SPECIAL EDUCATION AND SPANISH LANGUAGE: A SPANISH COURSE FOR HIGH SCHOOL STUDENTS IN SPECIAL EDUCATION EARNING AN IEP DIPLOMA OR A MODIFIED STANDARD DIPLOMA

Capstone Project

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Abstract

This qualitative project discusses the needs of students in special education who are mildly mentally retarded, or educable mentally retarded (EMR), and as adults are expected to become productive members of society. The purpose was to better prepare these students to live and work in a diverse society in which the largest minority group is Latinoamerican. A literary review was conducted to substantiate the need for this project and a questionnaire was given to all foreign language teachers at Freedom High School to gain their perspective on special education and foreign language. A special education Spanish course, designed specifically to address the educational and vocational needs of EMR students, was developed.
Dedication

This capstone project is dedicated to my husband, Herb Day, whose love and support made it possible for me to pursue a Master of Arts in Education, and to my children, Kimberly, Jennifer and Thomas for their love and encouragement. God has blessed me with a wonderful family.
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Special Education and Spanish Language: A Spanish Course for High School Students in Special Education, Earning an IEP Diploma or a Modified Standard Diploma

Chapter I

Introduction

The purpose of this project is to develop a foreign language course for students in special education as part of their academic and vocational training. This project led to the development of an elective foreign language course in which goals and objectives are appropriate for the learner. The course, designed for implementation in a self-contained setting, involves basic communication skills and culture orientation. Spanish was the foreign language of choice for this project.

The literature review was meant to explore the reasons why such a course would be useful for the special needs population in today’s schools. However, much of the literature was peripheral because foreign language courses for the lower-functioning student are virtually non-existent. In spite of the lack of literature available on this subject, the researcher contends that a Spanish course, designed specifically for the lower-functioning student in special education, would be a viable alternative to courses having little meaning to the student. Teaching and learning strategies have been described, along with suggestions for implementation. Performance assessments have been explored as an alternative to traditional testing.

Background

Students identified as having special educational needs are expected to participate in the general curriculum for foreign language if they are interested in learning a language. While they are allowed certain educational accommodations in the classroom, the students in special education are often unsuccessful in the foreign language class, despite these accommodations. The pace of a foreign language class is determined by the class itself and must maintain a delicate balance between acquisition and challenge. If students do not master one level, they
cannot progress to the next level. Teachers must move at a pace suitable to the majority of the class, in preparation for the subsequent level, and they must keep the class engaged. They are responsible for giving accommodations as specified in the student’s Individualized Education Program; yet these accommodations are sometimes inappropriate for the learner in a foreign language environment.

Typical accommodations include the following: extended time for tests and/or assignments, small group setting, reading of test items, assistance with directions, and the use of a dictionary or spellchecker. “Extended time” involves an extra day or two and might cause a back-up of other classwork. “Small group” means going to a resource room, which requires out-of-class time. During this out-of-class time, direct instruction is not available for clarification, and new material is introduced in the student’s absence. By the time the student returns to the classroom, he/she is behind the other students.

Introductory level foreign language classes in secondary schools are typically large. Three of the teachers interviewed for this project have from 25 to 28 students in a class. The numbers are larger in the first and second year classes, where students begin their foreign language instruction. The “small group” accommodation is met by sending the student to a resource room to take a test; however, the resource teacher might be unable to “read test items,” due to the lack of expertise in the language. Distractions from other students receiving help in a variety of subjects can render the small group ineffective. The use of a dictionary or spellchecker could be helpful, but only if the student is adept at looking up words, especially in a foreign language, or has a computer at hand.

Even with classroom accommodations, the students in special education participating in the general education foreign language class are potentially left frustrated, unsuccessful, and with a negative attitude toward the language itself. Although unfounded, this negative attitude can transfer over to the native speakers of that language as well, resulting in feelings of dislike or prejudice toward immigrants, thinking them to be trespassers.
The Need to Learn Spanish

An increasing number of students in special education attend college/universities (Arries, 1999), and many enter the work force after graduation from high school. The EMR students discussed in this project will enter the work force after graduation from high school. They will not go to college but might receive additional vocational training or on-the-job training. They have the potential to be valuable assets to the community in non-professional careers. Some of these students are not prepared to live and work in a diverse society, due, in part, to the lack of exposure to foreign language and learning opportunities while still in school.

It is becoming necessary to prepare students of all levels for life in a diverse society. In the United States, Latinoamericans have become the largest minority group, creating a need for communication skills in Spanish (Parla, 1994).

According to the U.S. Census, between 1990 and 2000, the number of Hispanics in Virginia grew from 155,353 to 329,540. Hispanics make up 5% of the Virginian population now, representing regions of Latin America. Some 225 of the Hispanics in Virginia are of Mexican origin, another 22% come from Central America, 16% from the Caribbean, and 12% from South America. Demographic trends indicate that Hispanic population growth will continue in a similar fashion in the near and distant future. More to the point, the Hispanic population is expected to double in the next ten years in Virginia (Virginia Hispanic Chamber of Commerce, 2000).

Because of the growing Latinoamerican population and the need to communicate effectively with this population in both school and the workplace, native speakers of English, including those with special needs, would benefit from learning Spanish to ease this communication process. EMR students should be provided with an appropriate course of study, one which includes Spanish as part of a functional academic curriculum, to prepare them for a rapidly changing world.
Statement of the Problem

Students identified as having special educational needs, specifically those who will earn an IEP Diploma or Modified Standard Diploma, are not prepared to live and work in a diverse society, where the largest minority group is Latinoamerican.

Purpose of This Project

The purpose of this project is to develop an elective Spanish course for the students in special education, designed to teach basic communication skills combined with cultural understanding. The result is work force preparedness for the student, an ability to live in a diverse society, and an increase in an important life skill - communication.

Objectives of This Project

This project supports the following objectives:

1. Students in special education will learn basic communication skills in Spanish.
2. Students in special education will develop a greater understanding and tolerance for cultural differences.
3. Students in special education will be more prepared to live and work in a diverse society in which the largest minority group is Latinoamerican.

Questions Answered by This Project

Major question: What foreign language curriculum can meet the needs of students in special education earning an IEP or Modified Standard Diploma?

Sub-question #1: What foreign language curriculum can prepare students in special education to live and work in a diverse society?

Sub-question #2: What foreign language curriculum can enhance the vocational potential of students in special education?
Significance of This Project

This project results in a self-contained Spanish course for students in special education. The course, designed to meet the needs of the special learner, has the potential to assist the student in acquiring the skills necessary to compete in a changing world. The students will have been given a greater opportunity to become productive members of their community and of a diverse society, where the largest minority group is Latinoamerican.

Definition of Terms

1. **Collaboration**- A general education teacher and a special education teacher work together in a general education classroom. Students in special education and general education make up the population of the collaborative class.

2. **Curriculum**- The sequence and content of what is taught in school

3. **Educable Mental Retardation (EMR)**- Term used to refer to students whose abilities are adequate to become self-sufficient and learn academic skills through the upper elementary grades. The individual’s score on an individual test of intelligence is approximately 55 to 70 (Beirne-Smith, 2002).

4. **Educational accommodations**- Supports or services, provided on a regular basis, to help a student access the curriculum and validly demonstrate learning

5. **Employment Training Program**- a program to assist students in special education with transitioning from school to work; The students participate in paid or unpaid job training situations during school hours, under the supervision of the special education teacher, the transition specialist, and the job coach.

6. **FAPE**- free and appropriate public education

7. **FL**- foreign language, abbreviated

8. **Functional academics**- academic courses to enhance life skills
9. **IDEA**- The Individuals with Disabilities Education Act- Mandates that students with disabilities have access to a free appropriate public education (Turnbull, 2000).

10. **IEP Diploma**- diploma awarded to certain students upon completion of IEP requirements

11. **IEP**- Individualized Education Program- A written statement for each child with a disability that is developed, reviewed, and revised in accordance with section (614) d. (http://www.pen.k12.va.us/VDOE(sess/)

12. **Inclusion**- term used to describe the goal of integrating students with disabilities into the same classrooms, community activities and resources, and home settings as students who do not have disabilities (Beirne-Smith, 2002)

13. **Job coach**- a school employee (instructional assistant/paraprofessional) who accompanies certain students who are in the Employment Training Program on their jobs, offers assistance and training on the job, and reports back to the Transition Specialist and employment training teacher regarding student progress

14. **Learning disability**- includes disorders involved in understanding or in using spoken or written language that result in substantial difficulties in listening, speaking, reading, written expression, or mathematics (Turnbull, 1999)

15. **Least Restrictive Environment (LRE)**- To the maximum extent possible, children who are handicapped are to be educated in the same environment as children who are not handicapped (Damer, 2001).


17. **Mainstreaming**- the practice of placing students who are disabled in the general education classroom to the extent appropriate to their needs (Beirne-Smith, 2002)

18. **Mental Retardation**- refers to substantial limitations in present functioning, characterized by significantly sub-average intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: communication, self-care, home living, social skills, community use, self-direction,
health and safety, functional academics, leisure, and work. Mental retardation manifests itself before age 18 (Drew, 2000).

19. *Modified Standard Diploma*- diploma option for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma


21. *Resource room*- a separate classroom where a resource teacher gives accommodations

22. *Resource teacher*- special education teacher to provide support in the resource room or in the regular classroom

23. *Self-contained class*- Students are assigned to a special education teacher and class, usually for academic subjects (Drew, 2000).

