

Spring 1992

## **A Research and an Adaptation of Methodologies to Develop Supplementary Materials and Activities for the Study of Foreign Language**

Melané Mildré

Follow this and additional works at: [https://digitalcommons.cwu.edu/graduate\\_projects](https://digitalcommons.cwu.edu/graduate_projects)



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), and the [Language and Literacy Education Commons](#)

---

A RESEARCH AND AN ADAPTATION OF METHODOLOGIES  
TO DEVELOP SUPPLEMENTARY MATERIALS AND ACTIVITIES  
FOR THE STUDY OF FOREIGN LANGUAGE

by

Melane' Milre'

May, 1992

The use of a typical textbook for the instruction of the first year study of the Spanish language appears to be tedious as well as inadequate in its presentation of grammar drills, vocabulary selection, and its potential of allowing the student to develop fluency in the language. As a result, the writer researched a variety of methodologies currently being employed in the instruction of foreign language. Intending to improve upon the usage of a textbook as well as to add variety to the classroom procedure, the writer then developed or adapted supplementary materials to correlate to the textbook presently being used. Included in Chapter Four of the project is an array of these materials which reflect many aspects of the methodologies researched by the writer.



## Table of Contents

Chapter	Page
Chapter One Background of the Study. . . . .	1
Statement of the Problem. . . . .	1
Purpose of the Study . . . . .	2
Limitations of Study. . . . .	3
Definition of Terms. . . . .	3
Summary.. . . . .	4
Chapter Two Review of Literature . . . . .	5
Introduction.. . . . .	5
Grammar Translation Method. . . . .	5
Direct Method . . . . .	8
Audiolingual Method . . . . .	11
Interpersonal Approaches. . . . .	13
Silent Way . . . . .	14
Community Language Learning. . . . .	19
Total Physical Response. . . . .	22
The Natural Approach.. . . . .	24
Conclusion.. . . . .	28
Chapter Three Procedures . . . . .	30

Chapter Four Project . . . . .	.32
Written Drills.. . . . .	.33
Pictures. . . . .	94
Readers. . . . .	130
Changes in Procedure. . . . .	149
Chapter Five Summary, Conclusions, and Recommendations. . . . .	169
Summary. . . . .	169
Conclusions. . . . .	169
Recommendations. . . . .	171
References . . . . .	173

## CHAPTER I

### Statement of the Problem

All the textbooks for the instruction of foreign language with which the writer has been associated are divided into three main content areas: reading passages, grammar rules, and exercises. Through the use of the reading passages, new vocabulary as well as the application of a new grammar rule are introduced. On the following pages, the newly presented grammar rule is explained and examples of its use are given. Then there are exercises given for the practice of the new grammar rule.

This leads to tediousness for the student for it makes the study of a foreign language become a reading and writing exercise with very little variety in the daily routine. In a 1987 article Higgs points out that this procedure also limits extensively the development of oral fluency in the foreign language. In addition, there are many high interest vocabulary words which are not always included in the lists of words found in the textbook, and there are some categories of words which are either incomplete or excluded all together. According to Cammish (1983a) grammar rule presentations are clear and concise, but often times there are too few exercises given thereafter for the student to have adequate practice for the acquisition and use of the rules.

As a result of these weaknesses which seem common to foreign language textbooks, Cammish (1983a) concludes that the student not only fails to develop oral fluency in the language, but also frequently loses his motivation, enthusiasm, and interest in studying the foreign language.

### Purpose of the Study

The textbook, Nueva Vista, used by the writer follows the same format as other foreign language texts. The writer intends to improve upon the usage of the reading passages, the grammar presentations, and the exercises found in the textbook in order to develop the student's oral fluency within the framework of the material presented in the classroom as well as to maintain the student's motivation, interest, and enthusiasm for the study of the foreign language.

Because the reading passages contain low interest material for the student and are very limited in their presentation of vocabulary, the writer intends to research methods to vary the use of textbook reading materials. Additional reading materials will also be researched and adapted where possible in order to increase the student's vocabulary and maintain his interest in the study.

Because the presentation of the grammar rules is not a point of interest for the student, the writer intends to research methodologies of foreign language instruction in order to find various ways of introducing such rules that will allow the student to not only learn them, but also to use them fluently in his speaking. The writer will research methodologies that will make the acquisition of grammar rules more enjoyable.

Because the exercises given in the text for the practice of the grammar rules is often times tedious as well as too few in number to be effective in the acquisition and adaption of the rules, the writer intends to develop additional exercises which are compatible to those presented in the book. The writer also plans to develop activities for the practice of such rules that will further oral fluency and be enjoyable to the student.

It is hoped that the research and adaptation of a variety of foreign language teaching methodologies as well as the development of supplementary materials and activities will result in more variety in the daily routine of the study. It should also result in a greater amount of vocabulary to which the student is exposed. In addition, the student's oral fluency in the language will hopefully increase. The final result should be the instructor's ability to maintain the student's motivation, interest, and enthusiasm for the study of the foreign language.

#### Limitations of Study

This study will deal with the research and adaptation of those methodologies which are pertinent to the first year study of the Spanish language on the high school level. The student for whom the lessons are intended is a native English speaking student who is literate in his own language. He is also a student who voluntarily chose to study Spanish as his foreign language. All materials and activities will be from or be adapted to be compatible to the textbook the writer is presently using.

#### Definition of Terms

1. Approach is "the level at which assumptions and beliefs about a language and language learning are specified" (Richards and Rogers, 1988).
2. Method is "the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented" (Richards and Rogers, 1988).

### Summary

By researching foreign language teaching methodologies, the writer plans to learn various ways in which the textbook material can be varied in order to provide variety in the daily classroom routine. Adaptation of such methodologies in the development of supplementary materials and activities will not only enhance the study of the foreign language but will also help to develop fluency in the language. As a result of the variety and added material, Cammish (1983b) points out that the student will remain motivated, interested, and enthused in his study of the foreign language.

## CHAPTER 2

### Introduction

The following pages give a review of the various methodologies used in the instruction of foreign language. The order in which each methodology is discussed correlates to the order in which each method has been historically developed. The methodologies are discussed in the following order: (1) Grammar Translation Method, which approaches the instruction of foreign language through the study of grammar, structure and vocabulary; (2) the Direct Method, which emphasizes pattern practice, memorizations, and the use of word-picture associations as well as dramatization; (3) the Audiolingual Method, emphasizing both pattern practice and sentence memorization; (4) and the Interpersonal Approach, emphasizing the human quality of the students well as the language as a tool of communication. Although each method has been in the limelight at one time or another, no single method has totally dominated the instruction of foreign language.

### Grammar Translation Method

As Brown (1980) points out, the Grammar Translation Method was used prior to the twentieth century in order to teach Latin and Greek. The author of "From Audiolingual to Suggestopedia..." (1989) states that the focus of this method was not to develop proficiency in speaking but rather to develop proficiency in reading so that literary works could be read in their native language. Herron (1982) adds that the processes through which a student progressed in order to develop reading proficiency were thought to be valuable to improving the student's general mental capacities, his ability to reason,

and his skills in observation and memorization.

According to Brown's (1980) review of studies done early in the twentieth century, it was assumed that the limited time a student spent receiving formal instruction in the classroom could in no way produce even a minimal level of oral proficiency in a foreign language and definitely was too limited to develop proficiency in all four skills germane to a language: speaking, listening, reading, and writing. The end result of these studies was that the one skill which was considered to be attainable to a minimal level was that of reading and, thus, this became the focus of a foreign language classroom until the 1950's.

To develop reading proficiency, the proponents of this method proposed the necessity of acquiring a conscious control of the grammatical and lexical patterns of the language mainly through the study and analysis of such patterns. As Carroll (1966) points out, grammar rules are given to be drilled and memorized through the use of mechanical drills. Verb paradigms and declensions are presented in a tabloid form. Richardson (1983) adds that lists of decontextualized vocabulary words are given to be memorized. Heining-Boynton (1991) points out that there are continual unrelated sentences to translate into English. Stansfield (1985) concludes that dictations in the foreign language are frequent. There is little or no attention given to the pronunciation of the language because the basic assumption throughout is that a language consists of written words and that these words exist in isolation, as though they are individual units which can be translated one by one into their foreign "equivalents" and then assembled according to the grammatical rules into sentences in the foreign language. Richardson (1983) concludes that the overall study using this method relates and compares all aspects of the foreign language



to English at all times.

According to Richardson (1983), understanding the structure of the language rather than the use of the structure is the focus of this method. Normally, the student trained through the Grammar Translation Method neither speaks nor understands the spoken language, nor should he be expected to do so. Through this method, the student usually develops the belief that a language is a collection of words which are isolated and independent and that there must be a corresponding word in the native language for each new foreign word learned. The student further develops the notion that word-for-word equivalents in one language can convey meaning of sentences in another. Savignon and Berns (1987) state that the student's mastery of vocabulary, grammar rules, and structures does not enable him to use the language effectively and appropriately in communication situations. It also results in the language being used in the classroom to be detached from the world beyond the classroom.

According to Brown (1980), there were no real linguistic or psychological foundations supporting the various activities experienced in order to learn the vocabulary, grammar and structures of the language nor the translations from one language into another. It was simply concluded that these were the requisites of learning to read a foreign language. Richardson (1983) states that another underlying justification for this method rested on the belief that what was being taught and what should be taught was not the language itself but the faculty of logical thought. Although today this method is used and still places the emphasis on the translation of reading passages and on the explanation and memorization of grammar rules, there is now included a minimal amount of oral work.

### Direct Method

According to Brown (1980), in the late nineteenth century as the Grammar Translation Method dominated language learning, Francois Gouin struggled unsuccessfully to learn German while observing his three-year-old nephew learning the foreign language in merely a few months. From this observation, Gouin concluded that the secret of language learning lay ultimately in the child. This concept coupled with those of the phonetician, Vietor, spawned the Direct Method of language learning.

According to Brown (1980), the rationale of this method is not to dissect a language into its various pieces for the sake of reading literature, but to parallel the instruction so that the student's language learning experience will correlate to certain procedures through which a child learns a language and, thus, will enable the student to communicate in the language.

Richardson (1983) states that because the child has more time to learn his native tongue by hearing the repetition of one word utterances which eventually develops into the repetition of sentence constructs than does a student who learns a foreign language in the classroom, the difference is hoped to be made up by replacing quantity by intensity. The idea is to plunge the learner into a flood of the foreign language exclusively in the expectation that he will be compelled to think in the foreign language as soon as possible. An attempt is made to be as "natural" as possible in the classroom by stressing real-life situations that help the student to grasp the meaning of the words being used. According to the author of "From Audiolingual to Suggestopedia ... "(1989), if further support is needed to present the meaning of the vocabulary, the instructor may use pantomime, visual aids, or perhaps the objects

themselves. Definition type explanations, the use of opposites, or the replacing of the new word in a series of contexts may be used to help further the student's understanding of what is being said. According to Richardson (1983), at no time does the instructor resort to translation into the native tongue.

As a child relates concrete environment to single word utterances, so too does this method make use of this concept. As Heining-Boynton (1991) points out, the oral practice begins with the instructor's use of the foreign language to teach the objects of the classroom. As the child progresses from one-word utterances to more complex structures in order to make verbal responses, so too does this method move the student from one-word utterances dealing with objects, to statements, and then to requests involving the use of the objects already introduced. Diller (1981) adds that ideally there is always a step-by-step progression from the easy to the difficult so that there is always accurate comprehension of each new word or construction introduced.

As a child learns to construct sentences without the assistance of detailed grammar explanations, so too does this method expect the student to "pick-up" the grammar aspects through the continual repetition of structures to the point that they become automatically available to the student's use. Richardson (1983) states that grammar rules are never presented explicitly, but rather implicitly through the abundant practice in complete sentence usage. Brown (1980) adds that by not becoming involved with the extensive explanation of grammar rules, the student is required to learn the grammar rules through his own deductive thinking abilities, while concentrating on the communicative practice of the sentence drills.

Reading is considered important in this method for it provides an excellent source of the foreign language. When reading, the exact meaning is not considered to be of primary importance, but rather the "gist" of the passage. As Richardson (1983) points out, the procedure begins with the instructor reading the entire passage slowly in order to give all the students time to get the "gist" of its content. Then the instructor reads the passage again with the class repeating each phrase and practicing a few of the phonetic difficulties. At this time, the instructor rereads a portion of the passage and directs a question to the entire class so as not to inhibit any shy student who may be present. As each student answers the question, he must answer in a complete sentence and must give an original answer to the question.

The skill of writing is approached in the question-answer pattern already well established through the reading process. As Richardson (1983) explains, after completing a lesson in the course work, a follow-up composition is executed. The questions are arranged in a particular sequence to elicit answers which will in themselves result in a composition. In this manner the correct responses are "fed" by asking the correct questions. Because there are always more questions asked and more answers received than are needed, there is then a selection of questions and answers made. As the selected answers are given, a student writes them on the board. The composition is then memorized by repeating aloud a section at a time. It is then written as homework. The student is discouraged from adding to the composition and is forbidden to look up anything in the dictionary. In this way, the writing of a composition consists of writing out only what has been heard many times in oral

sentence practice in class, seen written already in the reading passages, and learned by memory.

