 students

Written on the board:

**Querer** (circles er)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yo quier</td>
<td>N. queremos</td>
</tr>
<tr>
<td>Tú quieres</td>
<td>V. queréis</td>
</tr>
</tbody>
</table>
| El quiere | Ellos quieren | (Draws boot around Yo, Tú, El and Ellos)

During the Spanish I lessons on April 29, Sophia told the class she had “a few things to discuss about stem changers” because she was “seeing errors all over the place.” For approximately ten minutes Sophia explained these forms, correcting students’ mistakes that had been written on the board.

4-29-04 SPI period 1 Sophia 27 students

4-29-04 SPI period 3 Sophia 22 students

**DORMIR** o>ue

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>dormo</td>
<td>dormemos</td>
</tr>
<tr>
<td>duermes</td>
<td>dorméis</td>
</tr>
<tr>
<td>duerma</td>
<td>duemen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>dormo</td>
<td>duerma</td>
</tr>
<tr>
<td>duermes</td>
<td>duermen</td>
</tr>
<tr>
<td>duerme</td>
<td>duerman</td>
</tr>
</tbody>
</table>

**OJO co stem verbos:**
- stem change
- endings (ar/er/ir)
- keep entire stem

After the explanation, students were given about fifteen minutes to create a dialogue. Sophia gave them the following information on a handout. They prepared the dialogue on the worksheet. Students groups included two trios and eleven pairs.
Students spoke in a mixture of Spanish and English, and Sophia circulated, helping them with various vocabulary and forms.

Español I

Diálogo-Saludos

I. Vamos a usar nuestro vocabulario para hacer un diálogo:
¿Qué haces en [Mountain Valley] este fin de semana?
-6 zapatos verbos
-12-15 lineas

II. Rubric- diálogo escrito- 15 puntos

<table>
<thead>
<tr>
<th>Categories</th>
<th>1=¡Uff!</th>
<th>2= Bien</th>
<th>¡Olé!</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprensivo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>creativo</td>
<td></td>
<td></td>
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<tr>
<td>vocabulario</td>
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<tr>
<td>voz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lengua del cuerpo</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Mi diálogo

In September, there also was some explicit instruction found in the data, but it seemed that the lessons were shorter and worksheet practice did not follow the explanation each time. In some cases in Daniella’s classes, instruction occurred because students needed it in order to communicate in blogs.

Sergio continued to present verb conjugations in the multidimensional box. On the back of their vocabulary lista, Sergio asked students to fill in the conjugation for “estar.” Students called out the forms as Sergio recorded them on the board as he explained the rules for use of estar. The lesson took place for less than five minutes.

9-30-04 SPII period 5 Sergio 16 students

Written on the board and on the back of students’ lista:

<table>
<thead>
<tr>
<th>ESTAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>estoy</td>
<td>estamos</td>
</tr>
<tr>
<td>estás</td>
<td>estáis</td>
</tr>
<tr>
<td>está</td>
<td>están</td>
</tr>
</tbody>
</table>
On September 28, Raquel explained various grammar points in her Spanish I class. She gave her “gustar speech.” The forms had been listed on their lista, and students were given various worksheets to complete in class and for homework, which were in Spanish, but when discussed Raquel and the students used a mixture of Spanish and English. Some of these forms were discussed in the class and written on the board.

9-28-04    SPI period 7    Raquel    22 students

Written on the board:

Me gusta comer.
(eating is pleasing to me)

Me gusta el libro.
Me gustan papas fritas.
(they are pleasing to me.

vivo   vivimos
vives   vivís

A la chica
Al chico  le gusta

Before Raquel asked students to present the work they had done in class the previous day when a substitute teacher had been present, she explained various grammar points in about five minutes. She wrote them on the board, and she told students to take notes. She reminded students that they would be tested on this information the following week. Following this explanation, Raquel asked students what they had found out about their three “amigos” in class whom they had interviewed. Students had prepared a worksheet (Appendix Z) and eight different students shared their findings with Raquel for approximately twenty minutes. Communication was in Spanish and English.

9-30-04    SPI period 7    Raquel    21 students

Written on the board:
During Daniella’s sixth period Spanish II class on September 28, she gave explicit grammar instruction, but this time it was slightly different than her other lessons. In the past, she had chosen which forms she believed her students needed to learn, whether or not they may have been “ready” to learn them. Her sixth period Spanish II students had participated in blog the week before (see section 6.2), and Daniella noticed that one student needed the preterit in order to communicate. Daniella wrote the verbs the student had used in her blog and conjugated them in the preterit for her on the board. She asked students if the wanted to know “ar” in the preterit, and then she conjugated “ar” verb endings on the board. Students copied the forms in their notebooks. During the entire class, Daniella and the students discussed vocabulary and grammar that had come from the students’ blogs as opposed to actividades or grammar practice worksheets.

9-28-04 SPII period 6 Daniella 8 students

Written on the board:

Parte del pasado= pretérito =ed ingles
abrir  comer
yo comí
tú comiste
it/ella/él comió
ud.
nosotros(as) comimos
Broglie

vosotros(as) comisteis
ellos/ellas comieron

ar
é amos
aste asteis
ó aron

During my post-EPD observations I saw and heard teachers explain numerous grammar rules with many exceptions and irregularities explained in grammatical terms (Chastain, 1971, 1976, 1988). Evidence of the grammar-translation method and deep structure had been abundant throughout EPD and in April, but there seemed to be a slight change in how Daniella approached grammar teaching in September as a result of implementing blogs in the curriculum. In some cases both Raquel and Daniella taught grammar explicitly or raised consciousness in classroom lessons because students seemed ready to learn particular rules in order to help negotiate meaning during communication (Lightbown and Spada, 1993; Fotos, 1994; Lightbown, 1998; Ellis, 1997, 1999; Norris and Ortega, 2001).

Nonetheless, rudiments of grammar, memorization of conjugations, and mastery of sentence order were promoted by the teachers, as had occurred during EPD (National Educational Association, 1894). Comparisons were made to the structure of English sentences and English word meanings in explanations (National Educational Association, 1894).

Long (1991) disputes this feature-focused type of instruction (Ellis, 1997) because second language research has demonstrated that students learn different structures at different times and acquire them gradually in stages. Ellis (1997) claims that form-focused instruction can result in visible gains in accuracy, but only if the structures are
simple, do not involve complex processing operations, and if they are related to a specific function. Grammatical competence should be demonstrated by using a rule in a meaningful context to the students (Savignon, 1983, 1997).

Audio-lingual method (ALM)

In September, the ALM method was found to occur in Sophia and Daniella’s classes a few times. In one case, Daniella asked her Spanish II students to repeat the same introductory dialogue she had written on the board with ten different people in the class for approximately seven minutes. Daniella had arranged the students in an inner and outer circle. Each round students repeated the same conversation again and again.

9-16-04   SPII period 7   Daniella   21 students

Me llamo_______, mucho gusto.
Igualmente, soy__________.
¿Cómo está?
Regular
Adiós
Buena Suerte

At the beginning of the 2004-2005 school year, Sophia and Daniella focused more heavily on pronunciation exercises with their Spanish II students than they had during EPD. Worksheets were completed, adding the appropriate accents to lists of words. Oral repetition drills were used to teach students the Spanish alphabet and pronunciation.

On September 14 in her sixth period Spanish II class, Daniella used the book ¡En Español! 2 dos, (Gahala et al., 2000) for oral repetition drills. She told students to repeat country names (pp. xxvi-xxvii) and capitals (p. xxviii-xxxii) after her while looking in their books. Later in the class, Daniella had students sing “Las Vocales” (Appendix AA), and she had students form a circle to practice singing the Spanish alphabet aloud while snapping their fingers, repeating it several times.
The same day, Sophia conducted a similar exercise with her third period Spanish II students in order to practice the alphabet. She gave them a list of the Spanish alphabet and went around the entire class, asking one student at a time to repeat the letter she called out. Students practiced pronouncing the “\textit{ch},” “\textit{ll}” and “\textit{r}” sounds together. Sophia had her students say the Spanish alphabet backwards while snapping their fingers.

Sergio and Daniella were both observed asking students to repeat vocabulary after they called the words out in their Spanish II classes.

\textbf{9-23-04} SPII period 7 \textit{Daniella} 22 students

Written on the board; students repeated after Daniella:

\textit{leer, éi, este, vez, negro, desde, bate, enseñar, tener, garaje}

\textbf{9-28-04} SPII period 5 \textit{Sergio} 15 students

Sergio asked students to translate and then repeat some of these words from their \textit{lista}.

\textit{casa, playa, cine, teatro, banco, supermercado, estadio}

Once again, evidence that ALM has \textit{not} disappeared from WL classrooms was found, and deep structure resurfaces. The Committee of Ten professed,

“\textit{The student must know more than the definitions of the words he sees; he must be able to imagine the phrases coming from the lips of a Frenchman or a German—he must know how they sound to a native hearer, and how they put themselves together in the mind of a native speaker}” (National Educational Association, 1894, p. 101).

Habit formation and production of error-free utterances (Savignon, 1983, 1997) through pattern drills in the classes likely were aimed at the goal of getting students to remember the vocabulary and pronunciation. The traditional method of ALM, based on linguistic theory and behaviorist psychology, continues to live on in WL classrooms.
Language and culture separated

Even though Daniella asked guest speakers to discuss various countries with her AP Spanish classrooms a few times in September, teachers usually spoke English when discussing culture in post-EPD data. Learning Spanish language and learning culture seemed to be thought of as separate activities. Daily lessons continued to include focus on a grammar point, discussion of grammar practice worksheets or actividades, and sometimes teachers discussed culture information or showed a video and gave students a worksheet to complete.

On September 16, Raquel gave her Spanish I students a reading with a worksheet (Appendix BB) to complete during class on the “Independencia de Mexico.” The same day, Sophia also briefly mentioned that it was Mexican Independence day in her Spanish II class. On September 17, Raquel gave the students a short test (Appendix BB) on the information.

Raquel’s Spanish I classes watched the video World’s Best Wilds America that she had taped from a travel channel. During this video, students completed a map worksheet (Appendix BB). Raquel instructed students to write down the number of the video section on the line corresponding to the part of South America that the commentator discussed. The video was about the different animals and climate found in different areas of South America. She had written specific instructions on the board for students to use while filling out the worksheet during the video.

Read the worksheet before the video starts.

Write the number of each video segment
Daniella shared different books and magazines on Spain with her AP Spanish students on September 21 for about ten minutes. One student was reading the journal Daniella had kept while studying abroad in Argentina. Daniella also distributed an article in English about the euro. A student asked Daniella, “Is that where the euro comes from, Europe?” Daniella told students they were going to have a discussion. Students asked a variety of questions pertaining to culture in Argentina. English was spoken by both Daniella and the students most of the time. Daniella spoke some Spanish, but students insisted on speaking English, and Daniella seemed to give up trying to communicate in Spanish.

After this class I asked Daniella why they wouldn’t be able to have this same conversation in Spanish. It seemed to me that it was possible for her students to engage in a discussion about culture while using the language. She told me that “it was hard knowing that we both knew English.” I thought back to Sophia’s comment made during EPD to a student, and I told Daniella she could tell her students that speaking English in Spanish class was like “going to swim practice and playing soccer.”

In Sophia’s Spanish II classes on September 28, students were completing travel brochures. The project was assigned the previous day with specific requirements (Appendix BB). Students met in the computer lab and used the Internet to find information to include in their brochures. Brochures were colorful and informative, but the language used was English (see Appendix BB for a sample).
Culture was not recognized as instrumental to shaping the students’ CC in most cases post-EPD (Berns, 1990). Some teachers stressed the importance of teaching students about Spanish-speaking countries and current events, but they did not have the students focus on the language at the same time.

In their recommendations, the Committee of Ten did not mention the teaching of culture in the modern language classroom (National Educational Association, 1894). ACTFL (see National Standards, 1999) has encouraged teachers to integrate teaching of culture into the language classroom. The organization promotes instruction of practices, products and perspectives of the culture being studied in WL classrooms.

Teachers can introduce authentic WL text into lessons to teach culture and to prepare students to understand differences in social customs (Nunan 1991). Students can learn about other Spanish-speaking countries such in Europe, Central and South America with an emphasis on communicating through interaction in Spanish (Nunan 1991). Teachers and students can have meaningful conversation and work on creative projects, such as travel brochures, posters or presentations, and function in the language in a communicative manner.

Unnecessary use of English

In April Raquel still used a mixture of Spanish and English during her daily openers. She began class, asking questions in Spanish, and students would write their answers on their previous night’s homework paper or on another piece of paper. After Raquel asked the last question, she and the students would go over each question and answer, speaking in a mixture of Spanish and English. Translation of words occurred often. Below are two samples of Raquel’s openers conducted post-EPD.
1. ¿Qué haces cuando suena el teléfono?

2. ¿Qué haces cuando no sabes el número?

3. ¿Por dónde buscas el número?

4. ¿Qué haces cuando la familia a la que tratas de llamar no está?

As discussed earlier in this chapter (section 6.2), Raquel appeared to try to approach the daily openers differently in September. At times, some English was still spoken in question-answer session when Raquel asked students to share their answers. It seemed, however that Raquel was trying to get her Spanish I students to use more Spanish earlier in the year. On September 30, Raquel engaged in a short question-answer session with her students for approximately seven minutes.

1. te gusta la escuela
   No me gusta

2. qué professor(a) te gusta en el colegio
   Profesora [Raquel]

3. qué te gusta hacer en colegio
   hablar con mis amigos

4. qué te gusta hacer en el fin de semana
   might be something different from leer
mirar la television (student asked Raquel for help with mirar)

5. qué pais te gusta visitar
isn’t it a country, can you repeat (student is stuck and Raquel helps)
Hawaii

6. qué te gusta hacer en el fin de semana
jugar a las juegos videos

In Chapter Five, I mentioned that I believed that these activities had potential to model CLT, but the manner in which she used them in the class did not encourage students to develop strategic competence or attempt to learn Spanish through trial and error (Finocchairo and Brumfit, 1983). In September, she was attempting to change her method, by remaining in Spanish when asking questions, requiring students to discuss their answers with her in Spanish. In some cases, she promoted students to develop strategic competence during meaningful communication (Savignon, 1983, 1997).

Although using the WL may seem less natural to use when students and the teachers share English as their first language (Savignon, 1997), I believe that teachers should encourage students to use what they know as soon as possible. The longer teachers put off asking students to speak the language, the more difficult it seems to be to get students speaking it to each other and the teacher. In September, all four teachers who had participated in EPD seemed to be making an added effort to use more Spanish, and to create opportunities for students to develop their Spanish CC.

In post-EPD data, teachers still allowed students to communicate with each other in English when they worked on various activities. Teachers could have asked students to try to communicate in Spanish, but they did not. I continued to encourage teachers to ask students to speak Spanish to each other, and I assured them that the more they asked
students to speak Spanish, and supported them when they tried, the more they would get used to it.

In many cases in the data, Spanish could have been the medium for communication, but speaking English in the Spanish classrooms seemed to be a hard habit to break. Frequent comparisons between the English and Spanish languages seemed to make it more difficult for students to focus on communication in the language orally (Chastain 1971, 1976, 1988) unless they were asked to engage in a communicative activity during and post-EPD (sections 5.4 and 6.2). The Committee of Ten recommended that teachers use the WL as often as possible in the classroom, but they predicted that students would not be capable of forming oral sentences until the second year, and immersion would not be possible until the third year of language study (National Educational Association, 1894). In order for students to learn a language, it seems logical that they would be asked to speak it in the WL classroom. WL should be used as the medium of instruction during CAs (Ellis, 1997), but can certainly be used more often in the classroom.

6.4 Understanding CLT

One of my goals in implementing EPD was to increase awareness and practice of CLT in WL classrooms. In order to find out if EPD affected teacher understandings of CLT, I analyzed the various data that came from the teachers, including the fieldwork reports, reflection papers, and the teacher questionnaires. In this section, I describe what teachers learned about CLT from EPD, how teachers and students defined CA, what teachers’ reactions were to implementing CAs during and post-EPD, and how student participation in EPD meetings seemed to have affected curriculum.
Teachers’ understanding of CA and CLT

Data from the fieldwork reports, reflection papers, and teacher questionnaires in September, showed evidence in the development of the teachers’ understandings of communicative activity (Ellis, 1982, 1997; as stated earlier in section 4.3) and communicative language teaching (see Finocchairo and Brumfit, 1983; Berns, 1990; Nunan, 1991; Lightbown and Spada, 1993; Ellis, 1997; Savignon, 1983, 1997, 2002).

Sophia described how her knowledge of CLT progressed as a result of EPD.

Sophia: I feel that my understanding of communicative language teaching arrived through two months of discussion, implementation, practice, and adjustment. Our conversations [Brigid and Sophia] through the process helped me to understand communicative language teaching. The resources and examples she [Brigid] shared helped me to understand what communicative teaching entailed.

At the beginning of EPD, as mentioned in section 4.3, teachers were unclear of how to define communicative activity and CLT. Post-EPD, the data indicated that the teachers believed that CA was a student-centered approach, in which the teacher acts as a facilitator and coach. They thought it was essential for teachers to design activities in which students were active in developing their communicative competence, whereby they were to negotiate, interpret and manage messages about real-life.

Sergio: During communicative activities, the teacher is not leading.

Communication is to be student to student, not teacher to student.

Contrary to Sergio’s description, Raquel believed that there were three types of CAs: “teacher to student, student to teacher and student to student.” Savignon (2002) does not distinguish between social patterns of interaction in the classroom, but instead
recommends that teachers engage students in ways that they will communicate and develop their CC.

In beginning-level WL classrooms, teachers may speak more than the students because they are starting to develop a repertoire of vocabulary and discourse. However, students must be attempting to use the language in order to develop their CC, and this will occur more often if the activities are student-centered. In a classroom that promotes CLT, lessons are created by the teacher in which students can interact with each other through pair and group work (Finnochairo and Brumfit, 1983). Teachers in a CLT classroom are more willing to “sit back,” listen and observe their students put the WL to use in the classroom.

In the data, EPD teachers defined CA with development of CC of their students in similar ways.

**Sergio:** *Students integrate new vocabulary and language structures into their body of language knowledge in a communicative fashion, providing real-life contexts to use the new knowledge. They experience communication in the WL with an incomplete set of language tools, finding unique ways to communicate their messages.*

**Raquel:** *Communicative activities involve students reciprocating questions and answers and negotiation of solutions. Students exchange meaningful information. They may explain procedures, describe objects, explain or enhance definitions, make finer gradients of discrimination. A “truly communicative” activity imparts authentic information and engages the students in genuine dialogue. Students are challenged by the teacher to see if they really can speak Spanish well enough to be understood or to conduct some sort of discussion about routine interpersonal business. Increase in*
creative thinking using the limited vocabulary shows me that meaning is being conveyed and that there is genuine interest in communicating.

Teachers described their role to be a facilitator or coach during CAs. The teacher was responsible for “warming-up” students, keeping students on task and engaged during activities. Certain attention to forms before or during the activity was also mentioned. Teachers were supposed to choose “focused topics.” They could “model sample questions and answers,” but ultimately the students should use their “own notes and other’s students knowledge.” Below is a cohesive narrative derived from comments made by the EPD teachers in the data.

**EPD teachers:** The teacher warms up students (i.e. daily questions). Teachers model sample questions and answers. They activate knowledge of grammar concepts from previous lesson (i.e. write a conjugation on the board) to help with activity. It is important to remind students of tense and theme. During communicative activities, the teacher circulates, making sure all students are on task and understand what they are supposed to do. The teacher scaffolds students, rephrases responses and uses gestures.

When defining CLT, teachers emphasized that it is a *method* or *approach* to teaching language. They believed that *message is stressed over form*. They valued it as an *effective* way to *improve student proficiency* and *generate interest in learning WL*. *Communication* was the goal of CLT, but *grammar* had a place.

**Sergio:** *It is teaching students to effectively communicate in another language. Message is stressed over form. It is a valuable tool for increasing student language proficiency, but it will take time before they [the students] are fully accustomed to communicative*
teaching. After that, I think we will see greater accuracy in their speech. It is a method, and there are many methods for teaching language.

**Raquel:** One of the basic tenets of the communicative approach is that there be genuine communication about meaningful and relevant situations and events. Without that premise, there is never as much interest and enthusiasm. Communicative language teaching encourages the teacher to give directions and explanations in Spanish to facilitate the class in a way that students share authentic information in Spanish.

**Daniella:** Communicative language teaching is a method, or approach, leading students in such a way that they gradually improve their abilities to function in a language as they are involved in a progressively wider array of contexts regarding that language. As communicators, students make their own meaning and manage messages (negotiate, interpret, etc.) according to their communicative needs, around which vocabulary and grammar lessons are based. Both the teacher and the student evaluate not only grammatical quality of messages but also quantity of produced text (written or verbal), effort, fluency, comprehensibility, etc., to the point that the student would be able to maintain or increase such aspects of their language use in the real world upon leaving the classroom.

**Sophia:** It is teaching centered around the goal of communication. Communicative activities are a key part but there is a place for more traditional practice and grammar instruction.
Teachers seemed to understand that CLT classrooms focused on development of CC (Canale and Swain, 1980; Canale 1983; Savignon, 1983, 1997), and that grammatical accuracy could be achieved by focusing on meaning (Lightbown and Spada, 1993; Ellis, 1997) during interesting and engaging lessons.

At the end of EPD, students also were asked to define CA; their definitions are described in the next section.

Students’ understanding of CA

After the March EPD meeting, Daniella and Sophia’s students were asked to define CA in a questionnaire (Appendix E). Several themes were found in the data that showed evidence students understood the purpose and benefits of CLT being promoted through implementation of CAs. Students believed that during CAs they used Spanish to communicate.

[A communicative activity is…]

...one where you try to get someone else to understand an idea you have, in this case, by using Spanish.

...when people are able to successfully speak and respond totally (or mostly depending on their level) in Spanish with everyone understanding and participating.

...talking all in Spanish during the whole activity.

...having a conversation in Spanish while learning new things.

Students also sensed more opportunity for student to student communication.

...open, all inclusive conversation monitored, but not led by the instructor.

...an activity where there is lots of interacting between the students in the
...speaking Spanish with other students to help learn the language.

CAs promoted active participation of students.

...everyone participates and shares their mind together.

...involves listening, watching or talking. Listening to songs, watching movies or TV shows and talking to other students and the teacher.

...learning by getting everyone in the class involved into something different that will help the thing that we are taught stick in our brains.

From the data, students appeared to think that CAs promoted communication through negotiation, interpretation and expression with other students (Savignon, 1983, 1997).

In the next section, discussion focuses on teachers’ perspectives of implementing CAs in WL classrooms.

**Positives and negatives of CAs according to teachers**

In the data, teachers discussed positives and negatives to integrating CAs in their curriculum during and post-E PD. Negative themes found in the data from the fieldwork reports and reflection papers submitted during the last weeks of E PD included lack in grammatical accuracy and sufficient vocabulary, listening skills were neglected, and lack of patience and confidence in students. Some of these comments were also discussed in section 5.8, linking this evidence to deep structure (Tye, 2000; as stated earlier in section 2.3).