24. *Short-term objectives*- behaviorally stated objectives based on annual goals that provide a clear direction for instruction and ongoing evaluation of the progress of students with disabilities

25. *Special education*- specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability (http://www.pen.k12.va.us/VDOE/sess)

26. *Students in Special Education*- students identified as having educational needs met in a special education setting or in the general curriculum with modifications and/or accommodations; “Students in special education” as opposed to “special education students” is considered the acceptable term [“people first” philosophy].

27. *The Arc*- The American Association of Retarded Citizens, known as the Arc

28. *TPRS*- teaching proficiency through reading and storytelling (Ray, 1998)

29. *Transition Specialist*- special education professional who assists students with transitioning from high school to post-secondary education or job training
Delimitations

The researcher is a certified special education teacher at Freedom High School in rural Virginia. The students for whom this project is designed have current IEPs and have been designated to earn an IEP Diploma or a Modified Standard Diploma, a decision made by the IEP committee. They may or may not have the label “Educable Mentally Retarded.” Students excluded from use of this project are students in the general curriculum who have not required special education support, students in special education with the skills to access the general curriculum for academic courses, and students who, because of the extent of their disability, spend 100% of the school day in a life skills curriculum.

Summary

Educators prepare students for life after graduation from high school and consider all aspects of that life when planning and implementing curriculum choices. One primary consideration of educators is a diverse population working and living together in an ever-changing world. The Spanish course, designed as a result of this project, is an elective course to be taught in a self-contained setting. The course, entitled “Language Appreciation,” gives students in special education an additional elective course and the opportunity to learn basic communication skills in Spanish. An understanding of cultural differences encourages an acceptance of differences between English-speaking Americans and Spanish-speaking Americans, preparing students to live and work in a diverse society.
Chapter II

Literature Review

Introduction

The purpose of this project is to develop a foreign language course for students in special education as part of their academic and vocational training. This project will lead to the development of an elective foreign language course in which goals and objectives are appropriate for the learner with special educational needs. The course, designed for implementation in a self-contained setting, will involve basic communication skills and culture orientation. Spanish is the foreign language of choice for this project.

This literature review will explore the reasons why such a course would be useful for the special needs population in today’s schools. Current foreign language curricula will be considered as a reference point for course objectives. The following major question will be addressed: What foreign language curriculum meets the needs of students in special education earning an IEP Diploma or a Modified Standard Diploma?

Sub-questions to be answered include the following:

1. What foreign language curriculum prepares students in special education to live and work in a diverse society?
2. What foreign language curriculum enhances the vocational potential of students in special education?

The Individual with Disabilities Education Act

The Individuals with Disabilities Act (IDEA), as politicians, educators, students, and parents know it today, began in 1975 when President Gerald Ford signed the Education for All Handicapped Children Act (EHA) (Armstrong, 2001). This law that began over twenty-five
years ago protects the rights of nearly 6 million children with disabilities (Armstrong, 2001). The four basic components of IDEA are the following:

1. To assure that all children with disabilities have available to them...a free appropriate public education which emphasizes special education and related services designed to meet their unique needs;

2. To assure that the rights of children with disabilities and their parents...are protected;

3. To assist States and localities to provide for the education of all children with disabilities;

4. To assist and assure the effectiveness of efforts to educate all children with disabilities (Armstrong, 2001).

Because of the implementation of EHA in 1975, and the restructuring of IDEA in 1997, students with disabilities are allowed to be educated in their neighborhood schools, along with their non-disabled peers. There has been an increase in post-secondary education among students with disabilities and an increase in their employment, which can be attributed to these laws (Armstrong, 2001). The idea of transition into adult living has become a reality due to IDEA, and public school systems must offer programs to assist students in preparing for life after graduation from high school, whether or not higher education is a possibility (Armstrong, 2001).

*Mild Mental Retardation*

The population of individuals with mental retardation in our society cannot be ignored. “Mental retardation cuts across the lines of racial, ethnic, social, and economic backgrounds. It can occur in any family. One out of every ten American families is directly affected by mental retardation” (The Arc, 2004). The abilities of individuals with mental retardation vary, depending on the degree of the disability. There is a wide range of disabilities among the mentally retarded population, from profoundly retarded, the causes of which are more defined, to mildly retarded or borderline, the causes of which can go relatively undetected. Individuals with mild mental retardation make up the largest group. The major goal for all is to develop to the highest possible potential (www.nlm.nih.gov/medlineplus). The definition of mental retardation
implies that individuals with mental retardation are different, yet their needs are no different than those of the general population (Beirne-Smith, 2002).

The students for whom this project was developed are considered to be mildly mentally retarded, or educable mentally retarded (EMR). They usually have no physical characteristics that would distinguish them from normally developing students. Often the failure to develop at the expected rate will not be apparent until the child begins school (www.nlm.nih.gov/medlineplus). According to Piaget, individuals with mental retardation go through the same developmental stages as their non-disabled peers, but at a slower rate. The EMR child is on the high end of the rating scale but may not reach the formal operations stage. His/her ability to problem solve is directly related to his/her own experiences. While the MR child may not progress through all of the stages, depending on the severity of retardation, the EMR child is likely to reach the concrete operations stage, which signifies a mental age from seven years to eleven years old (Beirne-Smith, 2002). This is significant when planning educational programs for EMR students. Educators must be aware of the developmental stages in order to plan learning experiences that are meaningful to the student, appropriate for his/her level of readiness, and not out of reach because of unrealistic expectations or curriculum guidelines (Beirne-Smith, 2002).

There are many variables affecting people with mental retardation and the effects of the disability vary among the population, just as it does in the non-disabled population. According to the Arc, “about 87% will be mildly affected and will only be a little slower than average in learning new information and skills. As adults, they are capable of performing a variety of jobs” (www.thearc.org). They are capable of becoming gainfully employed resulting in economic independence (Beirne-Smith, 2002). Among the jobs where workers with mental retardation have proven themselves to be competitive and reliable are the following:

Animal caretakers, laundry workers, building maintenance workers, library assistants, data entry clerks, mail clerks, textile machine tenders, carpenters, medical technicians, store clerks, nursery workers, messengers, cooks, automobile mechanics’ helpers,
engineering aides, printers, assemblers, factory workers, furniture refinishers, radio and TV repair helpers, photocopy operators, grocery clerks, sales personnel, hospital attendants, nursing aides, cashiers, housekeepers, statement clerks, automobile detail workers, and clerical aides. Other jobs in which individuals with mental retardation can perform successfully are continually being identified (www.thearc.org).

The opportunity to pursue these careers should be made available. People with mental retardation are dependable workers and are loyal to their employers. Studies have shown that employees with mental retardation are well thought of by their employers. There is a high degree of job satisfaction among the employees, and employers are satisfied with performance. Unfortunately, there is a high rate of unemployment among this population. They usually want to work and can work, but they might not have received the training necessary to perform a job correctly (www.thearc.org).

When the EMR student reaches high school, he/she should be provided with a functional academic curriculum that emphasizes practical life skills. The courses offered in a self-contained setting should be parallel to the general curriculum, with work presented at a manageable level. Employability skills and skills for independent living can be the focus in all of the academic and elective courses at the high school level. Course selection should be the student's decision, with help from the Individualized Education Program team, if necessary. The student who is mildly mentally retarded is capable of decision-making with regard to life choices and must be provided with opportunities to be become competitive in the job market.

*The IEP and Education*

Students with mental retardation are entitled to a free and appropriate public education (FAPE) under the law, according to the Individuals with Disabilities Act (IDEA). They are to be educated with their non-disabled peers in order to be prepared to live in our democratic society (www.thearc.org). Preparing them for adulthood and independence should be a primary goal of education programs (Beirne-Smith, 2002).
Entitlement to a free and appropriate public education (FAPE) includes students with varying disabilities, “regardless of the nature and severity of the disability” (Clark, 2000). Students with disabilities may be educated in the general curriculum or in special education classes, and access to the general curriculum must be considered. Educational goals and objectives are written to address educational weaknesses, according to eligibility testing results. The goals and objectives are not usually subject specific; however, they can be applied to academic and non-academic courses. When the student is 14 years of age, a transition plan must be included in the IEP, specifying procedures to identify suitable employment (Armstrong, 2001). “This specialized instruction requires educators to adapt content, methodology, and instructional delivery of the general curriculum in ways that allow students with disabilities, if appropriate to their needs, to learn in large groups, small groups, or in a variety of settings” (Clark, 2000).

Teachers in the general curriculum must follow the plan set forth by the IEP by giving educational accommodations unique to each student with a disability in their classes. They are required to make adaptations as specified in the IEP. The IEP team, together with administrators and guidance counselors, use the specific goals and objectives in planning coursework for the student, and eventually, a transition plan (Walsh, 2001).

The requirements set forth by IDEA mandate that the IEP team has certain individuals present at the meeting. These include the following: parent or legal guardian, the student, if appropriate, a special education teacher, a general education teacher, and an administrator or designee. The parents, or student if 18 or older, may invite other people to the meeting they feel should have input, such as an advocate for their child or medical personnel. State agencies may also be included (DRS-Department of Rehabilitative Services and/or CSB-Community Services Board are examples of two state agencies) (Clark, 2000).

The IEP must be developed annually and can be revised at any time, should the need arise. The parent, or child if 18 or older, signs the IEP, giving permission for implementation. The permission can be revoked at any time and a new IEP will be developed (Clark, 2000).
Students who are found eligible for special education services have a greater chance of reaching their potential, both educationally and socially. No longer are students with special educational needs expected to attend private or separate institutions, as in the years preceding the implementation of IDEA (Armstrong, 2001).

