ABSTRACT

INTRODUCTION

The State of New Jersey has mandated all students, including special needs students to study two years of a world language. This requirement has subjected all world language teachers to teach students including those with special needs.

PROBLEM

Foreign language teachers need alternative techniques/strategies in order to teach special needs students, since their educational training is not specialized in this area. The researcher is developing a manual to give world language teachers a variety of pedagogical classroom strategies to achieve their instructional goal for all students. The manual written by the researcher addresses the following questions: 1. What teaching techniques/strategies facilitate the success of special need students’ second language acquisition of a world language? 2. What teaching instruments used improve the vocabulary proficiency acquired? 3. What classroom activities reinforcement the lessons being taught? 4. What classroom environment enriches the acquisition of the world language? and 5. What modified instructional assessments determined the level of proficiency acquired?

OBJECTIVE

The objective of the manual is to show alternative teaching techniques/strategies that enable teachers to successfully teach special needs students a world language.
BENEFITS

The implementation of the teaching techniques/strategies described in the manual enable special needs students the acquisition of the world language. The manual demonstrates that special need students learned to conduct basic conversations in a world language.
RESOURCE MANUAL FOR TEACHERS OF SPECIAL NEEDS STUDENTS TO SUCCEED IN THE TEACHING OF A SECOND LANGUAGE (WORLD LANGUAGE)

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Dedication

I dedicate this manual to my family (Agustin my father, who is looking down from heaven, Antonia my mother, Enrique, Anibal, Agustin Jr. my brothers, Raquel my sister, my nieces and nephews, and my in-laws) who supported my decision to continue my education.

Thank You!
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Introduction

Frequently, educators feel that special needs students should not be placed in world language classes considering their individual learning deficiencies in the language arts. Special needs students have the ability to learn a world language when their learning disabilities are considered. The curriculum requires certain modifications to adapt to students being taught, especially those with special needs. The teachers delivering the material need to alter their teaching techniques to enable all students, including special needs students, to comprehend the lessons and successfully pass the course. By effectively making these changes, the results are positive.

The State of New Jersey has approved a change in its High School Proficiency Test effective in the year 2004, which will include a world language component. This test will be given to all students including special needs students. Beginning with the graduating class of 2005, all students will be required to take and pass two years of a world language.

By using the techniques and modifications included in this manual special needs students can conduct basic Spanish (world language) conversations with others students including native speakers. These conversations express greetings, goodbyes, self-introduction, state of being, physical descriptions (including appearances and nationality), likes and dislikes, family members descriptions, items found in the home and favorite rooms, seasons and the climate, telling time, usage of verbs in the present tense to express their daily activities, their hobbies, their favorite foods, and their favorite clothing.
Nature and Purpose of the Manual

In the State of New Jersey, students with such classifications as Specific Learning Disability (SLD), Attention Deficit Disorder (ADD) or auditory impaired usually are mainstreamed in average academic courses. Their schedules lack the enrichment of classes not required for graduation; therefore, the standard special needs curriculum covers only the basic academic curriculum. Few special needs students have the opportunity to attend a vocational school, but the others are not given the same opportunity to receive a diverse education as regular education students. The school systems wish to treat special needs students equally and fairly, but at the same time, these young individuals have special or different needs. If special needs students do not receive a well-rounded education, they will not have the same options for future success.

Statement of the Problem

Special needs students often do not have the opportunity to study a world language in a secondary school because some teachers may be reluctant to modify their teaching techniques for students with specific learning disabilities. These students are placed in courses that lack motivational interest. The enrollment of special needs students into a world language course gives them an opportunity to expand their educational experiences and learn a global culture.

Purpose of the Manual

The researcher shows that special needs students learn to appreciate and speak a world language. The teaching techniques outlined in this manual show educators who are not convinced that special needs students can learn a world language. The techniques described can be adapted to the various learning disabilities of special needs students.
Questions Answered

The following questions are addressed in the manual.

1. What different or modified teaching techniques enable teachers to instruct special needs students to learn to speak a world language (specifically Spanish)?

2. What teaching instruments, for example manipulative, enable special needs students to retain more vocabulary?

3. What classroom activities, such as cooperative learning, and role-playing, enable special needs students to learn a world language (specifically Spanish language)?

4. What learning environments enable special needs students to learn a world language (specifically Spanish)?

5. What modified instructional assessments determine the level of proficiency acquired by the special needs students?

Methodology

This manual describes teaching techniques implemented to teach the Spanish language to special needs students. The teaching techniques have been implemented and used during a two-year period. The techniques were used in two discreet classes that included students with special learning disabilities during the school year of 1999-2000 and 2000-2001. The teaching techniques included repetition, picture associations, role-playing, translation drills and/or cooperative group learning exercises. Special needs students had the opportunity to converse with native Spanish speakers to practice the language learned.
Delineation of the Manual

The manual considered the students various different learning disabilities, ages, gender, and class size. These variables affect the level of proficiency acquired by the special needs student.

Importance of the Manual

The teaching techniques included in this manual demonstrate that special needs students can learn a world language in addition to reading, writing and arithmetic. These implementations enriched their curriculum and enhanced the special needs students’ self esteem with their knowledge of the language.

Definition of Terms

1. Learning disability - a disorder that affects peoples’ ability to either interpret what they see and hear to link information from different parts of the brain (National Institute of Mental health. 1992).