As discussed by Brown (1980), the Direct Method, at the time of its development, consisted of several aspects which were out of synchronization with the time period. The consideration paid to the sensitivity of the student had not yet become a primary concern of language instruction. The interest in developing within the student an ability to communicate in the foreign language is another aspect which had not yet been a focus of foreign language learning. The method was also criticized for its assumption that a second language could be learned in much the same manner as one had learned his native tongue. Although this method did not gain lasting prominence, many of its ideas are reflected still today in the Berlitz language schools.

#### Audiolingual Method

With the launching of the Russian satellite Sputnik, in 1957, the purpose for studying a foreign language immediately changed. According to Richards and Rodgers (1988), the United States now recognized that it was important for Americans to be conversant in other languages to prevent being isolated from scientific advances made in other countries. Language was declared to be speech rather than writing and that, because language is a set of habits, the instructor should teach the language and thus the habits rather than the grammatical aspects. In addition, this time period held in prominence behavioral psychology which proposed language mastery to be the acquisition of a set of appropriate language stimulus-response chains. The blending of these three factors, interest in foreign scientific advances, structural linguistics, and behavioral psychology, gave birth to the Audiolingual Method.

The general approach used in this method is to present the student with extensive manipulative pattern practice based on the textualized dialogues. As Brooks (1964) explains, the instructor states the pattern and then the student immediately repeats it without looking at the same material in print. The variety of pattern drills used is immense: inflection, replacement, repetition, integration, rejoinder, contraction, transformation and so forth. If an error is made in pronunciation when using the pattern drills, direct correction is not made, but even further pattern drilling is done. In addition to direct drilling from the instructor's cue, the student also utilizes the language laboratory to listen to more pattern drills to which he responds. Having heard the sound of the language many times through the use of the pattern drills, which are intended to be in complete meaningful expressions, the student is able to perceive and imitate the stress, intonation, pitch, and rhythm of the language.

Richardson (1983) points out that, although the emphasis of this method is an oral repetition of pattern drills, grammar is presented in a sequential format within the pattern drills. In this way, as Henning-Boynton (1991) points out, the student will familiarize himself with the structural patterns from which he can generalize and then apply these patterns to the linguistic needs he may have in the future. Reading and writing are secondary to listening and speaking in this method. Brooks (1964) states that these skills are introduced only after the student has acquired a suitable degree of audiolingual command of the language. This may be weeks or months after the initial listening and speaking have begun. According to Hayes (1962), as the audiolingual skills are considered to be matters of habit so too are the reading and writing skills

considered to be matters of habit and, thus, are to be acquired only through extensive practice. The reading content consists of the dialogues which the student has already heard in dissected form through the extensive pattern drills. As Herron (1982) states, the writing, at first, is merely a matter of copying the material that the student has just read. In this fashion, according to Brooks (1964), the four language skills are dominated by the audiolingual skills for the student hears before he speaks; the student speaks only on the basis of what he has heard; the student then reads only what has been spoken; and finally, the student writes only what he has read.

Although this method appeared to be the answer to developing students who were conversant in foreign language, eventually it was realized that the method was not producing the desired ends. According to Terrell (1982), the student studying under this method was unable to communicate in natural conversation with a native speaker for he was unable to use the patterns fluently in normal speech situations. According to Herron (1982), there were two main reasons for this. One is that, although the student could respond perfectly in class to the pattern drills, he could do so without knowing their meaning. Another reason for the failure is that the content of the pattern drills did not "fit" appropriately into unprogrammed conversational situations. As Cammish (1983a) points out, the use of language involves relationships between individuals and not merely the memorization and repetition of phrases and the practicing of structures.

#### Interpersonal Approach

During the past two decades, much research has been done concerning second language acquisition. There have also been new insights

in the field of education which are opening ways for creative meth teaching. As Brown (1980) states, studies of human cognition along psychological research on transactional analysis, self-esteem and interpersonal communication all have direct relevance to the current language teaching methods. Focusing first on the student as an individual and how he feels, thinks and reacts in relations with others is a shift from focusing first on the content of the material being studied. Focusing secondly on correlating the manner in which a child learns his native tongue to the study of a foreign language is a shift away from the by rote learning process, mimicry-memorization process, and the dissecting of a language into grammatitcal units, that previously dominated the study of foreign language. These new studies, insights, and focuses woven together form an umbrella under which are found such methods of foreign language study as the Silent Way, Community Language Learning, and Total Physical Response.

#### Silent Way

According to Alley (1991), the Silent Way was developed by Caleb Gattegno to teach the student a foreign language without continual talk from the instructor. Yoshikawa (1982) states that, in this method, each student is viewed as self-motivating and active, functioning as the learner as well as the instructor, and "as a whole person, with the body, mind and emotions in harmony" (p. 393). What is considered to be most important is "what goes on inside and between the people in the classroom" (p. 393). The method attempts to regress the student to Piaget's sensorimotor stage by presenting problems that the student solves by looking at, grasping, and manipulating objects. Asher (1981) points out that the student decodes



the language by the manipulation of objects rather than by explanations about the language.

Gattegno (1978) states that the repetition of oral presentations is not appropriate to the learning of language for a child does not learn a language in this way. Although many observers assume that the child does imitate or practice the utterances he hears, Gattegno maintains that the child does not imitate. Because adults cannot understand the process of an infant's learning until there is an opening accessible to them, Gattegno maintains the adult incorrectly assumes the infant is imitating when he is observed using tools which appear similar to what the adult does when he imitates.

Rather than through imitation, the child, according to Gattegno (1978), experiences quite a different process during the language learning period. The baby spends long sessions in studying his own sound production, becoming aware of what to do for what purposes as well as what pitch and intensity are needed. Passing from this state of solitary experimentation with sound production, sound hearing, and the matching of sounds heard to the sounds uttered in social exercise, the baby eventually recognizes sound independently of pitch, intensity, timbre, and emotional context. The adult, hearing recognizable sounds from the infant, imitates him which creates an echo effect in the environment. This echo effect in the language environment allows the infant to separate a set of noises among many noises. When enough of these echoed sounds have been available and at the infant's disposal, a new situation arises. The child now recognizes that some of the sounds he spontaneously produces have a different kind of existence: others objectively produce them too. Thus, the bridge between the child and the adult is made.

At this point, another stage in the baby's language development begins. He now becomes aware of the symbolic role of language and, thus, has to develop the skill by which he can become more specific in his communication if he wants to extract from the environment responses that correspond to his intentions. While learning one-word utterances, the baby is submitted to whole-sentence patterns and to statements that carry emotional content. Much of the meaning the baby extracts from such communication is derived from the intonation, intensity and other melodic elements besides the words. The analytical powers of the baby are used to distinguish, to classify, and to notice how words behave when used by surrounding speakers as well as to check whether responses "fit" in with requests made by using sounds whose meanings are uncertain. Gattegno (1978) states that the "melodic integrative schemata" (p. 11) are a more primitive experience of language than are the words. This schemata is perceived much earlier than the words.

The child's vocabulary is developed according to his power of moving from general categories to more restricted ones rather than from particular classes to more general ones. The pronunciation of the child's words is readily greeted and accepted by the adult even though frequently there are errors in the child's pronunciation.

Fashioning his method to correlate with his ideas of how a child develops his language, Gattegno (1978) begins with a stage equivalent to that just prior to the bridging between the infant and the adult. After entering the classroom, the instructor begins to take out colored rods, one at a time, and, as each one is shown to the class and then laid silently on the desk, the instructor repeats in the foreign language the word for "rod". Eventually, through the use of repetition, gestures, and pantomime, the

instructor is able to extract from the class the word for "rod". At this point, he begins naming the color of the rod and, eventually, he is able to extract the added vocabulary from the student. This develops into statements such as "pick it up," "take it," "give it to him," and "raise it with the left hand." If the student does not understand a command such as "pick it up," the instructor may form the student's fingers around the object to give him further help in understanding the command. Once the class understands the elementary vocabulary and the simple commands, a student takes the instructor's role and repeats the "game".

According to Gattegno (1978), such an exercise gives something of the spirit of the language for it permits the student to work on the formation of a natural way of using the melody of the foreign language, even to the extent that his breathing may be paced according to the utterances in the foreign language.

A follow-up procedure to the beginning exercises is to play a tape with several examples of different foreign languages. As the student listens, he is to train his ear in the different melodies characteristic of different languages as well as in the various expressions of emotion and mental attitudes. It is assumed the melody of each foreign language is unique and therefore very identifiable once the distinctness among melodies is perceived.

The next sequence Gattegno (1978) discusses is the use of wall charts for visual dictation. Most of the words on the chart have already been experienced by the student during oral exercises. The instructor points at a word and then pauses, or he may point at two or three words with no pauses, and, then, the student responds by stating the words according to the pause or pauses indicated by the instructor. The chart

work permits the student to behave as a native speaker with respect to breathing and the association of sound and sign.

In the arena of vocabulary, the words are divided into three categories: functional, semi-luxurious, and luxurious. The functional vocabulary is taught first. It consists of words which convey the spirit of the language and provide the structures of the language. Semi-luxurious vocabulary is taught next. It consists of words necessary to carry on the business of day-to-day life. These words are those which refer to food, clothing, travel, and the family. Luxurious vocabulary is taught last. It consists of words needed for philosophical discussions, political arguments, professions and trades. The vocabulary is not learned by memory but rather through recognition and familiarity. Errors in pronunciation are not corrected, for the student is to depend upon his "feel" for correctness.

Although the general approach is completely oral with very little talking from the teacher, there are complementary worksheets which are sent home with the student. These worksheets require imagination on the part of the student and provide opportunities to widen the lessons presented in the classroom. According to Gattegno (1978), the worksheets also serve to individualize the learning and to allow the student to work at his own pace.

Although Gattegno (1978) assumes a philosophical explanation of his method, it is rather traditional due to its repetition of sentences modeled initially by the instructor and its movement through guided exercises eliciting responses for freer communication. The innovations in the method are primarily the indirect role the instructor assumes in directing

and monitoring student performance as well as the responsibility being placed upon the student to figure out how the language works.

### Community Language Learning

The Community Language Learning Method was developed by Charles A. Curran, a specialist in counseling and a professor of psychology. According to Brown (1980), in this approach to language learning, Curran tries to remove factors which may cause the student to develop feelings of embarrassment, alienation, and inadequacy. The three main factors which place such negative influences on the student are the "all-knowing" instructor, making mistakes in front of other students, and competing against the other students.

Brown (1980) further states that the students are viewed as a group of clients, not a class, that needs a certain therapy and counseling, provided by the counselor, not the instructor. The first step into which the clients and the counselor enter is one which allows interaction in an interpersonal manner. The second step is for the client and the counselor to join together to facilitate the learning. The third step is to experience learning while at the same time valuing and prizing each individual in the group. These three steps allow the student's anxiety level to be lowered for he feels he is surrounded by a supportive community, and, he perceives the instructor to be a true counselor whose attention is centered on his client's needs.

Feeling loved and comfortable in the surroundings, the clients begin to talk. When one individual wishes to say something to the group or to another individual, he says it in his native language, and the counselor translates it into the foreign language. Then, the student repeats the sentence in the foreign language the best he can. Then another individual

makes a statement in his native language, and, again, the instructor translates it into the foreign language; the individual repeats the statement. This procedure continues. In this first stage, the student is completely dependent on the instructor, who accepts verbal mistakes, clumsiness, and stumbling. The grossness and incorrectness of the student's attempt to speak the foreign language is rewarded with acceptance, compassion and love. According to Asher (1981), the first several such sessions may be very struggling and confusing, but there is always present the support of both the counselor and the clients.

Although the first many sessions may remain strictly a statement-translation-repeat process, eventually something will be said without translation. According to Brown (1980), when this happens, it is the first sign that the client is moving away from the complete dependence on the counselor. As more and more familiarity with the language is gained, more direct communication can take place. This results in less and less dependence on the counselor, his translations and his information. The counselor does not set any bounds or limits during the sessions. It is the client who determines the direction of the conversation. At the end of the session, it is the client who inductively analyzes the foreign language to glean insights into its structure.

For Richards and Rodgers (1988), learning, in this method, is not viewed as an individual accomplishment but rather something which is achieved by the help of the entire community. Each client is expected to listen attentively to the knower, be he the counselor-instructor or the counselor-client. Each client is expected to repeat the foreign language without hesitation. Each client is expected to support the fellow members of the community. Each client is expected to report his feelings whether

they are positive or negative. Each client is expected to become a counselor to other clients.