The Needs of Students in Special Education

Students in special education have various educational needs, depending on the nature and severity of the disability. Some students access the general curriculum on a monitor status, while others receive services in collaborative or self-contained settings. The focus of this project is the population of students who receive special education services in self-contained settings for academic courses and are supported in the mainstream in elective courses. They are on a vocational track and will work after graduation from high school. Their IEPs indicate that they will earn an IEP Diploma or a Modified Standard Diploma.

These students have a right to be exposed to the same subject matter as every other student, even when access to the general curriculum is unrealistic. A wide variety of classes should be available to give students the same choices all other students have, without fear of failure because a class is beyond their reach academically. They must be challenged, but they must be given time to absorb material before moving to the next level. The learner and the learning should be connected in such a way as to provide interest and realistic growth (Tomlinson, 1999).

Freedom High School (fictitious name) is a facility where most academic special education courses for the lower-functioning students (EMR) are made available in self-contained classes, depending on numbers of students needing a certain course. If a student is interested in foreign language, the general education curriculum is the only option. Since foreign language is required for the Advanced Studies Diploma, college-bound students make up the vast majority of the classes (Program of Studies, 2003). Many students with disabilities are college bound, but not the students to whom reference is made for this project. Though the students in special education
are allowed accommodations through their IEP, the pace and the level of work in the
high school foreign language class often render the accommodations ineffective.

The student with learning disabilities can be low in achievement, but may or may not be
low in intelligence. There is often a discrepancy between ability and achievement, and the
discrepancy is determined by individual testing. Teaching strategies for these students include
the following: assistance with organization; giving short oral directions; using drill exercises;
giving prompt cues during student performance; breaking assignments into small parts and
assigning one part at a time; demonstration of skills; giving prompt feedback; using continuous
assessment to mark progress; preparing materials at varying levels of difficulty; decreasing the
number of items on exercises, tests, quizzes; providing more hands-on activities (Littrel, 2000).

Students with mental disabilities have sub-average intellectual functioning that may exist
in conjunction with adaptive behavior deficits. These students tend to be slower than their peers
in using memory, reasoning, and making judgments. Teaching strategies to reach these students
include the following: use of concrete examples; consistent learning activities; repetition and
drill; giving extra processing time along with hints to answers; avoiding distractions; giving
simple directions, oral and written; using hands-on activities and objective tests to compensate
for poor writing skills (Littrel, 2000).

Some strategies for students with limited proficiency in English could also be effective for
the student in special education in a foreign language class. They include the following: using a
slow but natural rate of speech; using gestures, such as pointing or nodding; using pictures and
charts; writing key words on the chalkboard (Littrel, 2000). It is important that students become
aware that mistakes and corrections are inevitable aspects of learning a language but that
perfection is not necessary for communication to take place.

Guidance, according to the specific needs of the child, can be offered appropriately when
the child is looked at as an individual who has the desire to learn. According to Tomlinson in The
Differentiated Classroom, responding to the needs of all learners can be accomplished with the
following beliefs:
• Each kid is like all others and different from all others.
• Kids need unconditional acceptance as human beings.
• Kids need to believe they can become something better than they are.
• Kids need help in living up to their dreams.
• Kids have to make their own sense of things.
• Kids often make their own sense of things more effectively and coherently when adults collaborate with them.
• Kids need action, joy, and peace.
• Kids need power over their lives and learning.
• Kids need help to develop that power and use it wisely.
• Kids need to be secure in a larger world (Tomlinson, 1999).

Emphasizing what each child can do best will ensure that child of reaching his/her potential and, quite possibly, beyond that. Learning standards in the classroom are important, but standardization of students is not (Tomlinson, 1999).

**Foreign Language Learning in Schools**

Foreign language learning in schools has been more important in other countries than it has been in the United States. “Even schools in third-world countries are more effective than U.S. schools at producing students who demonstrate foreign language proficiency. A world-class education includes foreign language learning – a subject that many U.S. schools neglect” (Met, 2001).

While mathematics and reading head the list of academic core subjects taught in schools, education could be enhanced by the study of foreign language as a core subject. Cognitive benefits of foreign language learning include the following:

Bilingual students with strong competence in both languages are more likely to be successful readers; bilingualism enhances cognitive functioning, such as metalinguistic skills and divergent thinking; study of a foreign language in the elementary grades has
been associated with higher scores on standardized measures of reading and mathematics, even for students from high-poverty backgrounds (Met, 2001). Students in special education might also benefit from foreign language learning, even if proficiency in speaking is not a major goal for them. Enhancing cognitive learning at whatever level for the student in special education could lead to an enhanced self-esteem and a desire to continue learning.

*Foreign Language and Special Education*

For many years, foreign language learning was considered appropriate for a select group of students. Parents were notified that their child was selected to take a foreign language class earlier than the course was normally offered. These students were thought of as the intellectually higher functioning and always college bound. The attitude became “elitist” (LeLoup, 1997) but, fortunately, changed over time. Educators realized that all children can learn other languages and that “they should learn foreign languages in order to be fully functional in the global society that is their future” (LeLoup, 1997).

An increasing number of students with disabilities are being educated in the general curriculum. This means that they must take a foreign language course with their non-disabled peers. Foreign language teachers are often not prepared to meet the needs of these students. While they have learned about teaching a diverse population, special education is an area where there is little preparation (LeLoup, 1997). Higher functioning students in special education will be able to take advantage of their accommodations in the foreign language classroom, and with patience and support, they are likely to succeed. The student earning an IEP Diploma or a Modified Standard Diploma is not likely to experience success, even with accommodations.

Since the implementation of IDEA, students in special education are to be granted equal access to education, regardless of their disability. The law states that every child must be educated in the least restrictive environment for that particular child (Turnbull, 2000). This means that students must be educated along with their non-disabled peers to the maximum extent
appropriate. The EMR student would be placed in the regular classroom if he/she wants to learn a foreign language since there is no special education foreign language currently being offered at Freedom High School. Core academic special education courses taught in self-contained settings include English, Social Studies, Science, and Mathematics (Program of Studies, 2004). The only option available for foreign language courses is in the general curriculum, taught by a general education teacher.

As the definition of EMR states, society can expect students with mild mental retardation to function independently as productive members of society (Beirne-Smith, 2002). It is the responsibility of educators to have a curriculum available to give them the opportunity to work to their potential. If employability skills are the focus, then a Spanish class to teach basic communication skills should be part of the curriculum to prepare students to live and work in a diverse society. The EMR student needs the advantage of a language curriculum designed specifically to meet their needs.

Special education in Mexico has taken on major importance over the years, with the emphasis being placed on educating children with disabilities in the general education classroom and in the community (Shepherd, 2002). The Mexican Department of Education has begun working with the U.S. Department of Education. As a result of this collaboration during the past six years, Mexico has recognized the rights of all children to be educated (Shepherd, 2002). The following Spanish axiom emphasizes this belief: “El camino de la vida es fácil para unos, difícil para otros, pero posible para todos.” This translates as “The path of life is easy for some, difficult for others, but possible for all” (Shepherd, 2002). This philosophy will benefit all students, regardless of level of intellectual functioning.

Importance of Learning Spanish

The demographics of the United States are changing rapidly. “Over the last ten years, the Latino population in the U.S. has grown to reach over 37 million” (Census, 2000). In a recent study where human resource managers were surveyed, there was an overwhelming need for
foreign language competency. Spanish was the language most needed, followed by other languages. It was found to be more necessary in communicating with business people in the United States rather than in foreign countries (Kordsmeier, 2000).

In rural communities, for example, the Shenandoah Valley in Virginia, the need for bilingual workers is increasing. "The poultry, printing, and fruit growing industries all employ a significant number of Hispanics and actively pursue bilingual employees" (http://shsfc.rockingham.k12.va.us/). Spanish is becoming an everyday need for much of the population. These businesses are within driving distance of Fauquier County and could be an employment option for students with basic Spanish communication skills.

The curriculum considered to be appropriate for students in special education includes courses to teach functional academic skills. Reading and math are presented at a practical level to give students the life skills necessary to function in society. Students earning IEP Diplomas or Modified Standard Diplomas need employability skills, which include effective communication. They need to develop vocational skills to be competitive in the workplace and to be prepared to work in inclusive settings (Hourcade, 2002). "By the year 2010 the workforce in the U.S. will be mostly Spanish-speaking. Speaking Spanish is a work force skill that is needed just like reading, writing, and arithmetic" (http://shsfc.rockingham.k12.va.us/). Basic communication skills in Spanish could open doors for these students and lessen the possibility of cross-cultural misunderstanding (Kordsmeier, 2000).

**Summary**

Effective communication is a goal to be considered when writing the IEP for a student, with objectives to help meet that goal. Though goals and objectives need not be subject specific, the student's course selection must be an integral part of the IEP process. Including Spanish in the coursework seems to be an appropriate step toward effective communication in the 21st century (Ochs, 2001). Students in special education earning an IEP Diploma or Modified Standard Diploma will more than likely not be the professionals of our society, yet they need to
be prepared to live and work in a diverse society, where the largest minority group is Latinoamerican. They need the skills to compete in the global job market, as do all students, regardless of the level at which they enter the market or the type of job pursued. Communication skills in Spanish will enhance the free and appropriate education of students with disabilities.
Chapter III

Methodology

Introduction

This qualitative project can be described as the development of a Spanish language course for students in special education earning an IEP or a Modified Standard Diploma. The students may or may not be labeled “Educable Mentally Retarded” (EMR). They are also referred to as having mild mental retardation. Current foreign language curricula were examined as a reference point for forming objectives. The research for this project is mostly peripheral in nature because foreign language courses for this level of education do not exist in public schools. The researcher establishes the need for a self-contained Spanish course for this population of students based on the changing demographics in the United States, specifically Virginia, and the lack of opportunity for these students to be exposed to foreign language learning in school because the current curriculum serves the higher functioning, college-bound student.