Types of learning disabilities:

- Developmental speech and language disorders
  a. Developmental articulation disorder
  b. Developmental expressive language disorder
  c. Developmental receptive language disorder

- Academic skills disorder
  a. Developmental reading disorder
  b. Developmental writing disorder
  c. Developmental arithmetic disorder

- Developmental reading disorder
2. **IEP - Individual Education Plan (Program)** - The IEP shall be developed in a meeting according to N.J.A.C. 6A: 14-2.3 (I) 2. The speech-language specialist shall be considered the child study team member, the individual who can interpret the instructional implications of evaluation results and the service provider at the IEP meeting. The speech-language specialist shall not serve also as the agency representative at the IEP meeting. A meeting to develop the IEP shall be held within 30 calendar days of a determination that a student is eligible for special education and related services or eligible for speech language services. An IEP shall be in effect before special education and related services are provided to a student with a disability and such IEP shall be implemented as soon as possible following the IEP meeting (N.J.A.C. 6A: 14-3.7).

3. **Section 504** - Title 5 of the Rehabilitation Act of 1974 mandates access to services and commands the attention of all in higher education and that "no otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to
discrimination under any program or activity provided by any institution receiving federal financial assistance. "Furthermore, section 504 stipulates that such an institution "shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discrimination, on the basis of handicap, against a qualified handicapped applicant or student." Institutions must provide methods of instruction and testing that do not magnify a student's disability but ensure that evaluation represents a student's achievement instead of simply reflecting the student's disability (Moore, 1995).

4. ADD - Attention Deficit Disorder - a syndrome characterized by serious and persistent difficulties in attention span, impulse control and sometimes hyperactivity (ERIC Digest, 1998).

5. LD - Learning Disability - neurological disorder in origin, impedes a person's ability to store, process, and/or produce information. Learning disabilities can affect one's ability to read, write, speak, or compute math, and can impair socialization skills (National Center for Learning Disabilities Inc. 1999).

6. SLD - Specific learning Disability - perceptually impaired and means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations (N.J.A.C. 6A: 14-3.528).
Scope and Delimitations of the Manual

This manual demonstrates the teaching techniques that enable special needs students to learn a world language. The following delimitations should be noted:

1. The students were classified as special needs students.
2. The Researcher is a Spanish teacher.
3. The course that implemented the teaching techniques is called Spanish Communication.
4. This manual is not intended for anyone to become a fluent Spanish speaker.
5. This manual does not focus on behavior problems encountered.
6. This manual can be adapted to any class size.
7. The teaching techniques were used on two different classes.
8. The students' ability to read, write or compute will not affect the manual.
9. The guidance counselors and the school's social workers selected the students.
10. The class meets five days a week for 46 minutes each day.
Chapter 2

Literature Review

Teaching techniques and modifications of the current Spanish or world language curriculum enable special needs students to master basic communication skills in the study of Spanish as a world language. The State of New Jersey has cited studies done by Gahala (1993) and Heining – Boynton (1994) that reported that effective teaching techniques that emphasize more than one modality enable students to experience success as language learners. Numerous research studies relate the importance of teaching world languages to special needs students. These cases reflect the various results based on the teaching of special needs students.

Research in Favor of Teaching Special Needs Students

A case study done by Arries (1999a) indicated that different instructional strategies and faculty awareness in collaboration with the administration were needed in order to facilitate the learning of a world language. This research concluded that successful strategies were the key to addressing the teaching of all students, especially special needs students. The findings were based on students' surveys that addressed the disabilities of all special needs students. He recommends institutions and teachers to: (1) enhance phonological processing, (2) facilitate learning memory, (3) reduce anxiety and (4) reduce distractions. By taking into account all these recommendations, special needs students would have an incentive toward the learning process of a world language.

Richard L. Sparks et al., (1998) with several different colleagues, have done numerous research cases studies involving special needs students. They analyzed the issue of special need students' taking a world language in colleges or replacing this
requirement with other courses. Sparks et al., (1998) did not find any significant
difference between teaching identified learning disabled students and those not identified.
The results from the test given to the two groups in the reading, writing, speaking, and
listening components of the Foreign Language Aptitude Test did not find any significant
difference between the groups.

Sparks and Javorsky (1999a) conducted two case studies. The first study
compared and analyzed the demographic profiles, foreign language grades and
standardized test results of students with learning disabilities that received permission to
substitute courses for the world language requirement. The results were compared
quantitatively based on the scores from the standardized test administered. The majority
of the tests did not show any significant difference. Differences were found in the
following test and test sections: (1) IQ achievement test, (2) SAT verbal section, and (3)
high school world language GPAs. The second quantitative research reported by Sparks
and Javorsky compared and analyzed the demographic profile, world language grade,
college GPAs, and standardized test. They used the *chi-square* and the ANOVA
procedures to determine their outcomes. The results indicated differences in the students’
reading, writing language, mathematics and spelling scores. Based on the results, these
researchers feel that IQ achievement test and classifications should not be used as a
criteria in predicting if a student with learning disability will experience difficulty in a
world language course or might be eligible for or benefit from instructional
accommodations and other special services.

Richard Sparks, Lois Philips, Leonore Ganschow, and James Javorsky (1999b)
conducted two additional cases studies involving students classified with learning
disabilities and the college world language requirements. The first study compared the
cognitive, academic achievements and demographic profiles of two groups of students
with learning disabilities. This case did not show any significant difference in the
reading, mathematics, written language, American College Testing score and graduating
grade point average when the IQ was used as a covariate. The second study used
classified students with learning disabilities who substituted other courses for the world
language college requirement. The testing measures were the same for the second case
study with the exception that they included the Modern Language Aptitude Test. They
used quantitative measures to evaluate their results. They also used \textit{chi-square} and the \textit{t}
test as comparisons. The results again did not show any significant difference.