As Richards and Rodgers (1988) further state, the language learning processes through which a client progresses are compared to the stages of human growth. In the first stage, the learner is like an infant, completely dependent on the counselor for language content. The client repeats utterances in the foreign language and listens to verbal exchanges between other clients and counselors. In the second stage, the client begins to use simple expressions and phrases that he has previously heard. In this way he gains a degree of independence from the "parent". In the third stage, the client begins to understand others directly in the foreign language. In the fourth stage, the client begins to function somewhat independently as does the adolescent, but his knowledge of the foreign language is still rudimentary. At this point, however, the client must learn how to extract from the counselor the advanced linguistic knowledge that he has. In the fifth stage, the client refines his understanding of register as well as grammatically correct language use. Although he may still learn from his counselor, he too may become a counselor to a less advanced client.

Richards and Rodgers (1988) point out, not only does the client progress through various stages, but so does the counselor. In the beginning stages, the counselor has a supportive role, providing translations and models for imitation on the request of the client. Later, as the clients interact, the counselor monitors client utterances and provides assistance when requested. In the later stages, the counselor may intervene to correct pronunciation, supply idioms, and advise on usage and fine points of grammar. The one role the counselor has which continues throughout is the provider of a safe environment in which a client may learn and grow.

Because Community Language Learning focuses on fluency in the foreign language, often times there is inadequate knowledge of the grammatical system. The total focus on oral work to produce the fluency has also neglected to incorporate a textbook. However, the humaneness of this approach makes it a warm comfortable environment in which to study a foreign language.

#### Total Physical Response

Total Physical Response was developed by James Asher, a professor of psychology. As Richards and Rodgers (1988) discuss, this method attempts to teach foreign language through the use of speech mingled with physical activity. The use of physical movement, while a student is also involved with the verbal language, enhances the probability of successful recall. There is also a game-like approach which reduces stress in the student and, thus, facilitates the learning. In addition, Asher (1981) adds that the method tries to somewhat correlate the foreign language learning experience to the language learning experience of the child.

The child experiences his native language first by listening to simple commands such as "come here," "stand still," and "sit down." Such commands manipulate the orientation, the location, and the movement of the child. During this period, the youngster responds not verbally but physically, through movement which displays his understanding of the language. In this way, the child internalizes an intricate map of how the language works before he ever speaks. When the child has internalized sufficient verbal material through the development of listening comprehension, he reaches a stage at which he is ready to talk. His beginning speech is not perfect, but gradually his pronunciation and



grammar will shape themselves into the native language to which the child has been listening.

As the child develops his language through listening comprehension and physical movement, so too does the student who studies language using this method. As discussed by Asher (1981), the process begins by the instructor placing a student or two on either side of him. Then, the instructor states something to the effect that the students are to watch carefully what is modeled and listen carefully to what is said during the modeling. The student is further instructed to remain silent, but to do exactly what the instructor does. The instructor then utters commands and acts, and so does the student. As the child's language moves from simple to complex so too do the direction and motor acts systematically expand to complexity. The simple command of "sit down" soon becomes "sit down; stand up; walk to the table; and sit down on the blue chair."

As with the child, Curtain (1991) points out that the student is never forced to speak the language before he is ready. As the student internalizes a cognitive map of the foreign language through understanding what is heard, there will be a point of readiness to speak. According to Asher (1982), knowing when the student is ready to speak is accomplished by the instructor asking for volunteers. Having learned how to give commands through listening comprehension and physical movement, the student is usually eager to speak at this point for he will be commanding his fellow students; this is of high interest to the student.

As the imperatives progress from one-word commands to more complex commands, the playfulness of the approach is easily displayed. One command might be "when Susie makes a happy face, hit her arm with a piece of paper and throw John's book into the wastebasket." Another such

command might be "go to the door, turn around twice, and make a face at Henry." This type of oral work is high-interest material which captures the attention and the participation of the student. According to Asher (1982), it also alleviates stress which may cause hesitancy or reluctance to respond, both verbally and physically. The student feels comfortable interacting in the foreign language with others and develops confidence in the use of the language outside the classroom.

The profuse amount of commands presented to the student during the class sessions are eventually recombined by the student into original scripts and dialogues to be used for role playing. As Asher (1982) points out, such creations are developed without the help of the instructor other than the supplying of a vocabulary word when requested by the student. When the student has finished the dialogue, the instructor reads it to correct any errors in word choice or the use of grammar. Then, the student is able to role play his script in the dialogue.

As stated by Richards and Rodgers (1988), the backbone of this method is the emphasis it places on comprehension. If one is to use a language for the sake of communication, which is the emphasis today, he must be able to understand it. The physical movement, playfulness, and alleviation of stress are other ingredients which facilitate the use of this method.

#### The Natural Approach

The Natural Approach was developed by Tracy Terrell, a Spanish teacher in California. It incorporates many of the principles of second language acquisition as discussed by Stephen Krashen, an applied linguist. Both Krashen and Terrell view communication as the primary function of language. As pointed out by Richards and Rodgers (1988), as Krashen

presents his views on language acquisition, Terrell applies the views to the teaching of foreign language.

Krashen's language acquisition theory consists of five hypotheses, according to Krahnke (1983). The first hypothesis, Acquisition/Learning, states that there are two ways of developing competence in a language. Acquisition is the "natural" way, paralleling first language development in the child. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency by understanding and using language for meaningful communication. Learning refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the grammar rules and structure of a language and the ability to state this knowledge. Formal teaching is necessary for "learning" to occur.

The second hypothesis, as discussed by Richards and Rodgers (1988), is the Monitor Hypothesis. When communication occurs, conscious learning, or the Monitor, functions to check, change, and correct the utterances made. Conscious learning only can function in this manner. In order for the Monitor to function, there are three conditions necessary: time, focus on form, and knowledge of the rules. The condition of time means that there must be sufficient time for the student to choose and apply a learned rule. The condition of focus on form means that the speaker must be focused on the correctness of his utterances. The condition of knowledge of rules means that the speaker must know the rules.

The third hypothesis, according to Herschensohn (1990), is the Natural Order Hypothesis. According to this hypothesis, the acquisition of grammatical structures occurs in a predictable order. There are certain

grammatical structures acquired in first language acquisition of English and a similar natural order is found in second language acquisition.

Richards and Rodgers (1988) state that the fourth hypothesis is the Input Hypothesis. This concerns the relationship between language the student is exposed to and language acquisition. This hypothesis relates only to acquisition and not to learning. Acquisition occurs best when the input is a little beyond the speaker's level of expertise. It includes the idea that a person cannot be taught to speak fluently, but rather that fluency emerges after the acquirer has built up competence in the language by understanding input.

Richards and Rodgers (1988) state that the fifth hypothesis is the Affective Filter Hypothesis. This sees the student's emotional state or attitudes as a filter that passes, blocks, or hampers input necessary to acquisition. A low affective filter is necessary if the student is to receive the maximum input possible. The three factors which affect most the affective filter are motivation, self-confidence, and anxiety.

Applying these hypotheses to the instruction in a foreign language classroom, Richards and Rodgers (1988) point out that the emphasis is on comprehensible input. The instructor presents the input by talking about objects in the classroom and the content of pictures. In order to alleviate stress, the student is not required to respond verbally until he is ready, but he is required to respond by other means: gestures, nods of "yes" or "no", pointing and so forth. When the student is ready to talk in the foreign language, the instructor provides comprehensible language and simple response situations. The instructor speaks slowly and distinctly, asking questions and eliciting one-word answers. As the student becomes more comfortable with the one-word answers, the questions become more

complex to elicit answers requiring words which the student has previously heard the instructor use. Charts, pictures, advertisements, and other realia serve as the focal point for questions. As each student's competence in the language develops, pair or group work may be employed as well as discussion led by the teacher and experienced by the class as a whole.

The instructor's role is threefold. First, the instructor is the main source for comprehensible input in the foreign language. Class time is to be devoted to providing this input and generating a variety of nonverbal cues as to the meaning of the input. Second, the instructor must create a friendly, interesting classroom atmosphere in which there is a low affective filter for learning. Third, the instructor must vary the types of classroom activities involving a variety of group sizes, content, and contexts. The instructor is responsible for collecting materials and designing their use.

The student's role, as discussed by Richards and Rodgers (1988), is to delve into the activities presented in class to experience as much meaningful communication as possible. The amount of meaningful communication in which the student can be involved will determine the degree and kind of acquisition he will experience and the fluency he will eventually demonstrate.

During his language development, according to Terrell (1986), the student progresses through three stages: pre-production, early-production, and speech-emergent. During the pre-production stage, the student is required to respond in nonverbal ways. During the early-production stage, the student responds to either-or questions, uses one-word utterances and short phrases, fills in charts, and uses fixed conversation patterns. In the

speech-emergent stage, the student involves himself in role playing and games, contributes personal information and opinions, and participates in group problem solving.

As Richards and Rodgers (1988) point out, this approach is basically for the beginner and is designed to help him reach an intermediate level of language development. Paralleling the development of a foreign language to the ideas of first language acquisition, the primary emphasis is comprehensible and meaningful practice activities, rather than the production of grammatically perfect utterances and sentences.

### Conclusion

During the last twenty years the new methods developed view language as a creative process to be used in communication. Although it is recognized that a student can develop communicative skills in a language without explicit instruction of the grammar rules, an awareness of the grammar is developed by most of the new methods. The new methods view the student as an individual with feelings. These feelings must be attended to during instruction for the student to receive maximum benefit from the classroom experience. At this point of time in the progression of foreign language methodology, the focus has shifted drastically from the earlier, cold, objective, repetitive drilling process to one with warmth, individualization, and interpersonal communication skills as the agenda for the foreign language class.

In Chapter Four, there is an array of materials that reflect many concepts found in the various methodologies discussed in this chapter. Some materials, reflecting grammar rules or verb conjugations, closely relate to the mechanical drills of the Grammar Translation Method. Other materials, consisting of pictures for the development of vocabulary and

conversation, closely relate to the Direct Method. Other pictures requiring repetitive use of model sentences, closely resemble the Audio-lingual Method. Additional materials, consisting of manipulative objects, high interest vocabulary, and game-like activities, closely resemble the Interpersonal Approach. To further enhance the learning experience a couple readers have been adopted for classroom use. The entire body of materials and the manner in which it is used help to generate a friendly, comfortable, "fun" atmosphere which facilitates the learning experience.

### CHAPTER 3

There are basically four aspects to this project. The first aspect, library research, was done at Central Washington University. The second aspect, exchange of ideas, occurred between the writer and two other professionals in the foreign language area. The third aspect, creativity, stemmed from the writer's acknowledgement that the textbook material needed to be enhanced through both the adaptation and development of additional materials. The fourth aspect, organization, grouped the materials of Chapter Four into categorical units according to the type of activity required.

The library research was focused first on an extensive review of periodical literature. There was a conscientious effort made to use only those articles dating from 1980 to 1992. Books used for research were also fairly current, usually dating from the late 1970's to 1990's. However, because materials current to the use of the Audiolingual Method were desired, some references from the 1960's were sought. Due to the profuseness and availability of immediately on-hand materials at Central Washington University, the writer felt it was not necessary to pursue any further materials.

The exchange of ideas occurred most frequently between the writer and Anne Montoya, the secondary level Migrant/Bilingual instructor for the Highland School District. Two main contributions Anne made were the idea of using pictures and the loaning of the Richards and Rodgers textbook on methodologies. In addition, there was much discussion concerning the



feasibility of the various methods researched by the writer. Further exchanges of ideas transpired between the writer and Ann Bounds, the French instructor for the Highland School District. Such exchanges were usually discussions concerning materials already developed by the writer. During the many discussions with Anne Montoya and Ann Bounds, both professionals corroborated the usefulness of materials and activities developed by the writer for use in the classroom.

The creativity on the part of the writer stemmed from the acknowledgement that the sole use of a textbook for instruction is not only at times inadequate, but it is also tedious. The limited practice presented in the textbook in order to learn any particular verb conjugation or grammar rule is usually too short to allow the student to acquire the use of such, and, therefore, further drills are needed for the student to become proficient. In addition, the monotonous routine of reading and writing exercises needs to be varied with an array of activities which the student can enjoy and which also will enable him to converse in the foreign language. Realizing these two necessities, the writer began to adapt and develop materials to enhance the instruction.

In Chapter Four the materials are grouped according to the type of activity required. The first group consists of written drills which give the student practice on verb conjugations and grammar rules. The second group consists of pictures and the verbal patterns which may accompany them. The third group consists of readers and their accompanying verbal material. The fourth group consists of explanations of how daily classroom procedures have changed as a result of the research.

## CHAPTER 4

This chapter contains four areas of material developed or adapted to use in conjunction with the text, Nueva Vista, for the first year study of the Spanish language on the high school level. The materials included are divided into four sections: written drills, pictures with accompanying verbal patterns, readers with accompanying verbal material and activities, and material showing the contrast between previous classroom routines and present classroom routines.

The materials included are intended to enhance the study of the language. The written drills give the student additional practice in the grammar aspects of the language and, thus, facilitate his acquisition of them. The use of both pictures and readers increase the amount of vocabulary to which the student is exposed as well as to further develop his fluency in the language. The changes in the classroom procedure make the study of the language more enjoyable. All four of these aspects, the written drills, the pictures, the readers, and the changes in procedures, help the instructor to maintain the student's motivation, interest, and enthusiasm for the study of the foreign language.