Setting

This qualitative project is prepared for Freedom High School (fictitious name) in rural Virginia. The area encompasses an expanding agricultural and business oriented community. There are employment opportunities for both blue-collar workers and professionals. Seven other counties, both rural and urban, surround the county offering additional employment possibilities within driving distance. (Many individuals with mild mental retardation obtain their driver’s permit, enabling them to get to a job site).

The students for whom the course has been designed are in grades nine through 12 and have been identified as eligible to receive special education services. This group of students will earn an IEP Diploma or a Modified Standard Diploma. Through individual testing, some have been labeled “Educable Mentally Retarded.” They are also referred to as mildly mentally
retarded. There are usually no physical differences that distinguish the EMR student from the general education student. The students have the ability to become self-sufficient and to learn academic skills through the upper elementary grades (Beirne-Smith, 2002). They will not attend college but might receive additional vocational training after graduation from high school. Many will receive on-the-job training and become valuable assets to the community in non-professional careers.

Participants in This Project

The participants in this project were the following: nine certified foreign language teachers at Freedom High School. There were five Spanish teachers, one French teacher, one Latin teacher, one German teacher, and one American Sign Language teacher. Classes they teach are offered in levels I, II, and III, Advanced Placement classes, Honors classes, and Contemporary language classes. They teach in the general education curriculum. Students with learning disabilities are eligible to participate in their classes. Students with mental retardation are legally eligible, yet there are no EMR students in the foreign language classes at Freedom High School. A rapport between the researcher and the participants had been established because they work in the same school. Permission to distribute the questionnaire was granted by the principal (See Appendix B).

The researcher prepared a questionnaire pertaining to the needs of students in special education in the foreign language curriculum (See Appendix D). There were nine questions in which the participant answered yes or no, and one question where they were asked to make a comment or comments regarding their thoughts on the subject of special education and foreign language. The teachers were given the questionnaire on October 14, 2004, to be filled out during their planning block, before school, or after school (permission granted by the principal of Freedom High School). The participants were asked to complete the questionnaire and return it to the researcher's mailbox within one week. The researcher hand delivered the questionnaire to each participant, along with a cover letter explaining the researcher's project and the
participant’s role in the project (See Appendix C), and an envelope in which to return the questionnaire to the researcher via the faculty mailroom. Names were not on the questionnaire, and teachers were assured of anonymity. Numbers were used in place of names when questionnaire results were relayed to the reader. Nine completed questionnaires were returned to the researcher by November 1, 2004. No verbal comments were made by any of the participants regarding the questionnaire.

The researcher numbered each envelope before opening it, and the completed questionnaire was given the same number. Each was read and the answers were tallied and summarized for the reader. The results of the questionnaire provided a foreign language teacher’s perspective on the needs of the students with disabilities in their classes.

_Acquisition of Resources_

The resources for this project can be found in the Central Michigan University Off-Campus Library System, in the ERIC database. Additional resources include _The School to Work Transition_ textbook, _Mental Retardation_ textbook, TPRS materials, the Program of Studies for Freedom High School, Spanish textbooks for levels I and II, various Internet sources and the current foreign language curriculum guide for the county school system. The researcher distributed and collected questionnaires from the participants. Responses were summarized and reported. A pseudonym for the high school and numbers for the participants were used to ensure security. Resources are cited throughout the project.

1. The researcher searched the ERIC database and the Internet for journal articles written between the years of 1994-2004 pertaining to the educational needs of students with mild mental retardation, the growing population of Spanish-speaking Americans, and foreign language programs or courses designed for the student with mild mental retardation.

2. The researcher used recent textbooks to find the latest teaching techniques for students in special education.
3. The Program of Studies for Freedom High School was used to explain the various diploma options for students in special education and course selections for EMR students.

4. The researcher distributed a questionnaire to the teachers in the Foreign Language Department of Freedom High School. The questions pertained to the needs of students in special education who are mainstreamed into their classes.

5. The Spanish Level I textbook was used as a reference point to obtain content information for a Spanish course.

6. Teaching Proficiency through Reading and Storytelling (TPRS) materials were used as supplemental resources for the cultural aspect of the Spanish course.

Analysis of Resources

The information for this project obtained from Central Michigan University Off Campus Library System, textbooks, Internet sources and participant questionnaires was summarized and delivered to the reader in narrative form. A Spanish course for students in special education was developed as an additional elective in the students' choice of subjects. The course is ready for implementation by a certified special education teacher with suggestions for a textbook, supplemental resources, and assessment techniques.

Project Questions

The following major question was answered as a result of this project: What foreign language curriculum meets the needs of students in special education, earning an IEP Diploma or a Modified Standard Diploma?

The two sub-questions are the following:

1. What foreign language curriculum prepares students in special education to live and work in a diverse society where the largest minority group is Latinoamerican?
2. What foreign language curriculum enhances the vocational potential of students in special education?

The literature review explains in detail the characteristics of individuals with mild mental retardation and the law that protects them educationally. Expectations are given regarding their potential to serve as contributing members of society. No information was found on teaching Spanish to the population of students who are mildly mentally retarded, or EMR. No information was found on the importance of preparing the EMR student to live and work in a diverse society where the largest minority group is Latinoamerican. There was information found on the growing Latinoamerican population in Virginia and the need for cross-cultural understanding. The Spanish course designed as a result of this project answers the major question and sub-questions and will help bridge the gap between the Latinoamerican population and the population of students with special educational needs.

Summary

The Spanish course designed as a result of this project is an elective course to be taught in a self-contained setting. It will give students in special education the opportunity to learn basic communication skills in Spanish. It will also expose them to cultural aspects of the language. An understanding of cultural differences will encourage an acceptance of differences between English-speaking Americans and Spanish-speaking Americans, preparing students to live and work in a diverse society.
Chapter IV

Product Development

Introduction

As stated in Chapter I, there is currently a need for a foreign language curriculum for high school students in special education who will earn an IEP Diploma or a Modified Standard Diploma. The students who will benefit from the curriculum have current Individualized Education Programs (IEP) and are expected to enter the work force upon graduation from high school. They will not go to college but might receive additional vocational training or on-the-job training. As a result of individual testing, they may be labeled “Educable Mentally Retarded.” This term is used to refer to students whose abilities are adequate to become self-sufficient and learn academic skills through the upper elementary grades. The individual’s score on an individual test of intelligence is approximately 55 to 70 (Beirne-Smith, 2002). This capstone project promotes the communication skills needed to live and work in a diverse society in which the largest minority group is Latinoamerican. Spanish is the foreign language of choice for this project.

The major question and sub-questions which led to the development of the Spanish course for the lower-functioning student are the following: What foreign language curriculum meets the needs of students in special education earning an IEP Diploma or a Modified Standard Diploma?

Sub-question # 1: What foreign language curriculum prepares students in special education to live and work in a diverse society where the largest minority group is Latinoamerican?

According to Virginia High School Graduation Requirements, there are three basic diploma types: Standard, Advanced Studies, and Modified Standard. The Modified Standard Diploma is an option for certain students in special education who are not likely to meet the
requirements for the higher-level diplomas. The decision to pursue this type of diploma is determined by the IEP team. An IEP Diploma is available to students in special education who do not meet the requirements of the other diploma options, and it is based on completion of IEP goals and objectives.

The only program that requires the study of a foreign language is that which leads to an Advanced Studies Diploma. The candidate for this diploma is required to take three years of one foreign language or two years each of two foreign languages. Students who pursue the Standard Diploma have the option take a foreign language to fulfill the requirement of sequential electives and to meet the entrance requirements of certain colleges. Students who are working toward a Modified Standard Diploma are eligible to take a foreign language course in the general curriculum, as are students earning an IEP Diploma, but the level and pace at which the foreign language classes are taught are not conducive to success for these students. The course of study for the IEP Diploma focuses on functional academic and practical life skills but does not include or encourage exposure to foreign languages. The foreign language curriculum currently being offered in Fauquier County Public Schools is not appropriate for students in special education earning an IEP Diploma or a Modified Standard Diploma.

**Sub-question #2: What foreign language curriculum enhances the vocational potential of students in special education?**

The foreign language course designed and described in this project is for the high school student in special education who will earn an IEP Diploma or a Modified Standard Diploma (See Appendix A). The students who are eligible to take the course may have the label “Educable Mentally Retarded” (EMR) or mildly mentally retarded. The students are not college bound because of their level of intellectual functioning. However, they are expected to become productive members of society, living and working independently. Upon completion of this course, students should be more prepared to live and work in a diverse society. The course will not count as a language credit in the general education curriculum. The goals for the Fauquier
County Public Schools foreign language program have been used as a reference point for establishing appropriate goals for the lower-functioning student in special education.

**Objectives of the Project**

This project supports the following objectives:

1. Students in special education will learn basic communication skills in Spanish.
2. Students in special education will develop a greater understanding and tolerance for cultural differences.
3. Students in special education will be more prepared to live and work in a diverse society in which the largest minority group is Latinoamerican.