Plass, Chun, Mayer, and Leutner (1998) researched the usage of visual and verbal
learning preferences in a second language multimedia-learning environment. These
researchers analyzed the selecting, organizing and integration of visual and verbal
information for illustration and text coverage in the classroom. The results indicated that
students excelled in the topic being taught when they used the learning aid they preferred.
The students who were able to use visual and verbal reinforcements excelled. The
students that relied on visual reinforcements and used them excelled in the course, and
same results occurred with students using only verbal reinforcements.

The State of New Jersey Department of Education is currently changing the state
proficiency exams to include a world language component. This item is scheduled to be
field tested in the year 2002 to fourth graders. The State of New Jersey feels that all
students, including special needs students, should be given the opportunity to learn a
world language. Their research has indicated that all students can benefit from learning another language and culture.

Fuch & Fuch (1998) studied the adaptation of instruction to include students with learning disabilities. The purpose of the study was to provide specialized adaptations for academic courses to include special needs students. Using the curriculum-based measurements, weekly assessments, students’ feedback, teacher reports, and peer assisted learning strategies, the research was done. The following results were noted: (1) general education classrooms are not a setting with expected adequate levels of routine to meet students with learning problems, (2) standard enhanced level of routine adaptation with a curriculum-based measure and reorganized classroom structure do not address special needs students, and (3) reorganization enables effective means of enhancing the responsiveness of unidentified low achievers. Fuchs & Fuchs primary concern targeted the learning environment for all students, including students with learning disabilities.

Research Against Teaching Special Needs Students

Shaw (1999) conducted a similar case study to Sparks. He based the research on whether students with learning disabilities should substitute the college world language requirement with other course. Shaw covered the following issues: (1) Are there individuals with learning disabilities who cannot learn a world language? and (2) Do colleges really have to enforce a world language requirement in the liberal education degrees? The results indicated that students should be allowed to take courses in which they can succeed and from which they can learn most of the skills and knowledge that are the objectives of world language study (p. 325).
Hagborg (1999) studied high school students with learning disabilities. The study focused on Scholastic Competence subgroups. The purpose of this study measured higher internal level for positive academic outcomes and higher self worth. The researcher used several testing measures: teacher rating scale, self-perception profile for adolescents, intellectual achievement responsibility questionnaires, school attitude, and lie scale. The comparisons of the results used the MANOVA measures. The final results indicated differences in groups and gender. The girls showed significant difference on the romantic appeal subscale. The remaining results did not show any significant difference. Hagborg recommends that schools’ personnel, parents and students with learning disabilities should not assume that low academic self-concept is an inevitable consequence of a learning disability (p. 9).

Wright (1999) studied the attitudes of students toward the French language and culture. Her findings indicated noticeable attitude differences according to gender and school type. The study took into account the inside and outside schools’ influences that affect a person’s perception of any particular topic. The researcher collected questionnaires that addressed the issue of learning French. The end results indicated that gender is the strongest overall predictor of attitudes. The girls primarily gave positive answers to the questions and the boys had negative attitudes toward the French language and culture.

Simmons, Kameenui and Chard (1998) conducted a study to examine teachers’ attitudes toward outside and inside learner variables and explore their perceptions of quality of instruction and instructional efficacy in context of an actual language lesson (p. 12). The teachers were given separate rating factor, where they had to rate the
instructional lessons from commercial programs and assess instructional efficacy linked to particular instructional lessons. The results indicated the following: (1) teachers influence the learner and instructional variables on the achievement level of students with learning disabilities, (2) teachers perceived commercial language programs adequate and (3) practice with teachers’ modifications examine the correspondence between teachers’ rating and their proposed lesson modification. The teachers considered the learners as central and fundamental to learning (p. 15).

Some colleges in the United States require their students to take a world language. Those students identified with specific learning disabilities are given waivers or other choices in order to fulfil this requirement. Moore (1995) indicated that according to Section 504 and The Americans with Disability Act, all students are entitled to learn a world language. The law requires institutions to make the necessary accommodations in order to address the learning disabilities of special needs students.

**Summary of Research Review**

The cases done by Sparks’ et al. showed that special needs students should take a world language. Educational institutions should make the appropriate accommodations necessary in their world language departments to enhance the learning for all students, including special needs students. Special needs students should be given the same standards as regular students in educational institutions. Follow up studies should be done with those special needs students who do not take waivers in the academic requirements and successfully complete the course. Their outcomes would lead to further evaluations by the educational institutions that allow special needs students to take replacements courses instead.
The study done by Arries (1999a) involved special needs students taking Spanish in college. These students received the opportunity to express their concerns and their needs in the surveys that they completed. Based upon the information collected from the surveys, Arries (1999) determined that modified changes made by teachers or institutions would allow all students including special needs students' affective instruction of a world language.

Sparks et al. (1998), on the other hand, tested special needs students. They had a control group that was identified with learning disabilities and another that was not identified. The test results were similar, which gave them the indication that special needs students can learn a world language in the same educational environment as non-classified students.

Sparks’ et al. (1999a) researched several possibilities of incorporating special needs students in the world language college requirements. Their results were similar every time. Special needs students should take a world language and the institutions should make the appropriate changes to teach them.