Raquel and Sergio believed that grammatical accuracy was low when implementing CAs during E PD.
**Sergio:** Students’ discourse abilities have improved, although accuracy lacks at all times.

As I focused more and more on communicative activities, and less on grammatical accuracy, the students spoke more using the new content, but all of it remained very superficial. They did not internalize it. The result was that once we began another topic, recall in forms other than speaking was terrible.

At first, it was a disaster. Students made error after error.

While we want students to speak, we want them to do it correctly!

**Raquel:** Student to student interaction was fraught with substantive grammatical errors, creating an obstacle to good, meaningful communication.

Sergio claimed that students’ listening skills were neglected during CAs, and that students lacked vocabulary necessary to communicate.

**Sergio:** Listening skills are completely neglected as a focus of language learning in communicative teaching. While we work on speaking and writing, never once have we discussed communicative listening activities. It seems as though this is an implied skill, and as I have found with my students this year, if it is not a focus at some point, it lags behind the other language skills!
Some activities, where students had to ask questions of presenters, were spectacular failures. I discovered that students were not capable yet of devising a question to ask (on the spot) when confronted with a large amount of information in Spanish. Students are able to produce language on demand in small quantities, but need to be given “think time” to produce larger amounts.

During CAs, Raquel thought her students lacked patience and confidence.

Raquel: Students lack confidence in own communicative mastery and transfer skepticism.

[There was an] increase in impatience by students who did not progress as rapidly.

At the end of EPD, it seemed that Raquel and Sergio still questioned the CLT approach. They worried about grammatical accuracy during communication, separated language into skills and were uncertain how to teach students’ strategies to use when they were uncertain of how to communicate ideas.

Multiple positive themes were found in the data obtained from teachers in the final weeks of EPD. Teachers observed a positive impact with an increase in motivation during CAs.

Raquel: [There was] increased student interest and effort.

Motivation is high because the assignment is unconventional and intrinsically entertaining.

Meaningful tasks lent motivation and gravitas to the students’ work.
[CAAs] made a profound change on how students viewed assignments; they put forth more effort because there was a meaningful and worthwhile goal.

Their enthusiasm bore no correlation to their ability, so in some cases the student was a model of positive communication and in others it was almost an “I can do better than THAT” challenge to the next guy. It sent students scrambling for their vocabulary lists to seek out words that hadn’t already been used or to describe something that had caught their eye in the drawing.

**Sophia:** A motivator that I did not anticipate was social motivation. A student commented around the second week that when others are speaking in the language they are more inclined to do the same, but they felt when others lapsed into English they were more likely to speak English.

Throughout the lesson the students were engaged and put forth effort to complete the challenge presented to them.

Shy students participated, and teachers perceived an improvement in classroom community.

**Daniella:** I believe that [chat] will pay off for all of us in various ways, including increased community building & positive affect, and improving grammar, plus increasing vocabulary, and decreasing wait-time during traditional class periods.
Shy and quiet students participated in chat more than in classroom

Raquel: Native speakers were shy and quiet, but earned respect and took pride in their ability to succeed in class.

[CAs] did not stress out the most shy or least prepared.

Sergio: I also believe this has been a huge builder of classroom community for them, especially on assignments where I limited their resources to themselves, their notebooks, and other students’ knowledge. I noticed them helping each other more than had taken place previously. I think classroom community is a very essential part of the learning experience, as it creates an environment where students are not afraid to take risks. In language this leads to more attempts at language use.

Self-reliance and reliance on classmates was the greatest learning step for the students involved [in creating the script].

The students have further developed a bond with each other, having had to rely on each other to fill in knowledge gaps.

Sophia: One class has some naturally talkative students who lend their talents to make class work well.

CAss became a part of Sophia’s classroom routine.
**Sophia:** Activities became routine with practice.

Students begin activities without me prompting them.

Teachers noticed an *increase in language production* during CAs.

**Daniella:** Mixing CMC and face to face seems to increase production.

I did not think that chat at level two would go well at all and did not think that level five could sustain a verbal conversation for a whole period but I’ve never so much enjoyed being so wrong.

We have a clear vision of greater immersion more advanced communication even for the beginning language levels and we have proven through CMC that this has indeed occurred.

**Sergio:** Students are able to produce language on demand in small quantities, but need to be given “think time” to produce larger amounts.

Many groups have difficulty getting started, but as their knowledge started to work for them, output increased in both speed and intensity.

*I believe* [the daily question] *activity greatly enhanced students’ learning and speaking abilities.*
I think the students enjoy the communicative activities, and they certainly feel as though they are learning to actually “speak” the language.

**Raquel:** For the majority of students, there was a demonstrable improvement in their facility in processing spoken language.

As more Spanish was spoken in the classroom, student-to-student interaction did increase in quality, as the bar had been raised, so to speak.

Students’ oral presentation projects were more fluid and more expressive, better emulating the cadence and tone of the spoken language heard in the classroom.

A feedback loop began where students began to understand more of what they heard, then began to express more enthusiasm, then gave better quality responses.

At the end of EPD, teachers seemed optimistic about the results of student learning through CAs. They observed that even the “struggling students were proud with simple but useful phrases” (Raquel). CC was the perceived goal (Finocchairo and Brumfit, 1983; Savignon 1983, 1997, 2002) of CAs, and collaboration and encouragement (Cousins, 1998) aided in building community in classrooms.

When I returned to the teacher’s classrooms in September, Sophia and Sergio provided me with the expectation guides they had given students. I also noticed that Sophia and Sergio had posted useful daily oral expressions in their rooms, and Raquel had posted some classroom rules.
**Sergio:**

¿Me permite ir  
    al baño?  
    a mi guardarropas?  
    a la fuente?

**Sr. [Sergio]...Yo tengo una pregunta?**

¿Tienes...  
¿Tiene Ustd... un lápiz extra?  
    ...un bolígrafo extra?  
    ...una hoja de papel?

**Sophia:**

¿Puedo ir al baño?  
May I use the bathroom?  
    ...al fuente?  
    Go to the fountain?  
    ...al consejero?  
    To the counselor?  
¿Puedo afilar mi lápiz?  
May I sharpen my pencil?

¿Cómo se dice...?  
How do you say?

¿Qué significa...?  
What does....mean?

Repite, por favor.  
Please, repeat.

**Class Expectations**

1. Bring materials and be prepared.  
2. Raise hand.  
3. Respect.  
4. Listen and stay seated.  
5. Minimize distractions.
Raquel:

Be on time, seated:
  Have materials and be ready to work when bell rings.

Be quiet and please be respectful to all at all times.

Do your best. Relax and enjoy what Spanish class has to offer you.

It’s OUR class 😊

During EPD the previous school year I had not observed expectation guides, wall support or classroom rules posted. Sergio and Sophia told me that they had not created either before, and since they were promoting communication in Spanish, they decided to directly inform students of their expectations and give them support by posting common expressions they used in the classroom. It seemed that in reaction to EPD, teachers wanted students to understand their goals for learning Spanish and building community from the beginning of the school year.

In post-EPD data from the September teacher questionnaire, teachers also discussed the positives and negatives they perceived from including CAs in the curriculum. Teachers believed that CAs could be time-consuming, they were difficult to assess, discipline could be problematic with so many students communicating at the same time, and policing students to speak Spanish was difficult. Sergio also admitted that he did not like hearing grammatical errors.

Daniella: VERY time consuming and somewhat chaotic and overwhelming sometimes.

Discipline can also be an issue. Kids get shy and sometimes so upset that they tell their parents. Ambiguous outcomes. How to assess?
**Raquel:** If everyone is communicating at once, it is difficult to monitor 28 conversations simultaneously, so someone can fail to participate. It has the potential for inappropriate behavior as kids mingle.

**Sergio:** I don’t like the inability to monitor the whole class at once. I also don’t like hearing the errors.

**Sophia:** Not much. I guess having to “police” the students to keep them in Spanish.

Multiple positive comments were made by teachers for implementing CAs in the curriculum in September.

**Daniella:** [CAs are] interesting, entertaining, help people become world-literate, community-building, verbal.

**Raquel:** It’s the truest usage of language. Plus the kids seem to enjoy it very much—it engages them fully with each other (or with the teacher). It’s a multi-sensory experience.

**Sergio:** They tend to be easy to design, and don’t have to be a “block” of the lesson.

Most of our communicative activities take place informally throughout class time.

**Sophia:** I like that the students are engaged and performing in the language. The activities are student-centered, and I feel the kids are more motivated and less hesitant to speak to each other. I also enjoy seeing the students help each other.
Post-EPD, it appeared that although some teachers still had questions about their role during CAs and how to assess student production and participation, they believed that students enjoyed learning Spanish through focus on communication while building classroom community (Savignon, 1983, 1997; Cousins, 1998).

*Student participation in EPD meetings*

Besides finding evidence for what teachers believed about CAs, they were asked in the September questionnaire (Appendix C) how they felt about participating in PD activities with students, and to what extent, if any, did they think student participation in EPD affected curriculum design in their classrooms. All teachers were positive about the students’ involvement in EPD meetings, and they claimed they considered students’ suggestions, and sometimes integrated their ideas into their curriculum.

*Daniella:* *I take into consideration what they say. Sometimes I can act upon it.*

*Raquel:* [Student involvement in EPD meetings] *gave me the users’ perspectives on what we do. I re-introduce anything they have trouble with, or expand practice activities as necessary. One of my best communicative activities last year was inspired by a student’s suggestion.*

*Sergio:* *The students like the classroom activities, especially once they saw their own progress. I'm not sure yet [how student participation in EPD has affected my curriculum design], although I’m thinking more about how I can incorporate communicative activities.*
Sophia: I enjoyed having students at the meetings because they were open to talk about the experience. There was a high level of trust with that group. I saw what they were thinking and they began to see what the teachers did. That group [my students who participated in the March meeting] are leaders in my current classes.

The student feedback is important, but the teacher has to know what to filter out, and at a point I will begin to hear repetition of ideas.

Teachers were willing to listen to students, and develop curriculum with and for their students. In order to continue creating CAs that motivated students to communicate with each other while increasing language production, students needed to be involved. EPD meetings created opportunities for teachers to hear students’ views on CLT, and it appeared that teachers were willing to listen and incorporate their thoughts into planning lessons.

Summary

In summary, EPD appeared to have affected WL curriculum design at MVHS; teachers continued implementing CLT in their classrooms in April 2004, and again in September 2004. Teachers demonstrated an understanding of CLT, and attributed it to having participated in EPD. They believed that they had revised their curriculum as a result of EPD, and they specifically wanted students to communicate using Spanish through CAs earlier in the school year.

Post-EPD, CAs continued to be implemented in multiple forms, but evidence of deep structure was still visible. Both students and teachers believed that CAs had positive effects on learning, but teachers still questioned certain elements of the approach
related to assessment, discipline and grammatical accuracy. Student participation in EPD meetings seemed to have affected curriculum by stimulating teacher reflection of student needs and motivation to learn Spanish.

In the following chapter, results from the study are interpreted with specific attention to answering the research questions. Concluding remarks will be made along with implications for design of PD courses.
Chapter Seven
Synthesis and Conclusion

Overview

This chapter synthesizes the data examined in the previous chapters to lend perspective to the future of PD. Major findings are summarized and discussed in relation to the research questions and sub-questions addressed throughout the study. In conclusion, I identify the limitations of the study and make recommendations for further research and future direction in PD.

7.1 Synthesis of the findings

In order for CLT to be promoted in WL classrooms, teachers need to engage in PD. In this study, once a relationship of trust had been established, on-site EPD offered teachers the opportunity to apply CLT principles in classrooms, countering deep structure that resisted curricular change. Teachers integrated CAs during EPD and post-EPD because ELOB design promoted fieldwork, collaboration, reflection, observation and demonstration. The initial research questions and sub-questions provide a useful framework for a synthesis of the relevant research findings.

To what extent, if any, does EPD affect teacher understandings of CLT?

~What understandings do the teachers have about their teaching before they participate in EPD?

~What do teachers learn about CLT from EPD?

Influence of deep structure in WL classrooms was visible in teachers’ descriptions of the curriculum components of their classrooms at the beginning of EPD in February 2004 (pre-EPD), and post-EPD in September 2004. All of the teachers referred to the four
skills (listening, reading, writing and speaking), which have been recognized as essential components to WL curricula since the Conferences of Latin, Greek and Other Modern Languages submitted their report to the Committee of Ten on Secondary School Studies (National Educational Association, 1894).

Both pre-EPD and post-EPD, language was seen as a separate component from culture by some teachers. Culture was not mentioned in the curriculum by the Committee of Ten, but ACTFL (see National Standards, 1999) advocates that students be asked to make connections and comparisons between the U.S. and other world cultures in WL classrooms.

Post-EPD in September, however, Daniella went beyond the four skills approach and represented components of the communicative curriculum proposed by Savignon (1983, 1997). Sergio also added components of vocabulary expansion and impromptu language production to his curriculum after participating in EPD, showing evidence of more focus on CC than mastery in his class, and there was a noticeable effort in his instruction in September to teach with a more communicative approach. It seemed that the teachers were able to reflect on their practice during EPD, redefining certain essentials of WL curriculum post-EPD.

Pre-EPD evidence suggested that teachers were uncertain about what communicative meant and what CLT involved. However, data from the fieldwork reports and reflection papers collected during EPD and from the teacher questionnaires collected post-EPD in September showed that the teachers had begun to develop clearer understandings of CA and CLT. Teachers believed that CAs involved a student-centered approach in which the teacher acted as a facilitator and coach. They thought it was
essential to design activities in which students were active in developing their CC, whereby they were to negotiate, interpret and manage messages about real-life.

When teachers were asked to define CLT post-EPD in September, they emphasized that it was a method or approach used to teach language. They believed that message was stressed over form. Data collected both at the end of EPD in April and post-EPD in September showed that teachers valued CLT as an effective way to improve student proficiency and generate interest in learning WL. Communication was the goal of CLT, but grammar had a place. Teachers seemed to understand that CLT classrooms focused on development of CC, and that grammatical accuracy could be achieved by focusing on meaning during interesting and engaging lessons. Teachers discovered that collaboration and encouragement aided in building community in classrooms during CAs. Teachers seemed optimistic about the results of student learning through CAs.

At the conclusion of EPD in April, evidence emerged from the fieldwork reports and reflection papers showing that some teachers still were confused about certain aspects of CLT. Sergio was unsure of what patterns of interaction were appropriate for CLT, stating that teacher to student interaction was not acceptable. Raquel and Sergio also were uncertain about how grammatical accuracy would improve through communication. Even though I had repeatedly assured them during consultant meetings and at the after-school meetings that research had shown that grammatical competence could develop as a result of focusing on CC in classrooms, they both wanted to see the results with their students in their classrooms. They were curious about what the long-term effects of implementing CLT in classrooms would be on accuracy of students’ spoken and written discourse.
In post-EPD data collected in September, the teachers continued to separate language into skills and still needed advice on how to teach students’ strategies when they were uncertain of how to communicate ideas. Daniella believed that designing and implementing CAs could be time-consuming. Some teachers also found them to be difficult to assess. Discipline could be problematic with so many students communicating at the same time, and supervising students to speak Spanish was challenging.

Post-EPD, it appeared that although some teachers still had questions about their role during CAs and how to assess student production and participation, they believed that students enjoyed learning Spanish through focus on communication while building classroom community. It seemed that EPD increased awareness and practice of CLT with the teachers, but it was difficult to measure exactly how much they learned.

Although teacher understandings of CLT were the focus of this research question, it is important to mention that students also were found to develop an understanding of CLT, suggesting that CAs promoted communication through negotiation, interpretation and expression with other students. In data collected from students who participated in the two after-school EPD meeting, they mentioned that CAs helped them learn Spanish more quickly, including how to speak and listen, and how to relate to other people. Students thought they were fun and interesting. Students acknowledged that their lack of vocabulary and forms affected their ability to understand the teacher and to communicate to classmates. This lack of discourse caused frustration for some students. Students admitted that it was difficult not to use English, but they were motivated to use more Spanish when points were deducted if they spoke English.
What influence, if any, does Expeditionary Learning Outward Bound design have during EPD?

～How is CLT implemented in the teachers’ classrooms during EPD?

～If there is a change in teaching methods during EPD, what evidence can be found for the cause of this change?

During EPD and post-EPD, influence from the ELOB design principles allowed for teachers to integrate CAs through fieldwork, collaboration, reflection, observation and demonstration. EPD was created using the ELOB guide for planning a learning expedition. For the EPD fieldwork component, teachers were asked to implement at least three CAs during a four-week period. It can be seen from the data that they tried many more than three activities, and some teachers actually incorporated CAs frequently during and post-EPD, establishing them to be a more pertinent part of the curriculum.

Teachers formed crews and met to reflect on fieldwork. They also worked together for a chat project after EPD. At meetings, teachers shared their views on CLT and reflected on CAs that had been in classrooms and at after-school meetings. Teachers and students also shared ideas and reactions to CLT during classes and at the after-school meetings. During classroom observations, consultant meetings, after-school meetings and the breakfast meeting and potluck dinner, the teachers and I collaborated to plan CAs and to discuss CLT and other professional matters. The WL curriculum coordinator also participated in after-school EPD meetings, showing an interest in what teachers and students were learning and support for on-site teacher development.

Reflection was constant during EPD among teachers. During consultant meetings, after-school meetings, crew meetings, teachers worked to understand how to
implement CLT in classroom lessons. They questioned the communicative approach, asking questions related to their own practice, such as use of English in the classroom and concern for grammatical accuracy during communication. Teachers were found to create opportunities for students to reflect on their experiences during CAs. Students communicated their thoughts and feelings about CLT in the classroom and at EPD meetings.

Teachers were asked to keep a personal journal during EPD to record thoughts, observations and feelings about integrating CAs into curriculum. The fieldwork report asked for reflection on one CA implemented during EPD that was observed by at least one other teacher. And the final reflection paper required teachers to look back at their journal and verbalize what they thought they had learned from the experience, and what they believed occurred with student learning. Focus was to be on the teacher’s experience, an explanation of the learning and teaching that occurred during EPD.

During EPD, teachers were asked to observe their crew partner once during the ten-week course. Peer observation and coaching occurred more frequently than I had anticipated. In most cases, more than one teacher observed CAs that were written about in fieldwork reports. In some instances, teachers visited classes because they were interested to learn what other teachers were doing. In consultant meetings, I often suggested for teachers to visit other teachers’ classes because I thought they would be interested in certain approaches used when implementing CAs, teaching grammar, or maintaining classroom discipline.

Finally, demonstration occurred in the after-school meetings (see Appendix CC for agendas). At the first meeting, I demonstrated three CAs in order to show teachers
what CLT entailed. Ten Spanish II students volunteered to participate after school in a French lesson. Besides the four Spanish teachers, also present were four undergraduate students interested in teaching Spanish and French, two of whom were student teaching at MVHS.

During the French demonstration lesson, I facilitated three CAs. During the first activity students learned to introduce themselves to each other. During the second activity students asked each other for phone numbers after learning numbers 0-9. And during the final activity students answered a few written questions about getting around Montpellier, France by using three different bus schedules. Following my lesson, one of my colleagues taught the students about a Spanish superstition related to finding a hidden frog in Salamanca, Spain. Teachers observed the lessons, and then students were asked to make comments on their reactions to the lessons. Teachers asked students about how they felt during the lessons.

After the students and three undergraduates left the meeting, I explained the theoretical background concerning CC, CA, and CLT to the teachers and one remaining undergraduate student. In order to ensure that the teachers understood these concepts I combined theoretical grounding with demonstration at the February EPD meeting. I also gave teachers background on ELOB design, and I supplied them with a handout of the terms we had discussed and resources for planning CAs and understanding CLT and ELOB design.

For the follow-up meeting (see Appendix CC for agenda), I had asked Daniella and Sophia to teach a CA to a small group of their students. Teachers could demonstrate their understanding of CLT to their peers. Besides the four Spanish teachers, also present
at this meeting were an undergraduate student interested in teaching French, the MVHS WL curriculum coordinator and a world re-known applied linguistics university professor who is recognized for her research in CLT. Eighteen Spanish students from beginning and advanced levels volunteered to participate in the after-school meeting. By asking teachers to demonstrate CLT at the meeting, teachers gained additional perspective on how their colleagues understood and implemented CAs. Following the activities, as in the first EPD meeting, students were asked to give their impressions of CLT and teachers questioned how they felt about CAs in the classroom pertaining to use of Spanish, motivation and engagement.

Sophia showed teachers how she implemented her daily questions and engaged twelve of her Spanish I and II students in an interviewing activity. Teachers both observed and participated in the lesson. After engaging in a question-answer session with Sophia’s students, we moved to the computer lab where Daniella demonstrated computer chat, facilitating the activity with six of her Spanish II and AP students and the teachers, WL curriculum coordinator and professor. Everyone at the meeting participated in the computer chat. Following the chat, we engaged in another question-answer session with the students, and then the four teachers, WL curriculum coordinator, undergraduate student, professor and I returned to the original classroom to continue discussion on implementing CLT and EPD activities. Daniella told the professor, “If she [Brigid] had not come into our classrooms for EPD, we still would be doing the same thing we have always been doing.”

In Chapters Four, Five and Six, certain elements emerged in the data that seemed to have influenced teachers to change their methods of WL teaching during and post-
EPD. CLT may have been integrated in curriculum during EPD, and maintained post-EPD for the following reasons.

1. Teachers felt they were part of a collaborative community, working together with each other and the consultant to integrate communicative activities.

2. Teachers appreciated the on-site coaching; the consultant was available and present in classrooms to give teachers constructive feedback.

3. EPD was practical and motivating for the teachers to apply in their daily lessons; teachers learned CLT experientially.

4. EPD promoted opportunities in which students gave teachers feedback.

5. Communicative activities implemented during EPD had a positive impact on student learning. Student motivation was high and language production increased.

6. Classroom community developed as a result of increased student to student interaction during communicative activities, with the teacher acting as a facilitator or coach.

The consultant is a major influence on how the EPD model affects curriculum design in classrooms, allowing for innovative practices to penetrate through the barrier of deep structure. In addition to possessing the specific traits that Castle (1989, pp. 172-173; see also section 3.1) describes, consultants facilitating EPD must exhibit the following qualities in order for teachers to be willing to try new methods in their classrooms and stray away from more traditional practices.
• EPD consultants must be willing to dedicate ample time to teachers in their classrooms to show teachers that they are making a serious commitment to learning and teaching in that particular setting.

• EPD consultants understand that teachers may teach the way they do because of deep structure and not because they are resistant to or lack the intellectual capability to implement innovative practices.

• EPD consultants envision that reform will occur as a result of the professional development experience. They are skillful at coaching different teachers with different levels of teaching experience.

• When observing classes, EPD consultants always give teachers feedback. Teachers prefer to know what consultants think about their lessons. Feedback should include positive comments but also include constructive comments with suggestions of how to make lessons better. EPD consultants give teachers concrete examples of what they could change in lessons after observations, coaching them to try new approaches as soon as the next class period.

