

**DIOCESE OF TOLEDO**

**FOREIGN LANGUAGE  
COURSE OF STUDY  
RESOURCE GUIDE**



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## **RATIONALE FOR FOREIGN LANGUAGE STUDY**

Those who need to be convinced of the value of foreign language study have only to consult the following:

The Foreign Language Advantage (adapted from the New York State Department of Education)

- Research has shown that students who have studied a foreign language score better than those who have not on standardized tests, such as the SAT and similar examinations. The longer a person has studied a foreign language, the greater the positive effect.
- Students who become proficient in a second language and have an understanding of another culture will have an edge in the job market of the 21<sup>st</sup> century. Today's technological advances have brought us closer to all peoples of the world. Remember, the language of business is the language of the customer.
- Learning a second language helps develop thinking skills, builds basic study habits, and gives one a new perspective on one's culture.
- Many four-year colleges and universities in the U.S. require foreign languages for entrance, and many also require students to demonstrate proficiency in a foreign language for graduation. Some institutions give college credit or exempt students from degree requirements in languages for demonstrated proficiency or college credit earned in high school courses.
- Proficiency in a foreign language is highly useful or required for those anticipating a career in fields such as the following:
  - Interpreting
  - International Business
  - Researching
  - Teaching
  - Journalism
  - Tourism
  - Finance
  - Government
  - Banking
  - Publishing
  - Import / Export
  - Advertising and Management
- Each year, 200,000 Americans lose out on jobs with business because they do not know another language. (*"The Tongue Tied American"*)
- One third of all the corporations in the U.S. are either owned or based abroad.
- Four out of five new jobs in the U.S. are created as a result of foreign trade.
- Fifty percent of all the jobs for the 21<sup>st</sup> century have not yet been created. What is known is that communication will be central to the majority of these jobs.

## **INSTRUCTIONAL CONSIDERATIONS**

### **Introduction**

In today's society, schools are called upon to accommodate a variety of students representing diverse cultural backgrounds, needs, abilities, and interests which have an impact on their performance. Therefore, instructional practices should reflect the wisdom derived from the best teaching practices, curriculum which has been tried and tested in the classrooms, ways of supporting instruction that will reach all students, and awareness of new instructional practices being developed. (The Starting Point, Alaska Department of Education)

Some foreign language methods include:

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| A. ASTP and the Audiolingual Method   | H. Immersion Method                |
| B. Cognitive Method                   | I. Natural Approach                |
| C. Communicative Methods              | J. Reading Method                  |
| D. Community Language Learning Method | K. Suggestopedia                   |
| E. Content-Based Method               | L. "The Silent Way" Method         |
| F. Direct Method                      | M. Technological Approaches Method |
| G. Grammar Translation Method         | N. Total Physical Response Method  |
|                                       | O. TPR Storytelling Method         |

The teacher should feel free to select and combine instructional strategies from various levels to create engaging activities for all students. Foreign language instruction must be more than the memorization of vocabulary lists, grammar rules, and verb conjugations. While these elements are a valid part of any foreign language study, they need to be taught within a framework that requires the student to communicate meaningfully, gain knowledge of other cultures, connect with other disciplines, gain insight into the nature of language and culture, and participate in multilingual communities in a global society.

It is no longer acceptable to have the teacher spend the majority of instructional time talking in English about the language. Likewise, the student should not spend all his/her time repeating dialogues and pattern drills. The student should be capable of communicating in the target language, i.e., speaking and writing so that people who know the language understand him/her. Therefore, instruction must emphasize skill-using (application) activities, which occur in a wide range of communicative contexts.

To create optimal learning environments, the teacher needs to involve the student in active learning. These strategies include, but are not limited to: cooperative learning, group and pair work, individual work, graphic organizers, learning logs, "cloze" techniques, interviews, dialogue journals, cultural presentations, reflective thinking, dramatization, drawing, games, and computer activities. Teachers and students should have access to technological equipment, which can bring current world issues and news into the classroom.

## **TEACHING METHODS FOR FOREIGN LANGUAGE**

### **ASTP and the Audiolingual Method**

This approach is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns and phrases in the language laboratory until able to reproduce them spontaneously.

### **Cognitive Methods**

Cognitive methods of language teaching are based on meaningful acquisition of grammar structures followed by meaningful practice.

### **Communicative Methods**

The goal of communicative language approaches is to create a realistic context for language acquisition in the classroom. The focus is on functional language usage and the ability to learners to express their own ideas, feelings, attitudes, desires and needs. Open ended questioning and problem-solving activities and exchanges of personal information are utilized as the primary means of communication. Students usually work with authentic materials (authentic realia) in small groups on communication activities, during which they receive practice in negotiating meaning.