Fuch & Fuch (1998) and Plass et al., (1998) studied manipulatives that enhance the learning process especially for special needs students. These features allowed all students to benefit from the enrichment of the course. They agreed that every student has a particular method of learning that needs to be addressed. Upon implementation of these methods, the learning process becomes easier not only for the learners but also for the instructor.

Simmons et al. (1998) and Wright (1999) examined the students' and teachers' attitudes that influence in the learning process. These researchers concluded that
attitudes are molded depending on the inside or outside school factors. Teachers as well as students think and act according to influences that surround them. These attitudes can either produce a positive or negative outcome in reference to the lesson being taught or learned. All students, regardless of their learning abilities, are influenced by their surroundings.

These research cases were different but their objectives were similar. They primarily addressed the issue that involved teaching special needs students a world language. The issue still remains: Should students identified with learning disabilities or special needs be taught or exempt from taking a world language?
Chapter 3

Methodology

Procedure of the Manual

This manual focuses on the teaching of Spanish to special needs students. The activities listed were used during a period of two years. The researcher demonstrates that special needs students or classified students can be taught successfully to speak and to comprehend the Spanish language. The information gathered in this manual intends to list the teaching techniques necessary to teach special needs students, the manipulative necessary to enrich the learning process, and the changes teachers need to make in their daily lesson plans.

Teaching Techniques

The researcher accumulated and analyzed the teaching techniques used in two classes that include only special needs students. This manual is based upon techniques used with two different groups of students in a world language course called Conversational Spanish, which meet five days a week for 46 minutes a day. The manual addresses the evaluation of the students' response and ability to communicate in Spanish.

Student Population

The students who received instruction using the techniques described in this manual attended Hillside High School in the Hillside School District. All students were classified as special needs students by the school's child study team. There were 11 students (six males and five females) enrolled in the course the first year and 17 (six males and eleven females) in the second year. Their ages ranged from 14 to 19. Each
class had students from different academic grade levels, which covers ninth through twelfth.

The manual includes pedagogical activities. The researcher taught the conversational Spanish course to students identified or classified as high school special needs students. The teaching techniques were utilized during the academic school years of 1999-2000 through 2000-2001. The students who received instruction using the techniques were special needs students selected by the school counselors and the school social workers. These special needs students had various specific learning disabilities including auditory impaired to attention deficit disorder. Oral and written instruments (See Appendixes B and C) were used to evaluate the students’ performance, knowledge, and comprehension of the Spanish language.

**Instrumentation**

Special needs students enrolled in the class were identified by the school social workers. The researcher recorded each student’s limitations, vital information for planning techniques necessary to implement the teaching instruction. The students received books and materials used in average Spanish communication classes. Each week the students received supplemental handouts (See Appendix A), and teacher designed quizzes (See Appendix B), and tests (See Appendix C) based upon the material covered by the researcher. In addition to these tests, the students took mid-term (See Appendix D) and final exams (See Appendix E) created by the researcher. These tests included listening, speaking, reading, and writing components. The students had to do classroom projects such as Spanish cultural arts and crafts, oral dialogues or conversations with their peers, self-informative presentation, etc.
Field, Laboratory, or Classroom Procedures

The researcher began each day with a review and focus of the lessons taught the previous day. The researcher designed anticipatory activities (See Sub-question #4) to focus on the previous lesson that took place. Each class period lasted 46 minutes a day five days a week. Within this time, the researcher provided verbal drills for students to repeat as a reinforcement of the previous lesson. The students received supplement handouts (See Appendix A) as reinforcements of the lessons. The books and supplies used keep the students’ attention and focus on the lesson. Each lesson included a listening, writing, speaking, and reading component. The teacher written tests (See Appendix C) have various sections acknowledging the various learning styles and limited disabilities.

Data Collection Method

The tests and quizzes given weekly were evaluated. The assessment instrument measured the amount of vocabulary and communicative knowledge the individual student retained. The instruments evaluated the percentage of information the students had retained from the lesson taught. It informed the researcher what sections of the lesson needed additional reinforcement or readdressed in the following lessons. Each test or quiz included listening, speaking, reading, and writing sections. This information gave the researcher the knowledge of the performance of each student.

Rational for the Manual

The purpose of this manual is to answers the question: “What different or modified teaching techniques enable teachers to teach special needs students Spanish or a world language?” The tests or quizzes given enable the teacher to rethink methods of
delivering the lesson. If the students do poorly on these test or quizzes, then the lesson needs to be approached in a different way. If students do well on these tests or quizzes, then these methods of teaching need to be noted for further lessons. This enables the educator of Spanish or of any world language to change his or her techniques if it is necessary. Teachers should adapt his or her instructional techniques to accommodate the needs of all students.

**Information About the Participants**

The participants are special needs students classified by the child study team. Their classifications vary depending on their learning disability limitations. These students have reading levels that range from first to eleventh grade. The students Individual Evaluation Plan (IEP) reflect their learning disability. The plans address and explain each participant’s learning disability and limitations.

**Limitations of the Manual**

This manual has limitations depending on the special needs students that are assigned to the class. Students come with their own attitudes and specific learning disabilities for which the researcher has to make accommodations.

**Methods used in the Manual**

The data collected enabled the researcher to supply additional information to educators on methods and techniques necessary to successfully teach special needs students. The interpretation of the outcomes cover the bases of effective teaching techniques implemented in the classroom addressing special needs students.
RESOURCE MANUAL FOR
TEACHERS OF SPECIAL NEEDS
STUDENTS TO SUCCEED IN THE
TEACHING OF A SECOND
LANGUAGE
Chapter 4

The Manual

As stated in Chapter 1, instructors teaching a world language need to alter or implement their teaching techniques to enable all students, including special needs students, to comprehend the lessons and successfully pass the course. This chapter addresses the five questions previously stated with the objective to give world language teachers alternative teaching techniques that he or she can implement in their daily instruction.