• EPD consultants listen to teachers and help devise plans with them so they successfully implement new methods. They are present often in classrooms when teachers try out a new strategy for the first time. Teachers sometimes need consultants to be in their classrooms to assist them in implementing lessons.

• Some teachers will be willing to change their teaching methods faster than others. EPD consultants are patient with teachers who at first appear resistant to change. They must be persistent in their support, offering numerous
possibilities for change in curriculum while making sure that teachers adjust comfortably. Some teachers need more solitude and reflection time in order to implement strategies unfamiliar to them.

- EPD consultants raise consciousness in teachers about pedagogy and encourage them to be reflective and critical of their practice.

- EPD consultants celebrate successful implementation of new skills by teachers and their students and encourage teachers to implement similar lessons again.

- EPD consultants delegate responsibility to participants. Teachers are encouraged to observe other teachers during consultant meetings. Teachers also support each other during the implementation phase of the new skill and then are responsible for modeling it at the follow-up EPD meeting. Peer observation and coaching are fundamental to the success of EPD, so EPD consultants must coach teachers to be effective in giving feedback to colleagues.

- EPD consultants offer opportunities for participants to socialize and get to know one another outside of school at a time and place that is convenient for everyone (for example, breakfast meeting before implementing EPD and potluck party after completing EPD).

During EPD, I believe that I guided teachers to construct and continually build on their experiences by applying the ELOB design principles and CLT in WL classrooms. The following is how I applied the ELOB principles during EPD at MVHS in spring 2004.

**The Primacy of Self-Discovery**

Teachers discovered new ways to teach their students Spanish. They worked on their fear of allowing students to take control of their own learning and discovered that
students are able to communicate better than they thought.

**The Having of Wonderful Ideas**

Teachers had time to think about new ways of teaching and experimented with those ideas. They also discussed these lessons with other teachers in order to fully understand what they experienced.

**The Responsibility for Learning**

Teachers self-evaluated their teaching and took a closer look at what they were doing that was effective or less productive in the classroom. They were inspired to improve the learning and teaching of WL in their classroom.

**Intimacy and Caring**

Teachers worked in crews with other teachers. They helped one another develop new communicative activities and acknowledged wonderful ideas of their colleagues.

**Success and Failure**

Teachers found it difficult to design communicative lessons. Those teachers who felt it most challenging seemed even more satisfied by the experience of creating new lessons in which students were engaged in communication.

**Collaboration and Competition**

Teachers discussed their ideas for new lessons and what they observed in each other’s classrooms. Standards of excellence in WL teaching and learning grew from the PD experience.

**Diversity and Inclusivity**

Teachers of different levels of language worked with one another. Advanced level teachers were inspired by the beginner-level teachers and vice versa. Only Spanish
teachers participate in EPD in spring 2004, but in the future it is recommended that teachers of different languages work together. A lesson taught in Spanish could be well liked by a French teacher.

**The Natural World**

Teachers provided an environment in which students felt safe to engage in Spanish conversation. Teachers created communicative activities that involved practical situations that corresponded to their students’ everyday activities and allowed for students to engage in meaningful conversations with their classmates. Teachers used familiar objects, topics and games when presenting new vocabulary and grammar to students.

**Solitude and Reflection**

Teachers reflected on their experiences in a journal, fieldwork report and final reflection paper. They also exchanged their reflections with their crews, other EPD teachers, the rest of the department, and me.

**Service and Compassion**

Teachers respected one another’s teaching methods and their respective knowledge of learning and teaching of language. They developed collegial relationships as a result of being in crews and working together to complete fieldwork. Teachers felt empowered as a department.

Students’ opinions about CLT were valued by teachers and the consultant, allowing them a voice in the development of curriculum that they were not used to having. Students participated actively in EPD activities that occurred in their classrooms and gave teachers feedback about lessons when asked. They were integral to the
effectiveness of after-school meetings where the new skill was modeled by the EPD consultant and/or teacher participants.

During and post-EPD, the ELOB principles were visible when CAs were implemented (see sections 5.4, 5.6, 6.2, 6.4). Teachers promoted CLT in ways to enable students to draw together personal experience and intellectual growth. Teachers created an environment and organized classroom activities in which students were encouraged to take responsibility for their own learning. Students became successful learners of CLT because teachers recognized individual differences of students and built on their confidence and capacity to take risks and meet new and difficult challenges. Learning situations were created in which students experimented with language and tried to make sense of what was observed. Students were asked to focus not only on the language but also the learning process itself. Students shared their feelings about CLT and suggested ideas for CAs to teachers; individual and group development was integrated and trust and group action was visible in classrooms.

**To what extent, if any, does EPD affect curriculum design in the classrooms of the teachers?**

*What deep structure is observed in the WL curriculum?*

*What lessons and/or teaching strategies are implemented as a result of EPD?*

In the diagram (3.1) that depicts the EPD model, deep structure represents a barrier to innovation. In Chapter Two it was proposed that the grammar-translation method prevails because of the deeply embedded practices passed down from, and valued by, each new generation of WL teachers who enter the classrooms of U.S. high schools; teachers may unconsciously teach the way they do because of deep structure. In the data,
evidence of deep structure was found in how teachers defined curriculum components and in teachers’ instruction observed during and post-EPD (see sections 5.9 and 6.3). In spite of this, CAs were implemented during EPD (see section 5.4) and continued to be integrated into WL curriculum post-EPD (see section 6.2).

Data indicated that deep structure was observed in phrase and story translation, vocabulary presentation through “listas,” review through drill and games, actividades and grammar practice worksheets, explicit grammar teaching, and in writing activities. Evidence emerged in the data that teachers used the audio-lingual method, taught language separate from culture, and used an unnecessary amount of English during classroom activities, emphasizing deep structure practices. Connections were made to the grammar-translation method and WL curriculum practices recommended more than a century ago in order to show how this data was evidence of deep structure. Data were not analyzed in a way to determine actual effectiveness of deep structure activities on student learning or acquisition of Spanish. However, when students were asked to focus solely on grammar during explicit grammar instruction, actividades, grammar practice worksheets, and while playing games like Verbo or Backs to the Board, where language was not usually contextualized in a meaningful way to the students, some students seemed to be able to complete the activity accurately, but then later during the CAs most students did not seem to able to apply the rules during communication unless the teacher reminded them of certain forms.

When students participated in CAs during and post-EPD, they seemed more interested in applying grammar rules to communicate their ideas. It seemed that the students were more interested in learning grammar and more apt to understand how to
use the rules during the CAs in which students were asked to relate grammar forms and vocabulary to their own communicative needs and experiences. As Savignon (1972), and Lightbown and Spada (1993) found, students can and will develop grammatical competence with a focus on development of CC in classrooms.

In data collected at the end of EPD in April, teachers indicated that they believed their curriculum would change the following school year (2004-2005) as a result of EPD activities. Twenty five weeks after the conclusion of EPD, teachers discussed how their curriculum in 2004-2005 had changed. They wrote about implementing CAs and promoting communication in Spanish, sharing work and collaborating with other teachers, establishing community in the classroom and developing a good rapport with students. Teachers also described changes in assessment of student work, including giving students more responsibility and expressed that they planned to use immersion and less English in instruction. In teachers’ minds, EPD seemed to have affected curriculum. Teachers appeared motivated to implement CLT in their classrooms, and certain ELOB principles seemed to guide their teaching methods for the new school year.

Evidence that teachers actually were integrating CLT into the curriculum emerged in analysis of CAs that were observed during September 2004 (see section 6.2). Teachers had experimented with implementing various activities during EPD, many of which they continued to use post-EPD. CAs observed post-EPD included daily questions, writing, interviewing, dialogues, skits, improvisation, games, presentations, implicit grammar and vocabulary instruction, CMC and interactive computer programs. Culture also was taught while functioning in the language. Connections were made to literature defining
CLT principles and communicative activity in order to support assertion that these were examples of CLT and modeled CA.

Even though CLT was visible in the teachers’ classrooms, and it seemed that curriculum was affected in a meaningful way, it is difficult to say exactly how much EPD affected curriculum design in quantitative terms. During EPD, Sergio’s students who participated in the February EPD meeting believed CAs were implemented 39.0% of classroom time per week (SD= 22.22), but some students actually had perceived translation and grammar drill games to be communicative. Students at the follow-up EPD meeting in March from Daniella’s class believed that CAs were implemented 42.5% of classroom time per week (SD= 25.05), and Sophia’s students believed that CAs were implemented 65.0% of classroom time per week (SD=20.0). Both Daniella and Sophia’s seemed to have a better understanding of CLT and CAs than some of Sergio’s students. In my observations it appeared that most students who were in classes of participating EPD teachers noticed a change in the types of activities in which they were asked to engage from the beginning of EPD to the end of it. They noticed that I was working with their teachers to promote CLT. Sergio and Sophia were very direct with their students about who I was, why they were trying to use more Spanish during class and why they were asking students to use more Spanish during class in CAs.

Teachers also perceived an increase in CAs from February to September, but the difference seemed minimal in the quantitative sense. At the start of EPD, similar to how some of Sergio’s students had noted in February, teachers believed that they were implementing CAs 39.0% of classroom time per week (SD= 27.09). However, qualitative analysis of the data shows that the teachers were unsure of how to define CA
at that time. Post-EPD in September, teachers claimed they were implementing CAs 41.1% of classroom time per week (SD= 13.03). Between February and September 2004, even though there was a slight gain of 2.1% in CAs found in the data, it is difficult to draw specific conclusions from this quantitative data. Qualitative analysis of teachers’ understanding of CA and CLT showed that they were able to define CA and CLT more clearly in September.

Teachers believed that EPD did affect their curriculum, but it is uncertain what the quantitative data means in relation to teacher understanding of CLT. The slight change can represent a variety of possibilities, perhaps showing evidence that teachers did not perceive a major increase in CAs as a result of EPD from the beginning of EPD to the end of September. On the other hand, it seems more reasonable to conclude that teachers developed a better understanding of CA and CLT, and they conceptualized the meaning behind their quantified data in a more meaningful and theoretically sound manner.

How is ‘experiential’ PD perceived by WL teachers and administrators?

How do WL teachers compare EPD to other forms of professional development?

How do administrators compare EPD to other forms of professional development?

Before enrolling in EPD, the four teachers had participated in various types of PD including in-services, university courses, district induction meetings, the Critical Friends group and traveling abroad. Whether they were beginning or veteran teachers, all four teachers felt that experiential PD was extremely beneficial to their careers. The on-site
coaching and collaboration that occurred during the ten weeks seemed to be the most valuable to the teachers.

At the beginning of EPD teachers experienced a period of adjustment because they were not used to consultant visits and meetings, or peer observation and crew meetings. I had designed EPD so that CAs were implemented strategically during weeks five, six, seven and eight. Practice and support to integrate CLT into the established curriculum of the teachers was essential for them to feel comfortable while trying new methods. Even though teachers needed to readjust to an “open door” policy that came along with peer observation, in the end they found it to be helpful to their curriculum and the department.

Teachers appreciated that I was available regularly on-site to aid them in implementation of CAs. Active participation in the implementation of new practice, the process of inquiry, reflection and collegiality was crucial to teachers successfully implementing CLT into their established curriculum. During observation visits and consultant meetings I coached teachers to try CLT in their classrooms, and then I gave them the support necessary to succeed in implementing activities in their classes.

EPD written work required additional time and reflection on the work they completed, but teachers found that EPD activities were worthwhile. Teachers thought the course was practical and motivating, and that it allowed them to collaborate with each other and me, improve their teaching, and to experiment with CLT.

The MVHS administrators, Jan and Mary, as well as Kate, the department head of applied linguistics believed that certain non-traditional forms of PD such as extended contracts, keeping a reflective journal, and peer-coaching were beneficial to WL teachers,
while Mark, the department head of curriculum and instruction, preferred more traditional forms of PD such as professional conferences, university courses and in-services. Daniella believed that in-services were ineffective and a waste of time. She preferred a more experiential form of PD and valued a job-embedded approach with organized planning, execution and reflection on teacher practice in order to increase students achievement, refine existing instructional strategies, introduce new instructional strategies and incorporate training time to learn new instructional strategies. She disliked being forced by administration to attend training away from the classroom in situations where she was expected to be a passive recipient.

Except for Mark, all the other administrators believed that EPD should count for graduate credits and/or mandatory state PD credit, and they supported its premises. He did not think that an experiential course would be a workable approach to graduate education.

7.2 Limitations of the study

As much as I feel that I have shared “the story,” I am certain there is still more to tell. On several occasions I verified observations and comments written by teachers, but it is very difficult to know everything and tell all. Although the sample of teachers was small, the amount of time spent in the classrooms provided me with a massive amount of rich data. I am unsure if I would have been able to handle even one more teacher in the study, and I am now thankful that some of the original ten teachers who were interested in participating in EPD dropped out. When and if this study is replicated, multiple investigators will not only aid in external validity, but also help with data collection procedures and management, especially if more than four teachers participate.
As the researcher and the consultant, I remained aware of my own biases that could be projected in the analysis and tried my best to tell more of the participants’ story than my own. Criticism may arise that I spent so much time with the teachers that classrooms had to be affected in some way. My goal was to help teachers implement CLT in a meaningful and lasting way. At times I was frustrated with the teachers, especially with the deep structure that remained so clearly evident throughout the study. On certain occasions I sensed that the teachers would have rather not had me sitting in their classrooms, while at other times I knew that they relied on me for support and relief. At the second EPD meeting I told the teachers that there were days that I felt like I was their “punching bag.” Throughout EPD they challenged me again and again about this “communicative business” and how they were hearing errors from their students during CAs. CLT was not implemented without resistance during EPD.

Another limitation was that I created everything associated with this EPD and the study. Although I was advised and revised different drafts, the EPD model, the study, the questionnaires, the fieldwork report, the reflection paper, the observation data sheet were all designed, implemented and evaluated by me. In order to reduce subjectivity, I spent several months analyzing and re-analyzing data so I could best represent what the participants had been thinking and doing. Spirituality, service and desire for visible reform in language teaching guided me through EPD, but I avoided evangelism and preaching the word of CLT when it came to writing up the account. All efforts were made to be consistent and dependable when analyzing data and writing up the results.

As stated in the methodology, the findings from this study cannot be generalized. I chose to understand the experiences of these four teachers in depth instead of
researching what could be the truth for many. Although the study included only four teachers, they were very diverse, varying in difference in teaching experience by twenty-two years. I am uncertain what other contexts will allow for EPD (for example U.S. urban schools and schools in other countries). Administrators and teachers will have to be willing to allow an outsider inside classrooms to observe, critique and coach. Teachers may not be willing to engage in peer observation and receive criticism and coaching from peers or consultants. If schools are willing to participate in EPD, the researcher-consultant must be aware of contextual challenges and develop specific strategies in order to promote visible change in curriculum.

The student sample was also small, and what emerged from their data cannot be generalized either. With multiple investigators, more data could have been obtained from a larger sample of students in EPD classrooms. I decided to focus on the experiences of those students who participated in EPD meetings for this study. Raquel’s students were asked to participate in after-school meetings, but none were either willing or able to stay after school. Most of her students were ninth graders, while students who participated from Daniella, Sergio and Sophia’s classes were in grades nine through twelve. Individual and shared experiences that occurred this time during EPD may or may not be replicated if implemented again with different teachers, students and administrators in a different context, and by a different researcher-consultant.

7.3 Conclusion

Dewey (1938, p. 27) reminds educators that experience can guide learning if it is a quality experience that promotes having similar future experiences.

“Everything depends upon the quality of the experience which is had. The quality
of any experience had two aspects. There is an immediate aspect of agreeableness or disagreeableness, and there is its influence upon later experiences. The first is obvious and easy to judge. The effect of an experience is not borne on its face. It sets a problem to the educator. It is his business to arrange for the kind of experiences which, while they do not repel the student, but rather engage his activities are, nevertheless, more than immediately enjoyable since they promote having desirable future experiences. Just as no man lives or dies to himself, so no experience lives and dies to itself. Wholly independent of desire or intent, every experience lives on in further experiences. Hence the central problem of an education based on experience is to select the kind of present experiences that live fruitfully and creatively in subsequent experiences.”

This EPD model seems to offer hope for reform. Once a relationship of trust was established, on-site EPD offered teachers opportunities to apply the principles CLT and enabled students to develop a more desirable degree of CC. The ELOB design principles allowed for the purpose of school to be intellectual and resourceful for the development of the student and the teacher mind. The teachers enjoyed learning to implement CLT in their classrooms with the support of a consultant. Past studies also have shown innovation to occur when the PD was more experientially-based with outside consultants coaching teachers on how to implement unfamiliar strategies (Showers, 1982, 1984; Baker and Showers, 1984; Hirsch, 2003) or guiding teachers in action research (Elliot, 1998). This EPD catalyzed the desire in teachers to learn more about CLT, and some teachers at MVHS wanted it to be implemented again.
Resistance from university administrators may be met because EPD is a non-traditional form of PD, one that involves participatory research, job-embedded learning, self-directed growth and inside-out staff development. Deep structure is present even in the types of PD valued by experienced professors, deans and other administrators. Because they may not fully understand or accept inquiry as a means of learning, it is in the best interest of the consultant to educate administrators on the advantages of EPD for teachers over traditional professional conferences, university courses and in-service. The teachers who participated in this EPD were able to learn theory and rationale of CLT through practical experiences and with support from a researcher-consultant. Time spent by professors and researchers in teachers’ classrooms for a course is as valuable and may be more meaningful than requiring teachers to learn with educators in university classrooms.

EPD is a workable approach to graduate education deserving of mandatory state PD credit, and more university researchers, professors and instructors should be involved in partnerships with local schools. More educational research and PD should be done with and for teachers. Time is always a factor when it comes to planning and implementing courses and PD. For this EPD, I spent a massive amount of time in classrooms because I was both researching and consulting. In future implementations, the ten-week learning expedition will involve less observation time if research is not conducted.

When I visited twice a week, observing each of the four teachers once or twice during the school day in my post-EPD visits, I was able to find out easily what had happened the day before and what would occur the next day from talking to the students.
and teachers. Each consultant will have to choose how often and to what extent their schedule allows on-site visits to coach teachers to implement CLT, and graduate students should be considered to work as assistants in EPD. However, I recommend that during the ten weeks that consultants consider visiting teachers at least twice a week during the ten weeks, while also being available for consultant meetings.

The three EPD meetings: breakfast, first and follow-up, seemed to have worked effectively. Teachers appreciated the short, two-hour breakfast meeting being on the weekend away from school. The after-school meetings also seemed to be acceptable to the teachers, and students were willing and able to come to PD activities. The students generally felt “comfortable and relaxed” during meetings and enjoyed “helping teachers understand students’ perspectives of learning the language.”

After EPD was implemented it was important to sustain contact with the teachers. Follow-up visits and consultant meetings were important to continue in order for CLT to remain visible in classrooms. Teachers needed continual support in integrating new-found methods into established curriculum. Since the EPD course ended, contacts have continued with the four teachers, and meetings have taken place both formally and informally. Teachers have communicated to me that they have continued to integrate CLT into curriculum. Some teachers have gone beyond CAs, asking their students to communicate in Spanish more than just during an activity, but for entire class periods. During a recent consultant visit (March 2005), I observed that Sergio has relinquished the facilitation of daily questions to his Spanish students and encourages them to communicate in Spanish to one another and him at all times in the classroom.
Tye (2000) argues that conventional wisdom, the ideological glue that holds deep structure practices in place, impedes innovation and progress in the curriculum. In Chapter Two, I proposed that the grammar-translation method prevails in WL classrooms because of the deeply-embedded practices passed down from, and valued by each new generation of teachers. It seems to me that teachers, administrators, parents and students may unconsciously value deep structure because it is the norm; deep structure represents consistency, control and conformity. Whether or not deep structure of schooling affects schools and classrooms in a positive or negative way, it is valued by society because people have not experienced alternative approaches to curriculum in schools that result in superior student learning outcomes. Alternative practices to education have continued not to be implemented in a meaningful and lasting way even though theory and research have supported that these practices improve student learning. Professional development that stimulates more effective teacher methods that can lead to higher levels of student learning is imperative to challenge deep structure.

Tye (2000) does not think that educators can change the deep structure of schooling. However, I believe that deep structure can be challenged from within classroom walls by educators working together through EPD. Administrators, parents, students and colleagues must support teachers during EPD so they feel confident in trying new methods while straying away from traditional practices that they have experienced and/or used for decades. EPD asks teachers and students to change, but collaboration between them and the EPD consultant are what encourages teachers most to move away from deep structure practices. With more and more EPD in schools, perhaps deep structure can and will evolve. Conventional wisdom may change by involving teachers
and students in EPD and by making parents and administrators aware of the possibility for meaningful change in curriculum design.

With EPD, beliefs and expectations that students only learn about grammatical tendencies of language in classrooms and are not able to communicate in the language after four or more years of WL study can change. If CLT is implemented in WL classrooms during EPD, and continues to be implemented post-EPD, students may come to expect that language is taught with a focus on communication instead of with a focus on grammar and translation. If parents and administrators know that students are able to function in the language as a result of CLT, they most likely will support new practices being implemented. Perhaps eventually over time and with repeated implementation of EPD, parents and students may come to expect that teachers will use CLT.

By implementing EPD in classrooms, students, parents, teachers and administration may change their expectations about classroom language learning and come to believe that children are able to learn to communicate in more than one language as a result of classroom instruction. Students who were taught by CLT then would come to expect that their children should be taught language the way they were taught, which probably would not be the way their parents had been taught. Conventional wisdom could evolve, and society would expect CLT to be used in WL classrooms. Then, finally, the values of WL methods of teaching and curriculum set by the Committees on Latin, Greek and Other Modern Languages in 1894, still present in classrooms today, would be challenged and change through EPD.

It is uncertain to me at this time to what extent EPD can challenge deep structure in classrooms. Change in methods was evident during this EPD, and sustained contact
with the four teachers has shown evidence that they have continued implementing CAs and integrated CLT principles such as immersion in which the teacher and students communicate in the WL during classroom lessons. Follow-up research is needed to investigate the possibility of evolution in deep structure and the long-term effects of EPD in classrooms. Additionally, if teachers participate in EPD each year, the effects may be even more sustainable than if teachers only experience EPD during one ten-week period.

I am optimistic about the future of EPD and I look forward to implementing and researching it again. Teachers do not want to be passive recipients of PD at in-services, workshops or conferences. They want to be active in their own learning. They also prefer to learn about how to practice theory in the classrooms where they teach with their students as opposed to learning about theory in a university classroom and then attempting to transfer that theory into practice on their own without any support.