**Summary of Questionnaire Results**

Nine certified teachers of foreign languages at Freedom High School were participants in this project and answered a questionnaire (Appendix D). The participants included five Spanish teachers, one French teacher, one German teacher, one Latin teacher and one American Sign Language teacher. The classes offered include levels I, II, III, IV, Advanced Placement, Honors, and Contemporary Language. They teach in the general education curriculum. Students with various disabilities are eligible to participate in the FL classes. The questions and answers are the following:

1. Are you required to use the foreign language curriculum adopted by Fauquier County public Schools?
   - All foreign language teachers at Freedom High School stated they are required to use the FL curriculum adopted by the county school system.

2. What is the average number of students you teach in a particular class?
   - Two teachers have an average of 25 students; four teachers have an average of 20 students; one teacher has an average of 23 students; one teacher has an average of 18 students; one teacher has an average of 12 students.
3. Do you have students in special education mainstreamed into your class/classes?

- The nine FL teachers at Freedom High School all have students with disabilities mainstreamed into their classes.

4. Students in special education are given certain accommodations to help them succeed in the general curriculum. As a foreign language teacher, do you feel that these accommodations actually assist these students in your class?

- Six teachers stated that accommodations help the students with disabilities succeed in their classes; two stated that accommodations do not help the students succeed; one teacher stated that accommodations sometimes help the student to succeed.

5. Do your students readily take advantage of their accommodations in order to be successful in your class?

- Three teachers stated that the students readily take advantage of their accommodations; one teacher said “only when prompted”; one said only a few out of many use their accommodations; four said their students do not use their accommodations.

6. Do you feel that students who are college bound make up the majority of your class/classes?

- The nine FL teachers at Freedom High School stated that the majority of their students are college bound.

7. Do you feel there is a place in your curriculum for the lower-functioning student in special education who wants to learn a foreign language?

- Five teachers said that there is a place for the lower-functioning student in their curriculum. One commented that if reading and writing were difficult, then a FL class would be difficult. Three do not feel there is a place for this student in their curriculum.

8. Do you feel that you could accommodate this student successfully, yet still adequately serve your other students?
• Three teachers felt that they could accommodate students with special needs in their classes and adequately serve their other students; five felt they could not accommodate the students with special needs and still serve their other students; one said it would depend on reading and writing skills.

9. Do you feel that a foreign language class should be available to lower functioning students, who are not college bound, as part of a vocational curriculum?

• Eight teachers felt that a foreign language class should be available to the lower functioning, non-college bound student as part of a vocational curriculum; one teacher does not feel that a FL class should be available to this student.

10. Please make any additional comments you might have on the subject of a language course for the lower-functioning student.

• Various comments by the participants are summarized by the following:

1. Any student who has the desire to learn a foreign language should have the opportunity to do so.

2. Separate classes may be the only way the lower functioning student could be successful, taught by a teacher endorsed in special education and the foreign language.

3. Smaller class sizes would be beneficial, which is not the norm for the beginning level classes.

4. Block scheduling (4X4) means that a year’s course is taught in one term with material presented in large amounts. This format could prove frustrating to the student who needs more time to absorb the information (See Appendix E).

Gaps in available literature on this subject combined with the questionnaire results and the current high school curriculum answer the major question and two sub-questions. The researcher did not find any information on foreign language courses designed specifically for the student with mild mental retardation. All nine of the teachers who answered the questionnaires stated that the majority of students in their classes are college-bound. While they are willing to work
with the lower-functioning students in special education, they do not feel they could adequately serve these students along with their other students. Eight of the nine teachers stated that a foreign language curriculum should be available to lower-functioning students as part of a vocational curriculum, but that separate classes might be the best way to ensure success. The current foreign language program is not appropriate for lower-functioning students.

**Target Population**

The students for whom this project is designed are lower-functioning high school students in special education. The young men and women who will benefit from taking the self-contained Spanish course will earn an IEP Diploma or a Modified Standard Diploma upon graduation from high school. The students may be labeled “Educable Mentally Retarded” (EMR) or mildly mentally retarded. Their IQ scores range from 70 to 55/50 (Hourcade, 2002). These students have abilities sufficient to become productive members of society. They can educationally achieve to a level of the upper end of the elementary grades (Beirne-Smith, 2002). They are expected to be self-sufficient as adults.

The teacher for the language course must be a certified special education teacher, according to Virginia licensure requirements. With the implementation of the No Child Left Behind Act, the teacher may be required to be endorsed in Spanish (www.ed.gov/nclb/overview/intro/guide). A working knowledge of basic communication skills in Spanish and Spanish Level I content would be necessary to teach the course. The teacher would be accountable to the principal of the high school, the FL department chair, and the Special Education Resource Specialist. An instructional assistant would be assigned to the class.
Design

- Time constraints or limitations: The self-contained Spanish course will be taught in a 90 minute block, five days per week, for one term. Students may retake the class, if desired.

- Personnel involved: A certified special education teacher with an endorsement to teach students with mental retardation; an instructional assistant assigned to the special education department

- Equipment needed: Textbook, supplemental materials, TV, VCR, CD player, overhead projector, a tape recorder, access to a copier

- Resource requirements: The county FL curriculum, supplemental TPRS materials, the course manual for “Language Appreciation”

- Staff functions: The special education teacher will meet with the FL department chair one time per week for the first 4 ½ week marking period, and throughout the term as necessary. The teacher will attend FL and special education department meetings.

- Location: The “Language Appreciation” class will be ready for implementation at Freedom High School (fictitious name) in Virginia.

- Time-frame of implementation: The course is designed for completion in one term (18 weeks) on a 4 X 4 block schedule. It may be offered each term, depending on need. Students may retake the course, if desired.

Required Resources

The Spanish course that is the result of this project must be taught by a K-12 certified special education teacher, endorsed to teach students with mental retardation. An endorsement to teach Spanish might be required as a result of the No Child Left Behind Act. The teacher must become familiar with the foreign language curriculum already in use by the county schools and
the adapted course for the students in special education. Goals and objectives of the course are suitable for the lower-functioning student and may be adjusted as necessary, depending on the needs of the students. The course can be implemented in an 18 week term (4X4 block schedule) and may be offered each term, as determined by the administration of the school. The teacher reserves the right to manipulate the course to suit the needs of the students and to repeat sections as necessary.

*Product Costs*

The course, entitled "Language Appreciation," should be taught as an elective for students in all four years of high school. It will not be a required core subject, but highly recommended as part of a vocational curriculum. The student can take the course once, or repeat it depending on need and interest. The teacher will adjust the goals and objectives to meet the needs of the students.

The instructor must be a certified special education teacher, endorsed to teach EMR students. An endorsement in Spanish might eventually be required, according to the guidelines of *No Child Left Behind*. An instructional assistant should be assigned to the class. The class should have no more than ten EMR students. The textbook used would be the book adopted by the county for Level I students, and used according to the teacher’s discretion. Goals and objectives for the course are listed in the manual (Appendix A).

Supplemental TPRS materials are also suggested. The novel, *Pobre Ana*, by Blaine Ray, is an excellent way to introduce students to Mexican culture. The vocabulary is controlled and the story line is easy to follow. The *Pobre Ana* package features the book, the book on CD, a music CD, a teacher’s guide, and the movie. The sequel to *Pobre Ana, Patricia va a California*, also by Blaine Ray, is recommended for students as they become more comfortable with the language.
Itemized Budget for Supplemental Materials

- *Pobre Ana*, class set of ten books $50.00
- *Pobre Ana* package $50.00
- *Patricia va a California*, class set of ten books $50.00
- *Patricia va a California* package $50.00
- "Singing the Basics," by Todd Hawkins $15.00
- "Singing the Basics" teacher’s guide $10.00
- Inflatable beach ball globes (five) $34.75

Total $259.75

Note: All TPRS materials are available from Blaine Ray Workshops, Inc. 3820 Amur Maple Road, Bakersfield, CA 93311 (888) 373-1920. They can be viewed on the website: BlainerayTPRS.com. The inflatable globes are available from www.globecorner.com.

*Monitoring and Evaluation Plan*

The “Language Appreciation” course will be offered to students in special education, earning an IEP Diploma or a Modified Standard Diploma. The students will be labeled as mildly mentally retarded or EMR. The teacher will keep a record of all classwork and Peso totals (participation points) for each student. Assessments will be different for each student depending on the level of the disability and educational needs. Objective tests, such as matching vocabulary words, may be used. Oral assessment will be more appropriate for certain students. Student progress toward IEP goals will be monitored according to county policy. The teacher will report on the progress of the students and give a summary of learned Spanish skills.

One of the Spanish teachers will be asked to observe the class on five occasions in order to assess the material taught and to see the course in action (the same teacher will do all observations for continuity for the students). The transition specialist and/or the employment
training teacher will consult with employers regarding the student's attitudes toward Spanish-speaking co-workers. The guidance counselor for special education will notify the researcher as to the number of students requesting the Spanish course as an elective in their choice of subjects.

Students in this program will not be in the general education SOL curriculum. Because of this, the case managing teacher will do the Virginia Alternate Assessment on each student one year prior to exiting high school, in accordance with county policy. The process involves collecting student work samples from various subject areas. Samples of work sheets, photographs of projects/posters, and student writings completed as a result of taking "Language Appreciation" will be compiled and sent to the Virginia Alternate Assessment Committee for review and grading in the area of Language Arts.