### **Community Language Learning**

Teachers recognize that learning can be threatening and by understanding and accepting students' fears, they help their students feel secure and overcome their fears of language learning—ultimately providing students with positive energy directed at language learning. Students choose what they want to learn in the class and the syllabus is learner-generated.

### **Content-Based Method**

In content-based instruction (CBI), the curriculum organizing principle is subject matter, not language. CBI can be focused around regular academic courses such as history and science taught in the target language or organized around a series of selected themes drawn from the regular curriculum.

### **Direct Method**

The Direct Method was introduced by the German educator Wilhelm Viëtor in the early 1800's. Focusing on oral language, it requires that all instruction be conducted in the target language with no recourse to translation. Reading and writing are taught from the beginning, although speaking and listening skills are emphasized—grammar is learned inductively. It has a balanced, four-skill emphasis.

### **Grammar Translation**

The Grammar Translation method started around the time of Erasmus (1466-1536). Its primary focus is on memorization of verb paradigms, grammar rules, and vocabulary. Application of this knowledge was directed on translation of literary texts—focusing on developing students' appreciation of the target language's literature as well as teaching the language. Activities utilized in today's classrooms include: questions that follow a reading passage; translating literary passages from one language to another; memorizing grammar rules; memorizing native-language equivalents of target language vocabulary. (Highly structured class work with the teacher controlling all activities.)

### **Immersion**

This approach to second language learning is based on the belief that students learn most efficiently when the entire class is conducted in the target language with no exposure to English at all.

### **Natural Approach**

Introduced by Gottlieb Henese and Dr. L. Sauveur in Boston around 1866. The Natural Approach is similar to the Direct Method, concentrating on active demonstrations to convey meaning by associating words and phrases with objects and actions. Associations are achieved via mime, paraphrase and the use of manipulatives. Terrell (1977) focused on the principals of meaningful communication, comprehension before production, and indirect error correction. Krashen's (1980) input hypotheses is applied in the Natural Approach.

### **Reading Method**

The reading method was prominent in the U.S. following the Committee of Twelve in 1900 and following the Modern Foreign Language Study in 1928. The earlier method was similar to the traditional Grammar/Translation method and emphasized the transference of linguistic understanding to English. Presently, the reading method focuses more on silent reading for comprehension purposes.

### **Suggestopedia**

The learning environment is relaxed, subdued, with low lighting and soft music playing in the background. Students choose a name and character in the target language and imagine being that person. Students relax and listen while dialogues are presented accompanied by music. Students later practice dialogues during an "activation" phase.

### **The Silent Way**

The teacher is active in setting up classroom situations while the students do most of the talking and interaction among themselves. All four skills (listening, speaking, reading & writing) are taught from the beginning. Student errors are expected as a normal part of learning; the teacher's silence helps to foster self-reliance and student initiative.

### **Technological Approaches**

Access to audio-visual equipment and materials such as records, short-wave radio, motion pictures and films, wire recorders, video tape recorders and computers enhance instruction as well as provide student opportunities for authentic exposure and interaction in the target language(s).

### **Total Physical Response Method**

This approach to second language teaching is based on the belief that listening comprehension should be fully developed before any active oral participation from students is expected (just as it is with children when they are learning their native language).

### **Total Physical Response Storytelling Method**

This approach was modeled after the TPR method but provides the critical vehicle-storytelling-to utilize and expand acquired vocabulary by contextualizing it in high-interest stories which students can hear, see, act out, retell, revise and rewrite.

## **EFFECTIVE FOREIGN LANGUAGE TEACHING BEHAVIORS**

1. The teacher enables all students to be successful.
2. The teacher uses a variety of activities and student groupings in a class period.
3. The teacher uses instruction, which addresses a variety of learning styles.

Verbal:	concept mapping, reading stories and poetry, riddles, crossword puzzles, verbally describing, giving instructions
Logical:	timelines, charts, classification charts, outlines, story grids, webs, graphic organizers, following instructions
Musical:	creating songs and raps, illustrating poetry with music or sounds, using rhythm
Visual:	using diagrams, color-coding, estimating by touch, creating posters, flyers, maps, estimating by using sight and touch
Bodily:	performing, acting out, role-playing, simulation, learning dances, using body language
Intrapersonal:	keeping a journal or diary, writing autobiographical essays, taking the place of a character in a story, listing criteria of your ideal country, city, etc., writing poems
Interpersonal:	participating in cooperative learning, role-playing, solving problems in a group, group and pair work, teaching something to other students, engaging in joint story writing
4. The teacher uses the target language extensively and encourages the students to do so as well.
5. The teacher assesses the students based on what they are taught. (See Assessment section for further information.)
6. The teacher provides opportunities to communicate in the target language in meaningful and purposeful activities that simulate real-life situations.
7. The teacher uses explicit error correction in activities which focus on accuracy and implicit or no error correction in activities which focus on communication.
8. The teacher uses the textbook as a tool, not as curriculum.
9. The teacher uses an appropriate mix of instruction and application activities.
10. The teacher systematically incorporates culture into instruction.