For centuries [my emphasis] reformers have been recommending that language teaching and learning be viewed as a system of communication with the ultimate goal being the development of functional ability in learners (Musumeci, 1997). PD needs to go beyond curriculum development (Connor-Linton, 1996), and evaluation of PD must include observation and not solely rely on lesson plan and videotape submission for valid and reliable evidence of change in teaching methods (Lozano et al., 2002). This EPD offered opportunities for teachers and students to experience CLT in classrooms, and evidence showed that teachers were able to integrate it in meaningful ways. Qualitative inquiry aided me to discover that teachers practiced what they believed they were practicing (Allen, 2002). Deep structure remained a barrier to innovation, but teachers continued to put theory into practice, integrating CLT in curriculum after the EPD course.
CAs were the focus of this EPD, but in the future, teachers can learn to integrate CLT by working with the consultant to teach literature, composition, film, or history. Moreover, WL teachers are not the only teachers who can benefit from EPD. Science, Social Studies, Math, English staff developers, educators and teachers may benefit from the EPD model (diagram 3.1) by replacing the CLT component with innovative approaches to instruction. Consultants can work with teachers to find out how they believe they need to improve their practice. Constructivist theory, discovery learning, inquiry-based learning, simulations, critical thinking, problem solving, and performance-based assessment are all possible components that can replace the CLT component in the model.

Reform can be achieved if teachers are offered the opportunity to take leadership in their own growth and learning but not leave their classrooms. If reform efforts are created to improve the quality of schooling and require that teachers assume professional roles with the right leadership and support, schools can improve from within. Teachers should be active in their own projects, but collaborate with their colleagues, with researchers in their profession and with their students. EPD moves away from simply telling teachers what to do and gives them an on-site hands-on experience during which they can create innovative curriculum and practice it with support.
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APPENDICES

Appendix A
EPD Research timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of event</th>
</tr>
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<tbody>
<tr>
<td>spring 2003</td>
<td>visited 8 MVHS WL teachers and met curriculum coordinator</td>
</tr>
<tr>
<td>summer 2003</td>
<td>presented EPD to MVHS WL curriculum coordinator</td>
</tr>
<tr>
<td>August 2003</td>
<td>presented EPD to MVHS WL department</td>
</tr>
<tr>
<td>September-October 2003</td>
<td>proposal submitted for EPD course approval from university and MVHS; research proposal submitted to university research office</td>
</tr>
<tr>
<td>November 2003</td>
<td>EPD course approved as independent study in applied linguistics and approved by MVHS to be implemented</td>
</tr>
<tr>
<td>November 19</td>
<td>4 MVHS Spanish teachers enrolled in EPD course and agreed to participate in research study</td>
</tr>
<tr>
<td>January 2004</td>
<td>research study approved by university research office; administrators complete questionnaire</td>
</tr>
<tr>
<td>January 24</td>
<td><strong>EPD course began</strong>, breakfast meeting</td>
</tr>
<tr>
<td>January 26-February 13</td>
<td><strong>EPD (weeks 1-3)</strong> researcher-consultant conducted observation visits and consultant meetings teachers completed biographical questionnaire and February questionnaire</td>
</tr>
<tr>
<td>Date</td>
<td>Description of event</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>February 11</td>
<td>first after-school EPD meeting, students completed questionnaire</td>
</tr>
<tr>
<td>February 16-20</td>
<td><strong>EPD (week 4)</strong>&lt;br&gt;researcher-consultant conducted observation visits and consultant meetings&lt;br&gt;teacher crew meetings began, teachers planned for implementation of CAs</td>
</tr>
<tr>
<td>February 23-March 26</td>
<td><strong>EPD (weeks 5-8)</strong>&lt;br&gt;teachers implemented, observed, reflected on CAs&lt;br&gt;researcher-consultant conducted observation visits and consultant meetings&lt;br&gt;teachers met in crews to plan and reflect on CAs</td>
</tr>
<tr>
<td>March 8-14</td>
<td>MVHS spring break</td>
</tr>
<tr>
<td>March 29-April 2</td>
<td><strong>EPD (week 9)</strong>&lt;br&gt;teachers implemented, observed, reflected on CAs&lt;br&gt;researcher-consultant conducted observation visits and consultant meetings&lt;br&gt;teachers met in crews to plan and reflect on CAs</td>
</tr>
<tr>
<td>March 31</td>
<td>follow-up after-school EPD meeting, students completed questionnaire</td>
</tr>
<tr>
<td>April 5-9</td>
<td><strong>EPD (week 10, final week)</strong>&lt;br&gt;researcher-consultant conducted observation visits and consultant meetings&lt;br&gt;fieldwork reports and final reflection papers submitted by teachers</td>
</tr>
<tr>
<td>April 9</td>
<td><strong>EPD course ended</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Description of event</td>
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<td>----------------------</td>
<td>---------------------------------------------------------------------------------------</td>
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<tr>
<td>April 13-29</td>
<td><strong>EPD+1,2,3  post-EPD visits began</strong> researcher-consultant conducted observation visits and consultant meetings</td>
</tr>
<tr>
<td>April 23</td>
<td>potluck party with EPD teachers</td>
</tr>
<tr>
<td>June 4</td>
<td>attended Daniella’s presentation for AP class project</td>
</tr>
<tr>
<td>August 31</td>
<td>attended MVHS WL department meeting, discussed post-EPD visits with teachers</td>
</tr>
<tr>
<td>September 2</td>
<td>consultant meeting with Sophia at MVHS</td>
</tr>
<tr>
<td>September 14-30</td>
<td><strong>EPD+23,24,25  post-EPD visits resumed</strong> researcher-consultant conducted observation visits teachers completed September questionnaire <strong>post-EPD visits end</strong></td>
</tr>
</tbody>
</table>
Appendix B
EPD syllabus

Department of Linguistics and Applied Language Studies
State University

Experiential Professional Development in World Language Classrooms
Promoting Communicative Language Teaching
with Expeditionary Learning Outward Bound Design
Spring 2004
Days/Dates: Monday-Friday
January 24-April 9
Mountain Valley High School

Consultant/Instructor:       Supervisor:
Brigid Burke       Professor CLT
567 Patrick Building      399 Casey Building
office: 555-3286      office: 555-6229
home: 555-7087

Program Goals: The main objective of this particular model of experiential professional development (EPD) is to integrate communicative activities into World Language (WL) classrooms. For more than thirty years now, WL teachers in the U.S. have been expected to implement the curriculum reform proposals of the 1970s that were based on a representation of language and language development as essentially meaning-based, or communicative in nature (Canale and Swain 1980; Canale 1983; Savignon 1983, 1997). However, administrators, researchers and WL educators have failed to provide classroom teachers with adequate instruction and support about new theories or different approaches to WL teaching so that these teachers can design classroom lessons that focus more on communication than on grammar.

Researchers have provided conclusive evidence of the benefits of teaching students to “function in a truly communicative setting” and to use the language instead of solely learning about the language (Savignon 1972, 1983, p.22). And yet, many U.S. WL high school classroom teachers continue to focus primarily on grammar and translation, and to use English as the medium of instruction when designing curriculum and teaching lessons because of a lack of professional training or education. As a result, students continue to endure the drill and textbook grammar exercises with memorization of verb conjugations and grammar rules, failing to develop an appropriate degree of communicative competence (CC) in speaking, listening, reading and writing a new language. EPD will increase awareness and practice of communicative language teaching as well as collaboration among all language teachers to enhance WL learning in the classroom with support from Mountain Valley Area School District administrators and a researcher/WL educator.
**COURSE TEXT/MATERIALS:** There are no required texts or materials. The consultant will have resources available for the WL teacher participants. A resource list is provided at the end of this syllabus.

**EVALUATION:**
If the WL teacher participants fulfill the stated requirements, they will be able to earn 3 graduate credits that will equate to 90 mandatory state professional development credit hours.

*Points and grading…*
Participation in EPD activities (implementation of communicative activities, peer observations, peer meetings, crew meetings, consultant meetings, consultant visits, web discussion) 50%
Written projects for EPD activities (fieldwork report, personal journal, final reflection paper) 50%

*Overall Course grading point scale…*
94-100 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
PLAN OUTLINE

TOPIC
Learning and Teaching World Languages through Communicative Activities

GUIDING QUESTIONS
How can teachers get students to speak in the World Language more often in class?

What strategies do teachers need to enforce and do students need to learn in order to achieve higher levels of proficiency and communicative competence in a World Language?

Why do teachers and/or students speak the World Language/English in their World Language class?

When do students seem to be most engaged in the World Language classroom?

What can students do to become better World Language learners?

LEARNING GOALS

Teachers will understand...
~communicative competence
~communicative language teaching (CLT)
~communicative activities
~expeditionary learning

Teachers will practice and be able to...
~teach at least three communicative activities using only the World Language, can be a reading, writing, or oral communication activity
~use strategies to get the students to use only the World Language
~create and implement student-centered activities
~create activities that encourage and provide for communication in the World Language
~self-evaluate and observe crew teacher members
~collaborate with other World Language teachers

Teachers will practice and develop qualities of character and community such as...
~gain confidence that students will understand the teacher when (s)he is speaking in the World Language during class
~allow for more student responsibility in the classroom
~develop relationships with colleagues that will enable overall improvement in Learning and Teaching in the school’s World Language Department
~discover new organizations and resources in the community that will aid them to motivate students to become competent in their World Language
~take risks, pursue high standards of World Language Education and learn from mistakes
~give and receive effective and constructive feedback about communicative lessons
~seek to understand other teachers’ and students’ ideas and thoughts, and look
   at their own ideas and thoughts from others’ perspectives
~demonstrate compassion, caring and service to fellow teachers and their students

PROJECTS
Teachers will...
~develop at least three communicative activities which are student-centered and where
   the students and the teacher are only speaking in the World Language, can be a
   reading, writing, or oral communication activity
~observe one or more colleagues in the World Language Department while
   (s)he is teaching a communicative activity
~reflect on own communicative activity and colleague’s activities observed
~reflect on experience of ten week visit in own personal journal weekly
~write up a four page fieldwork report on teacher’s own communicative activities taught
   during consultant’s visit
~meet with consultant to plan communicative activities or to discuss lessons
   taught
~attend the preliminary and the follow-up group meetings
~belong to a crew (3-4 colleagues in World Language Department)
~participate in teacher discussion list on school’s home web page
~submit the fieldwork report and the five to six page final reflection paper at the end of
   the Ten Week visit

ASSESSMENT
Ongoing
~Observation visits by consultant
~Peer-observations with reflections in personal journal which are discussed with partner
~Meeting with teacher-consultant

Final
~Fieldwork report of one of the communicative activities taught
~Reflection journal entry of communicative activity of one or more colleagues
~Reflection entries in journal during visit
~Reflection piece written from journal entries kept during 10 week visit
~Consultant’s report on visit to school, given to the World Language Chairperson and
   submitted to state’s Department of Education

After the consultant visit
~Continue to visit other teachers’ classrooms and collaborate with colleagues
~World Language Chairperson will conduct formal observation visits
~Collaborate and discuss successful activities during weekly or monthly
   department meetings
~Work with crews at these faculty/department meetings
~Continue participation of teacher discussion list on school’s home web page
~Conduct EPD each year with an EPD consultant or with WL Chairperson as the facilitator (new theme can be determined by WL teachers)
TIMELINE

WEEK ONE (January 24, 26-30)
~ Breakfast for World Language Teachers in EPD (January 24, 10 a.m.-12 p.m.)
   at Brigid’s house
~ Brigid is on-site 11-4:30 MWF, 7:30-4:30 TuTh
   ~ Observation visits begin
   ~ Available for consultant meetings before and after school

WEEK TWO (February 2-6)
~ Brigid is on-site 11-4:30 MWF, 7:30-4:30 TuTh
   ~ Observation visits
   ~ Available for consultant meetings before and after school

WEEK THREE (February 9-13)
~ First EPD meeting (Wednesday, February 11, 3:30-6:30 p.m.)
   Mountain Valley High School, room TBA
~ Brigid is on-site 11-4:30 MF, 7:30-4:30 WTuTh
   ~ Observation visits
   ~ Available for consultant meetings before and after school
~ Teacher list serve on home web-page established
~ Journal entry

WEEK FOUR (February 16-20)
~ Crew meeting: preparation with crews for communicative activities in classroom
~ Brigid is on-site 11-4:30 MF, 7:30-4:30 WTuTh
   ~ Available to discuss/help with activities before, during and after school
   ~ Observation visits
~ Journal entry

WEEK FIVE (February 23-27)
WEEK SIX (March 1-5)
~ Teaching, observing, reflecting of communicative activities in classroom
~ Crew meeting
~ Meet with colleague to discuss observation of communicative activity
~ Brigid is on-site 11-4:30 MF, 7:30-4:30 WTuTh
   ~ Available to discuss/help with activities before, during and after school
   ~ Observation visits
~ Journal entry

SPRINGBREAK (MARCH 8-14)
WEEK SEVEN (March 15-19)
WEEK EIGHT (March 22-26)
~ Teaching, observing, reflecting of communicative activities in classroom
~ Crew meeting
~ Meet with colleague to discuss observation of communicative activity
~ Brigid is on-site 7:30-4:30 MWTuTh, 11-4:30 F
   ~ Available to discuss/help with activities before, during and after school
   ~ Observation visits
~ Journal entry

WEEK NINE (March 29-April 2)
~ Follow-up EPD meeting (Wednesday, March 31, 3:30-6:30 p.m.)
   Mountain Valley High School, room TBA
~ Brigid is on-site 12-4:30 M-F
   ~ Available during and after school
   ~ Observation visits
~ Crew meeting
~ Meet with colleague to discuss observation of communicative activity
~ Work on fieldwork report
~ Journal entry

WEEK TEN (April 5-9)
~ Brigid is on-site 12-4:30 M-F
   ~ Available during and after school
   ~ Observation visits
~ Work on fieldwork report and reflection paper
~ Fieldwork reports and final reflection papers to be turned into Brigid
~ Crew meeting if desired (recommended)
~ Potluck International Party for World Language teachers
~ Certificates awarded
EPD WRITTEN PROJECTS

Fieldwork report (4-5 pages)

The teacher who is being observed by a crew member or colleague, and who is responsible for the communicative activity, will be responsible for writing up the fieldwork report of the lesson. Teachers must explain the activity, how they introduced it, what strategies they used to get the students to use only in the World Language, and if they were only using in the World Language during the activity. The teacher must describe what happened during the activity, focusing on how the students were learning and what the teachers thought their students were thinking or feeling. Lastly, the teacher must describe any afterthoughts about the communicative activity.

Personal journal

This journal can take any shape or form the teacher prefers. It is important that the teacher record his/her reflections in this journal at least weekly. From this record of thoughts and feelings about EPD, the teacher will write a final reflection paper. This personal journal is confidential. The consultant and the WL Chairperson will not have access to it—it is only for the individual teacher’s benefit.

Final reflection paper (5-6 pages)

The consultant will inform the teachers that a final reflection paper, in which teachers reflect on their EPD experience, must also be submitted to the consultant after Week Nine. The experience of the follow-up meeting at the end of Week Nine with the group of teachers and the consultant must be included in the teachers’ final reflection. Teachers can focus on anything they want to about EPD, however some suggestions are to discuss: collaboration with peers and the consultant, observing and analyzing lessons,
teaching of communicative lessons, crew meetings and large group meetings, student learning, experiential professional development as opposed to in-service days or conferences. The focus should be on the teacher’s experience, an explanation of the learning and teaching that occurred during EPD.

**EPD OBSERVATIONS AND CREW MEETINGS**

**EPD observations**

If a teacher cannot physically observe their crew member/colleague in EPD when (s)he implements a communicative activity, the teacher can videotape his or her lesson. The teacher who is to observe the lesson can do so by watching the videotape. Otherwise, teachers should arrange a time suitable to visit their colleague’s class during weeks 5-8. After the observations, the teachers should meet to discuss the observed lesson. The teacher who taught the lesson will write his or her fieldwork report for the lesson, and the teacher who observed the lesson can reflect on the experience in their personal journal.

**EPD crew meetings**

Crews will include teachers who are participating in EPD. It is recommended that crews meet during weeks 4-10 of EPD to plan for communicative activities together and to schedule peer observations. It is a time scheduled to reflect and regroup during EPD with colleagues. If possible, crew meetings work best during social encounters with group members (sharing a meal, getting coffee) outside of school time.
RESOURCES

Reading material helpful when designing communicative lessons for Fieldwork

World Language Learning and Communicative Lessons


Wright, Andrew, David Betteridge and Michael Buckby. Games for language learning. New York: Cambridge University Press.

World Language Learning and Experiential Education


Reading material about CLT


Standards for World Languages


Professional Journals

ADFL Bulletin
Applied Linguistics
British Journal of Language Teaching
ELT Journal
Foreign Language Annals
Modern Language Journal
Northeast Conference on the Teaching of Foreign Language
Phi Delta Kappan
TESOL Quarterly

Web sites


Visit www.actfl.org and go to resources for a complete list of web sites useful to World Language teachers.

Yahoo Deutschland

Yahoo Espana

Yahoo France

Professional Organizations

American Association of Teachers of French
American Association of Teachers of German
American Association of Teachers of Spanish and Portuguese
American Council on the Teaching of Foreign Languages
Center for Applied Linguistics
Modern Language Association
Thank you for enrolling in World Language EPD. In order to learn more about you, I have a few background questions about you as a WL teacher. Please answer the following questions and return the survey to me by January 24, 2004 (EPD breakfast meeting). If you have any questions, you may contact me via e-mail or by phone at 555-7087. I appreciate your time and dedication to making EPD a success!

1. Name ___________________________________________

2. World Languages (WL) you teach: __________________________

3. World Languages (WL) you can speak: __________________________

4. How long have you been a WL teacher? _______________________

5. How long have you been a WL teacher in the [Mountain Valley] Area School District?

_________________________

6. Have you taught WL anywhere besides in the [Mountain Valley] Area School District?

<table>
<thead>
<tr>
<th>School name</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

7. Levels of WL...(for example: French 1, Spanish 4 AP, German 1 Honors)

Teaching presently: __________________________________________

__________________________________________
Taught in the past (please also specify how many years ago you taught these courses): __________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

8. During your career have you left teaching for a certain period of time? If so, when and why?

9. What degree(s) do you hold? When and where did you earn your degree(s)?

   Degree/Major/Year                        Name of University or College/Years

10. What teaching certificates do you hold?

    Certificate                        State(s) where certified
11. What type of education courses have you taken pertaining to World Language Education? (If you took a course on the methods of WL teaching, please describe briefly—2-3 sentences—what you remember from the course.)

12. Have you studied abroad at a university? If so, when, where and for how long?

13. Have you traveled abroad? If so, when, where and for how long?

14. How do you maintain your competence in the WL?

15. What do you consider to be a strength in your teaching?
Thank you for enrolling in World Language EPD. In order to learn more about your experience with professional development, please answer the following questions and return the survey to me by February 11, 2004 (First EPD meeting). Please use additional sheets of paper if you would like. If you have any questions, you may contact me via e-mail or by phone 555-7087. I appreciate your time and dedication to making EPD a success!

Name: ________________________________

1. How often do you engage in professional development? (Check one)
   a. Weekly  
   b. Monthly  
   c. Each semester  
   d. Once a year  
   e. Other, please explain:

2. If applicable, give examples of professional development activities in which you have participated during the last three years and describe what you learned.

3. What is motivating you to participate in EPD?
4. What do you want to learn from EPD?

5. List the various components of WL learning that you address in your classroom during the week.

6. Using the circle below, show the approximate percentage of classroom time per week (total=100%) that you focus on each of the components you list above.

7. Show how these various components are addressed in your WL classroom by providing at least 5 sample lessons that you have implemented during the 2003-2004 school year.
8. Choose one of the circles that represents the approximate percentage of time per week that you implement communicative activities in your WL classroom lessons.

- a. 0%
- b. 25%
- c. 50%
- d. 75%
- e. 100%

You can show your own percentage if you do not find one that approximates your own teaching practice.

9. Describe a communicative activity that you have enjoyed facilitating in your WL classroom this year.

10. Describe the components of WL learning that are addressed in the communicative activity you describe above.
11. Explain what you believe is essential when teaching a WL.

12. How would you describe your general approach to teaching WL? Can you give your approach a general name?

13. Describe any projects that you have implemented in your WL classrooms during the 2003-2004 school year. How do you assess the project(s)? Please attach a lesson plan for the project(s) and any assessment requirements.

14. Do you have any questions at this time?
EPD Fall 2004
Teacher Questionnaire (September)

Thank you for agreeing to answer this follow-up questionnaire for World Language EPD. In order to learn more about your EPD experience, please answer the following questions and return the questionnaire to me by Tuesday, September 28, 2004. Please use additional sheets of paper if you would like. If you have any questions, you may contact me via e-mail or by phone 555-2298. I appreciate all of your time and dedication to making EPD a success!

Name: ________________________________

1. During the summer have you engaged in any teaching or professional development? If so, please explain and answer question #2. If not, go to question #3.

2. Did your EPD experience in spring 2004 influence your summer teaching or professional development? If so, please explain how.

3. Did your EPD experience in spring 2004 affect your curriculum design for the 2004-2005 school year? If so, please explain?

4. What is your definition of a communicative activity in the Spanish classroom?
5. What do you like about communicative activities?

6. What do you dislike about communicative activities?

7. List the various components of WL learning that you address in your classroom during the week.

8. Using the circle below, show the approximate percentage of classroom time per week (total=100%) that you focus on each of the components you list above.
9. Choose one of the circles that represents the approximate percentage of time per week that you implement communicative activities in your WL classroom lessons.

a. 0%  
b. 25%  
c. 50%  
d. 75%  
e. 100%

You can show your own percentage if you do not find one that approximates your own teaching practice.

10. Choose one of the five circles that show the approximate percentage of time YOU use Spanish (for example, speaking or writing) during the activities that you mention in #9 (total=100%).

a. 0%  
b. 25%  
c. 50%  
d. 75%  
e. 100%

You can show your own percentage if you do not find one that closely reflects your experience above:
11. Choose one of the five circles that show the approximate percentage of time YOUR STUDENTS use Spanish (for example, speaking or writing) during the activities that you mention in #9 (total=100%).

a. 0%  b. 25%  c. 50%  d. 75%  e. 100%

You can show your own percentage if you do not find one that closely reflects your experience above:

12. Describe a communicative activity that you have enjoyed facilitating in your WL classroom this year.

13. Describe the components of WL learning that are addressed in the communicative activity you describe above.

14. What is your definition of a communicative language teaching?
15. Explain what you believe to be essential when teaching a WL.

16. How did you feel about participating in professional development activities with the students?

17. To what extent, if any, does student participation in EPD affect curriculum design in your classroom?

18. Do you have any questions/comments at this time?

Thank you so much!! 😊
Appendix D

EPD Spring 2004
Administrator Questionnaire

Thank you for agreeing to answer a few questions about World Language EPD. In order to learn more about your perceptions of EPD (experiential professional development), please answer the following questions and return the questionnaire to me by January 30, 2004. Please use additional sheets of paper if you would like. If you have any questions, you may contact me via e-mail or by phone 555-7087. I appreciate your time!

Name: ________________________________

1. How often do you believe that middle and high school World Language teachers should engage in professional development? (Check one)
   a. Weekly
   b. Monthly
   c. Each semester
   d. Once a year
   e. Other, please explain:

2. Give at least three examples of professional development activities that you believe are most beneficial to middle and high school World Language teachers.