## WRITTEN DRILLS

All the written drills correlate sequentially to the presentation of the grammatical aspects presented in Nueva Vista.

Although the drills are meant to be written, frequently they are first executed orally either as interchange between the teacher and the student or as interchange between two students. After the drills are written, they are always executed orally.

Any drills which may allow for more than one answer are practiced repeatedly by allowing several students to give answers to the same item.

DRILL WORK FOR THE USE OF THE DEFINITE AND INDEFINITE ARTICLES  
AS THEY RELATE TO THE GENDER OF THE NOUNS

Part One

Written drills are presented which require the student to distinguish between the different articles based on the gender of the noun. The student must also give the rule which applies to each feminine word.

Part Two

Oral presentation of the written work is given by the students. There is also discussion of recognizable words that the students can relate to English equivalents. There is further discussion of words which the students recognize due to previous oral work.

For each identified feminine word, give the rule which makes it feminine.

Place the definite article in front of the following words.

1. palomino
2. paz
3. sanidad
4. mapa
5. accion
6. pan
7. hija
8. hombre
9. florista
10. volcan

Place the indefinite article in front of the word.

1. invitacion
2. Navidad
3. rey
4. madre
5. vez
6. artista
7. una
8. caridad
9. programa
10. esposo

## DRILL WORK FOR THE PLURAL OF "ESTA"

### Part One

The students are paired to do the drills orally according to the example given.

### Part Two

The students are to write out the sentences according to the example given.

### Part Three

From the written work, the students read their answers to each entry while the other students listen.

Complete the following sentences by adding a name in the first blank and "estan" in the second blank.

1. Jose y \_\_\_\_\_ en la clase.
2. Marta y \_\_\_\_\_ en la biblioteca.
3. Carmen y \_\_\_\_\_ en el correo.
4. Ana y \_\_\_\_\_ en el parque.
5. Luis y \_\_\_\_\_ en la calle.
6. Rogelio y \_\_\_\_\_ en la escuela.
7. Berta y \_\_\_\_\_ en la iglesia.
8. Mateo y \_\_\_\_\_ en la tienda.

Make the following sentences plural according to the example given.

El radio esta en el mercado.

Los radios estan en el mercado.

1. El pollo esta en el correo.
2. La gallina esta en la tienda.
3. La vaca esta en la iglesia.
4. El burro esta en la casa.
5. El puerco esta en el parque.
6. El pavo esta en la escuela.
7. La tortuga esta en la oficina.
8. El perro esta en la clase.
9. El conejo esta en la biblioteca.



## DRILL WORK FOR THE USE OF THE POSSESSION PATTERN

### Part One

The students are paired to do the drills orally.

### Part Two

The students write out the drills according to the patterns given.

### Part Three

From the written exercises, the students read their answers to each entry while the other students listen.

Answer the following questions according to the example given.

¿Tienes la pluma de Beto?

No, tengo la pluma de Caty.

1. ¿Tienes el mapa de Esteban?
2. ¿Tiene Diego el papel de Luisa?
3. ¿Tiene Felipe la vaca de Daniel?
4. ¿Tienes el reloj de Alicia?
5. ¿Tiene Rafael el gato de Juan?

¿Es el libro de Eduardo?

No, es el libro de Daniel.

1. ¿Es la tiza de Paca?
2. ¿Es la revista de Pepe?
3. ¿Es el burro de Ernesto?
4. ¿Es la clase de Berta?
5. ¿Es el carro de Andres?

Fill in each blank with a pattern of possession.

1. Yo tengo \_\_\_\_\_

2. Yo tengo \_\_\_\_\_

3. Carlos tiene \_\_\_\_\_

4. Jorge tiene \_\_\_\_\_

5. Tu tienes \_\_\_\_\_

6. Tu tienes \_\_\_\_\_

1. Es \_\_\_\_\_

2. Es \_\_\_\_\_

3. Es \_\_\_\_\_

4. Es \_\_\_\_\_

5. Es \_\_\_\_\_

## DRILL WORK FOR THE USE OF NUMBERS ONE TO TWENTY

Part One

The students are paired in order to do orally the arithmetic problems. The students take turns asking their partners the questions and giving the answers.

Part Two

The arithmetic problems are completed orally as the instructor asks the students the questions to the problems.

Part Three

The students write out the answers to the arithmetic problems.

To one student's question "Cuántos son...?", the other student is to give the appropriate answer to the following arithmetic problems,

5	3	1	7	9
<u>+4</u>	<u>+2</u>	<u>+6</u>	<u>+8</u>	<u>+10</u>

20	18	13	19	17	16
<u>-10</u>	<u>-14</u>	<u>-12</u>	<u>-11</u>	<u>-16</u>	<u>-15</u>

## DRILL WORK FOR THE AGREEMENT IN GENDER

### Part One

Written drills are presented which allow the student to choose his choice of adjectives to use. He writes in the blank his descriptive word.

### Part Two

From the written exercises, several students read their answers to each entry while the other members of the class listen.

In the blank before the word, place the appropriate definite article.  
In the blank after the word, place an appropriate descriptive word.

1. \_\_\_\_\_ padre es \_\_\_\_\_

2. \_\_\_\_\_ reloj es \_\_\_\_\_

3. \_\_\_\_\_ revista es \_\_\_\_\_

4. \_\_\_\_\_ puerta es \_\_\_\_\_

5. \_\_\_\_\_ caballo es \_\_\_\_\_

6. \_\_\_\_\_ ventana es \_\_\_\_\_

7. \_\_\_\_\_ perro es \_\_\_\_\_

8. \_\_\_\_\_ leccion es \_\_\_\_\_

9. \_\_\_\_\_ cartel es \_\_\_\_\_

10. \_\_\_\_\_ goma es \_\_\_\_\_

DRILL WORK FOR THE CONTRACTION "DEL"

Part One

The students are paired to do the drills orally.

Part Two

The students write out the drills according to the instructions given.

Part Three

From the written exercises, the students read their answers to each entry while the other students in the class listen.



Fill in the blank with "DEL," "DE LA," "DE LAS," or "DE LOS."

1. Es la oficina \_\_\_\_\_ director.
2. Es el asiento \_\_\_\_\_ profesor.
3. Es el perro \_\_\_\_\_ hermanas.
4. Es el libro \_\_\_\_\_ hermano.
5. Es el caballo \_\_\_\_\_ familia.
6. Es el pais \_\_\_\_\_ gauchos.
7. Es la television \_\_\_\_\_ ninas..
8. Es la flor \_\_\_\_\_ novia.
9. Es el mercado \_\_\_\_\_ mexicanos.

## DRILL WORK FOR THE AGREEMENT IN GENDER AND NUMBER

### Part One

The students are paired to first do the drills orally.

### Part Two

The students write out the drills according to the patterns given.

### Part Three

From the written exercises, the students read their answers to each entry while the other students listen.

Rewrite the following statement making them plural.

1. El muchacho es aplicado.
2. La revista es interesante.
3. La regla es anaranjada.
4. La ventana es grande.
5. El mapa es verde.
6. La puerta es azul.
7. La biblioteca es pequeña.
8. El burro es inteligente.
9. El cuaderno es morado.
10. El novio es guapo.

Answer the following questions according to the example given.

¿Tienes un libro blanco?

No, tengo libros verdes.

1. ¿Tienes un caballo grande?
2. ¿Tienes un novio feo?
3. ¿Tienes una pluma roja?
4. ¿Tienes un amigo menso?
5. ¿Tiene Julia papel azul?
6. ¿Tiene Luisa un gato negro?
7. ¿Tiene Juana una bandera blanca?
8. ¿Tiene Miguel una revista anaranjada?

## ADDITIONAL DRILL WORK FOR THE AGREEMENT IN GENDER AND NUMBER

Part One

The students write out the drills according to the instructions given.

Part Two

From the written exercises, the students read their answers to each entry while the other students listen.

In each clustering of words, there are four different sentences possible. Choose the words which correctly join together to make each of four sentences and write out the sentences.

Cluster One

El	son	son	puerta
es	anaranjada	lapices	es
anaranjados	La	anaranjadas	anaranjado
Los	puertas	lapiz	Las

Cluster Two

bandera	es	moradas	Las
banderas	son	son	carteles
cartel	es	morado	Los
La	morada	El	moradas

Cluster Three

Las	La	es	guapos
guapo	muchacha	novios	son
son	es	El	La
Los	guapos	novio	muchachas

Cluster Four

La	senor	aplicadas	Las
son	aplicada	es	aluma
aplicado	alumnas	El	aplicados
son	Los	senores	es

## DRILL WORK FOR THE CONJUGATION OF "AR" VERBS

### Part One

The students are paired to do the drills orally.

### Part Two

The students write out the drills according to the instructions and examples given.

### Part Three

From the written exercises, the students read their answers to each entry while the other students listen.

Fill in the blank with the appropriate form of the verb.

TO SWIM \_\_\_\_\_

1. Tu \_\_\_\_\_ bien.
2. Nosotros \_\_\_\_\_ bien.
3. El \_\_\_\_\_ bien.
4. Yo \_\_\_\_\_ bien.
5. Vosotros \_\_\_\_\_ bien.
6. Uds. \_\_\_\_\_ bien.
7. Ella \_\_\_\_\_ bien.
8. Ud. \_\_\_\_\_ bien.

TO EXPLAIN \_\_\_\_\_

1. Yo \_\_\_\_\_ la leccion.
2. Juan \_\_\_\_\_ la leccion.
3. El \_\_\_\_\_ la leccion.
4. Ud. \_\_\_\_\_ la leccion.
5. Carlos y yo \_\_\_\_\_ la leccion.
6. Vosotros \_\_\_\_\_ la leccion.
7. Tu \_\_\_\_\_ la leccion.
8. Mario y Ana \_\_\_\_\_ la leccion.



Add in the answer one more word than is given in the question. This is shown in the example given.

¿Nadas tu?

Si, nado bien.

1. ¿Hablas tu?
2. ¿Cantas tu?
3. ¿Pintas tu?
4. ¿Preparas tu?
5. ¿Lavas tu?
6. ¿Contestas tu?
7. ¿Trabajas tu?
8. ¿Compras tu?
9. ¿Estudias tu?
10. ¿Llevas tu?

When answering the following questions, add one more name. This is shown in the example given.

¿Lleva Emilio?

No, Juan y Luis llevan.

1. ¿Trabaja Juan?
2. ¿Canta Rogelio?
3. ¿Estudia Pedro?
4. ¿Practica Ana?
5. ¿Lava Arturo?
6. ¿Pinta Marta?
7. ¿Compra Carolina?
8. ¿Toca Carmen?
9. ¿Visita Mateo?
10. ¿Habla Berta?

Fill in the blank with the appropriate form of the verb.

TO SELL \_\_\_\_\_

1. Nosotros \_\_\_\_\_ libros.
2. Yo \_\_\_\_\_ carros.
3. Tu \_\_\_\_\_ gallos.
4. Ustedes \_\_\_\_\_ revistas.
5. Ellos \_\_\_\_\_ caballos.
6. Ella \_\_\_\_\_ carteles.
7. Vosotros \_\_\_\_\_ vacas.
8. El \_\_\_\_\_ conejos.

TO READ

1. Isabel \_\_\_\_\_ en italiano.
2. Yo \_\_\_\_\_ en chino.
3. Rogelio y Ud. \_\_\_\_\_ en frances.
4. Tu \_\_\_\_\_ en espanol.
5. Juana y yo \_\_\_\_\_ en portugues.
6. Vosotros \_\_\_\_\_ en japones.
7. Ud. \_\_\_\_\_ en ingles.
8. Carlos y Beto \_\_\_\_\_ en aleman.

Add in the answer one more word than is given in the question. This is shown in the example given.

¿Escondes tu?  
Si, escondo dinero.

1. ¿Corres tu?
2. ¿Vendes tu?
3. ¿Lees tu?
4. ¿Comes tu?
5. ¿Aprendes tu?
6. ¿Bebes tu?
7. ¿Coses tu?
8. ¿Comprendes tu?

When answering the following questions, add one more name. This is shown in the example given.

¿Esconde Luis?

No, Julio y Luis esconden.

1. ¿Comprende Marcos?
2. ¿Lee Nacho?
3. ¿Corre Luisa?
4. ¿Vende Carmelo?
5. ¿Come Julia?
6. ¿Aprende Maria?
7. ¿Bebe Elisa?
8. ¿Cose Jose?

## DRILL WORK FOR THE CONJUGATION OF "IR" VERBS

Part One

The students are paired to do the drills orally.

Part Two

The students write out the drills according to the instructions and examples given.

Part Three

From the written exercises, the students read their answers to each entry while the other students listen.

Fill in the blank with the appropriate form of the verb.

TO WRITE \_\_\_\_\_

1. Vosotros \_\_\_\_\_ en ingles.
2. Ud. \_\_\_\_\_ en ruso.
3. Yo \_\_\_\_\_ en espanol.
4. Ellos \_\_\_\_\_ en chino.
5. El \_\_\_\_\_ en frances.
6. Ella \_\_\_\_\_ en japones.
7. Tu \_\_\_\_\_ en italiano.
8. Nosotros \_\_\_\_\_ en portugues.