11. The teacher's questions and students' tasks reflect a wide range of thinking skills.

Core Thinking Skills

- A. Focusing Skills: defining problems and setting goals
  - B. Information Gathering Skills: observing and formulating questions
  - C. Remembering Skills: encoding and recalling
  - D. Organizing Skills: comparing, classifying, ordering, and representing
  - E. Generating Skills: inferring, predicting, and elaborating
  - F. Integrating Skills: summarizing and restructuring
  - G. Evaluating Skills: establishing criteria and verifying
  - H. Analyzing Skills: Identifying attributes, components, relationship patterns, main ideas, and errors
12. The teacher provides a variety of foreign language learning strategies and encourages students to assess their own progress.
13. The teacher establishes a climate in which students feel comfortable taking risks.
14. The teacher fosters positive attitudes toward cultural diversity.
15. The teacher creates a physical environment that reflects the target language and culture.
16. The teacher utilizes available technology.
17. The teacher uses a variety of print and non-print materials including authentic materials.
18. The teacher teaches writing as a process which has a communicative purpose and an audience.
19. The teacher engages in continued professional development in the areas of language skills, cultural knowledge, and current methodology.
20. The teacher provides opportunities for students to utilize creative talents to enrich classroom activities.
21. The teacher provides opportunities to hear native speakers of the foreign language.
22. The teacher adapts instruction to an extended time period if necessary.
23. The teacher determines the time necessary to develop the language skills of listening, speaking, reading, and writing at each level.

## **THEMATIC INTEGRATED UNITS**

### **Example of integrated curriculum**

In my third year Spanish class we do a unit on music. I cover mariachi, flamenco, and the tango. They are different music styles from three different Spanish speaking countries. I played them all of the varieties of music from many different time periods, and then I taught them some basic flamenco dancing that I learned in Spain. The unit covered speaking in the target language, music, dance, history, and geography. I think that this idea could be improved if I had the music teacher come and give us some information on the different types of music because she could expand on the information that I gave them.

### **Integrated example:**

**St. John's Jesuit High School has joined Humanities 2000, an organization based at UT, whose purpose is to help students see the connections in all or most of their subject areas**

### **Thematic integration unit**

In a self-contained elementary classroom, this works very well. Unit theme: Chocolate

1. Read legend in target language How Chocolate came from the Gods
2. Re-tell story in English
3. 10 key words from story in FL-make flash cards in English. and FL to play Memory Game
4. Teach song and dance to "Bate, bate, chocolate"
5. Discuss growing cycle of the chocolate pod.
6. Make a bilingual book with drawings of the chocolate cycle.
7. Practice reading in FL the book student made.
8. Learning to count with bingo chips and popsicle sticks as the Maya Indians did.
9. Review numbers and simple math problems using the FL and Maya system.
10. Discuss the ball court game of the Maya. Look at pictures from the legend story book. How is this game like soccer and basketball.
11. Show ball game clip from the cartoon movie "El Dorado"
12. Bring in the makings of chocolate and have each student practice stirring while singing the song.

### **Thematic Activity**

Foreign language instruction should complement many other disciplines in the core curriculum. Mathematics, grammar, historical timelines, vocabulary cognates, composers, artists and geography-all are part of learning a foreign language and the culture within which it exists. To facilitate the connections, the foreign language teacher begins the organization of instruction around a central theme provided by another discipline through the completion of a monthly instruction grid posted in the faculty room. Teachers interested in coordination of learning fill out the grid once a month and the foreign language teacher may be able to provide reinforced learning. For example, if the English teacher is introducing Old English and Beowulf or Arthurian Legend, the foreign language teacher may reinforce knowledge of knightly behaviors or medieval beliefs by teaching Chansons Roland , El Cid, or Siegfried.

### **Cross Disciplinary Work**

Our Spanish teacher is a docent at the Museum and lectures in the A.P. European History class for a few days, and then she takes that class to the Museum for a tour. The AP History teacher then tests the students on the material. I sometimes pass the World History class and hear something about Rome and simply enter and expand on what the teacher has said. Sometimes he will ask me some questions on the material. Obviously the above depends on cooperation between teachers.

## **CLASSROOM ACTIVITIES**

Below you will find suggested classroom activities that teachers have found valuable. Some activities are summarized in a few words only, and others have a more complete explanation. The activities that have a longer description include the level or levels at which they might be most appropriate.