3. Please explain why you believe the professional development activities you have listed above would benefit middle and high school World Language teachers.

4. What are your perceptions of professional development that involves activities that take place during the school day, as opposed to professional development that teachers might experience by participating in conferences or seminars?
5. Do you believe teacher participants should receive graduate credit for their participation in this EPD course? Why or why not?

6. If you believe teacher participants should earn graduate credits for their participation in EPD, how many graduate credits do you believe they should earn? Why do you believe this?

7. Do you believe the teacher participants should receive [mandatory state professional development] credits for their participation in EPD? Why or why not?

8. If you believe teacher participants should earn [mandatory state professional development] credits for their participation in EPD, how many credits do you believe they should earn? Why do you believe this?
Appendix E
EPD Student questionnaires

EPD Spring 2004
Student questionnaire (February)

Thank you for participating in World Language EPD. So that I can learn more about your experience during today’s activity and about your World Language learning experience in general, please answer the questions below. You may use additional sheets of paper if you would like. If you have any questions, you may contact me via e-mail or by phone 555-7087. Please return the questionnaire to your World Language teacher by February 13, 2004. I appreciate your time and dedication to making EPD a success!

Your name: ____________________________
Name of your WL Teacher: _____________________
Your year in school: _________________________
Your class/level: _______________________
Number of years you have studied the WL: __________________

1. How did you feel about participating in professional development activities with the WL teachers?

2. Describe the activity you participated in today. What did you like or dislike about it?

3. How do you think you did when you communicated in French for the activity today?

4. What was positive about the experience?
5. What was frustrating about the experience?

6. Describe a communicative activity that you have enjoyed doing in your WL classroom this year.

7. Choose one of the circles below that shows the approximate percentage of classroom time per week (total=100%) that you participate in communicative activities like the one you participated in today.

   a. 0%  
   b. 25%  
   c. 50%  
   d. 75%  
   e. 100%

***You can show your own percentage if you do not find one that closely reflects your experience above:

8. Describe a communicative activity that you would enjoy doing in your WL classroom this year.
9. What is it about dialogues, skits, and conversation work in class that is valuable to you?

10. What do you dislike about communicative activities?

11. Do you have any questions at this time?
Thank you for participating in World Language (WL) EPD. So that I can learn more about your experience during today’s activity and about your World Language learning experience in general, please answer the questions below. You may use additional sheets of paper if you would like. If you have any questions, you may contact me via e-mail or by phone 555-7087. Please return the questionnaire to your World Language teacher by April 2, 2004. I appreciate your time and dedication to making EPD a success!

Your name: _____________________________
Name of your WL Teacher: _____________________
Your year in school: _________________________
Your class/level: _______________________
Number of years you have studied the WL: __________________

1. How did you feel about participating in professional development activities with the WL teachers?

2. Describe the activity you participated in today. What did you like or dislike about it?

3. How do you think you did when you communicated in Spanish for the activity today?

4. What was positive about the experience?
5. What was frustrating about the experience?

6. What is your definition of a *communicative activity* in the Spanish classroom?

7. Describe one or more communicative activities that you have enjoyed doing in your Spanish classroom this year.

8. Choose one of the five circles that show the approximate percentage of classroom time per week (total=100%) that you participate in communicative activities like the one you participated in today.

   a. 0%  
   b. 25%  
   c. 50%  
   d. 75%  
   e. 100%

You can show your own percentage if you do not find one that closely reflects your experience above:
9. Choose one of the five circles that show the approximate percentage of time YOU use Spanish (for example, speaking or writing) during the activities that you mention in #8 (total=100%).

a. b. c. d. e.

0% 25% 50% 75% 100%

You can show your own percentage if you do not find one that closely reflects your experience above:

10. Describe a communicative activity that you would enjoy doing in your Spanish classroom this year.

11. What is it about dialogues, skits, Spanish chat, answering questionnaires, and conversation work in class that is valuable to you?

12. What do you dislike about communicative activities?

13. Do you have any questions at this time?
# Appendix F: EPD Observation Notes

Teacher: __________ Date: __________ Class: __________ #Of Students: __________

<table>
<thead>
<tr>
<th>Time</th>
<th>Pattern of Interaction</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G
Board cartoons
Appendix H
Information-gap activity (during EPD)

ESPAÑOL I
Me llamo: __________________________ pd __________________

Tus fotos corresponden con las preguntas de tu amigo. Van a hablar en español. Escriba en frases completas.

<table>
<thead>
<tr>
<th>Raúl y Juan</th>
<th>Ana</th>
<th>Yo</th>
<th>Nosotros</th>
<th>Tú</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vosotros</td>
<td>Carlos</td>
<td>Tú</td>
<td>Enrique</td>
<td>David y Oscar</td>
</tr>
</tbody>
</table>

1. ¿Quiénes van a esquiar?
2. ¿Quiénes van a jugar el golf?
3. ¿Quiénes van a jugar el vólibol?
4. ¿Quiénes van a practicar la natación?
5. ¿Quiénes van a levantar pesos?
6. ¿Quiénes van a jugar el golf?
7. ¿Quiénes van a jugar el fútbol?
8. ¿Quiénes van a jugar el hockey del campo?
9. ¿Quiénes van a practicar la lucha libre?
10. ¿Quiénes van a practicar el surf?
1. ¿Quiénes van a practicar el boxeo?
2. ¿Quiénes van a practicar la animación?
3. ¿Quiénes van a caminar?
4. ¿Quiénes van a leer libros?
5. ¿Quiénes van a jugar el fútbol americano?
6. ¿Quiénes van a jugar el tenis?
7. ¿Quiénes van a montar en bicicleta?
8. ¿Quiénes van a alquilar videos?
9. ¿Quiénes van a practicar el atletismo?
10. ¿Quiénes van a jugar el béisbol?
# Appendix I

**Power point presentations (during EPD)**

## Español II

**Mid-Year Project Rubric**

### I. Meets project requirements

- **A. Detailed content**
  - 4
  - 3
  - 2
  - 1
  - 0

- **B. Power Point (required slides, neat)**
  - 4
  - 3
  - 2
  - 1
  - 0

### II. Presentation

- **A. Use of notecards (not reading slides)**
  - 4
  - 3
  - 2
  - 1
  - 0

- **B. Effective presentation skills (voice, eye-contact)**
  - 4
  - 3
  - 2
  - 1
  - 0

- **C. Pronunciation**
  - 4
  - 3
  - 2
  - 1
  - 0

### III. Error-free written materials

- **A. First copy (on-time, few errors)**
  - 4
  - 3
  - 2
  - 1
  - 0

- **B. Corrected**
  - 4
  - 3
  - 2
  - 1
  - 0

### IV. Quiz questions (on-time, quality of questions)

- **V. Effort/creativity (beyond minimum requirements)**
  - 4
  - 3
  - 2
  - 1
  - 0

---

**Total: 36/36**

**%**

**Comentario:**

---

430
Buenos Aires
La Capital de Argentina

Historia
• Pedro de Mendoza lo fundo en 1536.
• La poblacion no crece rapido.

Atracciones
- Cabildo
- Casa Rosada
- La Boca
- La Recoleta Cemetery

Diversión
- Café Tortoni
- Estadio Monumental
- Galerias Pacíficas
- Playa Grande

La Universidad
• La Universidad es el UBA.

La Prueba
¿Cero o Fallo?
• Hernando Cortez tu fundo Buenos Aires.
• Buenos Aires es en ?
• Que es una atraccion grande?
  A. Casa Bonita  B. Estudio Beaver
  C. Cabildo     D. Eiffel Tower

El Fin
**Santo Domingo**

- En el Océano Atlántico
- En la isla de la Española
- Cerca de Puerto Rico y Haití

**¿Dónde?**

**El Tiempo**

- Hace calor todos los meses del año.
- Durante de las estaciones invernales, está 22°-31° C en Santo Domingo.

**¿Por que?**

- Atracciones:
  - Los XIV Juegos Panamericanos
  - Los Tres Ojos
  - El Jardín Botánico
  - Restaurante
  - Jasmine

**Una Prueba Pequeño**

1. Los Tres Ojos es...
   - A. En la cara
   - B. Un tipo de bebida
   - C. Una piscina
   - D. Tu gato

- El Santo Domingo está en una isla. (C/F)

- El Santo Domingo es la capital de _______.
Appendix J
Art museum vocabulary (during EPD)
Appendix K
Computer chat instruction sheet (during EPD)

Español -

Journal de Vacaciones

nombre ______________

Directions: During spring break, keep an informal log of your daily activities so that we return to school, we can do computer 'chat' about it during class in the computer lab. We are booked to hold class in lab 126 for Monday, March 15; so do not report to room that day.

You may journal in either English or Spanish, as I will not see the actual document; my suggestion is that you write in Spanish because during our chat, (which I will print out and read), you should participate as much as possible and you can do this by keeping good notes. Try to fill at least one line per day:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

When you arrive promptly at the lab, choose a seating arrangement that allows for elbow room. You will log in according to my instructions using the Spanish name that you chose at the beginning of the year. Post a message in Spanish and then read and respond in Spanish to your classmates' comments. Do not talk out loud. I will circulate around the room so that I can respond quickly when you raise your hand with a question. Dictionaries and online translators are not permitted during this activity. Hopefully this will lend a different texture to practicing narration in past tense!

At the end of class, you will answer three questions regarding the exercise:

How would you rate your performance in this communicative setting? and

How did you feel during the activity? and

What other topics would you like to address if we were to try this again?

Some suggestions are . . . School, professional sports, hobbies, music, recreational sports, summer, family, wellness, pet peeves, TV programs, restaurants, movies, work, animal rights, preservation of the natural environment, famous people, clothing and hair styles, politics, security, interpersonal relationships, consumerism, generation gap, technology, car / driving issues, laws, alternative vs. conventional medicine, books, magazines . . .
Appendix I.
"Listas" (during EPD)

Me llamo: ______________________

- aburrirse
- asegurarse de
- caerse
- cansarse
- construir
- contarse chistes
- darse cuenta de
- despedirse
- dibujar
- disculparse
- divertirse
- enojarse con
- esconderse
- hablarse
- pelearse
- portarse bien/mal
- preocuparse por
- reírse
- reunirse
- señal la cuerda
- sentarse
- sentirse
- sonreírse
- tener cuidado
- tener envidia
- tener éxito
- tener ganas
- tener hambre
- tener sed
- tener vergüenza
- trepar a los árboles
el río - el camión -
el lago - el autobús -
el agua - la motocicleta -
el océano - el tráfico -
el puente - el tren -
Cruzar - la transportación pública -
l la playa - la parada de autobús -
l la montaña - la estación de tren -
la ciudad - la carretera -
ell edificio - montar -
ell rascacielos - manejar -
ell cine - conducir -
ell teatro - la calle -
ell tienda - la acera -
ell almacén -
ell banco -
ell café -
ell restaurante -
ell bodega -
ell mercado -
ell museo -
ell iglesia -
ell discoteca -
ell parque -
ell estadio - el campo atlético -
ell campo -
ell vecindad - la piscina -
ell vecina -
ell centro comercial -
<table>
<thead>
<tr>
<th>Español II</th>
<th>la comida</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. el vocabulario</td>
<td>21. el pollo- chicken</td>
</tr>
<tr>
<td>1. el agua- water</td>
<td>22. el queso- cheese</td>
</tr>
<tr>
<td>2. el arroz- rice</td>
<td>23. la sopa- soup</td>
</tr>
<tr>
<td>3. el bocadillo- sandwich</td>
<td>24. el té- tea</td>
</tr>
<tr>
<td>4. el café- coffee</td>
<td>25. el tomate- tomato</td>
</tr>
<tr>
<td>5. el bistec- steak (la carne- meat) (el bistec)</td>
<td>26. las verduras- green veggies (los vegetales- vegetables)</td>
</tr>
<tr>
<td>6. la cebolla- onion</td>
<td>27. el atún- tuna fish</td>
</tr>
<tr>
<td>7. el chocolate- chocolate</td>
<td>28. la torta- cake</td>
</tr>
<tr>
<td>8. la ensalada- salad</td>
<td>29. la cereza- cherry</td>
</tr>
<tr>
<td>9. los frijoles- beans</td>
<td>30. la fresa- strawberry</td>
</tr>
<tr>
<td>10. la jalea- jelly</td>
<td>31. el refresco- refreshment</td>
</tr>
<tr>
<td>11. el jamón- ham</td>
<td>32. el huevo- egg</td>
</tr>
<tr>
<td>12. el jugo- juice</td>
<td>33. la manzana- apple</td>
</tr>
<tr>
<td>13. la leche- milk</td>
<td>34. el melocotón- peach</td>
</tr>
<tr>
<td>14. el limón- lemon</td>
<td>35. el melón- melon</td>
</tr>
<tr>
<td>15. la mantequilla- butter</td>
<td>36. la naranja- orange</td>
</tr>
<tr>
<td>16. la mayonesa- mayonnaise</td>
<td>37. el pastel- pastry, pie</td>
</tr>
<tr>
<td>17. la lechuga- lettuce</td>
<td>38. la patata- potato</td>
</tr>
<tr>
<td>18. el pan- bread</td>
<td>39. la pera- pear</td>
</tr>
<tr>
<td>19. las papas fritas- french fries, chips (las patatas fritas)</td>
<td>40. la piña- pineapple</td>
</tr>
</tbody>
</table>
La ropa.

la camisa
la blusa
la falda
los pantalones
el cinturón
el traje
el traje de baño
los pantalones cortos
el abrigo
la chaqueta
el sombrero
los zapatos
los calcetines
las medias
las botas
las sandalias
las chanclas
la bolsa
la cartera
la bufanda
el pañuelo
los guantes
los gafas (del sol)
los lentes de contacto
el vestido
el suéter
el gorro
el collar
la pulsera
el anillo
los aretes
el reloj
la ropa interior
las pijamas
el impermeable
el paraguas
la sudadera

Diseños - disignes

liso - plain
a rayas - stripes
de lunares - spots
de cuadros - checkers
escoces - plaid
estampado - print

el algodón - cotton
la lana - wool
la seda - silk
la pana - courdoray
la talla - size
Ponerse- to pu on (oneself)
Llevar - to wear / to carry
Probarse la ropa-
Verbo

volar  escribir  abordar  sacar
escribir  ir  hacer  comenzar
ducharse  hacer  jugar
el nombre
En Español 2-3
BUSCAPALABRAS

En la comunidad
Santo o viver en
Decide no arrea
O después ratot
Periodico paesear
IC PATINAR CR LRR O
NIOMABROVIERATO
TIDEO UVRUNTATIE
AIROL JOBDEIDURS
RFPLAZADDLNRXU
ANDAR REVISTA AIN

ABRO (2x)
ANDAR (2x)
ANTES
CINE
COMPARTIR
COMUNIDAD
DECIDE
DECIDIR
DIBUJAR
DESPUES
DURANTE
FRIC
LITERATURA
MUSEO
NOVELA

PATINAR
PERIODICO
PINTAR
PLAZA
POEMA
RATO
REVISTA
SUPERMERCADO
TEATRO
VER
VIVE

FIND
FIN
BUENA

Hace frio.
Nieva.
No hay escuela.

Hay hielo.
Patino.

441
~Verbos Reflexivos~

ME LLAMO:

Across
1. we brush
2. Y'all go to bed
4. You (form) bathe
5. I shave
7. you (inf) feel
Down
1. we wake
3. I sit
6. I get up
8. My parents shower
9. She puts on

10 of 10 words were placed into the puzzle.

Visit Puzzlemaker at DiscoverySchool.com.
Appendix N

"Actividades" and grammar practice worksheets (during EPD)

Me
llamo:_________________________________________ Pd________

Please conjugate in the past tense with the correct er/ir verb. Then draw a picture of the animal in the sentence.

1. Mi congrejo ____________________ (died) la semana pasada.

2. Mario ________________ (asked for) una tortuga anteayer.

3. El león ________________________ (slept) anoche.

4. Los tiburones ____________________ (followed) el pez.

5. Mi pájaro y yo ________________ (repeated) las frases.

6. Los lobos ________________________ (felt) enojados.

7. La vaca ________________________ (jumped) sobre la vaca.

8. El mono ________________________ (fell) del árbol.

9. La oveja ________________________ (read) el libro esta mañana.

10. Las ballenas___________________ (listened to) la canción.
The preterit forms of _ir_ are irregular in both the stem and the endings.

### Practicing the preterit of the verb _ir_ (after B10)

6. Complete the following sentences with the correct preterit form of _ir_.

1. ¿Adónde ____________ ustedes en este viaje?
2. ____________ a varios lugares en España.
3. ¿___________ (tú) a Toledo?
4. Sí, y también ____________ a las playas de Málaga.
5. ¿Sabes adónde ____________ Isabel y Julio?
6. Creo que ____________ a Granada.
7. Y tú, ¿no ____________ a Granada?
8. No, yo ____________ a Córdoba. Me gustó mucho.
9. ¿Y adónde más ____________?
10. ¡Entonces ____________ a mi casa a dormir!
Define these verbs in English, then use them in their correctly conjugated forms to complete the sentences below.

aprender- hacer- contestar-
recibir- llevar- leer-
necesitar- tener- ser/estar-

Yo _______________ mis libros y cuadernos para clase.

Mi amigo _______________ matemáticas el período uno.

Nosotros __________ muchos cuentos en la clase de inglés.

Las clases de educación física ________ ejercicios todos los días en el gimnasio.

Mis amigos y yo ____________ español en la clase.

Para pasar los exámenes, los estudiantes _____________ las preguntas en los papeles.

Yo ______________ mi regla y calculadora a la clase de matemáticas.

Mi hermano ______________ una torta para su cumpleaños.

Durante la clase, nosotros ______________ muchas preguntas.

Yo _____________ siete clases todos los días escolares.

Las clases ____________ difíciles a veces.

Nosotros ______________ libros en nuestras clases el primer día de escuela.
Mis amigos ____________ ir al concierto el sábado.

Yo __________ ir a clase ahora mismo.

Mis padres ____________ ir a Acapulco para sus vacaciones.

Yo ____________ ir con ellos, también.

¿Tu ____________ alquilar un video esta noche?

Gracias, pero no ____________ ir al restaurante ahora porque no ________ comer.

Yo ____________ practicar deportes después del colegio.

¿Tu ____________ ir conmigo?

¡Tengo buenas noticias! ¡Nosotros no ____________ ir al colegio el lunes!

Pero los profesores ____________ ir.

¿Qué ____________ hacer vosotros en el tiempo libre?

¿Tu me invitas ir al cine esta noche? Gracias. Sí, ____________ ir.

Ella no ____________ venir con nosotros porque está enferma.

No sé el número. ____________ buscar el número en la guía telefónica.

Yo no ____________ contestar el teléfono ahora. Estoy ocupado.

¿Vosotros ____________ hacer mucha tarea esta noche? ¿O no?

¿Por qué no vamos al cine después de la cena?

¡El señor X no está?! Yo ____________ dejar un mensaje para él.
TENER, SER or ESTAR?
→ remember to conjugate to the correct form

Yo _____ un lápiz en mi mochila.
Nosotros ______ en la clase de español.
Ellas _____ hermanas.

¿Tú _____ una calculadora?
Él _____ tarde para el colegio hoy.
Tú y yo _____ buenos amigos.

¿En qué clase _____ tú primero?

Nosotros _____ mucha tarea siempre.
Ella _____ mi profesora de matemáticas.
¿ ______ ustedes en mi clase de arte?

Ella _____ la clase de historia próximo.
Ellos no _____ una computadora.

Yo _____ en educación física ahora.
Me llamo: __________________________
Hoy es: __________________________

Direcciones: Complete cada frase con la forma correcta del verbo entre paréntesis.

1. La chica quiere ____________ (broncearse) en la playa.
2. Roberto va a ____________ (enamorarse) con Julia.
3. Tú necesitas ____________ (levantarse) temprano mañana.
4. Ellos van a ____________ (mantenerse) en forma por levantar pesas.
5. ¡Veptros necesitais ____________ (sentarse) ahora mismo!
6. Yo voy a ____________ (acostarse) a las once esta noche.
7. Él va a ____________ (caerse) de ese árbol.
8. Tú necesitas ____________ (secarse) con una toalla después de ducharte.
9. Para ____________ (mirarse), nosotros necesitamos un espejo.
10. Mi madre usa un pintalabios cuando ella quiere ____________ (pintarse).
11. Hoy Enrique va a ____________ (vestirse) con unos jeans y una camiseta anaranjada.
12. Nosotros vamos a ____________ (divertirse) mucho a la fiesta.
13. Veptros váis a ____________ (quejarse) un montón porque hay una prueba el viernes.
14. Yo voy a ____________ (sentirse) horrible si no como pronto.
**Directions:** Conjugate the reflexive verb in preterite tense.

1. Anoche, yo (shaved) _____________ la barba.
2. La mujer (enjoyed herself) _______________ la semana pasada en el viaje.
3. El hombre (fell asleep) ________________ temprano anoche.
4. Tú (showered) ________________ dos veces ayer.
5. Ellos (cut) ________________ el cabello el mes pasado.
6. Vosotros no (shut up) ________________ nunca.
7. El año pasado, nosotros no (died) ________________.
8. Esta mañana, tú y yo (put on makeup) ________________ las caras.
9. El serpiente (moved) ________________, la cola rápidamente cuando me vio.
10. Anteayer, tú y tu primo (felt) ________________ enfermos.

### A. Completar con las formas pretéritas.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Preterite Form</th>
<th>Verb</th>
<th>Preterite Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>yo (estudiar)</td>
<td>_______________</td>
<td>1. yo (salir)</td>
<td>_______________</td>
</tr>
<tr>
<td>tú (entrar)</td>
<td>_______________</td>
<td>2. tú (abrir)</td>
<td>_______________</td>
</tr>
<tr>
<td>ella (terminar)</td>
<td>_______________</td>
<td>3. Ud. (partir)</td>
<td>_______________</td>
</tr>
<tr>
<td>nosotros (tocar)</td>
<td>_______________</td>
<td>4. Juan y yo (sufrir)</td>
<td>_______________</td>
</tr>
<tr>
<td>vosotros (bailar)</td>
<td>_______________</td>
<td>5. vosotros (vivir)</td>
<td>_______________</td>
</tr>
<tr>
<td>ellos (nadar)</td>
<td>_______________</td>
<td>6. Uds. (subir)</td>
<td>_______________</td>
</tr>
<tr>
<td>yo (aprender)</td>
<td>_______________</td>
<td>7. yo (sentarse)</td>
<td>_______________</td>
</tr>
<tr>
<td>tú (romper)</td>
<td>_______________</td>
<td>8. tú (bañarse)</td>
<td>_______________</td>
</tr>
<tr>
<td>él (encender)</td>
<td>_______________</td>
<td>9. él (despertarse)</td>
<td>_______________</td>
</tr>
<tr>
<td>nosotros (perder)</td>
<td>_______________</td>
<td>10. nosotros (quitarse)</td>
<td>_______________</td>
</tr>
<tr>
<td>vosotros (deber)</td>
<td>_______________</td>
<td>11. ellos (aleitarse)</td>
<td>_______________</td>
</tr>
<tr>
<td>ellos (comprender)</td>
<td>_______________</td>
<td>12. yo (acostarse)</td>
<td>_______________</td>
</tr>
</tbody>
</table>
Saber vs. Conocer

to know ______, ______
(or ______, ______)

1. Yo ___________ hablar español.
2. ¿Tú ___________ a mi prima Elena?
3. ¿Tú ___________ mi número de teléfono?
4. Yo no ___________ cuando abre la tienda.
5. Mi amigo ___________ tocar la guitarra.
6. Mi hermano no ___________ montar en bicicleta.
7. Ustedes ___________ el arte de Diego Rivera.
8. ¿___________ tú el parque?
9. ¿___________ tú dónde está el parque?
10. Yo ___________ el libro War and Peace.
11. Yo ___________ bien mi comunidad.
12. Ellos no ___________ nadar.
14. ¿Tú ___________ qué hora es?
**En el museo**

¿Qué hacen Carolina y sus amigas en el museo? Completa las oraciones para saberlo.