Summary

The course designed as a result of this project, "Language Appreciation," will be specifically for the students in special education who are earning and IEP Diploma or a Modified Standard Diploma. This course will give them the opportunity to learn basic communication skills in Spanish, the foreign language of choice for this project. Everyday vocabulary will be emphasized along with cultural understanding. Upon completion of the course, the student will be more prepared to live and work in a society where the largest minority group is Latinoamerican. The students for whom this course is designed must be given the opportunity to compete and to succeed in a global job market, regardless of the level at which they enter the job market. An increase in communication skills could enhance the employability of the student in special education.
Chapter V

Summary

Introduction

As stated in Chapter I, the purpose of this project was to develop a foreign language course for students in special education as part of their academic and vocational training. The course, designed for implementation in a self-contained setting, involves basic communication skills and culture orientation. The literature review explored the reasons why such a course would be useful for the special needs population in today's schools. Much of the literature was peripheral because foreign language courses for the lower-functioning student (EMR or mildly mentally retarded) are nonexistent.

The course, developed as a result of this project (See Appendix A), contributes to the academic community a foreign language course for students in special education earning an IEP Diploma or a Modified Standard Diploma. The language of choice for this project is Spanish. The foreign language program goal for the county school system was used as a reference point and revised to suit the needs of the student. The emphasis is placed on the acquisition of basic communication skills in Spanish to enhance the free and appropriate education of students in special education. Proficiency in the language is not a goal or an expectation. The result of taking the class will be preparation for living and working in a diverse society in which the largest minority group is Latinoamerican.

The questionnaire distributed to the foreign language teachers at Freedom High School (fictitious name) was used to pinpoint a need for a self-contained Spanish course for lower-functioning students. The majority of the teachers stated that a course should be available to these students but that it should be a separate class taught at a slower pace that focused on communication skills rather than reading or writing. These findings, along with gaps in literature on this subject, support the need for this project.
Discussion

As shown in the participant questionnaire results, the present foreign language curriculum at Freedom High School is not appropriate for the lower-functioning student. The pace at which the classes are taught and the large number of students in beginning level classes would most likely cause the student to fail. The majority of the participants felt that a separate course should be offered to the lower-functioning students in special education to prepare them to live and work in a diverse society (See Appendix D).

A statement from the Virginia Hispanic Chamber of Commerce indicates that the “Hispanic population is expected to double in the next ten years in Virginia” (Virginia Hispanic Chamber of Commerce, 2000). This statistic supports the need for communication between English-speaking Americans and Spanish-speaking Americans, and should not exclude those who are unable to achieve success in the current general education curriculum. The student with special learning needs deserves the opportunity to compete in a changing world and must be offered the chance to acquire the necessary skills. They have the potential to be valuable assets to the community in non-professional careers.

There are several strategies to employ when teaching students with differing abilities. In the textbook, From School to Work, Littrel lists teaching strategies for the student with mental disabilities (mild mental retardation) which include the following: repetition and drill, concrete examples, consistent learning activities, allowing extra processing time, avoiding distractions, giving simple directions, using hands-on activities and objective tests to compensate for poor writing skills. The extent to which these strategies should be utilized and individualized renders the FL class in the general curriculum inaccessible to the lower-functioning student.

Language study is an important facet of education for all students. Met, in her article “Why Language Learning Matters,” states that education could be enhanced by the study of foreign language as a core subject and that bilingualism enhances cognitive functioning. If this is true for the average student in the general curriculum, it should also be considered for the student in the
special education curriculum. The level at which the student receives the enhanced learning benefits will be unique to the student, but significant nonetheless.

Recommendations

The course, entitled “Language Appreciation,” can be taught as an elective for freshmen, sophomores, juniors or seniors in high school. It will not be a required core subject, but will be highly recommended as part of a vocational curriculum. The students can take the course once or repeat it, depending on need and interest. The teacher will adjust the goals and objectives to meet the needs of the students. The students will have the opportunity to join the Foreign Language Alliance, an extra curricular club at the high school for all foreign language classes, and they will be invited to attend the foreign language banquet at the end of the school year. They will be eligible to participate in field trips along with other Spanish classes. These activities offer participation with students in the general curriculum, which fulfills the requirement of being educated in the least restricted environment with non-disabled peers.

The instructor must be a certified special education teacher, endorsed to teach EMR students. An endorsement in Spanish might eventually be required, according to the guidelines of No Child Left Behind. The textbook used would be the book adopted by the county for Level I students, and used according to the teacher’s discretion.

The class should have no more than ten students. An instructional assistant in the special education department should be assigned to the class to assist the teacher in carrying out goals and objectives. The teacher would responsible to the administrator and to the chairpersons of the Special Education Department and the Foreign Language Department.

It is recommended that the course be listed in the special education section of the Fauquier County Program of Studies as an elective for students in grades nine through 12. The student may choose to take the class because of interest, or the IEP team may recommend it as part of a vocational program. It will be clearly stated in the course description that proficiency in the language is not required for success, but an increase in communication skills will be emphasized,
along with cultural understanding. The researcher is prepared to present to school board personnel the newly developed “Language Appreciation” course for approval for implementation.

Students who complete this course will have a basic knowledge of Spanish, a modest Spanish vocabulary, and an understanding of Spanish culture. They will be better able to compete in the job market in a society where the largest minority group is Latinoamerican. The students will be more prepared to live in a diverse society, and there will be less chance of cross-cultural misunderstanding. Proficiency in the language is not a goal, and success in the Spanish class is not dependent on language acquisition. Carefully planned lessons to teach students who are mildly retarded will be assessed on an individual basis according to the student’s ability and IEP goals.

The transition specialist for the county has the responsibility of finding suitable job training opportunities for the EMR students who participate in the employment-training program. Students who complete the “Language Appreciation” course will have more options. Many business establishments in the surrounding communities are staffed by Latinoamericans; for example, fast food restaurants, farms, nurseries, day care centers, etc. The transition specialist will be able to tell a potential employer that the student has a modest background in Spanish and an understanding of cultural differences. The students should be monitored by a job coach and the transition specialist to see if the Spanish course better prepares students to work in a diverse society. Employers should be consulted regarding student attitudes toward other employees, especially those who are Spanish. The foreign language teachers who were participants in this project will be invited to observe the “Language Appreciation” class in progress and to offer suggestions. They will not be asked to monitor student progress because they do not have backgrounds in special education.
Conclusion

Effective communication is a goal to be considered when teachers write the IEP for a student, along with objectives to help meet that goal. Though goals and objectives need not be subject specific, the student’s course selection must be an integral part of the IEP process. Including Spanish in the coursework seems to be an appropriate step toward effective communication in the 21st century (Ochs, 2001). It is my hope that the “Language Appreciation” course becomes part of the curriculum available to students in special education earning an IEP Diploma or Modified Standard Diploma. These wonderful students must be given the opportunity to use their gifts and talents to benefit themselves and society. They will not become the professionals of our society, yet they need to be prepared to live and work in a diverse society, where the largest minority group is Latinoamerican. They need the skills to compete in the global job market, as do all students, regardless of the level at which they enter the market or the type of job pursued. They have the potential to be valuable assets to their community in non-professional careers. Communication skills in Spanish will enhance the free and appropriate education of students with disabilities.
References


LANGUAGE APPRECIATION

An Elective Spanish Course for High School Students in Special Education, Earning an IEP Diploma or a Modified Standard Diploma

By

Elizabeth Fitzwilliam Day
LANGUAGE
APPRECIATION

An Elective Spanish Course for High School Students in Special Education, Earning an IEP Diploma or a Modified Standard Diploma

Contact information:

Elizabeth Fitzwilliam Day
A Letter to Teachers

Dear Special Education Teachers,

“Language Appreciation” is a course that was designed specifically for the student in special education (EMR) who will earn an IEP Diploma or a Modified Standard Diploma. It is based on the belief that foreign language learning should not begin and end with the college-bound student. The students for whom this course was written have the potential to become self-sufficient, working adults. With the appropriate education and training, they can be valuable assets to their community in non-professional careers.

The changing demographics in the United States make it necessary to look at the curriculum that is provided for students in special education. They need to acquire employability skills within their functional academic curriculum. Along with reading and math, it makes sense that basic communication skills in Spanish should also be taught. A student who completes the “Language Appreciation” course is not expected to be a Spanish-speaker, but exposure to the language could reduce the possibility of cross-cultural misunderstanding and fear of the unknown.

Students in special education need the job skills to compete in a changing world, regardless of the level at which they enter the workforce. They need the confidence to live and work in a society in which the largest minority group is Latinoamerican.

The purpose of “Language Appreciation” is to develop basic communication skills in Spanish, to expose the students to everyday vocabulary, and to foster an understanding of Spanish culture. My hope is that the students will have another avenue to travel, as they become the self-sufficient adults we want them to be.

Teach this course with enthusiasm and excitement. Enjoy the learning that will take place for individual students and know that you are helping to prepare them for the future.

Sincerely,

Elizabeth F. Day
Instructions and Suggestions

1. Become familiar with the content of the course.

2. There are worksheets to reinforce some of the learning goals (see Appendices), and websites to offer more learning options.