### **Brief Descriptions:**

1. 20 Questions - Student chooses to be a person and answers questions with "yes" or "no" only.  
Example: "Are you old?" "Are you dead?"
2. Relay Game
3. Dice Game
4. Pair Interview Activity
5. Time Lines
6. "If I won the lottery...: (subjunctive, conditional)
7. Role-play greetings and leave-taking, expressions of regret, shopping or money exchange
8. Act out verbs
9. Crosswords
10. Memory Game
11. Go Fish Card Game
12. Word Searches
13. Fashion Show (clothing vocabulary)
14. Simon Says (body parts)
15. Dot-to-Dot (numbers or alphabet)
16. Color by Number
17. Find What's Different (pair activity)
18. Arrange furniture by Partner's Directions (pair activity with prepositions)
19. Write a New Ending to a Story
20. Create a Picture Story
21. Jumbled Story Cards
22. Journals
23. Portfolios/Scrapbooks
24. Make Calendars
25. Typewriter Game (alphabet)
26. Dry Write Boards
27. Buzz-Bang
28. Jeopardy
29. Popcorn
30. Telephone
31. Hang Man
32. E-mail

### **Longer Descriptions:**

#### **Acrostic Poetry**

Using specific thematic vocabulary, students make a funny poem by using the letters of a word as the first letter in each line of the poem. For "tigre":  
Tiene dientes grandes. Ruge cuando tiene hambre  
Inteligente y Feroz Elefantes, jirafas con él viven  
Grande, alto y Amarillo

Using the new vocabulary built around a specific theme, such as the zoo, have the poem show the characteristics, funny and serious, of the vocabulary words.

#### **The Alien Game**

Have students draw an alien as the teacher describes it in the target language. Have crayons available to do the colors. Make the description as outrageous as possible. One they have finished, ask questions to review vocabulary. Give students a brief story on how you met him (or her or it) Display the pictures in class the next day and review again. As a follow up activity have the students do their own alien and have them prepare an oral presentation on their new friend. Teachers can also do a writing assignment by having students describe how they met their ET by using the correct forms of past tenses in the target language. Have students run off the final draft on a computer and use as classroom displays. This is a great way to get other classes asking questions.

#### **Alphabet Book**

Making an alphabet book is a good way to review nouns, verbs, adjectives, etc. in the target language. The teacher chooses what word categories to put with each letter. For example, the letter C will require three verbs. Each student should illustrate each verb with a picture or drawing.

### **BUZZ-BANG (A counting /mathematics game)**

The teacher selects a target number (4). Students stand at their seats and begin to count in order - 0,1,2,3... When a student's number contains a (4), such as (14), he/she must say BUZZ instead of the number. When a number is a multiple of (4), the student must say BANG instead of the number. If the number contains a (4) and is a multiple of (4) , such as (24) the student must say BUZZ/BANG. When a student makes a counting error, he/she must sit down. Winner is the last student standing.

### **Circumlocution**

Students (individually or in pairs, in class or for homework) are given a series of words, phrases or cultural terms that have no equivalent in the target language or are uncommon words that they may not know. They are to come up with a description they would use to describe them to a native speaker. We then use the definitions in class to see if the classmates can come up with the word they are talking about.

### **Class Demonstration**

Students pair up and present a demonstration, a spoken skit, a television commercial, or some other presentation which requires them to prepare correct use of the target language, get props, bring them in, and stand before their peers and speak the language. They gain confidence as they face groups of people.

### **“Cloze” Exercise**

A “cloze” is one where the students choose the correct answer from a word bank (and there should be only one correct choice).

### **“Cloze” Songs**

Students listen to a "popular song three or four times and fill in some blanks representing missing words made by the teacher (according to level and topic). This helps students with listening and reading skills, grammar, vocabulary, and spelling; it is also an opportunity to discuss popular music, themes, culture, etc.

### **Contracts**

Contracts are collections of projects, each eighty words or more in the target language, about one of more than eleven possible topics which are listed on the front of a contract folder. Twice a week, students are given fifteen minutes to produce the eighty-word project. The teacher helps anyone with a question, so that the final product can be as error-free as possible.

### **Create a Picture Story**

Students create a stick-figure story using the vocabulary they are learning. It helps if the students are given a handout with nine or ten empty numbered large blocks. Then students can tell their story to a partner or to the class and/or write out the story.

### **Create a Room**

Give a list of fifteen or so furniture words (on an overhead) quickly and without explanation. Then begin with the first word and describe it in the target language. When the student guesses what it is, have him/her draw a picture of it on the board (or on poster board). Continue until all of the words have been described and a room has been created. Then point to various pieces of furniture on the drawing and review the words.

### **Demonstratives**

Collect various kinds of hats, no matter how silly, for both men and women. Describe each with demonstratives and adjectives, such as "This hat is old," or "That hat is brown." Ask students, "Which hat do you want to wear?" They should answer, "I want to wear that hat." Give the students the hats to wear. Collect the hats back by saying, "I would like that hat." Students ask, "Would you like that hat?"