World language instructors need to address all multiple levels of intelligence in teaching a lesson. By doing so, those students that do not comprehend the lesson being taught in one form or style will be able to grasp the lesson in another. The eight multiple levels of intelligence that should be considered by instructors when preparing their lesson plans include: (1) linguistic (the capacity to use words effectively), (2) logical-mathematical (the capacity to use numbers effectively), (3) spatial (the ability to perceive the visual-spatial world accurately), (4) bodily-kinesthetic (expertise in using one’s body to express ideas and feelings), (5) musical (the capacity to perceive, discriminate, transform, and express musical form), (6) interpersonal (the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people), (7) intrapersonal (self-knowledge and the ability to act adaptively on the basis of that knowledge), and (8) naturalist (expertise in the recognition and classification of the numerous species of an individual’s environment) (Armstrong, 2000 pg.2).

In the following pages, techniques will be explained incorporating the eight levels of intelligence. Special needs student come into a classroom with different learning
abilities and intelligences. World language instructors can incorporate different techniques that will address most intelligence levels of learning. These techniques will allow special needs students to successfully learn the world language.

**Pre-instruction considerations**

In preparation for any goal or objective the instructors inform special needs students of their responsibilities for acquiring a world language. These instructors need to consider certain factors that will alter the learning process. Certain factors and considerations include the following:

- Special needs students have to be told what the instructors expect from them.
- Instructors should explain the objectives for the duration of the course. The daily objectives explained to the class evolve around the yearly goals.
- Every student is required to have the necessary instruments necessary for the learning process to take place. This includes books, notebooks, pens, pencil, etc. The purpose of maintaining a notebook allows them to write the vocabulary words and or exercises done in class for further reference and reinforcement.
- Special needs students are instructed to study their lesson daily at home for further reinforcement.
- Instructors should not be critical about the students’ pronunciation at the beginning of teaching the world language. Pronunciations improve with the reinforcement activities.
- Special needs students have a tendency of putting themselves down with the philosophy that they cannot learn anything.
• Instructors have to reassure these students that learning a world language does not happen in one day and that pronunciation comes with practice.

• Instructors should familiarize themselves with the students' Individual Educational Plans (IEP) in order to adapt the lessons accordingly. These plans inform the instructors of the various learning styles and abilities of the students.

Sub-question #1

What teaching techniques facilitate the success of special needs students' second language acquisition of a world language?

The various techniques incorporated into teaching a world language depend on the lesson being taught. Special needs students require lessons to be comprehensive and purposeful. The students require awareness of the daily instructional objectives. By doing so, special needs students participate actively in class.

Instruction #1

When presenting a lesson for special needs students, consider their desire to see what they are learning. The writing aspect of a lesson is essential.

• Write the vocabulary words with the appropriate translation on the board.

• The students, in turn, write the vocabulary words into their notebooks.

• Begin to teach the lesson by having the students repeat the vocabulary presented in the lesson.

• Continue the repetition process by translating between the language being taught and their primary language.

• Call on each student individually to translate a vocabulary word or phrase depending on the lesson.
Example:  
la casa - the house
la familia - the family
la escuela - the school

**Instruction #2**

The following day or on the same day

- List the vocabulary words on the board but without the translation.
- Begin the lesson with repetition of the vocabulary words to reinforce pronunciation.
- Reinforce the acquisition of the world language by having the students translate between the two languages.
- Once again the oral reinforcement is done as a class exercise and then the focus is directed on each individual student.

Example:  
la casa
la familia
la escuela

**Instruction #3**

The vocabulary words have to be reinforced with usage. Special needs students require knowledge of the purpose behind each lesson. By using questions, the special needs students can use the vocabulary words learned. Special needs students comprehend simple questions and statements instead of learning sets of words without
meaning. The incorporation of the questions allows the students' continual repetition and reinforcement of the lesson with meaning and purpose.

- Write questions on the board with the translations so that special needs students can interject the vocabulary words learned. [The questions have to pertain to the vocabulary being reinforced.]

  Example: ¿Adónde está la familia? Where is your family?
  ¿Adónde vives? Where do you live?

- Drill the questions by reading the complete phrase and having the students repeat.

- Write on the board the correct sentence structure to answer the question. [The statement should have a blank space so that the students can interject a vocabulary word from the lesson.]

  Example: La familia está _________. The family is _________.
  Yo vivo en _________. I live in _________.

- The questions used depend on the vocabulary being reinforced.

- Use the written and oral process in presenting the questions to the class.

- Teach the questions and answers to the class.

- Then, the questions are asked for each individual student to answer.

**Instruction #4**

The instructors conduct a class activity where the class responds together.

- Ask each student to answer the question using the vocabulary word.

- Once every student has answered the question, the students can now ask each other the question.
• The question and answer process will represent the formation of a chain.

• The first student will ask the second student in the chain the question posted by the instructor or the lesson.

• The second student will answer the question asked by the first student.

• The second student will ask the third student the same question.

• The third student will answer the question asked by the second student.

• This process continues until the last student asks the first student to answer the question.

• The process ends when every student in the classroom has had the opportunity to ask and respond to the same question.