TO LIVE \_\_\_\_\_

1. Gloria \_\_\_\_\_ en Espana.
2. Tu \_\_\_\_\_ en Paraguay.
3. Ricardo y Victor \_\_\_\_\_ en Mexico.
4. Yo \_\_\_\_\_ en Peru.
5. Usted \_\_\_\_\_ en Venezuela.
6. Vosotros \_\_\_\_\_ en Chile.
7. Ana y yo \_\_\_\_\_ en Costa Rica.
8. Ustedes \_\_\_\_\_ en Nicaragua.

Add in the answer one more word than is given in the question. This is shown in the example given.

¿Pides tu?

Si, pido un gato.

1. ¿Sufres tu?
2. ¿Escribes tu?
3. ¿Abres tu?
4. ¿Recibes tu?
5. ¿Cubres tu?
6. ¿Insistes tu?
7. ¿Partes tu?
8. ¿Vives tu?



When answering the following questions, add one more name. This is shown in the example given.

¿Pide Julio?

No, Julio y Augustin piden.

1. ¿Vive Luis?
2. ¿Cubre Mario?
3. ¿Recibe Ana?
4. ¿Sufre Carlota?
5. ¿Insiste Juan?
6. ¿Parte Caty?
7. ¿Escribe Ramon?
8. ¿Abre Gloria?

## DRILL WORK FOR THE USE OF ADJECTIVE OF NATIONALITY

Part One

The students are paired to do the drills orally.

Part Two

The students write out the drills according to the instructions given.

Part Three

From the written exercises, several students read their answers to each entry while the other members of the class listen.

Fill in the blank with a noun appropriate to the form of the adjective.

1. \_\_\_\_\_ son ingleses.
2. Mi \_\_\_\_\_ es japonés.
3. Su \_\_\_\_\_ bonito es inglés.
4. \_\_\_\_\_ son portuguesas.
5. Siempre estudiamos \_\_\_\_\_ francesa.
6. Yo uso \_\_\_\_\_ españoles.
7. Carmen escribe muchas \_\_\_\_\_ inglesas.
8. ¿Tienes tu \_\_\_\_\_ alemán?
9. \_\_\_\_\_ es japonesa.
10. \_\_\_\_\_ azules son francesas.
11. Rogelio tiene \_\_\_\_\_ portuguesa.
12. \_\_\_\_\_ alto es español.

Fill in the blank with the correct form of the adjective.

1. Las montañas son \_\_\_\_\_  
French
2. Tengo un libro \_\_\_\_\_  
German
3. La señora es \_\_\_\_\_  
Portuguese
4. Ellos estudian lecciones \_\_\_\_\_  
Spanish
5. ¿Dónde está el mapa \_\_\_\_\_  
Japanese
6. Yo comprendo la lengua \_\_\_\_\_  
German
7. Los caballos \_\_\_\_\_ son bonitos.  
Spanish
8. Mi prima \_\_\_\_\_ no está aquí  
English
9. Los ríos \_\_\_\_\_ son grandes.  
Portuguese
10. Las costumbres \_\_\_\_\_ son interesantes.  
Portuguese
11. Los alumnos \_\_\_\_\_ estudian mucho.  
Japanese
12. Ese señor \_\_\_\_\_ vende carros \_\_\_\_\_  
English French
13. Las turistas \_\_\_\_\_ visitan iglesias \_\_\_\_\_  
German Japanese
14. ¿Quién tiene un nombre \_\_\_\_\_?  
Spanish

## DRILL WORK FOR THE USE OF POSSESSIVE ADJECTIVES

Part One

The students are paired to do the drills orally.

Part Two

The students write out the drills according to the instructions given.

Part Three

From the written exercises, the students read their answers to each entry while the other students listen.

Write a corresponding sentence for each sentence given. The corresponding sentence is to follow the pattern shown.

Mateo usa el tractor.  
Es su tractor.

1. El necesita los libros.
2. Nosotros pintamos la casa.
3. Yo uso el radio.
4. ¿Tu compras unas revistas.
5. Margarita ayuda al profesor.
6. Ellos tienen una tienda.
7. Vosotros leers los periodicos.
8. Nosotros limpiamos las ventanas.
9. Ustedes toman cerveza.
10. Julio maneja el tractor.

## DRILL WORK ON THE USE OF DEMONSTRATIVE ADJECTIVES

Part One

The students are paired to do the drills orally.

Part Two

The students write out the drills according to the instructions given.

Part Three

From the written exercises, the students read their answers to each entry while the other students listen.

Answer the following questions giving the opposite form of the demonstrative adjective as shown in the example.

¿Practicas este piano?

No, practico ese piano.

1. ¿Quieres este perro?
2. ¿Usas este cuaderno?
3. ¿Escribes esta lección?
4. ¿Estudias esta lengua?
5. ¿Vendes este carro?
6. ¿Compras esta mesa?
7. ¿Comes esta fruta?
8. ¿Pintas esta casa?
9. ¿Tienes este jardín?
10. ¿Quieres este caballo?



## DRILL WORK FOR THE USE OF DEMONSTRATIVE PRONOUNS

Part One

The students are paired to do the work orally.

Part Two

The students write out the drills according to the instructions given.

Part Three

The students are paired and then exchange papers to check for the correct use of accent marks and the appropriate gender and number agreement of the demonstrative pronouns.

Part Four

From the written exercises, the students read their answers to each entry while the other students listen.

Answer the following questions giving the opposite form of the demonstrative adjective as shown in the example.

¿Es este tu burro?  
No, ese es mi burro.

1. ¿Es esta tu bandera?
2. ¿Es este tu carro?
3. ¿Es esta tu tienda?
4. ¿Es esta tu pluma?
5. ¿Es este tu cuarto?
6. ¿Es este tu espejo?
7. ¿Es esta tu televisión.
8. ¿Es este tu gato?
9. ¿Es esta tu alfombra?
10. ¿Es este tu periódico?

Answer the following questions giving the opposite form of the demonstrative adjective as shown in the example.

¿Son estas tus vacas?  
No, esas son mis vacas.

1. ¿Son estas tus revistas?
2. ¿Son estos tus carteles?
3. ¿Son estos tus animales?
4. ¿Son estas tus lecciones?
5. ¿Son estas tus cartas?
6. ¿Son estos tus radios?
7. ¿Son estas tus reglas?
8. ¿Son estos tus cuadros?
9. ¿Son estas tus peras?
10. ¿Son estos tus gallos?

## DRILL WORK ON THE USE OF TIME

### Part One

The students are paired to do the drills orally.

### Part Two

The students write out the drills according to the instructions given.

### Part Three

From the written exercises, the students read their answers to each entry while the other students listen.

Write each of the following times in Spanish.

1. It's 3:00.

2. It's 5:00.

3. It's 1:00.

4. It's 2:15.

5. It's 6:30.

6. It's 10:20.

7. It's 12:10.

8. It's 8:05.

9. It's 4:25.

Write each of the following times in Spanish.

1. It's 2:45.
2. It's 12:45.
3. It's 7:55.
4. It's 8:50.
5. It's 11:40.
6. It's 1:35.
7. It's 12:35.
8. It's 3:50.
9. It's 5:45.
10. It's 9:40.
11. It's 6:55.
12. It's 12:40.

## DRILL WORK FOR THE USE OF THE COMPARATIVE

### Part One

The students are to write the Spanish equivalent for the sentences they are given.

### Part Two

The students are paired and exchange papers to check the correctness of their work.

### Part Three

The students are assigned individual sentences to write on the board. The sentences are reviewed for correctness by the instructor and the entire class.

Write the following sentences in Spanish.

1. Marta is lazier than me.
2. Jorge is older than Juan.
3. Mario's car is newer.
4. Cristina is prettier than Gabriela.
5. I am younger than you.
6. The students are more tired than the teacher.

1. This book is more interesting than that one.
2. These skirts are worse than those.
3. That word is longer than this one.
4. Those shoes are cheaper than these.
5. This shirt is cleaner than that one.
6. That room is bigger than this one.
7. Those onions are whiter than these.
8. These words are better than those.
9. My cat is dirtier than the neighbor's cat.



## DRILL WORK FOR THE USE OF THE SUPERLATIVE

### Part One

The students execute the exercises according to the instructions given.

### Part Two

The students are paired and exchange papers to check the correctness of their work.

### Part Three

The students are assigned individual sentences to write on the board. The sentences are reviewed for correctness by the instructor and the entire class.

Write the following sentences in Spanish.

1. John is the best.
  2. John is the best student in the class.
  3. Pedro is the tallest.
  4. Pedro is the tallest boy in his family.
  5. Marta is the prettiest.
  6. Marta is the prettiest girl in the room.
  7. You are the youngest.
  8. You are the youngest girl in the group.
- 
1. It is the smallest window.
  2. It is the smallest window in the house.
  3. It is the biggest horse.
  4. It is the biggest horse on the ranch.
  5. It is the worst lesson.
  6. It is the worst lesson in the book.
  7. It is the best magazine.
  8. It is the best magazine in the store.

## DRILL WORK TO DISTINGUISH BETWEEN THE USE OF "ESTAR" AND "SER"

Part One

The students execute the exercises according to the instruction given.

Part Two

From their written work, the students read their answers to each entry while the other students listen.

Fill in the blank with the appropriate form of "estar" or "ser."  
For each use of "estar", give the rule.

1. El carro \_\_\_\_\_ nuevo.
2. La casa \_\_\_\_\_ azul.
3. Los alumnos \_\_\_\_\_ muy bien.
4. Rogelio \_\_\_\_\_ el presidente.
5. Ellos \_\_\_\_\_ en Mexico.
6. Nosotros \_\_\_\_\_ inteligentes.
7. Tu \_\_\_\_\_ alto.
8. Nosotros \_\_\_\_\_ ocupados.
9. Ustedes \_\_\_\_\_ rubios.
10. Ellos \_\_\_\_\_ cansados.

Fill in the blank with the appropriate form of "estar" or "ser".  
For each use of "estar", give the rule.

1. London \_\_\_\_\_ en Inglaterra.
2. Yo \_\_\_\_\_ la mayor.
3. ¿Quién \_\_\_\_\_ enfermo?
4. \_\_\_\_\_ triste.
5. La muchacha \_\_\_\_\_ perezoso.
6. Joaquín \_\_\_\_\_ aquí.
7. Vosotros \_\_\_\_\_ amigos.
8. Yo \_\_\_\_\_ alegre.
9. Tú \_\_\_\_\_ bastante bien.
10. ¿Dónde \_\_\_\_\_ mi gato?

DRILL WORK FOR THE USE OF "GUSTAR"

Part One

The students translate the following sentences into Spanish.

Part Two

From the written exercises, the students read their answers to each entry while the other students listen.

Translate the following sentences into Spanish.

1. Paul likes to study.
2. Ana likes to eat.
3. Pedro likes to run.
4. Marta likes to read.
5. Luis likes to talk.
6. Esteban likes to sing.
7. Juana likes to write.
8. Arturo likes to work.
9. Carlota likes to sew.
10. Miguel likes to swim.

## DRILL WORK FOR THE USE OF DIRECT OBJECT PRONOUNS

### Part One

The students write out the drills according to the instructions given.

### Part Two

From the drill work, the students are assigned individual sentences to write on the board. They write both the original sentences and the changed forms of the sentences.

### Part Three

The students and the instructor review the sentences on the board for accuracy.



Replace the direct object nouns with direct object pronouns.

1. ¿Entiendes las revistas rusas?
2. Rogelio no quiere leer el libro.
3. Tu ves la television.
4. Tenemos mapas de Espana.
5. El pierde el dinero.
6. Yo puedo explicar la novela.
7. ¿Ouien toma leche?
8. Julio estudia los idiomas.
9. Yo como muchas fresas.
10. Cuelgan las banderas.

Rewrite the following sentences replacing the direct objects with direct object pronouns. Clarify the direct object pronouns that refer to people.

1. Margarita conoce a mis primos.
2. Yo visito Jose y Ramon.
3. Ella besa a su novio.
4. Los alumnos entienden bien el ruso.
5. ¿Quién está leyendo la revista?
6. El maestro ayuda a Rogelio y Carmen.
7. Yo quiero invitar a los vecinos.
8. Jorge va a gastar el dinero.
9. Nosotros recordamos bien a los amigos chinos.
10. Luis siempre encuentra a su amiga en la biblioteca.

## DRILL WORK FOR THE USE OF THE IMPERATIVE

### Part One

The students are paired to execute the drills as stated by the instructions.

### Part Two

The instructor and the students do the drills orally.

Fill in the words according to the headings.

First Person Singular

Plural Command Form

to do

to bring

to travel

to arrive

to begin

to put

to lose

to count

to serve

to write

to eat

Fill in the words according to the headings.