**modelo:** yo / jugar con los niños en...

Yo juego con los niños en el taller de cerámica/el jardín, etc.

1. tú / competir en el concurso...

2. nuestro amigo / pedir el autógrafo...

3. nosotros / repetir...

4. ustedes / jugar al...

5. yo / les servir galletas a...

**En la calle**

Combina las frases para saber qué hacen Carolina y los otros después de visitar el museo.

1. mis padres / servir
   a. dos dólares de mi tío

2. los niños / jugar
   b. contra Luis y Roberto

3. yo / pedir
   c. unos poemas cómicos

4. mis amigos / repetir
   d. un partido de baloncesto

5. tú y yo / competir
   e. refrescos
Put the correct letter(s) on the end of the verb so that it correctly corresponds to the subject of the sentence. Pay attention to whether the verb is an -ar class, -er class or -ir class verb and work accordingly. This is one of the most important Spanish grammar skills, and it’s simple to do with a little practice. Buena suerte.

1. Mi madre escuch____ dicenos clásicos pero mi papá escuch____ música rock.
2. Mi hermano com____ mucho cuando mi familia com____ la cena.
3. Yo prepar____ para mi examen de español el viernes porque yo quiero____ sacar una buena nota en mis clases.
4. Mi madre prepar____ el desayuno en nuestra casa todos los dias escolares pero mi papá prepar____ el desayuno los sabados.
5. Mi hermana hac____ ejercicios por las noches porque ella quiere____ participar en deportes en el verano.
6. Mis amigos y yo toc____ la guitarra los fines de semana.
7. ¿Tú toc____ un instrumento?
8. Nosotros aprend____ mucho en la clase de español pero la clase es dificil a veces.
9. Mi familia y yo viv____ en una casa pequena.
10. En la clase de arte, los estudiantes pint____ y dibuj____ mucho.
11. Yo compr____ mi almuerzo en la cafetería pero mi hermana llev____ un sandwich de la casa. Ella prepar____ su sandwich por la mañana antes de salir.
12. En la cafetería, vend____ una variedad de comidas.
13. Yo recibi____ buenas notas cuando estudi____ en la clase de matemáticas.
14. Mi cuarto es azul y no me gusta. Voy a pint____ mi cuarto amarillo.
15. En la clase de español, nosotros aprend____ a hablar y escribir en la otra lengua, español.
16. ¿Dónde est____ tu guardarropas? Mi guardarropas est____ allí.
17. ¿Tú comprend____ la leccion de algebra? La profesora enseña____ dos veces y yo no comprend____.
18. Yo escribi____ poemas en ingles pero le____ poemas en español.
19. ¿Tú quier____ ir al cine el viernes? Yo quier____ ver la pelicula de terror. ¿Te gust____?
20. Cuando hace frio, mis hermanos llev____ gorras y guantes.
21. Cuando hace frio, yo llev____ mi abrigo y guantes, tambien.
22. ¡Hola! Cómo est____ t____? / ¡Hola! Cómo est____ Usted?
23. ¿Dónde viv____ t____? Mi mejor amigo viv____ en Florida ahora.
El parque tiene una plaza.
El vendedor vendió refrescos.
Los novios caminaron en el parque.
Hacía sol.
La madre compró un refresco para su niña.
Nosotros vimos globos bonitos de colores.
Los chicos llevaron zapatos de tenis.
El padre le dio el periódico.
La niña recibió un refresco.
Nosotros visitamos el parque los domingos.
La fuente tiene agua.
Ellos hablaron con sus amigos.
La gente pasó un buen rato en el parque.
Los niños jugaron en el sol.
El parque está en el centro de la ciudad.
Los novios pasearon en el parque.
Los jóvenes a veces patinaron allí.
¿Vosotros decidisteis ir al parque con nosotros?
¡Mira! El artista pintó la fuente.
¡Escucha! El músico tocó la guitarra.
¿Tú quieres tomar un refresco?
Español II  tarea de: decir, poder, traer, conducir, saber, venir, poner, querer

A. Complete las frases con la forma pretérita del verbo.
1. Yo (decir) ___________ la información al profesor. El me ___________ que no vamos a tener la prueba hasta mañana.

2. David y Ana nos (decir) ___________ el secreto pero tú me ___________ una mentira.

3. ¿(decir) ___________ tú que hay una prueba mañana? ¿Nos ___________ vosotros que no tenemos clases este viernes?

4. Mis amigos no (poder) ___________ venir a mi casa. Diana ___________ venir.
¿___________ venir tú anoche?

5. Yo no (poder) ___________ tomar el examen ayer. Nosotros no ___________ tomar el examen porque nosotros no (tener) ___________ clases. ¿___________ vosotros tomar el examen?

6. ¿(traer) ___________ tú el libro a la clase? Yo lo ___________, pero es mi libro de ciencia.
¿___________ Diana y Ana sus libros?

7. Nosotros no (traer) ___________ a nuestras novias a la fiesta porque nosotros (querer) ___________ conocer a chicas nuevas. Vosotros tampoco (traer) ___________ vuestras novias.

8. Hace una semana que yo (conducir) ___________ a la escuela. ¿Hace cuánto tiempo que ___________ tú a la escuela?

9. David no (conducir) ___________ a la escuela tampoco. Sus padres (conducir) ___________. Ellos (tener) ___________ el coche.

10. Nosotros (conducir) ___________ esta mañana pero vosotros no ___________.

11. Mis padres (saber) ___________ que mi gato murió. Nosotros no lo (saber) ___________. ¿Cómo ___________ tú? Mi hermano lo (saber) ___________ pero él no (decir) ___________ nada.


13. Ella (venir) ___________ a mi fiesta. ¿(venir) ___________ vosotros a mi fiesta? Yo (venir) ___________ a mi fiesta porque yo (tener) ___________ la fiesta.

14. ¿Dónde (poner) ___________ tus llaves? Yo las (poner) ___________ cerca de la mesa. Nosotros no (poner) ___________, el azúcar en la torta.

15. Mis amigos (poner) ___________ su tarea en el pupitre del Señor. El la (poner) ___________ en su mochila. El (querer) ___________ salir temprano.

16. Nosotros no (querer) ___________ ir a la playa. Mis padres ___________ ir. Yo ___________ ir a las montañas. ¿Quieres ___________ tú anoche en el restaurante?
Appendix O
Writing requirements (during EPD)

Me llamo: ______________________

El Arte Hispano

I. Procedure:
A. Choose an artist from the list below. Using the internet, find a picture of a work by this artist.
B. Save the picture to your server space.
C. Using other quality sites and the one where you found the picture, answer the following questions in Spanish:
   1. ¿Cómo se llama la obra?
   2. ¿Quién es el artista?
   3. ¿De dónde es el artista?
   4. ¿Cuándo hizo la obra?
   5. ¿De qué estilo es la obra (escultura, muralla, pintura, etc.)
   6. ¿Qué características tiene la obra? (clásica, enorme, etc.)
   7. ¿Qué piensas de la obra? ¿Por qué?
D. Put your name in the upper right-hand corner of your document. Type your answers in a logical order in paragraph form. Use any easily legible 12 point font. Double space your paragraph. Save.
E. Insert the picture of the work (from server space), centered, below your paragraph. If you need help doing this, ask. Save again.
F. Carefully check your paragraph for errors. Make corrections. I will not help you do this! Save one more time.
G. Ask me to check over your document and printer setup before printing. Once I have OK'd it, print.
H. Turn in your project and this sheet, paper-clipped together.

II. Artistas Hispanos Famosos (elige uno)
A. Salvador Dali (1904-1989), "The Persistence of Memory"
B. Francisco Goya (1746-1828), "Los Caprichos"
C. El Greco (1541-1610), "Burial of the Count of Orgaz"
D. Frida Kahlo (1907-1954), "The Two Fridas"
E. Joan Miró (1893-1983), "Harlequin’s Carnival"
F. Pablo Picasso (1881-1973), "Guernica"
G. Diego Rivera (1886-1957), Rockefeller Center
H. David Alfaro Siqueiros (1896-1974), "Echo of a Scream"
I. Diego Velázquez (1599-1660), "Las Meninas"
Appendix P
Culture activities (during EPD)

Cuba Island of Dreams Me llamo: ____________________________

1. Cuba is the largest island in the ____________________________.
2. What did Columbus think he discovered when he found Cuba?
3. ____________________________ is the capital of Cuba?
4. In what year did Cuba gain independence?
5. The Baroque Cathedral was consecrated in 1789, the year of the ____________________________.
6. Cuban music is the combination of ____________________________ rhythms and ____________________________ vocal harmonies.
7. What famous American author lived in Havana?
8. What is the name of the second largest city in Latin America?
9. The ____________________________ Cemetery is the largest in Latin America.
10. The religion of Cuba is mainly ____________________________.
11. Havana Club is a brand of ____________________________.
12. What are the by-products of sugar cane?
13. Tobacco is grown solely in a nursery. True or false?
14. The Pedro River empties in the ____________________________.
15. In 1902, the ____________________________ of Cuba was established.
* Why would Maya give blood from their most sacred body parts?

* Which of these activities opened portals to the underworld? blood letting fasting

* Who lived in the ‘underworld’? ________

* Who lived in the ‘middleworld’? ________

* Which of these were physical portals to the underworld? Sinkholes Caves

* Why on earth did Maya’s throw people of all ages into a certain sinkhole lake?

- They didn’t really think they’d die. What did they believe?

* What kinds of things happened to the Maya (either accidentally or at the hands of the Spanish)?

- health? -

- religion? -

- education? -

* What indications do we have today that the Maya were never really conquered + never fully assimilated?

* In what year do the Maya expect to see a resurgence of interest in their culture + beliefs? ________

   In Nombre ________
Appendix O
Potential communicative activities (during EPD)

¿Qué lees en la clase de literatura?

¿Qué haces en el parque?

¿Qué problema tienes en la clase de español?

¿Adónde vas después de esta clase?

¿En qué lugar están las directora y los secretarios?

¿En qué lugar hay todos los libros escolares?

¿Qué son unos refrescos?

Un sanwich en españa?
¿En médico?
¿Qué necesitas?

1. Tú eres un estudiante de lenguas. Debes en cuento necesitas un libro especial que tiene las dos lenguas. ¿Qué necesitas?

2. Estás en la clase de computación. Tú tienes que preparar un proyecto especial para tu clase de estudios sociales. Escribe tu proyecto con el teclado. Miras las fotografías en la pantalla. ¿Para sacar el proyecto para sacar una buena nota con el profesor, qué más necesitas para preparar el proyecto?

3. Estás a la pizarra. Necesitas escribir la tarea en la pizarra para la clase. La profesora espera. ¿Qué necesitas?

4. ¡Ay, caramba! Tu tarea en la pizarra tiene un error. ¡Rápido! Antes de que la profesora la mira, tú tienes la oportunidad para hacerlo perfectamente – pero ¿qué necesitas?

5. Tienes tarea difícil en la clase de algebra (o matemáticas). ¿Qué necesitas para tener los números correctos?
¿Dónde están?

1. Hace mucho frío hoy y la estudiante lleva un abrigo, guantes, una bufanda, gorra y botas al colegio hoy. Pero ella no va a llevarlos en las clases todo el día. También, ella lleva su mochila y cinco libros. ¿Adónde va con la ropa y libros? Ella está a su ________.

2. El estudiante tiene un problema. El necesita hablar con la directora o con la secretaria primero. ¿Adónde va? ________.

3. Unos chicos están a sus pupitres. Unos chicos están a la pizarra, y ellos tienen tiza y borradores. Otros usan los diccionarios y escriben su tarea. Preparan porque hoy una prueba mañana. ¿Dónde están? ________.

¿En qué clase están?

1. Los estudiantes entran en su clase. Hay un examen hoy. En su examen hay un mapa con todos los países de Súdamérica y África. Los estudiantes tienen que escribir los nombres de los países. ¿En qué clase están? 

2. En esta clase, los estudiantes cantan o tocan instrumentos. A veces escuchan discos. ¿En qué clase están?

3. En esta clase, cada estudiante tiene una pantalla, un teclado y un ratón. En la clase hay unas impresoras, también. ¿En qué clase están?

4. Para esta clase, los estudiantes usan papel grande y blanco. Necesitan lápices, gomas, bolígrafos y marcadores. ¿En qué clase están?

5. Hay números en la pizarra: los estudiantes necesitan reglas y calculadoras. Siempre tienen mucha tarea. ¿En qué clase están?
¿Qué va a hacer?

1) La chica lleva su abrigo, su mochila y su almuerzo. Ella sale de la casa y espera el autobús. ¿Qué va a hacer? 
   Ella va a ____________________________.

2) La señora prepara un sandwich y tiene una Coca-Cola en la refrigeradora. Es mediodía. ¿Qué va a hacer ella? 
   ____________________________.

3) El profesor llega temprano a su colegio. Entra en su clase. Él mira sus libros y papeles. Prepara su lección. Escribe en la pizarra. ¿Qué va a hacer? 
   ____________________________.

4) El estudiante está en su casa. Después de comer, él va a su escritorio. Lleva su mochila y saca sus libros, cuadernos, lápiz, goma y calculadora. ¿Qué va a hacer? 
   ____________________________. 
¿Qué materia estudia?

1. La estudiante habla inglés, alemán, francés y español. Ella habla, y escribe, y escucha por mucho de Europa. También a ella le gusta leer la literatura de varias autores de varias países. ¿Qué clases le gusta a ella?

2. Al chico le gustan mucho las cosas vivas del mundo. Él estudia las plantas y los animales. ¿El estudia cosas muy pequeñas con un microscopio? ¿Cuál de las clases de ciencias le gusta más?

3. En su clase favorita, hay mapas grandes con cada país en un color distinto. Estudian las montañas, ríos, océanos y islas del mundo. ¿Qué es su materia favorita?
4. Cuando hay una prueba en esta clase los estudiantes escriben el número de un año importante, como 1492, o el nombre de un presidente, ciudad, o país. ¿Qué materia es?

5. En su clase preferida, leen muchos de los libros clásicos. Hay que usar el diccionario de vez en cuando. Estudian los autores y sus caracteres. Si hay mucha acción o mucha descripción, o si el libro es interesante o aburrido. ¿Qué materia estudia?
¿Qué hacen?

1. __________
   - examen
   - tarea
   - una carta
   - a la pizarra

2. __________
   - lenguas
   - música
   - la radio
   - discos

3. __________
   - diccionario
   - libro
   - periódico
   - revista

4. __________
   - bolígrafo
   - pluma
   - lápiz
   - marcador
   - tiza

5. __________
   - pantalla
   - televisión
   - una película
   - fotografías
   - dibujos

6. __________
   - un proyecto
   - trabajo
   - tarea
   - un sandwich
   - arte, como escultura

7. __________
   - el piano
   - la guitarra
   - discos
   - música

8. __________
   - lenguas
   - matemáticas
   - ciencias
   - materias escolares

*Answer will be a verb.*
9.
¿por qué?
¿A qué hora?
¿Quién eres tú?
¿Cómo estás?
¿Qué es?

10.
No.
Sí.
Ciento veintitrés.
En el Perú.
Porque yo digo.

11.
el colegio
la escuela
tus clases
un concierto
una reunión

12.
el autobús por la mañana
tu próximo cumpleaños
el fin de semana
una fiesta
el año que viene

13.
tu hermano menor
el perro
el gato
una mujer vieja
tu amigo con su tarea

14.
clases
hermanos
quince años
ropa
discos

15.
una clase
una lección
un método de hacer algo, como hacer algo.
el colegio
una materia
LA CIUDAD
Y LAS AFUERAS Y EL CAMPO

1. ¿Qué pasa en la ciudad por las mañanas?
   1.
   2.
   3.

2. ¿Qué hay en las afuera?

3. ¿Qué pasa por las noches en la ciudad?
   1.
   2.
   3.
   4.

4. ¿Dónde puedes ir de compras en la ciudad?
   1.
   2.
   3.

5. ¿Dónde puedes asistir a un partido de fútbol?
   1.
   2.

6. ¿Dónde puedes asistir a un espectáculo?
**Appendix R**

**Information-gap activity (after EPD)**

Me llamo: ____________

**El horario de Sonia**

It's Sonia's first day at State High, and she seems to be missing some classes. Since her Spanish isn't so good, ask her counselor (your partner) for the missing pieces. Write in his/her responses.

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**El horario de Mario**

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<th>Clase</th>
<th>Cuarto</th>
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<td>185S</td>
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<tr>
<td>2 biología</td>
<td>220S</td>
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<tr>
<td>3 música</td>
<td>61N</td>
</tr>
<tr>
<td>4 almuerzo</td>
<td>cafetería</td>
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<tr>
<td>5 inglés</td>
<td>155S</td>
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<td>6 arte</td>
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<tr>
<td>7 álgebra</td>
<td>123S</td>
</tr>
<tr>
<td>8 estudios sociales</td>
<td>122S</td>
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</table>
It’s Mario’s first day at State High, and he seems to be missing some classes. Since his Spanish isn’t so good, ask his counselor (your partner) for the missing pieces. Write in his/her responses.

**El horario de Mario**

<table>
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**El horario de Sonia**

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# Appendix S

"Las introducciones" dialogue rubric (after EPD)

## III. Grading:

### A. Completion of assignment requirements:

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<tr>
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<tr>
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<tr>
<td>3</td>
<td>One requirement not met</td>
</tr>
<tr>
<td>2</td>
<td>Two requirements not met</td>
</tr>
<tr>
<td>1</td>
<td>Three requirements not met</td>
</tr>
<tr>
<td>0</td>
<td>More than three requirements not met</td>
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### B. Comprehensibility (flow):

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<th>Score</th>
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<tbody>
<tr>
<td>4</td>
<td>Conversation is easily understandable in both content and order</td>
</tr>
<tr>
<td>3</td>
<td>Conversation has one or two choppy or incomprehensible areas</td>
</tr>
<tr>
<td>2</td>
<td>Conversation has several choppy or incomprehensible areas</td>
</tr>
<tr>
<td>1</td>
<td>Significant choppy or incomprehensible areas are present</td>
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<tr>
<td>0</td>
<td>Conversation is unintelligible</td>
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### C. Appropriate and logical use of vocabulary and grammar:

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<tr>
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<td>Several grammatical or word choice errors</td>
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<td>Frequent errors</td>
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### D. Error-free pronunciation:

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<td>3</td>
<td>One or two errors</td>
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<td>2</td>
<td>Several errors</td>
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<tr>
<td>1</td>
<td>Numerous errors</td>
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<tr>
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<td>Errors indicate that no practice took place</td>
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### E. Effort/creativity:

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<th>Description</th>
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<tbody>
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<td>Assignment is well detailed and rehearsed beyond requirements</td>
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<tr>
<td>3</td>
<td>Some detail is added</td>
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<td>2</td>
<td>Assignment meets requirements</td>
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<tr>
<td>1</td>
<td>Evidence of carelessness is present in both content and presentation</td>
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<tr>
<td>0</td>
<td>Presentation shows that no effort went into the script or its presentation</td>
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**Total/20:**

**Percent:**
Appendix T

Neighborhood drawing (after EPD)

Me llamo: 

My dog, "Cat," took a walk around the neighborhood. Using ordinal numbers (which we've already learned) and your new places vocabulary, list in order the places he visited. Skip the house. ¡Frases completas, por favor!
Appendix U
Culture information-gap activity (after EPD)

Esp 2
Origen
Info Gap
parte A

Me llamo____________________ pd____

Ask your partner the following questions (without looking at their paper!). They will answer you in Spanish (using their map) with the correct person and nationality. Write down their entire answer. You may use a map to help you!

ex: ¿Quién es de España? Fernando es español.

1. ¿Quién es de Chile?

2. ¿Quién es de Puerto Rico?

3. ¿Quién es de Costa Rica?

4. ¿Quién es de Perú?

5. ¿Quién es de Uruguay?

6. ¿Quién es de Ecuador?

7. ¿Quién es de Colombia?
Esp 2
Origen
Info Gap
parte B

Me llamo__________________________ pd_____.

Ask your partner the following questions (without looking at their paper!). They will answer you in Spanish (using their map) with the correct person and nationality. Write down their entire answer. You may use a map to help you!

ex: ¿Quién es de España?  Fernando es español.

1. ¿Quién es de Perú?

2. ¿Quién es de los EEUU?

3. ¿Quién es de Bolivia?

4. ¿Quién es de Venezuela?

5. ¿Quién es de México?

6. ¿Quién es de Cuba?

7. ¿Quién es de Argentina?
Necesito hacer unas llamadas de negocios hoy, pero no sé los números. Primero, busco la guía telefónica. Próximo, busco los números. Escribo los números en un papel para usar más tarde. Entonces, tengo que buscar el teléfono porque alguien en la oficina deja el teléfono en su escritorio después de hacer sus llamadas. Estoy enojada. Por fin, tengo el teléfono y puedo hacer las llamadas.

Primero, tengo que llamar el número 231-1111. Pero marco el número 232-2222. Sé que es el número equivocado porque una señora contesta y no sé quién es ella. Yo pregunto, "Con quién hablo?" Llamo a Tire Town, pero ella dice que es la casa García, que yo tengo el número equivocado. Yo digo, "Perdón, señora. Sí, tengo el número equivocado." Entonces marco el número otra vez. Esta vez llego a Tire Town y pregunto si ellos pueden trabajar con mi coche el martes. "Sí, el martes está bien," dice el hombre. Ahora estoy tranquila.

Próximo, tengo que llamar al médico porque mi hija está enferma. Necesito llamar temprano en el día, por la mañana, porque necesito saber si podemos ir a la oficina del médico después de la escuela. Si no llamo hasta las tres y media, no podemos tener una cita (appointment) hasta el día próximo. ¿Qué lástima! Ella va a estar más enferma entonces. Yo marco el número de la oficina, pero la línea está ocupada. Llamo tres veces más, y la línea está todavía ocupada. Estoy preocupada porque ella está enferma y necesito hablar con el médico. O con la enfermera en la oficina para hacer una cita. Voy a llamar más tarde.