### **Dice Game**

You need two sets of dice, preferably different colors. Have the students break up into groups. Give them a list with on one side six different verbs and the other side six different subjects. Then give them a verb tense. Each group will have one of each color dice. Then one student rolls the dice if they get a green 1 and a red 3. They have to take the first verb from the first column, and the third subject from the second column and conjugate it correctly for the verb tense that you

gave them. The other students check their work, and then the next student goes. If you would like to make it more difficult, instead of giving them six different verbs, give them six different verb tenses and then one verb to work with.

### **Directions**

Students write directions on an index card to a destination within the school building without revealing the destination. The teacher will get a second index card with the destination. Students exchange cards and are sent off to find the place based on the given directions.

### **Dot-to-Dot**

Student has a paper with dots in a particular pattern numbered or lettered out of sequence. Teacher begins at a certain spot, then calls our numbers/letters in target language. Student must connect dots in that order to finish picture.

### **Fly Swatter Game**

Divide the class in half, creating two teams. Choose a scorekeeper. Give the first person on each team a fly swatter (different colors) and let them go up to the board (onto which scattered words have been projected). Call the vocabulary word out in English; whoever finds and smacks the word first receives a point for her/her team. Then students had the fly swatters off to the next people in line. Continue until all the words have been used. For an extra challenge, move the transparency around, so students have to relocate words.

### **Forming Sentences**

Put students in groups of four. Type as many words as desired on a piece of paper and cut them apart. Have a good mix of nouns, verbs, adjectives, possessives, etc. Each group is given a packet of the papers and sorts them out so that each student gets a portion of the pole. The teacher then calls out various sentences or questions, which the teams must form. For each correct formation, the team may be given a ticket or point.

### **Games Exchange Game**

Partners work in the target language. Each of a student pair receives an incomplete survey, picture, drawing of a town, room or house. Through target language questions the student completes his sheet then answers the other student's questions so that by the end, the pictures or surveys match.

### **Guerre Eclair (Lightening War)**

Vocabulary review competition by rows: Start by having a student go to the board to keep score. Teacher gives a word in the target language and the first student to give the correct answer in English receives a point for his row. If he misses, subtract a point. Then switch by using the English and the students give the word in the target language. If same students keep answering, select students and the number of points allowed increase. There are multiple ways of approaching the game but it must be done quickly! The winning row sits next to the door for early dismissal in the winter months and next to the windows during the spring (if you are in a non air conditioned building) This allows students to move around and not always be seated in the same place---vive la difference!!!!

### **Memory Lane**

Have students bring in pictures of themselves (at least ten pictures) when they were little. They then create a sentence for each one, using either the preterite or the imperfect. There should be a good mix of verbs. When they finish writing the sentences, use rubber cement to post the pictures and sentences on the board.

### **Movie Titles**

Collect a large number of titles of American movies in the target language over the years from magazines, newspapers, etc. Compile them into a list and use at various times in a fun group activity for the last 15 minutes or so of class. Students try to decipher the titles; it helps them with vocabulary, since they often have to dig deep for old words. They also have to think logically since many movie titles are descriptive of the plot, rather than an exact translation of English titles.

### **Newspaper Unit**

This can be adapted to higher levels or used with earlier levels. After discussing sections of a newspaper, put students in groups and give them old newspapers in the target language that you have collected. Students then create their own newspaper by finding different types of articles under the specific topics you give them. They must arrange them according

to section, etc. They don't need to read the whole article - only the headlines and a paragraph or two. This is helpful for vocabulary recognition and making students comfortable seeing the language. Students then cut and paste their paper together and present them to the class, telling in general what each article is about. This can also be done with magazines.

### **Picture Quiz**

Take time to find good pictures that portray different types of people - tall, short, skinny, fat, etc. Ask questions orally about the pictures or have students write sentences about the people in the pictures.

### **Plan a Trip**

Students are placed in groups and given a budget to plan an actual trip to the target country. They must familiarize themselves with the target country, its banking systems, postal service, business hours, transportation systems, etc.

### **Prose Poem**

Each student studies a poster displayed in front of the class. Individually, students make notes in the target language about how the work makes them feel, using adjectives. After several minutes of quiet individual thinking and writing, tell the students to form one final sentence which best describes how they feel upon encountering this work of art. Now divide the class into groups of five or six. Their task now is to go around the circle and share the sentence they wrote. After doing so, the group needs to write a prose poem by putting the individual sentences into one cohesive poem. They should agree on an order to the sentences which pleases them. They then paste their individual sentences onto a new piece of paper. Then, one member of each group reads the prose poem to the class.

### **Root Word Groups**

Take a word in the target language and list as many words that come from the same root (and other expressions associated with that root). For example, in Spanish: pescar = to fish, el pez = fish (live ones), el pescador = fisherman, el pescado = fish (dead ones for eating), la pescadería = fishing industry, pescar un resfriado = to catch a cold.