	Infinitive	First Person	Singular Command Form
	to begin		
	to intend		
	to sleep		
	to see		
	to play		
	to eat		
	to lose		
	to talk		
	to understand		
	to study		
	to wash		
	to write		
	to serve		
	to repeat		
	to prefer		
	to count		
	to return		
	to leave		
	to come		
	to bring		
	to put		
	to live		
	to kiss		

## DRILL WORK FOR THE USE OF INDIRECT OBJECT PRONOUNS

### Part One

The students write out the drills according to the instructions given.

### Part Two

From the written exercises, the students are assigned individual sentences to write on the board. They write both the original sentence and the changed forms of the sentences.

### Part Three

The students and the instructor review the sentences on the board for accuracy.

Replace the indirect object nouns with the indirect object pronouns.  
Be sure to clarify.

1. Das el libro a Miguel.
2. Yo sirvo el postre a mi madre.
3. Mandamos las flores a nuestras novias.
4. El maestro lee el cuento a los niños.
5. Ramon quiere enseñar su carro a Marta.
6. Uds. van a pasar los dulces a todos.
7. Ella quiere hablar a sus primos.
8. Dices las respuestas a los alumnos.
9. Tu pides el papel a tu amigo.
10. El señor ofrece su ayuda a los vecinos.

## PICTURES

The use of pictures allows the instructor to add to the categorical vocabulary presented in the textbook as well as to add categorical vocabulary which is not included in Nueva Vista. In addition to exposing the student to more vocabulary, the use of pictures allows the instructor to further develop the student's fluency in the language. Not only do the pictures provide a means for developing both vocabulary and fluency, but they also allow the instructor to introduce certain grammatical aspects to the student within a conversational format.



## PICTURES CORRELATING TO CLOTHING

### Part One

The instructor introduces the new vocabulary items and then uses them repeatedly in conversing with the students. All questions are asked many times so as to include the entire class in the use of the new vocabulary.

### Part Two

Through the use of the new vocabulary the aspects of "gustar" are introduced to the students.

### Part Three

The students are paired and instructed to continue conversation with their partner using the new vocabulary.

### Part Four

The students develop their own dialogues based on the new vocabulary for presentation to the class.

## QUESTION GERMANE TO "CALCETINES"

1. ¿Que son estos?
2. ¿Cualntos calcetines son?
3. ¿De que color son los calcetines?
4. ¿Llevas tu calcetines?
5. ¿De que color son tus calcetines?
6. ¿Estan limpios o sucios estos calcetines?
7. ¿Estan limpios o sucios los calcetines de Luis?
8. ¿Te gustan los calcetines de Mario?
9. ¿A Victor le gustan los calcetines de Mario?
10. ¿De que color son los calcetines de Mario?

Please note: An image on this page was redacted due to copyright concerns.

## QUESTIONS GERMANE TO "RELOJ"

1. ¿Que es esto?
2. ¿Te gusta el reloj?
3. ¿Tienes un reloj?
4. ¿Que hora es?
5. ¿Quien mas tiene un reloj?
6. ¿Te gusta el reloj de Luisa?
7. ¿A Nacho le gusta el reloj de Luisa?
8. ¿De que color es tu reloj?

Please note: An image on this page was redacted due to copyright concerns.

## QUESTIONS GERMANE TO "LENTES"

1. ¿Que son estos?
2. ¿Cuantos son?
3. ¿Llevas tu lentes?
4. ¿Quien mas lleva lentes?
5. ¿Te gustan los lentes de Carmen?
6. ¿A Elisa le gustan los lentes de Carmen?
7. ¿Estan limpios o sucios tus lentes?

Please note: An image on this page was redacted due to copyright concerns.

## PICTURES CORRELATING TO ANATOMY

### Part One

The instructor introduces the new vocabulary items and then uses them repeatedly in conversing with the students. All questions are asked many times so as to include the entire class in the use of the new vocabulary.

### Part Two

The students are paired and instructed to continue conversation with their partner using the new vocabulary.

### Part Three

The students develop their own dialogues based on the new vocabulary for presentation to the class.



## QUESTIONS GERMANE TO "PELO"

1. ¿Que es esto?
2. ¿Tienes pelo?
3. ¿Tienes mucho o poquito?
4. ¿Tienes el pelo largo o corto?
5. ¿Tienes el pelo rubio o moreno?
6. ¿Es bonito o feo tu pelo?
7. ¿Esta limpio o sucio tu pelo?
8. ¿Quien tiene el pelo largo?
9. ¿Quien tiene el pelo corto?
10. ¿Quien tiene el pelo rubio?
11. ¿Quien tiene el pelo moreno?
12. ¿De que color es el pelo de Rambo?
13. ¿Quieres cortar tu pelo?
14. ¿Quien quiere cortar su pelo?

Please note: An image on this page was redacted due to copyright concerns.

## QUESTIONS GERMANE TO "PIES"

1. ¿Que son estos?
2. ¿Cuantos son?
3. ¿Cuantos pies tienes?
4. ¿Dolnde estan tus pies?
5. ¿Cuantos pies tiene Juan?
6. ¿Son bonitos o feos tus pies?
7. ¿Cuantos pies tiene un gato?
8. ¿Cuantos pies tiene una vaca?

Please note: An image on this page was redacted due to copyright concerns.

## QUESTIONS GERMANE TO "NARIZ"

1. ¿Que es esto?
2. ¿Tienes una nariz?
3. ¿Cuántas narices tienes?
4. ¿Esta limpia o sucia tu nariz?
5. ¿Esta limpia o sucia la nariz de Carlota?
6. ¿Es grande o pequeña tu nariz?
7. ¿Quién tiene una nariz grande?
8. ¿Quién tiene una nariz pequeña?

Please note: An image on this page was redacted due to copyright concerns.

## PICTURES CORRELATING TO "MOODS"

### Part One

The instructor introduces the new vocabulary items and then uses them repeatedly in conversing with the students. All questions are asked many times so as to include the entire class in the use of the new vocabulary.

### Part Two

Through the use of the "mood" adjective the aspect of agreement in gender is introduced.

### Part Three

The students are paired and instructed to continue conversation with their partner using the new vocabulary.

### Part Four

The students develop their own dialogues based on the new vocabulary for presentation to the class.

## QUESTIONS GERMANE TO "TRISTE"

1. ¿Esta triste el muchacho?
2. ¿Como se llama el muchacho?
3. ¿Estas tu triste?
4. ¿Quien esta triste?
5. ¿Esta triste Martea
6. ¿Quien no esta triste?
7. ¿Como esta el muchacho?



Please note: An image on this page was redacted due to copyright concerns.

## QUESTIONS GERMANE TO "ENOJADO"

1. ¿Esta enojada la senora?
2. ¿Como se llama la senora?
3. ¿Estas tu enojado?
4. ¿Quien esta enojado?
5. ¿Quien esta enojada?
6. ¿Quien no esta enojado?
7. ¿Quien no esta enojada?
8. ¿Como esta la senora?
9. ¿Esta enojada Ana?
10. ¿Esta enojado Julio?

Please note: An image on this page was redacted due to copyright concerns.

## QUESTIONS GERMANE TO "PENSATIVO"

1. ¿Esta pensativo el muchacho?
2. ¿Como se llama el muchacho?
3. ¿Estas tu pensativo?
4. ¿Quien esta pensativo?
5. ¿Quien esta pensativa?
6. ¿Quien no esta pensativo?
7. ¿Quien no esta pensativa?
8. ¿Como esta el muchacho?
9. ¿Esta pensativo Juana?
10. ¿Esta pensativo Victor?

Please note: An image on this page was redacted due to copyright concerns.

## PICTURES CORRELATING TO PARTS OF A VEHICLE

### Part One

The students choose the parts of a vehicle for which they want to learn the Spanish words. The instructor presents the Spanish words.

### Part Two

Through oral drill work in the classroom, the students become familiar with the new vocabulary items. The oral work is executed as interchange between the instructor and the students and between pairs of students.

### Part Three

The students are paired and each is given a picture of a vehicle which is not shown to the partner. The partners take turns asking each other questions pertinent to vehicles in order to gain information about the other's vehicle. As each student responds, he may answer only according to what is actually seen in the picture. As each learns facts about the other's vehicle, he takes notes.

### Part Four

Having acquired verbally sufficient information about the partner's vehicle, the student now makes a colored sketch of the vehicle.

## QUESTIONS GERMANE TO VEHICLES

1. ¿De que color es tu carro?
2. ¿Es nuevo tu carro?
3. ¿De que marca es tu carro?
4. ¿Tiene tu carro cuatro llantas?
5. ¿Que son los numeros de las placas?
6. ¿De que color es el techo de tu carro?
7. ¿Te gusta to carro?
8. ¿Hay un tigre en el tanque?
9. ¿Cuantas puertas tiene tu carro?
10. ¿Cuantas ventanas tiene tu carro?
11. ¿Tiene to carro parachoques?
12. ¿Cuantos espejos tine to carro?
13. ¿De que color son las asientos?
14. ¿Tienes una camioneta o un carro?
15. ¿De que color es el volante?
16. ¿Es grande o pequeno el volante?
17. ¿Esta limpio el parabrises?
18. ¿Tiene tu carro una cajuela grande?
19. ¿Sirven las luces de tu carro?
20. ¿Cuantas luces tiene tu carro?

Please note: An image on this page was redacted due to copyright concerns.



Please note: An image on this page was redacted due to copyright concerns.

## PICTURES CORRELATING TO SPORTS

### Part One

The instructor introduces the new vocabulary items and then uses them repeatedly in conversing with the students. All questions are asked many times so as to include the entire class in the use of the new vocabulary.

### Part Two

Through the use of the new vocabulary the aspects of "jugar a" are introduced to the students.

### Part Three

The students are paired and instructed to continue conversation with their partner using the new vocabulary.

### Part Four

The students develop their own dialogues based on the new vocabulary for presentation to the class.

## QUESTIONS GERMANE TO BASKETBALL

1. ¿Juegas al basketbol?
2. ¿Juegas bien al basketbol?
3. ¿Cual es tu equipo favorito de basketbol?
4. ¿Quien es tu jugador favorito de basketbol?
5. ¿Juega Emilio al basketbol?
6. ¿Quien juega al basketbol?
7. ¿Tiene la escuela un buen equipo de basketbol?
8. ¿Gana el equipo muchos partidos?

Please note: An image on this page was redacted due to copyright concerns.

## QUESTIONS GERMANE TO SOCCER

1. ¿Juegas al futbol?
2. ¿Juegas bien al futbol?
3. ¿Cual es tu equipo favorito de futbol?
4. ¿Quien es tu jugador favorito de futbol?
5. ¿Juega Ernesto al futbol?
6. ¿Quien juega al futbol?
7. ¿Tiene la escuela un buen equipo de futbol?
8. ¿Gana el equipo muchos partidos?

Please note: An image on this page was redacted due to copyright concerns.

## PICTURES CORRELATING TO ANIMALS

### Part One

The instructor introduces the new vocabulary items and then uses them repeatedly in conversing with the students. All questions are asked many times so as to include the entire class in the use of the new vocabulary.

### Part Two

The students are paired and instructed to continue conversation with their partner using the new vocabulary.

### Part Three

The students develop their own dialogues based on the new vocabulary for presentation to the class.

### Part Four

If the students have photographs of their pets, they may mount them on tag board with headings for each photograph. If a student does not have photographs of a pet, he may bring pictures from magazines to serve the same purpose as photographs.

## QUESTIONS GERMANE TO "PERRO"

1. ¿Tienes un perro?
2. ¿De que color es tu perro?
3. ¿Como se llama tu perro?
4. ¿Donde esta tu perro?
5. ¿Es grande o pequeno tu perro?
6. ¿Es inteligente o menso tu perro?
7. ¿Tiene Carmen un perro?
8. ¿Quien mas tiene un perro?



Please note: An image on this page was redacted due to copyright concerns.

## QUESTIONS GERMANE TO "GATO"

1. ¿Tienes un gato?
2. ¿De que color es tu gato?
3. ¿Como se llama tu gato?
4. ¿Donde esta tu gato?
5. ¿Es grande o pequeno tu gato?
6. ¿Es inteligente o menso tu gato?
7. ¿Tiene Rosa un gato?
8. ¿Esta limpio o sucio tu gato?
9. ¿Quien mas tiene un gato?

Please note: An image on this page was redacted due to copyright concerns.

## READERS

The use of readers allows the instructor to add to the vocabulary thus far learned by the student as well as to further develop the student's fluency in the language. The use of readers also provides variety from the daily procedures used with the textbook format and provides opportunity for small group work. In addition, the reading passages provide reinforcement of the material already learned in the study of the language.

Bond, F. O., & Castillo, C. (Eds.). (1961). "Book One" Graded Spanish readers.  
Lexington, MA: D. C. Heath.

### Part One

The student is assigned one chapter to read per assignment. He is told to attain the "gist" of the material rather than the specific meaning of each individual word.

### Part Two

The instructor asks questions in a sequential order concerning the content of the reading material. The student follows this sequential order in his text and responds orally to the questions. The material is orally reviewed on a daily basis.

### Part Three

The student is to make a color drawing which depicts the content of each reading assignment.