3. Provide students with a large envelope to store flashcards.

4. Use pesos for participation. Make several copies of the “UNO” peso sheet in one color, and the “DIEZ” peso sheet in another color (Colors can change with each marking period or to coincide with a holiday). Cut them apart and rubber band each denomination together. Give students a letter sized envelope, three hole punched, to be kept in their notebook/binder. The envelope will hold their pesos. Give students “UNO” peso for correct answers, incorrect answers when there is sincere effort, paying attention, listening, waiting their turn, etc. When students have 10 pesos, they cash them in for “DIEZ” pesos. (This is why you need many more “UNO” pesos). When students are learning their numbers in Spanish, have them count out their pesos to you in Spanish. You may give an extra one or two pesos for this effort. Each Friday, you will collect the peso envelopes, total them, and record the amount. The higher the number, the better the participation grade. Students soon realize how to earn pesos during Spanish class. Depending on how this system works in your particular class, you decide how much they will count toward a grade. My suggestion is to count participation as 50% of the grade, since this is not a language proficiency course.

Example: class of 7 students – 1 student earns 60 pesos for the week, one earns 58, two earn 47, one earns 42, one earns 37, one earns 15. The total is 306. Divide by 7. The average number of pesos is 43.7. For this group of students, the 60, 58, and 58 receive an “A”; 47 and 47 receive a “B”; 42 and 37 receive a “C”; 15 receives a “D”. This would count as ½ of the student’s grade for the marking period. Feel free to alter this to suit the needs of your students.

5. You may teach according to the way the goals are listed, or modify the order to suit the needs of your students. Spend as much time as necessary on a particular area and repeat it later in the course as needed. You are the best judge of what your students need.

6. As I stated in my introductory letter, teach this course with enthusiasm and excitement. Enjoy your students as they embark on this new adventure.
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Language Appreciation

A Self-Contained Spanish Course for Students in Special Education, Earning an IEP Diploma or a Modified Standard Diploma

Goal #1:

Students will learn basic greetings and ways of saying goodbye to fellow classmates and others.

Objectives:

➢ Students will learn three greetings and appropriate responses.

➢ Students will learn three ways of saying good-bye.

Procedure:

The following greetings are written on the board or on an overhead transparency:

“Hola” (Hello)

“¿Cómo estás?” (How are you?)

“Buenos días” (Good morning, good day)

Students are instructed to write the Spanish greetings and English translations on paper. Each day the teacher will greet the students in Spanish, and prompt them to respond appropriately. As students become comfortable with the words, they will greet each other in Spanish. Students will write each of the Spanish greetings on a separate 5 x 7, or 6 x 8 index card, with the English translation on the back of the card. They may use the cards to read the greetings until they are learned. (Note: the size of the index cards will depend on the student’s fine motor skills. Larger cards will be easier for some students to handle.)
Appropriate responses:

Hola, response- Hola (Hello)

¿Cómo estás?, response- “Muy bien, gracias” (Very well, thanks) or “Bien, gracias” (Fine, thanks) or Más o menos (More or less, so-so, not that great)

“Buenos días”, response- “Buenos días”

Follow the same procedure with the responses, as with the greetings. This will be a daily activity at the beginning and end of each class period.

Saying good-bye: The teacher will say good-bye to the students at the end of the class period. The students will respond appropriately.

“Adiós” (Good-bye), response “Adiós”

“Hasta luego” (Until later, see you later), response is the same.

“Nos vemos” (We’ll see you, see ya’), response is the same or any other good-bye phrase is appropriate.
Goal #2

Students will learn the correct pronunciation of Spanish vowels.

Objectives:

- Students will learn the vowels “A” and “O” (correct Spanish accent).
- Students will learn the vowel “E” (correct Spanish accent).
- Students will learn the vowel “I” (correct Spanish accent).
- Students will learn the vowel “U” (correct Spanish accent).

Procedure:

The following words are written on the board or overhead transparency:

taco, Pepe, and burrito

The students will be able to say these familiar words easily. In saying these words, all five of the Spanish vowel sounds are pronounced (Hawkins, 1999). The teacher says the familiar word and the class repeats it. The teacher then says a Spanish word with the same vowel sound and the students repeat it.

Example: taco – casa, gato, otra; Pepe – está, peso, gente; burrito – libro, piso, usted. Flash cards are made with the familiar word on one side and the sample words on the other.

This activity can be used with any new vocabulary word to teach pronunciation and relate to prior knowledge (See Appendix A).
Goal #3:

Students will learn vocabulary words with the letter “R” and the correct Spanish pronunciation.

Objective:

➢ Students will say the following words, pronouncing the Spanish “R”:
  pero, rojo, amarillo, martes, miércoles, and other words as they are presented.

Procedure:

Students will practice saying the following familiar words in English: Jetta, gotta, and Miata. They are told that in saying these words, they are actually duplicating the “R” sound in Spanish (Hawkins, 1999). The teacher will say one of the English words followed by a Spanish word to demonstrate the similar sound. This activity can be repeated as often as necessary to teach and re-teach the Spanish “R”, drawing on prior knowledge.
Goal # 4:

Students will learn the Spanish names for primary and secondary colors, black, brown, and white.

Objectives:

➢ Students will learn the primary colors: rojo – red, amarillo – yellow, and azul – blue

➢ Students will learn the secondary colors: anaranjado – orange, verde – green, and morado – purple

➢ Students will learn black and white: negro – black, blanco – white

➢ Students will learn brown: brown – café (el color de café – the color of coffee) and/or marrón

Procedure:

The Spanish color words and the English translations are written on the board and/or on an overhead transparency. Students will write the words on paper. They will repeat the words several times. The teacher points to various items and calls on volunteers to identify the color in Spanish. The color words will be reinforced daily for three weeks, and as often as necessary to ensure mastery. Additional activities include coloring with crayons or markers, and writing the color words with corresponding colored markers (See Appendix B).

The activity is repeated for black, white, and brown. Draw on the students’ prior knowledge by telling them that “blanco” is similar to a “blank sheet of white paper” and “café” is the color of coffee.

Students may practice the color words by playing a matching game on the computer at www.studyspanish.com. Click on “free stuff”, scroll down to “vocabulary”, scroll down to “colors”, and click on it. A list of Spanish color words and English translations comes up. Scroll down to “printer friendly page” to print the list of colors. Scroll down to “matching” and click on it. A matching game comes on the screen that requires students to match the
Spanish color word with its English translation. There is immediate reinforcement for correct answers and an opportunity to correct wrong answers. Click “new game” for additional practice (Note: this website can be used for reinforcement of many vocabulary words).

Flash cards are made with the Spanish color word written in the corresponding color.
Goal # 5:

Students will learn the Spanish names for days of the week.

Objectives:

➢ Students will identify lunes (Monday), martes (Tuesday), miércoles (Wednesday), jueves (Thursday), viernes (Friday), sábado (Saturday), and domingo (Sunday).

➢ Students will learn that the week begins with lunes, or Monday, in the Spanish calendar. They will learn that this is a difference in our cultures, not an error.

➢ Students will learn that the Spanish days of the week begin with lower case letters (another cultural difference).

Procedure:

The teacher will write the following sentences on the board:

¿Qué día es hoy? (What day is today?)

Hoy es ________________. (Today is ______________.)

Mañana es ________________. (Tomorrow is ______________.)

Students will write the sentences each day on paper. As students become comfortable with the daily activity, the teacher will ask a volunteer to fill in the blanks. This activity also teaches the upside down question mark at the beginning of a question, the question word “¿Qué?” (what), the word for today (hoy), and the word for tomorrow (mañana) (See Appendix C).
Goal # 6:

Students will learn the Spanish words for the months of the year.

Objectives:

- Students will learn enero (January), febrero (February), marzo (March), abril (April), mayo (May), junio (June), julio (July), agosto (August), septiembre (September), octubre (October), noviembre (November), diciembre (December).

- Students will learn that the Spanish months of the year begin with lower case letters, like the days of the week. This is a cultural difference, not an error.

Procedure:

Each day the students will write the date on paper. They will concentrate on learning the name for the current month. The months will be reinforced by approaching holidays / special occasions and various art activities (See Appendix D). Color words are reinforced along with the months.
Goal #7:

Students will learn the Spanish words for numbers one through twenty.

Objectives:

➢ Students will learn numbers 1-5.

➢ Students will learn numbers 6-10.

➢ Students will learn numbers 11-15.

➢ Students will learn numbers 16-20.

Procedure:

The teacher will write the numbers 1-5 on the board or overhead transparency, along with the Spanish word for the number. The students will copy these on paper. The teacher will say the Spanish number word and they will repeat it. The teacher will hold up one object, then two, etc. through five and the students will say the corresponding number in Spanish. Example: two pencils, dos lápices. Students will take turns being the teacher and call on students to say the number. This lesson will be repeated for the next set of five numbers, and so on, but only after the previous set has been learned. Numbers will be reinforced on a daily basis through various classroom activities.

Simple math equations may be used to reinforce numbers, also sharpening skills in basic addition and/or subtraction. Example: dos mas tres son cinco and cinco menos tres son dos. The math problems used do not go beyond numbers 1-10, unless the student has the skill to add and subtract double digit numbers.

Students will learn to say their phone numbers in Spanish.
Goal #8:
The students will learn weather expressions used when talking about the weather.

Objectives:

➤ Students will learn “Hace buen tiempo” (The weather is good, or nice weather).

➤ Students will learn “Hace mal tiempo” (The weather is bad, or bad weather).

➤ Students will learn “Hace sol” (It’s sunny) and “Hace calor” (It’s hot).

➤ Students will learn “Hace frio” (It’s cold) and “Hace fresco” (It’s cool).

➤ Students will learn “Hace viento” (It’s windy).

➤ Students will learn “Está nublado” (It’s cloudy).

➤ Students will learn “Hay niebla” (It’s foggy).