### **Sentence Writing Races**

Divide the class into two teams. One member of each team goes to the board. They are given a sentence to write which practices a specific grammar topic that has been covered. Other students also write this on practice paper at their seats. The first student at the board to correctly complete the sentence puts his or her team's X or O on a tic-tac-toe board drawn on the board.

### **Typewriter Game**

Students are assigned a letter or letters of the alphabet. They can also be given the little plastic letters sold for children. When the teacher says a word, the students stand up and say their letters in the target language in the order that the word is spelled. The goal is to have the word spelled quickly, as if it were being typed.

### **Weekend**

On Monday, ask students what they did over the weekend. They must use the target language and the past tense. They become very adept at using common verbs in the past tense.

### **Win, Lose or Draw**

This is a way to review vocabulary before a test. Break the class up into two teams. Everyone must take turns at drawing or illustrating the word chosen by the teacher. Each team has thirty seconds to draw and guess the word. Allow only one official guess. If they do not guess correctly, the other team gets to guess.

### **Word Webbing**

To review vocabulary, have students brainstorm a word category. Start with one word and link all the words connected in some way to that given word on the board. Students must explain the relationship between the word they volunteer and the given word.

## FOREIGN LANGUAGE WRITING RUBRIC

**Which group of behaviors most closely applies to the writer?**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<b>Excellent</b>	<b>Good</b>	<b>Competent</b>	<b>Poor</b>	<b>Non-Functional</b>
<b>Comprehensibility</b>	Overall command of language approximates that of educated writer	Idiomatic usage of language with some anomalies	Satisfactory command of language with occasional mistakes	Inadequate command of language marred by frequent errors	Communication nearly impossible
<b>Vocabulary</b>	Creative, appropriate use of words goes beyond learned vocabulary	Strong, appropriate use of learned vocabulary	Appropriate and adequate use of learned vocabulary	Limited vocabulary and inappropriate word usage	Vocabulary limitations make comprehension impossible
<b>Sentence Structure</b>	Varied and complex sentence structure is correctly used	Varied sentence structure is attempted	Simple sentences well-constructed	Simple sentences poorly constructed	Sentence fragments and run-ons
<b>Grammar and Mechanics</b>	Few if any noticeable errors	Some errors that do not interfere with comprehension	Distracting and inappropriate errors that do not impede comprehension	Frequent errors that interfere with comprehension	Comprehension is impossible because of errors
<b>Organization</b>	Superior organization and flow of ideas	Logical organization of ideas	Some organization of ideas	Weak organization of ideas	No organization of ideas
<b>Content</b>	Content is strongly supported with details, examples, descriptions	Details and description used to support content	Some details are used to support the content	Very few details are used to support the content	No details are used to support the content

## FOREIGN LANGUAGE ORAL PROFICIENCY RUBRIC

**Which group of behaviors most closely applies to the speaker?**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<b>Excellent</b>	<b>Good</b>	<b>Competent</b>	<b>Poor</b>	<b>Non-Functional</b>
<b>Grammar and Vocabulary</b>	Creative, superior use of grammar and vocabulary	Strong, appropriate use of grammar and vocabulary	Satisfactory command of grammar and vocabulary	Limited command of grammar and vocabulary, with some inappropriate usage	Extremely limited command of grammar and vocabulary
<b>Pronunciation</b>	Pronunciation approximates that of a native speaker	No conspicuous mispronunciations, but not to the quality of a native speaker	Pronunciation that does not interfere with understanding	Pronunciation poses some problems with comprehension	Unintelligible pronunciation
<b>Fluency</b>	Overall fluency is effortless and smooth	Overall fluency is strong	Overall fluency conveys message, is occasionally hesitant	Overall fluency is marked by slow, uneven speech	Speech is mechanical and breaks down

## **ASSESSMENT STRATEGIES**

The process of assessment is an integral part of effective teaching and learning. Assessment should inform instruction. The choice of assessment methods must take into account the focus of the instructional or performance objectives. For example, the focus could be on content, skill development, application, performance, or participation. Instructional objectives can also lend themselves to one or more assessment measures. Alternative methods for evaluating student learning are necessary if different learning styles are to be recognized. While there are some aspects of student learning that may not be reliably measured, ongoing student evaluation is necessary if instruction and learning are to be improved.