Instruction #5

Another technique to get the students involved in vocabulary reinforcement refers to making presentations. The instructors decide whether one or more students will do the presentation. The following instruction refers to setting up presentations between sets of two students.

• Every student is paired with another student. [If a student remains without a partner, then the presentation can be done with three students or the instructor can work with the remaining student.]

• The pairing process depends on the instructors. [Instructors are advised to have the students' randomly pick numbers or accept numbers given by the instructors. Instructors can either do this or use another form of selection if they do not wish to have the same students working with each other continuously.]
• This variety allows the students to either cooperatively work together, work individually, or work as a class. [The advantage of having students work together improves their interest in the world language. The classroom environment adjusts to the interaction between the students.]
• Students help each other in the pronunciations or any other concept they have not understood from the instructors.
• Inform the students about which topic or questions and answers they should converse or dialogue.

Example: Tema (Topic) – Descripción de tres miembros de la familia
(description of three family members), y (and) usando adjetivos
(using adjectives).

• Once the instructors have given the specifics of the presentation, the students need time to prepare. Students need approximately 15 to 20 minutes to decide what questions to use, what family members to describe and what adjectives to use.
• The duration of the presentation depends on the objectives set forth by the instructors. Each group of special needs students can make the verbal presentations with a time limit of three to five minutes.
• Once the presentations are completed, instructors can ask questions pertaining to the descriptions made.

Example: Suggestion of possible questions the instructors can ask pertaining to family member descriptions.

¿Cómo es la madre? What characteristics do you know about the mother?
¿Cómo es el padre?  What characteristics do you know about the father?

- Students will respond with the adjectives they heard in the presentation.

**Instruction #6**

Using simple melodies can further reinforce the lesson. For example, the words to the happy birthday melody can be replaced with any simple sentence containing the same amount of syllables for instance “La familia es feliz.” Special needs students will enjoy singing the song because of their familiarity with the tune and the opportunity to use the vocabulary words.

Example:  
La chica es feliz.  
The girl is happy.

El chico es feliz.  
The boy is happy.

Los chicos son felices.  
The kids are happy.

La familia es feliz.  
The family is happy.

- As the students are singing the tune, they can be pointing to the objects to which they are referring.

The above phrases reinforce the family members, the verb *to be*, and the adjective *happy*. Similar phrases can be replaced to reinforce the lessons being taught by the instructors.

**Instruction #7**

Picture association reinforces the vocabulary words. If the lesson involves teaching vocabulary words related to the family, the students can draw pictures of their own family. In this manner, the vocabulary words become part of their lives. The association helps them remember or retain the vocabulary longer.

- Cut out pictures from any newspaper or magazine and label the items identified.
• The picture is first presented with the labels identifying the vocabulary words with the translation.

• Students write the vocabulary words into their notebook.

Example:
- La familia – the family
- Los miembros de la familia – the members of the family
- La madre – the mother
- El padre – the father
- Los padres – the parents
- La esposa – the wife
- El esposo – the husband
- Los esposos – the couple or the husband and wife

• Conduct an oral lesson on the vocabulary. Students repeat after the instructor for pronunciation reinforcement. [The drill encompasses the usage of both languages so that the students learn the new vocabulary and the translation.]

• Then, the same picture can be presented without the vocabulary words so that the students can identify the vocabulary words learned in the previous lesson.

Example:
- La familia
- Los miembros de la familia
- La madre
- El padre
- Los padres
- La esposa
- El esposo
- Los esposos
Students see the vocabulary words being taught, which will help the visual learners to remember the vocabulary with ease.

Sub-question #2

What teaching instruments improve the vocabulary proficiency acquisition?

As mentioned in Sub-question #1 in instruction #7, picture associations enable the special needs students to remember the vocabulary. Special needs students who learn by seeing or who are visual learners understand the vocabulary with facilitation. These students make the connection between the word and the item for longer recall.

Teaching Instrument #1

Example#1

The photo to the left indicates a young man-playing hockey. This picture or drawing can be used to teach vocabulary words associated to sports or actions verbs that describe the actions. For example:

Nouns  El deporte – the sport
       El hockey – the hockey
       El equipo – the team

Verbs  Correr – to run
       Jugar – to play
       Anotar – to score
Example #2

The picture to the left is a drawing of a young lady dancing. This picture can reinforce vocabulary words pertaining to music, dancing, clothing and action verbs used to described the many actions of these topics. For example:

Nouns El baile – the dance
   El vestido – the dress
   La musica – the music

Verbs Bailar – to dance
   Hacer ejercicio – to do exercise
   Practicar – to practice

The pictures used could be drawn by the students or cut out of magazines or newspapers. When the students draw their own pictures, they use familiar items. The association becomes greater and the vocabulary is learned more quickly.

Teaching Instrument #2

Collages help reinforce the vocabulary. Instructors explain the purpose of making the collages. The students will focus on the vocabulary words they have learned while they cut out the picture needed to make the collage. These posters are fun to make and special needs students enjoy making them.

Instructions

- Instructors supply magazines, newspapers, construction paper, glue, crayons, markers, scissors, etc. [These are a few of the essential supplies necessary to complete the project.]
- Students find and cut out pictures pertaining to the topic at hand.
- As the students cut out the pictures, advise them to think about a theme in order to title the collage.
• Students use construction paper or any paper available and paste the pictures. The pictures are placed together in any design the students wish to organize the display.

• The pictures put together should be related to the same topic.

• Upon completion of the collages, the students do oral presentations to the class. [The presentations enable the students to express their knowledge about the topic using the vocabulary learned.]