Luego, necesito llamar a los negocios de X y X. Ellos trabajan con números y ellos van a hacer mis "taxes." Necesito llamar a ellos para saber cuales papeles ellos necesitan para hacer su trabajo, y para saber cuando ellos pueden hacer su trabajo. Es importante que ellos tengan los papeles antes del quince de abril ¿no? Marco el número de X y X. Contesta la secretaria. Ella dice que el Señor X no está, pero que él regresa más tarde. Entonces, yo digo que necesito dejar un mensaje para él. "Dígale que me llame," digo yo. "Yo voy a estar en la oficina hasta las cuatro de la tarde, y después, voy a estar en mi casa toda la noche. Gracias."

Entonces, tengo que llamar a los padres de un estudiante que no hace su tarea, no pasa sus exámenes, y que no asiste a la clase el lunes. Tengo el número de la casa, pero son las nueve de la mañana y es posible que la familia trabaja y que ellos no están en casa por las mañanas. Marco su numero, llama a los padres y sí, es verdad que no
están en casa. Siempre me siento preocupada al llamar a los padres de los estudiantes cuando tengo malas noticias. El teléfono suena tres veces y entonces contesta la máquina contestadora y dice, “Somos la familia Vásquez. No estamos en casa o no podemos hablar por teléfono ahora mismo. Por favor, déje un mensaje después del tono. Gracias.”


Acabo de hacer todas éstas llamadas cuando suena el teléfono. Es mi madre. “Nunca me llamas!” dice ella.
Questions about the story. (Questions are numbered by which paragraph they are discussing.) Answer short answers in Spanish.

¿Qué tiene que buscar antes de llamar?

______________________________

¿Por qué?________________________

______________________________

2. ¿Qué número quiere llamar? ______________
¿Qué número marca en error? ______________

¿Cómo se llama cuando una persona hace un error cuando marca el número de teléfono? ________________________________

¿Quién contesta? ______________________

¿A quiénes quiere llamar ella? ______________________

¿Qué es la palabra “NEGOCIOS”? ______________________

3. ¿A qué oficina llama ahora? ______________________

¿Por qué? ______________________

¿Por qué llama ella temprano? ______________________

¿Por qué llama varias veces? ¿Por qué? ______________________

¿Qué es la palabra “TODAVÍA”? ______________________

4. Cuando ella llama a X ¿qué pasa? ______________________

¿Dónde está el Señor X? ______________________

¿Cuándo regresa? ______________________

¿Cuándo puede hablar con el Señor X? ______________________
5. Ella necesita llamar a la familia de un estudiante. ¿Cómo se llama el estudiante?

¿Por qué ella tiene que llamar a ellos?

_________________________  _______________________

y ____________________________

¿Están en casa? ¿Qué pasa? ___________________________

¿Qué mensaje deja para la familia? ___________________________

¿Cómo se siente ella cuando tiene malas noticias para una familia?

_________________________

¿Cuándo pueden ellos llamar a la profesora al colegio? __________

¿Cuándo necesitan llamarle a su casa? ___________________________

¿A qué hora es su cita con el médico? ___________________________

¿Cómo se siente ahora? ___________________________

¿Cuándo suena el teléfono, quién habla? ___________________________
Tenemos unas preguntas sobre el cuento de la señora que habla por teléfono. Lee el cuento otra vez y contesta las preguntas por escribir la letra de la respuesta correcta del otro papel, por favor. Puedes usar cada letra solo una vez. Buena suerte.

1. ¿Qué tiene que hacer ella hoy?
2. ¿Dónde está el teléfono?
3. ¿Con quién quiere hablar ella primero?
4. ¿Por qué habla ella con la Señora García?
5. ¿Cuándo llama a la oficina del médico?
6. ¿Por qué llama a la oficina del médico?
7. ¿Qué pasa si espera hablar con la oficina del médico hasta las tres y media?
8. ¿Por qué tiene que llamar a la oficina del médico varias veces?
9. ¿Cuántas veces en total tiene que marcar el número de la oficina antes de hablar con una persona?
10. ¿Antes de qué fecha tienen que preparar los “taxes”?
11. ¿Está el Señor X en la oficina o tiene que hablar con él más tarde?
12. ¿Hay que dejar un mensaje para el Señor X?
13. Próximo, ella tiene que llamar a los padres de alguien que no pasa sus exámenes, ni hace su tarea, ni asiste todos los días en la clase. ¿Quién es él?
14. ¿Quién contesta el teléfono?
15. ¿Quién es la señora que hace todas de estas llamadas?
16. ¿Cuándo deja ella un mensaje en la máquina contestadora?
17. ¿A qué hora termina el trabajo de la señora que hace las llamadas?
18. ¿Contesta el médico a la oficina del médico?
19. ¿A qué hora es tu cita con el médico?
20. ¿Qué pasa inmediatamente después de que ella acaba de hacer todas las llamadas?
Las Respuestas

A. Sí.
B. No.
C. A las cuatro de la tarde.
D. A las cuatro y cuarto de la tarde.
E. Es un estudiante.
F. Es una madre y una profesora.
G. Con Tire Town.
H. Tiene que hacer muchas llamadas.
I. El quince de abril.
J. Por la mañana.
K. Después del tono.
L. La secretaria.
M. El médico.
N. Está en el escritorio de otra persona.
O. En la guía telefónica.
P. No recibe una cita hasta el día próximo.
Q. Porque su hija está enferma.
R. No está.
S. Su madre le llama.
T. Ella llama a su madre.
U. Tres.
V. Cuatro.
W. Cinco.
X. Porque tiene el número equivocado.
Y. Porque la línea está ocupada.
Z. Porque tú no sabes la respuesta.
Story summaries in English.

1. Before making the calls, she has to find both the book and the telephone.
2. Before calling, she has to look up several telephone numbers.
3. The person is making a series of calls to friends and family.
4. All of her calls go well except the one she makes to her mother.
5. She calls the garage to see if her car is done yet.
6. She calls X and X's accountants to see if they need any papers so they can do her taxes.
7. She calls the doctor because she's not feeling well in the morning.
8. She calls the parents of a student who's having problems in her class.
9. She calls her mother to see if she's sick.
10. Not all of the calls work out and some people have to call her back at work later or when she's at home in the evening.
11. By the end of the story, she feels calm although her daughter is still sick.
12. Her mother is angry with her.
13. Señor X is out of the office, but she should call back later.
14. She has to call some people later in the evening.
15. She is done with all her calls and conversations before she leaves the office for the day at 4:00.
Story summaries in Spanish. Choose the correct answer.

1. Ella necesita hacer unas llamadas ____.
   (A) personales  (B) de negocios  (C) de su casa

2. ¿Por qué tiene que buscar el teléfono antes de llamar?
   (A) Porque ella deja el teléfono en la oficina.
   (B) Porque alguien deja el teléfono en su escritorio.
   (C) Porque ella no sabe si hay un teléfono en la oficina.

3. ¿Cómo se siente ella cuando tiene que buscar el teléfono antes de llamar?
   (A) Está tranquila.
   (B) Está ocupada.
   (C) Está enojada.

4. ¿Qué pasa cuando ella hace su primera llamada?
   (A) Tiene el número equivocado.
   (B) La línea está ocupada.
   (C) Tiene que dejar un mensaje.

5. ¿De qué es su primera llamada?
   (A) Es de su hija que está enferma.
   (B) Es de sus “taxes.”
   (C) Es de su coche.

6. ¿Por qué llama al médico temprano por la mañana?
   (A) Porque necesita ver al médico hoy y no puede esperar hasta mañana.
   (B) Porque por la mañana es cuando ella tiene tiempo para hacer la llamada.
   (C) Porque la línea está siempre ocupada por las tardes.

7. ¿Qué pasa la primera vez que marca el número de la oficina del médico?
   (A) La secretaría contesta.
   (B) Tiene el número equivocado.
   (C) La línea está ocupada.
8. Cuando ella llama a la oficina de X y X ¿puede hablar con el Señor X?
(A) No, ella necesita dejar un mensaje.
(B) Sí, pero él está ocupado. Ella tiene que esperar un momento.
(C) Sí, habla primero con la secretaria y luego con el Señor X.

9. ¿Cómo se siente cuando llama a la oficina de X y X?
(A) Ella está tranquila.
(B) Ella está preocupada.
(C) No sé. El cuento no dice cómo se siente entonces.

10. Ella necesita hablar con los padres de un estudiante que está en su clase. ¿Por qué?
(A) El estudiante no asiste a clase.
(B) El estudiante no pasa su clase de español.
(C) El estudiante no hace su tarea.
(D) Todos de estos son la verdad.

11. ¿Cómo se siente ella entonces, cuándo llama a los padres?
(A) Ella está nerviosa porque no le gusta hablar con los padres nunca.
(B) Ella se siente tranquila.
(C) Ella siempre está preocupada cuando tiene malas noticias.

12. ¿Están en casa los padres a las nueve de la mañana?
(A) No están, y ella tiene que dejar un mensaje.
(B) Sí, pero no pueden hablar por teléfono ahora mismo.
(C) El teléfono suena tres veces y entonces contestan.

13. ¿Cuándo va a hablar con los padres de Raúl García?
(A) Cuando ella les llama a ellos por la mañana.
(B) Cuando ellos le llaman a ella más tarde.
(C) Cuando contesta la máquina contestadora.

14. ¿Quién llama a la oficina del médico?
(A) La secretaria
(B) La madre de una hija enferma
(C) El médico o la enfermera
A las siete y media de la mañana voy a la escuela. La escuela está en la calle Westerly Parkway. Yo entro en el edificio y voy a mi guardarropas. A las ocho y diez yo empiezo mi día escolar. Tengo un horario difícil. Los lunes y los miércoles tengo un período libre. Los otros estudiantes y yo tenemos que estudiar y hacer trabajo porque los profesores no permiten que nosotros hablemos. Siempre preparo mi tarea para la clase de matemáticas en mi período libre.

Los martes, los jueves, y los viernes yo tengo educación física. Es muy divertido porque muchas veces yo juego al fútbol y levanto pesas. ¡Yo voy a ser muy fuerte!

La clase de matemáticas es durante el segundo período. El tercer período es la clase de arte. Mis amigos están en la clase conmigo también. A ellos les gusta dibujar y pintar, pero a mí me gusta hacer cerámicas.

El cuarto período todos mis amigos tienen la clase de historia, pero yo estoy en la clase de inglés. Nosotros leemos muchas novelas, pero a veces hablamos mucho.

Yo tengo el almuerzo durante período cinco. A mí me gusta comer una hamburguesa y unas patatas fritas.

Durante el sexto período yo estoy en la clase de ciencias. ¡Ay de mí! ¡Ya son las doce menos veinte! Tengo que ir a mi clase. ¡Voy a llegar tarde!
Durante mis vacaciones, tengo muchas ideas que hacer en el año nuevo. Primero, yo decidí cuidar mi salud. Voy a hacer ejercicios tres veces por semana y decidí participar en unos deportes, como el voleibol. Caminar es bueno, también, y es fácil. Todas las mañanas cuando no hace frío voy a caminar como veinte minutos en mi comunidad antes de ir al colegio. También, Voy a andar en bicicleta con mi familia los fines de semana. Sé que mi salud es importante y voy a trabajar y aprender más el año que viene.

La salud del corazón y alma (heart and soul) es importante, también. El año que viene, voy a llamar a unos amigos y pasar un buen rato con ellos. Vamos a pasear o ir al teatro o cine. Tener un picnic en el parque es buena idea cuando hace buen tiempo. Muchos de mis amigos tocan la guitarra, también, y tenemos planes para una fiesta en la comunidad con una cena y música durante y después de la cena. Voy a ir al museo con mi familia también. Me gustan los museos del arte pero a mi hija le gustan los museos de ciencias y de historia natural. Conozco muchos museos y me gustan todos. Me gusta mirar el arte y también me gusta hacer el arte. Voy a dibujar más con lápiz y pluma y tinto y quiero aprender a pintar. Quiero vivir una vida más artística. Y voy a tomar tiempo para leer. Sé que hay muchos cuentos interesantes, novelas largas para pasar el invierno, literatura clásica, y poemas lindos en la biblioteca. Es buena idea visitar allá.
Español II

MARIANELA - Primera parte - páginas 1 y 2

Vocabulario:
- El camino
- La cueva
- El farol
- El ingeniero

Verbos:
- Acercar(se)

Me llamo: __________________________ pd

Llenar el blanco con la palabra lógica.

1. La clase fue en un viaje a _______________ de Penn.
2. Yo puse unas _______________ en el teléfono.
3. Monica y Laura condujeron por el _______________ de Brooklyn.
4. Tú tiras las _______________ en el río Susquehanna.
5. Buscamos los diamantes en la _______________.
6. Gizela _______________ de un árbol.
7. Monté mi bicicleta en el _______________.
8. Hay montañas en Wyoming y las _______________ en PA.
9. El _______________ trabajó en IBM.
10. Los huevos fueron en un(a) _______________.
11. En el centro de SC hay camaras en un _______________.
12. No soy una muchacha, soy una _______________.
13. Mi cumpleaños _______________.
14. Necesito _______________ las instrucciones a los alumnos.

Dibujar las palabras:


6. La mina  7. La moneda
Español II
Me llamo: ___________________________ pd_

Marcela - Primera Parte - pps 1 y 2

A. Contestan las preguntas en frases completas.
1. ¿Cómo se llama el pueblo?
2. ¿A dónde va Teodoro Golfin?
3. ¿Dónde está situada la casa de los Centenos?
4. ¿Cómo se llama el hermano de Golfin?
5. ¿Por qué es fea Mariana? (qué pasó?)

B. Poner en orden cronológica de 1 - 7
1. ______ Teodoro Golfin se perdió.
2. ______ Mariana conoce a Teodoro Golfin.
3. ______ Golfin le da una moneda a Mariana.
4. ______ Llegan a la casa de Carlos.
5. ______ Mariana le habló a Golfin de su vida.
6. ______ Golfin notó que Mariana era fea.
7. ______ Pablo salió para volver a su casa.

C. Cierto o Falso
1. ______ Mariana fue fea antes de caer al río.
2. ______ El papa de Mariana murió en el hospital.
3. ______ Teodoro Golfin es ciego.
4. ______ Pablo Penáguilas es el guía de Mariana.
5. ______ Mariana es muy pequeña.
6. ______ Mariana tiene diez y siete años.
7. ______ La mamá de Mariana trabajó en las minas.
8. ______ El pueblo que está situado en la región de las minas se llama Centeno.
Appendix W
“Listas” (after EPD)

Lugares
la casa-
el cafés-
el restaurante-
la piscina-
la playa-
la biblioteca-
el cine-
la discoteca-
el mercado-
el gimnasio-
el parque-
el aeropuerto-
el correo-
el supermercado-
el concierto-
el teatro-
el museo-
el banco-
* el zoológico-
* el almacén-
el hospital-
la escuela-
la universidad-
el estadio-

cerca-
lejos-
a la derecha-
a la izquierda-
detrás-
delante-
al frente-
entre-
al lado-
encima-

Me llamo: _______________________

mirar la televisión-
tomar un café-
cenar-
nadar-
tomar el sol-
leer una novela-
ver una película-
bailar-
comprar frutas-
levantar pesas-
caminar con el perro-
ir de vacaciones-
comprar ropa-
comprar comida-
escuchar a una banda-
mirar una obra-
mirar arte-
sacar dinero-
mirar los animales-
ir de compras-
mejorar-
estudiar-
ir a clases-
mirar un partido-

dentro-
fuera-
debajo-
enfrente-
sobre-
¿Quién?

- el amigo -
- la amiga -
- el chico -
- la chica -
- el muchacho -
- la muchacha -
- la familia -
- el hombre -
- la mujer -
- el/la estudiante -

- el profesor -
- la profesora -
- el maestro -
- la maestra -

¿Qué?

- bailar -
- cantar -
- comer -
- correr -
- escribir -
- leer -
- nadar -
- patinar -
- trabajar -

Vocabulario

- yo -
- tú -
- él -
- ella -
- usted -
- nosotros -
- vosotros -
- ellos -
- ustedes -

¿Dónde?

- el colegio -
- la escuela -
- la casa -
- el apartamento -
- el país -
- el mundo -
- la comunidad -
- el lugar -

- me gusta
- nos gusta
- te gusta
- os gusta
- le gusta
- les gusta
Appendix X
Classroom objects exam (after EPD)

Me llamo: ____________________

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________
Appendix Y
Games (after EPD)

Fill in your LOTTO board with the following categories. Choose 5 words from each column and write them in any order in the corresponding column.

<table>
<thead>
<tr>
<th>L</th>
<th>O</th>
<th>T</th>
<th>T</th>
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<tbody>
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</tbody>
</table>

Espacio
Libre
<table>
<thead>
<tr>
<th></th>
<th>yo</th>
<th>tú</th>
<th>él, ella</th>
<th>nosotros</th>
<th>vosotros</th>
<th>ellos, Ud.</th>
</tr>
</thead>
<tbody>
<tr>
<td>leer</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>dormir</td>
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<td></td>
</tr>
<tr>
<td>creer</td>
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<tr>
<td>servir</td>
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<tr>
<td>repetir</td>
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<tr>
<td>competir</td>
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</tr>
</tbody>
</table>

1. dormir
2. competir
3. leer
4. servir
I. **BUSCAPALABRAS: SALUDOS**

(CLASSROOM EXPRESSIONS / COMMANDS)

<table>
<thead>
<tr>
<th>Spanish Words</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hasta mañana</td>
<td>until tomorrow</td>
</tr>
<tr>
<td>Hasta lunes</td>
<td>until Monday</td>
</tr>
<tr>
<td>Hola</td>
<td>hi, hello</td>
</tr>
<tr>
<td>¡Asi, asi!</td>
<td>so-so</td>
</tr>
<tr>
<td>Bastante bien</td>
<td>pretty well</td>
</tr>
<tr>
<td>Bueno (bien)</td>
<td>well... or OK, fine</td>
</tr>
<tr>
<td>Gracias</td>
<td>thank you</td>
</tr>
<tr>
<td>De nada</td>
<td>you are welcome</td>
</tr>
<tr>
<td>Hasta luego</td>
<td>see you later, so long</td>
</tr>
<tr>
<td>Hasta mañana</td>
<td>see you later</td>
</tr>
<tr>
<td>Hasta pronto</td>
<td>see you soon</td>
</tr>
<tr>
<td>Claro!</td>
<td>Of course!</td>
</tr>
<tr>
<td>¿Qué?</td>
<td>What?</td>
</tr>
<tr>
<td>¿Quién?</td>
<td>Who?</td>
</tr>
<tr>
<td>¿Cómo?</td>
<td>How?</td>
</tr>
</tbody>
</table>

II. If this is the answer, then what is the question?

1. El Sr. Ramírez es de Venezuela. ¿__________?  
2. Muy bien, gracias, ¿Y tú?  
3. Ella tiene doce años.  
4. Me llamo Enrique.
Más Repaso - Español II (o & p) 

Directions: The following are familiar Spanish words divided into two parts. Find the correct ending for each beginning given, and write it in the blank.

1. pon______________  es
2. pa______________  que
3. po______________ pa
4. pl______________  pues
5. pri______________ pel
6. par______________ co
7. pro______________ do
8. des______________ er
9. por______________ fesor
10. pa______________ mavra

Directions: Using the clues below, fill in the puzzle with familiar words that fit.

Across
2. opuesto = sin
3. ... que
5. una pregunta
6. el octavo mes
7. pastel para el cumpleaños

Down
1. primera persona plural masculina
2. parte del brazo
3. gallo cocido
4. con las orejas, podemos ...
Appendix Z
“Actividades” and grammar practice worksheets (after EPD)

Español II

DEMONSTRATIVE ADJECTIVES

A. The **demonstrative adjective** agrees in number and gender (masculine or feminine) with the noun it modifies.

1. **este** libro  _this book_
   **estos** libros _these books_
2. **esta** chica  _this girl_
   **estas** chicas _these girls_
   (aquí-____ acá)
3. **ese** libro  _that book_
   **esos** libros _those books_
4. **esa** casa  _that house_
   **esas** casas _those houses_
   (allí-____)
5. **aquel** libro  _that book (way over there)_
   **aquellos** libros _those books (way over there)_
6. **aquella** casa  _that house (way over there)_
   **aquellas** casas _those houses (way over there)_
   (allá-____)

B. Complete with the correct demonstrative adjective.

1. (this)__________ chico es más guapo que (that)__________ chico.
   (those [way over there])__________ chicos son muy feos.

2. (that [way over there])__________ chica es muy bonita y (those [way over there])__________ chicas son bonitas también. (this)__________ chica es rubia.

3. (those)__________ bolígrafos son azules. (these)__________ bolígrafos son rojos. (that [way over there])__________ bolígrafo es amarillo.

4. (this)__________ profesor es simpático. (that)__________ profesora es muy alta. (those)__________ profesoras son antipáticas.

5. (that [way over there])__________ profesora es loca. (that)__________ pizarra es negra. (this)__________ goma es rosada.

6. (that)__________ perro es de Juan. (this)__________ gato es del Señor. (that [way over there])__________ cachorro es de Mufasa.

7. (these)__________ sillas son nuevas. (those)__________ uvas son deliciosas. (those [way over there])__________ manzanas son malas.

8. (those [way over there])__________ carros son de Chevy. (these)__________ carros son de Ford. (those)__________ carros son antiguos.

9. (this)__________ pupitre es de Clara. (that)__________ mujer es mi madre. (those [way over there])__________ hombres son mis hermanos y mi padre.
I. Conjugate cerrar in the shoe form.

Verbs conjugated like cerrar:
- pensar - to think
- pensar en - to think about, to have on one's mind
- pensar que - to think of, opinion
- empezar (+ a before infinitive) to begin
- comenzar (+ a before infinitive) to begin

- cerrar - to close, shut
- perder - to lose
- perder el tiempo - to waste time
- entender - to understand
- querer - to want, to like, to lo
- preferir - to prefer

II. Fill in the blanks with the correct verb forms.

1. La clase de algebría ________ (empezar) a las nueve.
2. Mis amigos no ________ (querer) ir al cine contigo.
3. Nosotros no ________ (entender) a la profesora de química.
4. Yo no ________ (entender) porque ella es tan triste.
5. Pedro ________ (cerrar) la boca (mouth) cuando el profesor habla.
6. (Preferir) ________ tú el chico rubio o el chico moreno?
7. (Pensar) ________ Uds. en ir a la universidad?
8. Angela siempre ________ (perder) su tarea.

III. Match the following sentences by placing the letter by the correct number.

_____ 1. Yo quiero tener  
_____ 2. Nosotros preferimos ir  
_____ 3. El verano  
_____ 4. Pienso abrir  
_____ 5. Pienso cerrar mi  
_____ 6. Ellos no entienden  
_____ 7. Nosotros empezamos a

a. comienza en junio.
b. a la playa.
c. porque Manuel no estudia.
d. un gato gris.
e. la ventana porque tengo calor.
f. entender a nuestros padres.
g. libro porque no quiero estudiar.
Ejercicios

A. El entrenador del equipo de béisbol estaba enfermo. El equipo tenía un partido muy importante el próximo día. A última hora, Paco, el asistente, decidió ayudar a los miembros del equipo. Completa las frases con el pluscuamperfecto de subjuntivo.