Through effective assessment procedures:

- student strengths and weaknesses are identified
- teachers are able to plan and provide appropriate instructional strategies and materials to either remediate or enrich instruction
- student growth and development can be determined
- student receives feedback on learning
- parents can be informed of student progress
- teachers receive feedback on instruction

In the Toledo Diocese, assessment will

- measure the achievement of the objectives in the curriculum guidelines
- be an ongoing process, utilizing a variety of techniques
- provide a basis for future planning

Some assessment techniques include:

- teacher observation/interviews
- commercially developed tests
- placement tests
- standardized tests
- flashcards
- portfolios
- self –assessment
- teacher-directed class discussion
- verbal exchanges (such as role-playing, debates, peer interviews, and oral presentations)
- group projects/cooperative learning (such as dialogues, puppet shows, book creation, and assigned talks within cooperative groups)
- student journals
- teacher developed tests
- homework
- daily written work
- contract grading
- peer-assessment
- rubrics
- demonstration (boardwork)
- independent projects (such as written reports, creating a model, making a video, developing an itinerary to another country)
- technological assessment (video or audio taping of students, computer assessment)

## **HONORS PROGRAMS AND A.P. CLASSES**

Many schools in the Toledo Diocese offer honors and Advanced Placement courses in foreign language study. The curriculum and aim of an honors class largely depends on the philosophy of the school, and the philosophy of the teacher. Some honors programs tend to cover more material than the regular classes. Others focus more on the enrichment by spending less time on drills and grammar explanations and more time on productive language. The final decision on the content of an honors class lies with the teacher.

In the senior year, an honors level program may take the form of an Advanced Placement course. Receiving a high score on an A. P. test allows students to earn college credit for courses that they have taken in high school. The College Board, which runs the Advanced Placement program, offers guidelines for these courses, although no syllabus is offered. Materials available include an overview of the AP program, a discussion of the test, a selected list of works by required authors, and sample test questions. Teachers can contact the College Board at:

The College Board – National Office  
45 Columbus Avenue  
New York, NY 10023-6992  
Phone (212) 713-8066  
Fax (212) 713-8125

OR

The College Board – Midwest Office  
1560 Sherman Avenue, Suite 1001  
Evanston, IL 60201-4805  
Phone (847) 866-1700  
Fax (847) 866-9280

*<http://www.collegeboard.com>*

## **PUBLISHERS AND OTHER RESOURCES**

In addition to the following resources, large textbook publishers, such as those who offer books in other subject area, may have appropriate books and materials. Principals and school librarians will often have catalogues or the names of textbook representatives for teachers to contact.

Amsco School Publications, Inc.  
315 Hudson Street  
New York, NY 10013  
(212) 886-6565  
Fax (212) 675-7010

Bilingual Educational Services, Inc.  
2514 South Grand Avenue  
Los Angeles, CA 90007-9979  
(213) 749-6213  
(800) 448-6032  
Fax (213) 749-1820

Carlex  
PO Box 081786  
Rochester, MI 48308-1786  
(800) 526-3768

Educational Resources  
(software and technology)  
1550 Executive Drive  
PO Box 1900  
Elgin, IL 60121-1900  
(800) 624-2926  
Fax (847) 888-8499

Educational Video Network  
1410 19<sup>th</sup> Street  
Huntsville, TX 77340

EMC Publishing  
300 York Avenue  
St. Paul, MN 55101

Evan-Moor  
18 Lower Ragsdale Drive  
Monterey, CA 93940-5746

Fearon Teaching Aids  
PO Box 280  
Carthage, IL 62321

Frank Schaffer Publication  
1028 Via Mirabel  
Palos Verdes Estates, CA 90274

Good Apple  
1204 Buchanan Street, Box 299  
Carthage, IL 62321-0299

Hayes School Publishing Co., Inc.  
321 Pennwood Avenue  
Pittsburgh, PA 15221-3398  
(800) 245-6234

Hispanic Publishing Co.  
98 San Jacinto Blvd., Suite 1150  
Austin, TX 78701  
(800) 251-2688

Houghton-Mifflin  
215 Park Avenue South  
New York, NY 10003

Modern Publishing  
Division of Unisystems, Inc.  
New York, NY 10022

National Textbook Co.  
4255 Touhy Avenue  
Lincolnwood, IL 60646-1975  
(800) 323-4900  
Fax (708) 679-2494

Network Publications  
PO Box 1830  
Santa Cruz, CA 95061-1830

**Niños**

PO Box 1163  
Ann Arbor, MI 48106-1163  
(800) 634-3304  
Fax (313) 747-8526

Scholastic  
2931 E. McCarty Street  
Jefferson City, MO 65101  
(800) 724-6527  
Fax (314) 635-5881

Teacher's Discovery  
2741 Paldan Drive  
Auburn Hills, MI 48326-1827  
(810) 340-7212  
(800) 832-2437

Troll Associates  
Mahwah, NJ 07430

FLTeach  
Quia.com  
teachersvideo.com

**Raintree Steck-Vaughn**

PO Box 26015  
Austin, TX 78755  
(800) 531-5015  
Fax (512) 343-6854

School Zone Publishing Co.  
1819 Industrial Drive  
Grand Haven, MI 49417

T.S. Denison and Co., Inc.  
9601 Newton Avenue South  
Minneapolis, MN 55431

Websites

[www.fitznoydearborn.com](http://www.fitznoydearborn.com)  
[www.galegroup.com](http://www.galegroup.com)  
[www.sil.org/ethnologue/](http://www.sil.org/ethnologue/)  
[www.titlewave.com](http://www.titlewave.com)