• Students will present their collages reinforcing the vocabulary words and topic they have chosen.

**Presentation guidelines**

• First, have students describe their collage by identifying the vocabulary words located in the picture in the world language.

• Secondly, have students reinforce the vocabulary words found in the collage. [This gives each student the opportunity to reinforce the vocabulary words and have ownership over the work.]

• Each student can do a quick vocabulary lesson by pointing to the items found in the collage and allowing the students in the class to say the vocabulary word in the world language.

• The pictures to follow represent the items found in a home. [They can be placed together on the same paper. The students will reinforce the vocabulary words pertaining to their pictures.]
Example of the vocabulary words:

La plancha (the iron), el cuchillo (the knife), el plato (the plate), el tenedor (the fork), la cuchara (the spoon), el pastel (the pastry), la taza (the cup), la butaca (the arm chair), el cuadro (the picture), la lampara (the lamp), and el reloj (the clock).

These pictures reinforce vocabulary words pertaining to items found in the house. Instructors could include a lesson regarding definite articles and the essential gender differences found within a romantic Latin language like Spanish.
Sub-question #3

What classroom activities reinforce the lessons being taught?

Classroom activities motivate special needs students' interest on the lessons being taught. Their involvement in the lesson eliminates distractions or possibly disruption in class.

Activity #1

The game of charades can be played using categories for example nouns (family, school, friends, seasons, weather, sports), verbs, and adjectives. The game explained below uses action verbs.

- Students receive a verb written on a 3 X 5 card. Advise them not to let anyone know what verbs they have.

Example:

<table>
<thead>
<tr>
<th>Your number 1 (their turn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comer – to eat (verb)</td>
</tr>
</tbody>
</table>

- Instructors give the students a few minutes to think about what actions they can act out reflecting the verbs they received. [The object of the game is have the other students identify the actions the students are performing using vocabulary words or verbs from the targeted language.]

- The 3 X5 cards indicate the order in which the students will perform.
• Instructors, before beginning the activity, should inform the students that they cannot call out the answers. [The students have to raise their hands to identify the action being performed.]

• Students presenting or performing will call on those students with their hands raised to give the correct response. [The presenter continues to call on students until someone has identified the vocabulary verb or word.]

• The process continues until everyone in the class has had an opportunity to participate.

While the game is being played, the instructors have an opportunity to observe the students' acquisition of the world language. They can identify which students need further reinforcement.

**Activity #2**

The bingo game reinforces the vocabulary words. The bingo boards can be made of any topic the instructors want to reinforce.

• Give the students the vocabulary word list or topic so that they can make their own boards. [The order in which the students place the vocabulary words depends upon their preference. The example that follows, the bingo board uses classroom items to fill in the squares.]
Example:

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>El lápiz</td>
<td>La goma</td>
<td>El borrador</td>
<td>El cuaderno</td>
<td>El papel</td>
<td></td>
</tr>
<tr>
<td>El alumno</td>
<td>La ventana</td>
<td>La silla</td>
<td>La pluma</td>
<td>El libro</td>
<td></td>
</tr>
<tr>
<td>La tiza</td>
<td>El profesor</td>
<td>La puerta</td>
<td>El mapa</td>
<td>El pupitre</td>
<td></td>
</tr>
<tr>
<td>El bolígrafo</td>
<td>El cesto</td>
<td>La mochila</td>
<td>El escritorio</td>
<td>El reloj</td>
<td></td>
</tr>
<tr>
<td>La profesora</td>
<td>La alumna</td>
<td>El aula</td>
<td>El reporte</td>
<td>El examen</td>
<td></td>
</tr>
</tbody>
</table>

- The process begins with making the boards. [These boards can be done in the students’ notebook or the instructors can supply paper. The instructors will decide whether to keep or discard the boards.]
- Write the vocabulary words on smaller pieces of paper and place them in a container. [The container can be a hat or cup depending on what is available.]
- The game is ready to begin.
- Instructors or a designated student will pull a vocabulary word or number, depending on the game from the container, and calls out the word or number in the targeted language to the class, one item at a time.
- The first student to match the first five items in a row, either horizontally or vertically, is the winner.
- The game becomes more challenging if the instructors change the rules to include an oral drill exercise. The winner becomes the instructor of a short pronunciation lesson. The winner will call out the word and the other students will repeat after him or her.
• Another alternative lesson involves having the students translate the vocabulary words between the two languages. [Students enjoy being instructors to their classmates. The responsibility of instructing the other students, give the student instructors a sense of ownership.]

Activity #3

In order to have all the students become teachers, have them each conjugate or write the forms of the verbs they have learned. They have to write the different forms on the board.

• Assign each student a different verb.

• Each student conjugates a different verb on the board. [The conjugation can be in one or two languages depending on the time allowed. The specifics depend on the class size and the instructors. The conjugation can include between three to six different forms. Instructors can establish the limitation, depending on the class size. Make sure every student participates.]

• Every student will have the opportunity to teach the verb and its forms to the class. The teaching involves verbal exercises in pronunciation and translation of the verbs. The student will say the word in the world language and the other students will repeat.
Example #1:

Leer - to read

Yo leo - I read

Tú lees - you (familiar sing.) read

Él lee - he reads

Ella lee - she reads

Usted lee - you (formal sing.) read

Example #2:

Leer

Yo leo

Tú lees

Él lee

Ella lee

Usted lee

- Set up other specific guidelines for the teaching exercises, depending on the objective to be accomplished. If the objective focuses on reinforcing pronunciation, then the students conduct oral drill exercises. If the objective addresses the reinforcement of associating the pronoun to the correct forms of the verbs, then the student pronounces the pronouns and the other students give the correct form of the verb.