1. Paco actuó como si ________________ (saber) lo que estaba haciendo.
2. Él les habló a los miembros del equipo como si ________________ (tener) autoridad.
3. Los chicos jugaron como si el entrenador ________________ (estar) allí.
4. Todos actuaron como si ________________ (ser) jugadores profesionales.
5. Los chicos se sintieron como si Paco ________________ (ser) su entrenador por mucho tiempo.

B. Librada tiene muchos problemas con los miembros del Club de español. Ella es la presidenta pero a veces actúa de una manera muy irracional. Completa las frases con el imperfecto de subjuntivo.

1. Librada actúa como si nosotros ________________ (ser) tontos.
2. Ella dirige las reuniones como si ella ________________ (estar) hablándoles a unos niños.
3. Habla como si nadie ________________ (querer) trabajar.
4. Toma las decisiones como si no ________________ (importarle) nada.
5. Les gritó a León y a Joaquín como si ellos nunca ________________ (asistir) a las reuniones.
6. Te pidió que arreglaras el salón de clase como si tú ________________ (tener) tanto tiempo libre.
7. Decidió hacer una fiesta como si nosotros ________________ (poder) ayudarla.
8. Continuó actuando como si ella no ________________ (oír) nada de lo que le decíamos.
9. Cuando alguien no está de acuerdo con ella, ella lo mira como si ________________ (ver) un fantasma.
10. Ella nos trata como si nosotros ________________ (estar) jugando siempre.
Fill in the blanks with the correct form of the verb in parenthesis and translate.

1. Tú no __________ ir al cine esta noche. (poder)

2. Uds. __________ hacer la tarea después de comer. (poder)

3. Yo __________ ocho horas cada noche. (dormir)

4. Nosotros __________ a las diez los lunes. (volver)

5. Yo no __________ ir a fiestas durante la semana. (poder)

6. Mi amiga __________ volver a las once todas las noches. (poder)

7. ¿Tú __________ mucho los fines de semana? (dormir)

8. Ellos __________ a las tres y media por la tarde, después de la escuela. (volver)

9. Mis amigos y yo __________ ver películas fantásticas en la casa de Fred. (poder)

10. Nosotros nunca __________ en la clase de español. (dormir)

Translate into Spanish:

1. I can go to the movies Friday.

2. Can you to the movies tonight?

3. Juan can’t go to the movies on Thursday’s.

4. We can go to the movies tomorrow at nine.

5. My friends can go to the movies too.
Estudiante A

Considere las preguntas de su compañero(a) sobre Miguelito. Un niño de tres años. (Hint: Ask where Miguelito wrote.)

1. __________
2. __________
3. __________
4. __________

¡En español! Level 2

Unidad 1, Etapa 3
Information Gap Activities
**Directions:** Underline the soft "g" sounds, and circle the ones that are pronounced like the "g" in English.

<table>
<thead>
<tr>
<th>1. llegada</th>
<th>2. lugar</th>
<th>3. algo</th>
<th>4. grupo</th>
<th>5. garas</th>
<th>6. programa</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. gente</td>
<td>8. salgo</td>
<td>9. regalo</td>
<td>10. agosto</td>
<td>11. categoría</td>
<td>12. gimnasia</td>
</tr>
<tr>
<td>25. pagar</td>
<td>26. gaseosa</td>
<td>27. tragedia</td>
<td>28. álgebra</td>
<td>29. garaje</td>
<td>30. generoso</td>
</tr>
<tr>
<td>31. gordo</td>
<td>32. delgado</td>
<td>33. guapo</td>
<td>34. Jorge</td>
<td>35. Segovia</td>
<td>36. igualmente</td>
</tr>
<tr>
<td>37. Gonzales</td>
<td>38. biología</td>
<td>39. Argentina</td>
<td>40. enseñada</td>
<td>41. colegio</td>
<td>42. geometría</td>
</tr>
<tr>
<td>43. domingo</td>
<td>44. geografía</td>
<td>45. inglés</td>
<td>46. gerio</td>
<td>47. Málaga</td>
<td>48. bolígrafo</td>
</tr>
<tr>
<td>49. goma</td>
<td>50. regla</td>
<td>51. algunos</td>
<td>52. agreded</td>
<td>53. Uruguay</td>
<td>54. relampaguea</td>
</tr>
<tr>
<td>55. girasa</td>
<td>56. alegria</td>
<td>57. giama</td>
<td>58. organizado</td>
<td>59. ganga</td>
<td>60. igual</td>
</tr>
</tbody>
</table>

**Directions:** Underline the soft "c" sounds, and circle the ones that are pronounced like the "k" in English.

<table>
<thead>
<tr>
<th>1. clase</th>
<th>2. escuela</th>
<th>3. ciudad</th>
<th>4. física</th>
<th>5. bicicleta</th>
<th>6. secundaria</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. hacemos</td>
<td>26. estación</td>
<td>27. lápices</td>
<td>28. necesitas</td>
<td>29. acuerdo</td>
<td>30. nunca</td>
</tr>
</tbody>
</table>

**Directions:** Pronounce these words out loud.

<table>
<thead>
<tr>
<th>1. bate</th>
<th>2. bota</th>
<th>3. bola</th>
<th>4. bueno</th>
<th>5. chao</th>
<th>6. manzana</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. rico</td>
<td>14. esta</td>
<td>15. llamo</td>
<td>16. idea</td>
<td>17. ole</td>
<td>18. nube</td>
</tr>
</tbody>
</table>
Fill in the blanks with the correct form of the verb **QUerer** in these sentences with the Taco Bell dog.

**¡Yo**

| Taco Bell! |

**¡Sí! Tú**

| Taco Bell! |

**¡Nosotros tres**

| Taco Bell! |

**Pues, no es verdad, porque yo**

| McDonalds |

**¿Ella**

| Taco Bell? |

**Sí, y su amigo**

| Taco Bell también. |

**¡Los cuatro perros feos**

| Taco Bell! |
¿Qué te gusta hacer? (about yourself)

1.
2.
3.

Amigo #1
¿Qué te gusta hacer?
1.
2.
3.

Amigo #2
¿Qué te gusta hacer?
1.
2.
3.

¿Qué nos gusta hacer?

¿Qué les gusta hacer?
Appendix AA
"Las Vocales" song (after FPID)

Words and Music by Neraida Smith

Spanish has only five basic vowel sounds: AEIOU

Approximate Sounds in English
A as in father
E as in get
I as in machine
O as in owe
U as in boot

Repeat the song now using other consonant sounds. Examples:
L(ele) La Le Li Lo Lu
F(efe) Fa Fe Fi Fo Fu
N(ele) Na Ne Ni No Nu
Appendix BB
Culture activities (after EPD)

Independencia de Mexico
16 de septiembre

In the early 1500’s the center of Mexico was largely populated by the Aztec people. Moctezuma was their leader and Tenochtitlan was their capital city. They were highly skilled hunters, farmers, artists, astronomers, and even warriors (when necessary).

The life they had built over the centuries crumbled quickly upon the arrival of a Spaniard named Hernan Cortes. He arrived in 1519 around what is now Veracruz to look for gold and convert the indigenous people to Christianity. Thinking he was a god, Moctezuma welcomed Cortes. But he took the Aztec emperor as hostage, and when the Aztecs conducted a religious parade later, the Spaniards mistook it for a revolt and began to fight. They lost miserably against the Aztecs at first and began a retreat during the night, when many of Cortes’ men drowned in the lake carrying their gold and heavy armaments in the dark.

A few years later, however, Cortes returned with hundreds of soldiers who surrounded the city, trapping the Aztecs for months. Within months, disease and hunger defeated the natives as the Europeans’ direct combat could not. In its weakened state, the Aztec population was unable to prevent Cortes’ effort to overtake the city.

Soon to follow were waves of explorers and missionaries to the land renamed “New Spain.” Over the course of three hundred years, Spain benefited from a population of mestizos (native / Spanish) and criollos (Spanish born in Mexico) there. But soon this society chose to maintain itself rather than be ruled from afar. Many of them were overworked, did not feel comfortable practicing Catholicism; some suffered from ‘new’ diseases, others lost family members to these sicknesses, and still others were left homeless due to the continuing arrival of colonizers from Spain and the policies of its “Viceroy’s.”
The undeniable need for freedom reached a boiling point on September 16, 1810, when a priest named Miguel Hidalgo y Costilla rang a church bell in a small town named “Dolores” and encouraged everyone who responded to fight for independence from Spain’s rule. For more than a decade thereafter, the battles raged until finally Spain weakened its grip on the American continent, as ruling from an ocean away proved too difficult along with defending itself again the French general Napoleon Bonaparte on other fronts.

Hidalgo is now regarded as the “Father of Mexican Independence.” Since 1821, Mexico has been a country unto itself. At the National Palace in Mexico City, the President rings a bell and makes an impassioned statement every year on September 15 at 11:00 p.m., in honor of Mexico’s war heroes. The “grito” is then also made by the governor of each state in Mexico as the festivities begin.
Mexican Independence

In the United States of America, we celebrate the 4th of July as our Day of Independence. Mexico has two "Independence Days!" September 16 is a special holiday because it marks a vital decision by the Mexican people to be free from the European nations. May 5, Cinco de Mayo, signifies the day that the tiny Mexican army defeated the French at the battle of Puebla. Even though September 16 is considered Mexican Independence Day, both holidays are of great importance to the Mexican people.

After the explorers of Europe discovered North America, the Indians of Mexico were treated as slaves and their once rich cities and towns devastated. Enormous shipments of Mexico's gold and silver were taken across the Atlantic Ocean. The country of Spain claimed that Mexico belonged to them.

During the late 18th century, Spain attempted to establish their own rulers in Mexico. The Spaniards called their new colony "New Spain."

Finally, on September 16, 1810, an Indian priest named Miguel Hidalgo y Costilla spoke out against the Spanish government. He demanded that the Mexican Indians be given their rights and the freedom to govern themselves. Hidalgo's revolt was at first successful but lasted only a short time. He was arrested by the Spanish forces and executed. The leaders in Hidalgo's group tried to proclaim Mexico as a republic, separate from Spain. Their small group was soon defeated.

It was not until May 5, 1862 that the small Mexican army defeated the French army at the village of Puebla and began establishing the soon to be Mexican government.
Independencia de México

Aztecs -

Moctezuma -

Tenochtitlan -

Hernán Cortés -

1519 -

Veracruz -

Who or what really conquered the Aztecs? -

New Spain -

mestizos -

criollos -

Viceroy -

9/16/1810 -

Miguel Hidalgo -

Father of Mexican Independence -

1821 -

El Grito de Dolores -
What are the two Mexican Independence Days and what is their significance?

1.

2.

In which two Mexican cities/towns did these Independence days have their roots?

1.

2.

Why would Mexico want to be free of Spain?

What happened to the man who led the revolt?

What ‘sign’ were the Aztecs awaiting?

When and where did they find it?

What do these elements of the Mexican flag symbolize? oak and laurel - eagle - snake - cactus -
1. The native people of central Mexico are
   (A) the Maya
   (B) the Aztecs
   (C) Oaxaca

2. Their leader was
   (A) Veracruz
   (B) Tenochtitlan
   (C) Moctezuma

3. Their capital city was
   (A) Veracruz
   (B) Tenochtitlan
   (C) Moctezuma

4. The explorer who arrived there looking for gold was
   (A) Hernán Cortés
   (B) Pizarro
   (C) Cabeza de Vaca

5. The natives thought he was
   (A) an emperor
   (B) a hostage
   (C) a god

6. How did it go?
   (A) the Spanish were defeated
   (B) the Spanish were victorious
   (C) there was no significant conflict

7. As the peoples blended, the offspring of the native people and
   Spanish blood were called
   (A) mestizos
   (B) criollos
   (C) mulatto

8. Miguel Hidalgo y Costilla rang a church bell in a small town in
   Mexico encouraging people to fight for independence. Miguel Hidalgo
   was
   (A) an explorer who revolted against Spain
   (B) a viceroy
   (C) a priest

9. The “grito de dolores” is so named because
   (A) Dolores Hidalgo screamed when she heard the Spanish
       approaching
   (B) A bell was rung in the town of Dolores as a cry for freedom
   (C) Napoleon Bonaparte murdered Dolores, Queen of Spain,
       during the Invasion of Mexico.

10. The “Father of Mexican Independence” is
    (A) Vicente Fox
    (B) Father Hidalgo
    (C) Viva Zapata
Cómo te llamas?
The euro is the single currency of the European Monetary Union, which was adopted by 12 Member States from January 1, 1999. The Member States are Belgium, Germany, Spain, France, Ireland, Italy, Greece, Luxembourg, the Netherlands, Austria, Portugal and Finland. More are expected to adopt this common form of European currency within the next five years.

Where did the term 'euro' come from?
At the European Council meeting held in Madrid in December 1995, the European Heads of State or Government decided together to give the name 'euro' to the European single currency. This was to reflect a commonality between the countries of Europe.

What is the official sign of the euro?
The sign for the new single currency looks like an E with two clearly marked, horizontal parallel lines across it—as you can see on the top of this poster and this informational sheet. It was inspired by the Greek letter epsilon, in reference to the cradle of European civilization and to the first letter of the word 'Europe'. The parallel lines represent the stability of the euro. The euro sign is easily recognizable and in a few years' time it will be as well known as the dollar sign ($). As an abbreviation, the sign is very convenient and is increasingly found on every new computer or typewriter keyboard.

Which countries have converted so far?
- Austria (converted from the schilling)
- Belgium (converted from the franc)
- Finland (converted from the markkaa)
- France (converted from the franc)
- Germany (converted from the mark)
- Greece (converted from the drachma)
- Ireland (converted from the punt)
- Italy (converted from the lira)
- Luxembourg (converted from the franc)
- Netherlands (converted from the guilder)
- Portugal (converted from the escudo)
- Spain (converted from the peseta)

What happened to the old currency?
People were given numerous months to turn in their 'old' currency and convert it into euros. A date was specified when no old currency could be converted anymore. Many collectors hold on to these old bills. The rest, that was converted and collected by the European National bank, was incinerated.

*This country cannot be found on the poster, along with any other country that has instituted the euro currency after the printing of the poster.
**euro COINS**

There are 8 euro coins denominated in 2 and 1 euros, then 50, 20, 10, 5, 2 and 1 cents. Every euro coin carries a common European face. This common European face was designed by Luc Luycx, a 39-year-old computer scientist at the Belgian Royal Mint. He won EUR 24,000 for his prize-winning series of design. Final designs were agreed at the European Council meeting in Amsterdam in June 1997.

On the opposite side, each Member State has decorated an eight coin set with their own motto. No matter which motto is on the coins they can be used anywhere inside the 12 Member States. For example, a French citizen will be able to buy a hot dog in Berlin using a euro coin carrying the imprint of the King of Spain. The common European face of the coins represents a map of the European Union against a background of transverse lines to which are attached the stars of the European flag. The 1, 2 and 5 cent coins put emphasis on Europe's place in the world while the 10, 20 and 50 present the Union as a gathering of nations. The 1 and 2 euro coins depict Europe without frontiers.

**euro NOTES**

There are 7 euro notes. In different colors and sizes they are denominated in 500, 200, 100, 50, 20, 10 and 5 euros. The notes are uniform throughout the euro area; unlike coins, they will have no national side. The designs are symbolic for Europe's architectural heritage. They do not represent any existing monuments. Designed by Robert Kalina of the Austrian Central Bank, the designs are strongly symbolic and closely related to the historical phases that make up Europe's architectural heritage. Windows and gateways dominate the front side of each banknote as symbols of the spirit of openness and cooperation in the European Union. The reverse side of each banknote features a bridge from a particular age, a metaphor for communication among the people of Europe and between Europe and the rest of the world. The notes differ in size and their colors include shades of green, yellow, blue, mauve and orange. The reason for variations in size and color range from security issues, to ease of functionality and also many advantages for the handicapped. All notes carry advanced security features. All euro notes are legal tender in all countries of the euro area.

For more information on euro notes and coins, refer to [http://europa.eu.int/euro](http://europa.eu.int/euro)
FOLLETO DE NUESTRO PAÍS

¡Vamos a la sala de los computadores (rm 126) el 27-28 de septiembre!
Allí van a buscar información de un país hispanohablante y hacer un folleto (brochure) para que puedan presentar el país a la clase. Van a trabajar en grupos de 2 o 3.

En jueves: Chose your country (South/Central America)
Decide what information you want to include
Research your country on WWW
Save information / graphics to your server space

En martes: Finish research
Work on your brochure & turn in

You must include the following in your brochure:
geography (ciudades, ríos, lagos, montañas, oceanos, clima...)
arts (any famous crafts, dances, music...)
notable figures (artists, authors, politicians, singers....)
cultural aspects (foods, sports, music...)
places of interest (why would anyone go there?)

Help to research- Use the internet to find your information. Here are some suggested starting points:
CIA Factbook
US State Department - Background Notes
Library of Congress - Country Studies
Lonely Planet
The Electronic Embassy
Latin World - Latin America on the Net
The Global Gastronomer: Cuisines of the World
Global Gourmet
USA Today's Travel Guide

You will be graded based on the following Rubric: Total 21 points -evaluation
Compete Information
Appearance /Format / Graphics
Work in CL
-5 points for every day late!
Why visit Brazil?

Brazil is full of many attractions that are fun for the whole family to see. Although it is a Spanish speaking country, it has a unique culture that is different from many of its neighbors. Brazil has a great history with beautiful beaches and historical landmarks. The cities of Brazil offer excitement and fun in the night.
Culture

Even though Brazil shares similarities with many Latin countries, it also has its own unique traits. Unlike many Americans, most Brazilians prefer to do things with not only close friends and family, but also with acquaintances. Family comes before all else in Brazilian society. Soccer is the most popular sport in Brazil and the Brazilian soccer team was the first team to win the World Cup four times: 1958, 1962, 1970 and 1994. They have more professional soccer teams than any other country in the world. The greatest soccer player, Pelé is from Brazil.

Food

Brazil is like America in that each region grows food specific to its climate so to describe which special good and dish in this small space would be impossible.

However, the Southeast region of Brazil is home to several distinctive cooking styles that Brazil is known for. The dishes here consist of pork, beans, local soft ripened cheeses and corn and taste much like the countries national dish—feijoada completa.

Art

Carrancas are figureheads that are a mixture of man and beast. They were carved in the 19th and 20th centuries and they are one of the most popular art forms in Brazil.

Emiliiano Augusto di Cavalcanti
[Brazilian Painter, 1897-1976]

For additional information concerning the information found in this brochure, you may want to visit the following websites:

Appendix CC
Experiential Professional Development in the WL Classroom

Promoting Communicative Language Teaching
with Expeditionary Learning Outward Bound Design

Wednesday, February 11, 2004

EPD 1st Meeting Agenda:

I. Communicative activities in French and Spanish with Spanish I and Spanish II [MVHS]s
tudents
   A. Teachers: Please remain silent when watching the lessons. I encourage you to
take notes about what you notice. You will have the opportunity to ask questions when the
Spanish lesson is over.
   B. Discussion session for EPD teachers, participating students and consultant
      1. Student comments
      2. Teacher questions, student comments
   C. Students are given the EPD questionnaire and can leave for the day

II. Establishment of crews
   A. Choose a partner, maybe not your mentor partner
   B. Discuss activities observed and student comments with crew

III. Definitions of terms
   A. Communicative competence
   B. Communicative language teaching
   C. Communicative activity
   D. Expeditionary learning

IV. [university web] account

V. EPD tasks and written work (in syllabus)
   A. Week 4—begin preparing communicative activities
   B. Week 5-8—implement at least 3 communicative activities
   C. Complete one observation and one follow up meeting to observation with crew
   D. Complete fieldwork report*
   E. Meet with crew 1 hour per week during weeks 4-8
   F. Personal journal writing
   G. Final reflection paper*

*Both the fieldwork report and the final reflection paper can be submitted during week 10, if
necessary. If you need additional time, please let me know!

VI. Consultant visits for coming weeks

VII. Wed., March 31, 2004 Follow-up EPD meeting
   A. 1 or 2 teachers to present a communicative activity with students
   B. Student consent forms and parent approval

Gracias!!
Experiential Professional Development in the WL Classroom

Promoting Communicative Language Teaching
with Expeditionary Learning Outward Bound Design

Wednesday, March 31, 2004

EPD follow-up Meeting Agenda:

I. Communicative activity demonstration ([Sophia] and her Spanish I students) in room 189
   A. Teachers: Please remain silent when watching the lessons. I encourage you to take notes about what you notice. You will have the opportunity to ask questions when the lesson is over.
   B. Discussion session for EPD teachers, participating students and consultant
      1. Student comments
      2. Teacher questions, student comments
   C. Students are given the EPD questionnaire and can leave for the day

II. Communicative activity demonstration ([Daniella] and her Spanish II and AP students) in room 181
    A. Teachers will be asked to participate in the chat session. I encourage you to take notes about what you notice. You will have the opportunity to ask questions when the lesson is over.
    B. Discussion session for EPD teachers, participating students and consultant
       1. Student comments
       2. Teacher questions, student comments
    C. Students are given the EPD questionnaire and can leave for the day

III. Introduce [university professor in applied linguistics]

IV. Lingering questions on CLT, communicative activities, communicative competence

V. Week 10
   A. Final reflection paper due April 9
   B. Potluck at [Sergio’s]

VI. Visits during April from Brigid—twice a week

VII. Courses with [university professor in applied linguistics] next year

VIII. Submit Fieldwork Report

Gracias!!
VITA

Brigid Moira Burke

Education
Ph.D. Curriculum and Instruction, Language and Literacy, with Applied Linguistics option, The Pennsylvania State University, University Park, PA, May 2005

Ed.M. Individualized Program, Harvard University, Cambridge, MA, June 2002

B.A. French Education, Highest Distinction in the Curriculum, University of Illinois, Urbana-Champaign, IL, 1996

Study Abroad Program, Université Paul Valéry, Montpellier, France, 1994-1995

Academic Work Experience
Consultant, Instructor, Field Experience Supervisor
The Pennsylvania State University, College of Education, University Park, PA, 2002-present

World Language Curriculum Designer, French teacher and Student Intern
Codman Academy Charter School, Dorchester, MA, 2001-2002

Head of French Department
Mount Carmel High School, Chicago, IL, 1997-2001

Presentations, Recognition and Research

Nominee for The Pennsylvania State University Graduate Assistant Outstanding Teaching Award, 2003.


Professional Associations
American Association of Applied Linguistics, member since 2002
AILA/International Association of Applied Linguistics, member since 2002
American Educational Research Association, member since 2004
American Council on the Teaching of Foreign Languages, member since 1997
Illinois Council on the Teaching of Foreign Languages, member since 1997
Alliance Française, member since 1993
Kappa Delta Pi Fraternity, Educational Honor Society
Pi Delta Phi Fraternity, French Honor Society