## **FOREIGN LANGUAGE TEXTBOOK EVALUATION GUIDE**

TITLE: \_\_\_\_\_ LEVEL: \_\_\_\_\_

PUBLISHER: \_\_\_\_\_ COPYRIGHT DATE: \_\_\_\_\_

Scale: (Poor) 1 2 3 4 5 (Excellent)

### *Exercises*

- \_\_\_\_\_ There are a sufficient number of exercises to assure a reasonable assimilation of the grammar structures presented.
- \_\_\_\_\_ The exercises are ranged from easy to more difficult.
- \_\_\_\_\_ The exercises can be done both orally and in writing.
- \_\_\_\_\_ The language level of the exercises is current, not stilted.
- \_\_\_\_\_ There are many personalized exercises.
- \_\_\_\_\_ All of the exercises are contextualized.
- \_\_\_\_\_ There is a variety of exercise types.
- \_\_\_\_\_ There are exercises in the form of games.
- \_\_\_\_\_ There is a provision for small group, large group, and individual learning practice.
- \_\_\_\_\_ There are exercises that promote the communicative use of language (role-playing, interviews, etc.)
- \_\_\_\_\_ There are adequate exercises to cover listening comprehension.
- \_\_\_\_\_ There are writing exercises (compositions, etc.)
- \_\_\_\_\_ There are adequate exercises to cover speaking skills.
- \_\_\_\_\_ There are reading questions that require comprehension of the passage to answer.

*Communicative Activities:*

- \_\_\_\_\_ Students are given adequate opportunities to use the language in conversational situations.
- \_\_\_\_\_ There is a good variety of communicative activities throughout the book.
- \_\_\_\_\_ There are more communicative activities than mechanical drills.
- \_\_\_\_\_ The communicative activities build from easy to more difficult.
- \_\_\_\_\_ The communicative activities are meaningful, not manipulative.
- \_\_\_\_\_ The communicative activities are sequenced with the grammatical presentations so that the students are prepared with the necessary vocabulary, etc.

*Culture:*

- \_\_\_\_\_ The cultural information presented is of interest to most students.
- \_\_\_\_\_ The cultural presentations are integrated into each unit.
- \_\_\_\_\_ The culture is reflected in the presentation of language.
- \_\_\_\_\_ All segments of society are represented.
- \_\_\_\_\_ There is a sufficient amount of cultural information provided.
- \_\_\_\_\_ There are lots of pictures, photos, cartoons, realia, etc.
- \_\_\_\_\_ The foreign culture is compared and contrasted with United States culture.
- \_\_\_\_\_ Nonverbal behaviors are described.
- \_\_\_\_\_ There are maps included in the units that warrant them.
- \_\_\_\_\_ There is a full-page, clear map of each country in which the language is spoken.
- \_\_\_\_\_ There is time allotted to the study of contemporary youth.
- \_\_\_\_\_ The cultural material is current.
- \_\_\_\_\_ The cultural information presented would be of use to the student if he/she ever traveled or lived abroad.
- \_\_\_\_\_ The material on culture is presented in the foreign language where appropriate.

*Reading Material:*

- \_\_\_\_\_ The reading material is of proper interest level for high school age students.
- \_\_\_\_\_ The reading material is natural and not contrived.
- \_\_\_\_\_ The socio-cultural aspect of the people is integrated into the reading materials.
- \_\_\_\_\_ The reading material comes in varied forms (e.g. not all in dialogue form)
- \_\_\_\_\_ A variety of topics are covered.
- \_\_\_\_\_ There is coverage of a number of countries in which the language is spoken,
- \_\_\_\_\_ The readings are ranged from easy to more difficult.
- \_\_\_\_\_ There is reading material presented that does not deal directly with the grammar being presented in the unit.
- \_\_\_\_\_ There are reading passages that are linked with the chapter content.
- \_\_\_\_\_ There is reading material presented for the sole purpose of skill development.
- \_\_\_\_\_ There is some exposure to foreign literature (excerpts from short stories, poems, plays, etc.)
- \_\_\_\_\_ The reading materials reflect current language usage.

*General Considerations:*

- \_\_\_\_\_ Units in the text are presented on a thematic basis.
- \_\_\_\_\_ There are color photos of high quality in the text.
- \_\_\_\_\_ There is a useful index that includes verb conjugations, vocabulary, and grammatical structures.
- \_\_\_\_\_ There are drawings or pictures used to illustrate vocabulary words where appropriate.
- \_\_\_\_\_ The textbook's weight and size are feasible for locker space.
- \_\_\_\_\_ The textbook is appealing aesthetically.
- \_\_\_\_\_ The textbook will endure for the adoption period.