➤ Students will learn “Hay hielo” (It’s icy).

➤ Students will learn “Llueve” (It’s raining) and “Nieva” (It’s snowing).

Procedure:

Students will make a flash card for each weather expression. They will look for pictures depicting the weather for each card (use magazines, postcards, actual photos, etc.). The English translation will be on the back of the card. For this activity, students should use large index cards.

Each day, a student will report the weather. He/she will say the appropriate expression, using the index card to show the weather. The
cards may be used for as long as needed, and may differ depending on the student.

Students will make a poster depicting their favorite season or holiday, using pictures that depict the weather related to the poster, and activities appropriate for the weather.
Goal #9:

The students will learn the Spanish words for family, various family members, and friends.

Objectives:

➤ Students will learn “la familia” (the family).

➤ Students will learn “la madre” (the mother), “el padre” (the father), “la hermana” (the sister), “el hermano” (the brother), “la tía” (the aunt), “el tío (the uncle), “la abuela” (the grandmother), “el abuelo” (the grandfather), “la prima” (the girl cousin), “el primo” (the boy cousin).

➤ Students will learn other family members as the need arises for a particular student, such as “el sobrino” (the nephew) and “la sobrina” (the niece).

➤ Students will learn “mi amiga (my friend that is a girl) and “mi amigo” (my friend that is a boy).

➤ Students will learn “la novia” (the girlfriend) and “el novio” (the boyfriend).

Procedure:

Students will make flash cards for each family member and friends.

A poster or collage of “La familia” will be made in class by each student. The title will be “Mi familia” and drawings or pictures will be used for each family member. The suggested method it to make figures out of construction paper. The figures may be drawn and cut out, or torn for modern rough-edged look. If drawing is difficult, magazine pictures may be used to depict each family member. Actual photos may also be used. The figures will be glued onto a larger piece of paper or poster board and labeled with the correct Spanish word.
The student will explain their "la familia" project to the class. These will be displayed in the classroom.

Students will demonstrate understanding of "mi amiga" and "mi amigo" by identifying class members as such.

Students will learn that the "a" on the end of a word usually signifies feminine and the "o" usually signifies masculine. There are exceptions to this rule, but the vocabulary learned in this course will follow the rule (usually).

*examples of exceptions: la mano (the hand), el día (the day), el dentista (man dentist), and la dentista (woman dentist). Explain the exceptions as they are presented.
Goal #10:

The students will learn useful Spanish expressions for school, work, and community.

Objectives:

Students will learn three useful expressions for school. Example: “¿Puedo ir al baño?” (Can I go to the bathroom?), “Necesito ayuda” (I need help), “No entiendo” (I don’t understand)

➢ Students will learn three useful expressions for work. Example: “Ten cuidado” (Be careful), “¿Puedo le ayuda?” (Can I help you?), “¿Dónde está el jefe, la jefa?” (Where is the boss? – man or woman)

➢ Students will learn three useful expressions for the community. Example: “¿Dónde está la tienda?” (Where is the store?), “¿Cuánto cuesta?” (How much does it cost?), “Lo siento” (I’m sorry)

Procedure:

Substitutions may be made according to the needs of the students. The teacher will give a laminated sheet of paper to each student with several useful Spanish expressions and the English translations (See Appendix E). Many of the expressions are idiomatic and do not translate word for word. Students will choose expressions they feel are the most useful for them and make flash cards. These will be practiced regularly and revised according to the needs of the student.
Goal #11:

The students will identify Spain, Central America, and South America on a world map (on display in the classroom).

Objectives:

➢ Students will find Spain, Central America, and South America on a world map.

➢ Students will find Spanish-speaking regions on a globe (beach ball globe) and understand where they are located in relation to the United States.

Procedure:

Students will choose a Spanish speaking country for a report. The report will be written in English. They will draw and color the flag of the country, describe the climate, products, and one major industry common to the country. They can make a poster about the country and design a travel brochure. The Internet will be used to find information with the assistance of the teacher and the instructional assistant. The information collected can be put on a poster board or in a booklet. Report forms will be given to the students to assist in organization (See Appendix F).
Goal # 12:

The students will be exposed to culture in México by listening to the teacher read *Pobre Ana*, a short novel by Blaine Ray (TPRS, 1998).

Objectives:

➢ Students will identify at least three differences between the United States and México while they are listening to *Pobre Ana*.

➢ Students will discuss cultural differences.

Procedure:

The teacher will tell the story of *Pobre Ana* in English, making sure that the students understand the plot. The story will then be read in Spanish, stopping every few sentences for translation (students will follow along if they have the book). The *Pobre Ana* CD may be utilized to expose students to an authentic Spanish accent. The teacher will ask questions of the class, such as the following:

Is Ana really so disadvantaged?
Why does Ana want to visit México?
How are Ana and her new friends in México alike?
How does Ana feel when she returns home to California?

The class may have a discussion, led by the teacher. As students understand the story, worksheets from the *Pobre Ana* teacher’s guide may be given to the students and completed together as a class (Goldstein, 2003). An overhead transparency of the worksheets is used to assist students in answering questions. The teacher will translate all questions into English to ensure understanding.

The *Pobre Ana* movie may be shown to reinforce what has been read and discussed. Students are provided with oral and visual cues by watching the movie (Goldstein, 2003). A snack of tortilla chips and salsa during the movie will serve as cultural reinforcement and draw on prior knowledge.
Some general activities to help students understand cultural aspects of México can be used in conjunction with *Pobre Ana*. Students can do a food report, writing about a particular food in México. Foods can be brought to school for special “fiesta”, or cooked at school. Popular music from México can be played to show that English-speaking American teenagers are not alone in their love for music.
Goal #13:

The students will demonstrate what they already know of the Spanish language.

Objectives:

- Students will be asked to look around their homes for items they think are Spanish. These can include food items, clothing, toys, etc.

- Students will list restaurants in their community that have Mexican or Spanish cuisine. The telephone book and newspaper can be used as references.

- The class will take a lunch field trip to a Mexican restaurant in the community.

Procedure:

Students will be asked to bring items from home they think are Latino, for example, a can of refried beans, taco shells, a sombrero, a piñata, a stuffed animal, etc.). The items will be listed on the board to show how much Latino culture there is in our own culture. Next, the students will list the names of various Spanish or Mexican restaurants in the community. Mexican restaurants are the most prevalent in the Fauquier County and the surrounding counties. They will be researched online, if available, and the teacher and/or student volunteers will collect menus from nearby establishments. The menus will be studied and a field trip will be planned.

Students will be given a handout listing words that look like English, but are Spanish (Hawkins, 1999). The teacher will read the words with a Spanish accent to show the difference in pronunciation, and translations will be given. Words that have the same meaning in English and Spanish will be highlighted (See Appendix G).
Goal #14:

The Students will learn certain vocabulary words that are of interest to them.

➢ Students will have access to a variety of vocabulary words.

➢ Students will choose a category of words to translate for the class.

Procedure:

The students will have handouts of various categories of vocabulary words. These can be copied and given to the students all at once, or at the teacher’s discretion. The students will list the Spanish words and the English translation as shown by the picture. The vocabulary handouts can be used throughout the course (See Appendix H).
Additional materials:

TPRS materials can be used to enhance learning. The sequel to *Pobre Ana, Patricia Va a California*, can be read, depending on the level and the needs of the class. There are a variety of novels available at Blaine Ray Workshops, Inc. that are high-interest, but have controlled vocabulary to make them easier to understand. They contain aspects of Spanish culture interesting to a high school student. *¡Viva el Toro!* is a novel that takes Ana to Spain. It explains the love of bullfights, and admiration for the bull as well as for the bullfighter. This is an excellent way to show a cultural difference between Spain and the United States. The students can grow with Ana as she discovers that cultural differences are just that – differences, but that one must respect these differences.

If a particular student is ahead of the others, the novels could be used for independent study. The CDs which accompany the novels will help the student read as well as hear the proper Spanish accent.

TPRS has various music CDs available to teach basics (days, months, weather expressions, etc.) The melodies are upbeat and foster retention of some essential vocabulary (Hawkins, 1999). The TPRS materials can be found on the website (www.BlainerayTPRS.com).

Suggested Assessment Techniques:

Assessment techniques for the EMR student must be individualized. Effort is graded high, and in the case of foreign language for this student, accuracy and pronunciation are not graded. “Pesos” are given for correct answers, incorrect answers, effort, attentiveness and classwork (worksheets, etc). Rubrics can be used for projects, such as the “la familia” collage, so that students know what is expected of them for the finished product (See Appendix I).

Ten pesos can be given for homework assignments instead of a letter grade. Peso envelopes are collected on the same day each week and counted. The higher the number, the better the grade. Inattentive students soon realize how to earn pesos and how important they are to their grade. A student who has difficulty reading, writing or speaking will not be penalized, but
rewarded for sincere effort. Learning will take place at a level appropriate for each student. ("Pesos" can be made by the teacher in one color for ones and another color for tens. The colors may be changed each marking period, or according to an approaching holiday to add interest, variety and reinforcement of color words).

The "Peso" incentive:

The teacher gives "pesos" for correct answers, incorrect answers when there is sincere effort, paying attention, and attending to the task at hand. Additional pesos are given for completed homework and at the teacher's discretion. ("Pesos" are the Mexican equivalent of U.S. paper money). They can be made by the teacher in various colors, depending on need and interest. The colors may coincide with a season or a holiday at the teacher's discretion (See Appendix J).
References