## QUESTIONS GERMANE TO "CASA"

1. ¿Es grande la casa?
2. ¿Es roja la casa?
3. ¿Es buena la casa?
4. ¿Es negra la casa?
5. ¿Es blanca la casa?
6. ¿Es rica la casa?

## QUESTIONS GERMANE TO "HOMBRE"

1. ¿Como se llama el hombre?
2. ¿Es bueno el hombre?
3. ¿Es culto el hombre?
4. ¿Es rico el hombre?
5. ¿Quien es el hombre de la casa?
6. ¿De que color es la casa?
7. ¿Es grande la casa?
8. ¿Es Manuel el hombre de la casa amarilla?

## DE TODO UN POCO

### CASA<sup>1</sup>

La casa es grande.<sup>2</sup> La casa es roja.<sup>3</sup> La casa es buena.<sup>4</sup> La casa no es negra.<sup>5</sup> La casa no es blanca.<sup>6</sup> La casa no es rica.<sup>7</sup> Es una casa grande. Es una casa roja. Es una casa buena. No es una casa negra. No es una casa blanca. 3  
No es una casa rica. Es una casa grande, roja y buena. No es una casa negra, blanca y rica. Es grande. Es roja. Es buena. Es grande, roja y buena. No es negra. No es blanca. No es rica. 10



## HOMBRE<sup>1</sup>

Manuel es hombre. Es un hombre bueno.  
Es un hombre culto.<sup>9</sup> Es un hombre rico. Es  
un hombre grande. culto. bueno y rico. Manuel  
es el hombre de la casa. El hombre de la casa  
es Manuel. ¿Es Manuel el hombre de la casa? 15  
El hombre de la casa roja es Manuel. La  
casa grande es de Manuel.<sup>10</sup> La casa amarilla<sup>11</sup>  
no es de Manuel. Manuel no es el hombre de  
la casa amarilla.

<sup>1</sup> casa, house. <sup>2</sup> grande, large. tall. <sup>3</sup> rojo, -a, red.  
<sup>4</sup> bueno, -a, good. <sup>5</sup> negro, -a, black. <sup>6</sup> blanco, -a, white.  
<sup>7</sup> rico, -a, rich. sumptuous. <sup>8</sup> hombre, man. <sup>9</sup> culto, -a,  
educated. <sup>10</sup> de Manuel, Manuel's. <sup>11</sup> amarillo, -a, yellow.

Byrd, A. E. (1943). Juan y Maria en Mejico.. Austin, TX: The Steck Company.

### Part One

The student is assigned one chapter to read per assignment. He is told to attain the "gist" of the material rather than the specific meaning of each individual word.

### Part Two

The instructor asks questions in a sequential order concerning the content of the reading material. The student follows this sequential order in his text and responds orally to the questions. The material is orally reviewed on a daily basis.

### Part Three

The students are to create a collage that correlates to the material in the text. The collage is to be made of magazine clippings which can represent the specific items discussed in each chapter of the text. The collage will be placed as a border on the wall near the ceiling and will run around the room.

## QUESTIONS GERMANE TO "LA FAMILIA"

1. ¿Cuántos años tiene María?
2. ¿Quién tiene diez años?
3. ¿Quién es el hermano mayor?
4. ¿Cómo se llama el papa de la familia?
5. ¿Qué es el papa?
6. ¿Dónde vive la familia García?
7. ¿Quién es el dueño de la casa?
8. ¿Cuántos automóviles tiene la familia?
9. ¿Qué habla el papa con sus amigos?
10. ¿Cómo se llama la mamá?
11. ¿Qué es una cosa que hace la mamá?
12. ¿Qué es otra cosa que hace la mamá?
13. ¿Quiénes estudian la música?
14. ¿Qué toca Roberto?
15. ¿Quién toca el violín?
16. ¿Cómo es la familia?

## La Familia

Juan y María son hermanos. María tiene ocho años. Juan tiene diez años.

Roberto es el hermano de Juan y María. Margarita es su hermana. Roberto tiene quince años y Margarita tiene diez y siete años.

El papá de esta familia es médico. El papá se llama don Pedro García. Esta familia ha vivido en Juárez, pero ahora vive en la Ciudad de Méjico.

El doctor García es el dueño de su casa. El señor García tiene un automóvil. La familia García tiene un automóvil también.

El médico tiene muchos amigos americanos. El habla inglés con estos amigos.

La mamá se llama doña Elena García. La mamá de esta familia no trabaja mucho en la casa porque tiene muchos criados.

Cuando los niños están en la escuela la mamá toca el piano. También canta. Algunos días va al mercado. Otros días visita a sus amigos. La mamá tiene muchas cosas que hacer.

Las niñas de la familia estudian música. Tocan el piano. Los niños estudian música también. Roberto toca la guitarra y Juan toca el violín.

La familia García es una familia muy feliz.

## QUESTIONS GERMANE TO "LA CASA"

1. ¿De que color es la casa de la familia Garcia?
2. ¿Que hay cerca de la casa?
3. ¿Que hay en el centro de la casa?
4. ¿.De que es la puerta?
5. ¿Por que cosa sale Juan a la calle?
6. ¿Cuantos cuartos hay en la casa?
7. ¿Cuantas alcobas hay en la casa?
8. ¿A que da el cuarto de los ninos?
9. ¿Que dan al patio?
10. ¿Donde estudian los ninos?
11. ¿En que cuarto comen?
12. ¿Que se lavan en el bano?
13. ¿Como son los nombres mexicanos?
14. ¿Quien es la santa de Margarita?
15. ¿Quien tiene cumpleaños?
16. ¿Que le desean los amigos a Margarita?
17. ¿Que le dan a Margarita?

## La Casa

La casa de los García es blanca. Hay árboles cerca de la casa. Los árboles son verdes y muy grandes.

El patio está en el centro de la casa. El patio tiene muchas flores bonitas.

La casa está cerca de la calle. La casa tiene una puerta de hierro. Por la puerta de la casa Juan sale a la calle.

La casa de los García tiene seis cuartos. Roberto y Juan tienen una alcoba y Margarita y María tienen una alcoba. Hay otra alcoba para la mamá y el papá.

El cuarto de los niños da a la calle. El cuarto de las niñas da al patio. Todos los cuartos tienen puertas que dan al patio.

La casa tiene una sala, un comedor y un cuarto de baño. Estudian en la sala. Comen en el comedor. Se lavan las manos en el cuarto de baño.

Dale, C. & Topping, A. (1989). Beginner's Spanish reader.  
Lincolnwood, IL: National Textbook.

### Part One

The student is assigned one chapter to read per assignment. He is told to attain the "gist" of the material rather than the specific meaning of each individual word.

### Part Two

The instructor asks questions in a sequential order concerning the content of the reading material. The student follows this sequential order in his text and responds orally to the questions. The material is orally reviewed on a daily basis.

### Part Three

The student writes out the answers to the questions presented at the end of each chapter as they are assigned.

### Part Four

The students are placed into groups of three or four people in order to organize presentations of categorical vocabulary relating to subjects presented in some of the chapters. The presentations might be in the form of a collage with labels, word search, drawing with labels, or some other form a group might create. The groups of vocabulary to be involved are those referring to names (chapter 1), sports (chapter 4), names of Mexican bands (chapter 7), furniture (chapter 9), classes offered in school (chapter 15), foods (chapter 16), stores (chapter 17), and types of fish (chapter 23).



## QUESTIONS GERMANE TO "QUE HAY EN ESPAÑA?"

1. ¿En que país estamos?
2. ¿Que hay en el país?
3. ¿Hay en la ciudad?
4. ¿Que hay en el edificio?
5. ¿Que hay en el piso?
6. ¿Que hay en la cocina?
7. ¿Como se llaman los padres?
8. ¿Como se llaman los hijos?
9. ¿Como se llama el perro?

# 1 ¿Qué hay en España?

En España

hay una ciudad.

En la ciudad hay un  
edificio.

En el edificio hay  
un piso.

Please note: An image on this page was redacted due to copyright concerns.

## QUESTIONS GERMANE TO "POR LA MANANA"

1. ¿Que hora es?
2. ¿A donde va el señor Hernandez?
3. ¿Que lleva el señor Hernandez?
4. ¿Que hay en la caja?
5. ¿Que hora es?
6. ¿A donde va la señora Hernandez?
7. ¿Donde trabaja la señora Hernandez?
8. ¿Cuando trabaja la señora Hernandez?
9. ¿Que lleva la señora Hernandez?
10. ¿Que hay en la bolsa?
11. ¿Que hora es?
12. ¿A donde van Joaquin y Teresa?
13. ¿Que llevan Joaquin y Teresa?
14. ¿Donde se queda Valiente?
15. ¿Que mira Valiente?
16. ¿Como esta Valiente?



Valiente se queda en el piso. Mira la puerta. Está triste.

## CHANGES IN PROCEDURES

Most the changes in procedures have been made in an attempt to escape the Grammar Translation Method of teaching foreign language. The changes add more variety to the instruction and give the students more enjoyment in their study of the foreign language. Although the changes do not eliminate entirely a focus on grammar, the development of fluency in the language is the primary concern. The changes not only facilitate the development of fluency but they help to create a relaxed environment in which to learn.

## TEXTBOOK USE

Listed here are the ways in which the textbook has been used as well as the ways in which it is now used.

1. Time focused on the textbook used to consume most of the class time. At present the amount of time spent focused on the textbook is minimal.
2. All the exercises in the textbook were done as homework and then done orally in class. At present all the exercises are done orally many times in class and then they are given as homework.
3. The reading selections were read aloud several times and then they were translated exactly to meaning and sometimes in writing. At present the reading selections are still read aloud several times, but the translations are always done orally and by students who have been paired to garnish the "gist" of the passages.
4. The class content was found exclusively in the textbook. At present the textbook serves more as a reference source to a class content that includes a variety of material not found in the textbook.



5. The textbook was studied as an instructor-student interchange. At present the textbook is used at times as an instructor-student interchange, but frequently too as a student-student interchange.

## VERB CONJUGATION

Listed here are the ways in which the verb conjugations used to be executed as well as the ways in which they are now practiced.

1. There used to be much time devoted to the conjugation of verbs. The conjugations were completed both orally and as written board or paper work. At present verb conjugations are quickly written on the board, they are reviewed by the instructor and the class for correctness, and then the focus changes to other areas of study.
2. Verb conjugating used to involve several students, each student at the board conjugating the same verb. Then each student's verb was checked for correctness before proceeding on to conjugate another verb. At present each student conjugates his own individually assigned verb. When he is finished with his verb, he sits down.
3. Verb conjugating used to include all students, both those at the board and those in their seats, working to conjugate in writing the same verb. At present the students at the board are coached by the students who remain seated.
4. After the verbs were conjugated, there was an occasional verbal analysis as to the type of verb that had been conjugated. At present there is almost always an analysis of the verb types which have been conjugated.

5. The verbs that used to be chosen for conjugation were only those verbs which were considered to be difficult. At present the verbs that are chosen for conjugation are those which are of student interest as well as those which might be forgotten if not reviewed.
6. The students who used to conjugate verbs on the board were those students chosen by the instructor. At present the instructor selects one student who in turn selects either one or two other students to accompany him to the board.

## NUMBERS

Previously the study of numbers was an exercise in memory work for the student. At present each student writes the numbers of immediate focus on a piece of paper. Then, the students exchange papers to correct each other's errors. In doing this, the corrector rewrites correctly in Spanish any misspelled words. This process is repeated over several days.

## VOCABULARY STUDY

Previously vocabulary was done through the use of flashcards created by the instructor or by the student. In addition to the use of flashcards, the student was responsible to spend time memorizing on his own the required vocabulary words.

At present students with the highest grades on the previous vocabulary test are appointed leaders of small groups totaling three or four students. The leader begins asking one group member the vocabulary words. The student first gives the Spanish equivalent for the word and then spells it. The student continues stating and spelling the Spanish equivalents for the words in the list until an error is made. He then must write correctly three times the word he missed. While he is doing this, the leader moves to the second member of the group to ask him the vocabulary words. When an error is made, the writing procedure again takes place. At this time, the leader returns to the first member of the group and again asks him the vocabulary words beginning with the first word in the list, not with the word the student missed. Time allotted for this class activity is about fifteen minutes.

## VOCABULARY TESTS

Previously vocabulary tests incorporated lists of words to translate into Spanish. The translation of nouns had to include the correlating definite article. The translation of nouns and adjectives had to be given in the masculine singular form.

At present vocabulary tests incorporate sentences written in Spanish which involve the vocabulary words. A blank is substituted for each required vocabulary word. The English equivalent is written beneath the blank. The student writes in the correct Spanish word. If the word is correct, irregardless of the form in which it is given, then it is counted.

## GRAMMAR TESTS

Previously grammar tests were given on a unit by unit basis. Each test reflected all the grammar rules presented in the particular unit. Such tests carried much weight.

At present grammar tests are given as small units reflecting only one or two grammar rules at a time. Not all grammar rules are included in the testing process. Whereas each of these tests does affect a student's grade, the effect is minimal when contrasted to the value of vocabulary and other activities.

## ACTIVITIES

Previously the reliance was on written drills, very little oral work, and the memory work of the students in order to learn the material.

At present some activities have been adapted or developed to not only help the students learn and review material, but to also add variety and enjoyment to the classroom routine. These activities are enumerated in the list below and explained on the following pages.

1. Caramba
2. Family tree
3. Board game
4. Floor design
5. Clocks
6. Syntax blocks
7. What's missing
8. Memory circle
9. Introduction to the language
10. Category



## CARAMBA

As the student becomes familiar with the numbers, he is able to play "Caramba". This game requires each student to state the next number up from the number stated by the previous student. In this way, counting takes place. However, prior to counting, one number is selected to avoid during the counting process. The number to be avoided, whether it is stated individually or as part of a combination such as the "4" in "14" or the "4", in "42", is always replaced with "caramba". Any number divisible by "the" number is also avoided and replaced with "caramba". When a student makes a mistake, he is out of the game, and the student following him is to state what he should have said. The class in this way counts as high as it is able.

## FAMILY TREE

Each student is to develop on tag board a family tree of his family.

The family tree is to include, within reason, brothers, sisters, parents, grandparents, aunts, uncles and cousins. The name of each person is to be presented in the format of Spanish names and labelled according to the person's relation to the student.

## BOARD GAME

The students are divided into small groups of three or four. Each group is to create a board game which includes vocabulary items pertinent to the categories listed below.

1. Tener expressions (tener sed, tener frio , tener calor, etc.)
2. Weather expressions (hace frio, hace calor, hace viento, etc.)
3. Names of the day (lunes, martes, miercoles, etc.)
4. Seasons (invierno, primavera, otono, etc.)
- s. Dates (minimum of ten)

The board games are to be original and not adaptations of games already developed such as "Jeopardy", "Monopoly" and the so forth.

Once the games are made, they are exchanged among the different groups to be played.

## FLOOR DESIGN

The students are to present on tag board a floor design for a home. The design can be of their own home, another's home, or that of a dream home. Each room is to contain furniture. All the rooms as well as all the pieces of furniture are to be labelled.

## CLOCKS

The instructor has developed paper disc clocks which reflect each time in five-minute intervals for a twenty-four hour period. These clocks are passed out to the students as they pertain to the time-telling being studied. As the instructor states a particular time, the student who has the clock with the stated time hands in the clock to the instructor. The student who is left with clocks in his possession wins.

The clocks are also used in conversation between pairs of students to practice telling time.

## SYNTAX BLOCKS

The instructor has developed ten bags of syntax blocks which reflect the conjugation in the present tense of verbs to which the student has been exposed as well as other vocabulary. The students are divided into groups of three or four to work with one bag of syntax blocks. The work entails making sentences containing at least four words by using the blocks and then writing each of the sentences created on a piece of paper once a block has been used, it may not be used again. During the hour, the students attempt to create as many sentences as possible by using the blocks. The group who makes the most sentences without any errors gains a few extra points.

### WHAT'S MISSING

As the students learn the words for the classroom objects, the instructor gathers together samples of each object. The students choose one of their classmates to send out of the room while the others choose one or more items to remove from the display. When the student who has been outside the classroom reenters the room, he is to state the object or objects which are missing.

## MEMORY CIRCLE

The students are arranged in circles of ten to twelve people. A pattern is presented to the group. The first person repeats the pattern. The second person repeats what the first person stated and then adds his own statement according to the pattern. The third person repeats the statements made by the first person and the second person and then adds his own statement. This continues until each person in the circle has added his statement.



## INTRODUCTION TO THE LANGUAGE

Rather than giving the student a textbook at the beginning of the year, he does not receive one for the first six to eight weeks of class. In place of the textbook, the instructor leads the students into the oral use of the language by introducing the student to the vocabulary and verbal patterns associated with the areas listed below.

1. Asking for and giving a person's name
2. Asking how a person is and giving a reply
3. Using first, second, and third persons singular of "tener"
4. Using "esta" to ask location and to give the location of people, things, and animals.
5. Asking the name and giving the name of classroom objects
6. Asking the color and giving the color of classroom objects, animals, and the so forth.
7. Learning and using the names of animals

**CATEGORY**

This game is played by placing ten to twelve students in a circle. One student is appointed the leader. The leader selects a particular category of words which he states in time to the rhythm created by clapping hands and clicking fingers. He then states one word which belongs to the category he has chosen. The next student in line must also state a word which belongs to the category and he must state it to the rhythm. If a student cannot think of a word, states a word which has already been used, or makes another type of error, he is sent to the end of the line. At the end of the hour, the students occupying the first three seats gain a few extra points.

Some of the possible categories of words are listed below.

1. Animals
2. Foods
3. Fruit
4. Names
5. Nouns
6. Adjectives
7. Colors
8. Dates
9. Times of day
10. Verbs
11. Spanish-speaking countries
12. Languages
13. Clothing

## CHAPTER 5

### SUMMARY

This project was created due to the writer's acknowledgement that the use of only a textbook for the instruction of the first year study of the Spanish language appears to be tedious as well as inadequate in its presentation of grammar drills, vocabulary selection, and its potential of allowing the student to develop fluency in the language. As a result, the writer researched a variety of methodologies currently being employed in the instruction of foreign language. Intending to improve upon the use of a textbook as well as to add variety to the classroom procedure, the writer then developed or adapted supplementary materials to enhance the instruction in the classroom. These materials consists of written drills, the use of pictures to teach vocabulary, readers for oral discussion, and an array of procedural changes to add variety to the classroom routine.

### CONCLUSIONS

During the last two years, the writer has changed what goes on in her classroom in an effort to make the learning of the Spanish language more enjoyable to maintain the student's motivation, interest, and enthusiasm for the study of the language. Although the knowledge of grammar is still considered important by the instructor, the primary focus is upon developing the student's fluency in the language within the framework of what is presented in the classroom.

Possibly the most beneficial change is the placing of the textbook on a referential level rather than using it as the "bible" of foreign language

study. The students do not feel burdened by extensive grammar explanations and drills followed by "THE BIG TEST" at the end of each unit. Familiarizing the students with the textbook grammar drills through oral practice before the written assignment is given also has a positive effect: the students feel they understand quite well the essence of the particular grammar aspect, what is expected of them by the exercises, and what they can easily do the exercises successfully without spending much time to do so.

Possibly an equally beneficial change is placing the primary focus on the development of fluency and, in order to do this, presenting several weeks of verbal interaction before presenting the textbooks to the students. The pronunciation of the language sounds produced by the students is by far superior to that produced by the students in previous years. In addition, by counting frequent presentations of material through verbal means, the student rapidly begin to develop fluency as well as a feeling, that they are learning, a language that they can actually, speak themselves. With the development of fluency, the students feel that they are learning a language that is actually usable to them as shown by their use of the language among themselves not only in the classroom but outside the classroom as well as in conversations with native speaking students who are enrolled in the district.

Another advantageous change is involving on almost a daily basis the students in paired work or small group activities. The participation of the students is better and, more importantly, the participation is eagerly given. The students find that response to other students is more enjoyable than either a constant interchange between the instructor and the student or between the textbook and the student for the duration of the class hour.

At times it appears that more learning is occurring due to peer pressure and competition. In this way the class and the learning of the language at hand become somewhat possessions of the students and, thus, the interest is most acute.

By developing drills, games, and activities that require the use of the language as the necessary tool for their execution, the language becomes more real to the students and allows them to continually practice its verbal usage. This leads not only to the development of fluency in speech but also to fluency in the comprehension of the spoken language. The realization on the students' part that they are intertwining both types of fluency, gives them a deep feeling of accomplishment and enthusiasm to continue their study of the language.

The price paid for using such changes in the classroom is the instructor is unable to finish the first year textbook of the language and, thus, the page count states that the amount of material covered falls way short of what is expected from a first year study in the language. However, behind the scenes, the basic heart of the language, that is the real, authentic use of the language in conversation, is being attained by the majority of the students and without their having to experience frustration, tension, hours of memory work, and endless written translations to do so. The payoff is worth the effort necessary to develop a wide variety of activities dominated by the use of the verbal language that require the textbook only as a referential source.

#### RECOMMENDATIONS

Having already experimented in the classroom with most the material developed for Chapter Four, the writer has decided that such material is most effective not only to help the student to develop oral

fluency but also to enhance the classroom routine, which, in turn, helps to maintain the student's interest. Throughout all the activities executed in the classroom, the major focus must be on the verbal use of the language, whether it is to do drills, to obtain information from a reader, or to experience one of the activities presented in this project. The verbal use of the language must be executed in such a way that the student spends more time using the language than does the instructor.

One area important to the instruction of a foreign language which this project does not address is that of the cultural aspects related to the people who speak natively the language being taught. In order to have a well rounded foreign language curriculum, an instructor must also include a variety of activities which encompass the culture of the people. Having successfully developed materials and activities to help the students develop fluency in the foreign language as well as to add variety to the classroom routine, the next area of focus for this writer will be the development of activities which allow the student to acquire knowledge of the foreign culture. As with the verbal language, the activities will be executed in such a way that the student will be the most active one in the culture studies rather than the teacher.

## Reference List

- Alley, D. C. (1991). Contextualizing pronunciation exercises through use of fluency squares. Hispania, 74 (4), 1091-1096.
- Asher, J. J. (1981). The extinction of second-language learning in American schools: An intervention model. In H. Winitz (Ed.), The comprehension approach to foreign language instruction (pp. 49-68). New York: Newbury House Publishers.
- Asher, J. J. (1982). Learning another language through actions The complete teacher's guidebook. Los Gatos, CA: Sky Oaks Productions.
- Brooks, N. (1964). Language and language learning. New York: Harcourt, Brace and World.
- Brown, D. H. (1980). Principles of language learning and teaching. Englewood, CA: Prentice-Hall.
- Cammish, N. K. (1983a). The audio-lingual "revolution". In G. Richardson (Ed.), Teaching modern foreign languages (pp. 53-74). New York: Nichols.
- Cammish, N. K. (1983b). The language teacher as a "snapper-up of unconsidered trifles". In G. Richardson (Ed.), Teaching modern foreign languages (pp. 164-185). New York: Nichols.
- Carroll, J. B. (1966). The contributions of psychological theory and educational research to the teaching of foreign languages. In A. Valdman (Ed.), Trends in language teaching (pp. 93-106). New York: McGraw-Hill.
- Curtain, H. (1991, September). Methods in elementary school foreign language teaching. Foreign Language Annals, 24 (4), 323-329.
- Diller, K. C. (1981). Neurolinguistic clues to the essentials of a good language teaching methodology: Comprehension, problem solving and meaningful practice. In H. Winitz (Ed.), The comprehension approach to foreign language instruction (pp. 141-153). New York: Newbury House Publishers.
- From audiolingual to suggestopedia: The varieties of language instruction. (1989, February 22). The Chronicle of Higher Education, p. A 14.

- Gattegno, C. (1978). Teaching foreign language in schools the silent way. New York: Educational Solutions.
- Hayes, A. S. (1962). Teaching reading and writing in an audio-lingual foreign course. Teacher Education Quarterly, 20 (1), 17-28.
- Heinington-Boynton, A. L. (1991). Innovations in high school foreign language education: Curricular implications for the nineties. The High School Journal, 74 (4), 194-197.
- Heptner, A. M., Sternburg, S. G., Ginsburg, R. R., & Nassi, R. J. (1982). Nueva vista. Dallas: Allyn and Bacon.
- Herron, C. (1982). Foreign-language learning approaches as metaphor. The Modern Language Journal, 66, 235-242.
- Herschensohn, J. (1990). Toward a theoretical basis for current language pedagogy. The Modern Language Journal, 74 (4), 451-458.
- Higgs, T. V. (1987). Oral proficiency testing and its significance for practice. Theory into Practice, 26 (4), 282-287.
- Krahnke, K. J. (1983, June). Principles and practice in second language acquisition. TESOL Quarterly, 17 (2), 300-305.
- Richards, J. C. & Rodgers, T. S. (1988). Approaches and methods in language teaching. New York: Cambridge University Press.
- Richardson, G. (Ed.). (1983). Teaching modern foreign languages. New York: Nichols.
- Savignon, S. J. & Berns, M. S. (1987). Initiatives in communicative language teaching II. Menlo Park, CA: Addison Weesley.
- Stansfield, C. W. (1985). A history of dictation in foreign language teaching and testing. The Modern Language Journal, 69 (2), 123-128.
- Terrell, T. D. (1982). The natural approach to language teaching: An update. The Modern Language Journal, 66, 121-132.
- Terrell, T. D. (1986). Acquisition in the natural approach: The binding/access framework. The Modern Language Journal, 70 (3), 213-227.
- Valdman, A. (Ed.). (1966). Trends in language teaching. New York: McGraw-Hill.



Winitz, H. (Ed.). (1981). The comprehension approach to foreign language instruction. New York: Newbury House Publishers.

Yoshikawa, M. (1982). Language teaching methodologies and the nature of the individual: A new definition. The Modern Language Journal, 66, 391-395.