- Each student can give a correct form of the verb in either language and the other students will have to give the translation. [The student instructing the lesson can pronounce the pronouns and the other students can give the correct form of the
verb. The student in charge can call on individual students to translate and give
the correct form of the verb he or she has reinforced or drilled.

Sub-question #4

What classroom environment enriches the acquisition of the world language?

The lesson plans written by the instructors should include an anticipatory activity
to grasp the special needs students’ attention at the beginning of the period. The
instructors set the learning environment. Special needs students have to feel that they are
able to accomplish the objectives. These students need recognition for their efforts in the
learning process. The instructors should display a sense of caring towards students’
individual accomplishments and activities.

Anticipatory Setting #1

Letter Association

- As each student enters the class, give them a letter of the alphabet associated to
  vocabulary words learned in the previous lesson or lessons.

- Inform the students to think about vocabulary words that begin with the specific
  alphabet or alphabets assigned to them.

- Students are given a few minutes to think about vocabulary words that begin with
  the letter of the alphabet.

- Students do this activity in their minds, without writing or saying the words.

- Call on the students to ask them how many vocabulary words they can recall that
  begins with the assigned alphabet.

- Inform the students that they will have an opportunity to say the word or words
  associated to the alphabet when they are called.
- Call on each student to say a word associated with the alphabet.

Example: The students receive the letter a.

Words associated with the letter a: alto (tall), amigo (friend), americano (american), amable (nice), antipatica (not kind), etc.

- Make this activity more challenging by informing the students that once a student has said a word, no one else can repeat it.

- The student that recalls the most vocabulary words associated with the alphabet letter is the winner of this activity.

**Anticipatory Setting #2

Unscrambling Words**

- Before the class begins, scramble vocabulary words learned in the previous lesson or lessons and write them on the black board or ditto sheets.

- At the beginning of class, the students are given the words to unscramble.

- Students will unscramble as many words as possible without using their notes.

Example: body parts

Zarob – arm  nerpi – leg  lope – hair  coba – mouth  neetdi – tooth
odde – finger  nomia – hand  joo – eye  lleocu – neck

These words are scrabbled in Spanish with the English translations. The correct responses would be brazo, pierna, pelo, boca, diente, dedo, mano, ojo, and cuello.
• Allow the students a few minutes to do this exercise.

• Call on individual students to identify the words.

• Once the words have been identified, instructors can drill the students on the pronunciation and translation of the words.

Anticipatory Setting #3

Pictures Sentences

• Write sentences on the board or ditto sheets using picture in place of the vocabulary words.

• The sentences are written by placing pictures in place of words.

Example:

![Picture of a suitcase with a plane]

Yo quiero . (I want to (then the picture).

• The picture above with the plane and luggage represents various activities associated with traveling.

• The sentence could be completed with the following suggestions:

Example:

Yo quiero viajar. I want to travel.

Yo quiero tomar unas vacaciones. I want to take a vacation.
Yo quiero ir a la playa. I want to go to the beach.

Yo quiero ir al caribe. I want to go to the Caribbean.

- The answers vary depending on the vocabulary words learned.

Sub-question #5

What modified instructional assessments determine the level of proficiency acquired?

Depending on the learning ability of the special needs students, the assessment instruments should be written in a style that students can easily comprehend. There are various ways of writing or putting together an assessment instrument.

Assessment #1

Picture Association

- Make copies of the pictures that are associated with the vocabulary words learned.
- Cut the pictures out.
- Paste the pictures on 8 ½ X 11 paper in columns. [Make sure to leave room for the student to put their name and date.]
- Make copies. [The lines will barely show and the students will not know the difference.]
- Call out the vocabulary word and the students are to associate the picture with the word.

This assessment instrument measures the students’ vocabulary knowledge. The student will not successfully pass this assessment if the reinforcement does not exist. The following pictures can be used to assess the students’ vocabulary knowledge on words pertaining to the weather or seasons of the year. [See Sample #1 that follows]
Sample #1

Nombre ______________________

Fecha ______________________

Prueba Corta

Vocabulario del clima
Assessment #2

Matching between the two languages

- Make two columns. One in the world language being taught and the other in their primary language. (See sample #2) [Use only the vocabulary words taught. Do not try to confuse them.]
- Use an appropriate letter size.
- Students will be matching the translations between the two languages.
- Read the vocabulary words to the class, which are written on the test in the two columns. [In this manner the instructors address the learning disabilities of those students having a reading difficulty without embarrassment. Special needs students do not appreciate being singled out because of their learning disability.]
- Be considerate of the different learning disabilities in the class.
- Give special needs students adequate amount of time to complete the assessment.
- If any confusion occurs with any student, take the time to resolve the issue as soon as possible to avoid any problems.

Sample #2

Nombre ______________
Fecha ______________  Prueba Corta
                    Español

Aparee el español con el ingles.

___1. la casa  a. the family
___2. el deporte b. the house
___3. la familia c. the sport
Chapter 5

This manual intends to make world language instructors aware of various teaching techniques that enable special needs students' to successfully acquire a second language. World language instructors can incorporate these ideas into their regular class instruction. Chapter 4 gives step-by-step instructions on how to accomplish these activities. These techniques can enrich the learning process for all students, especially special needs students.

World language instructors will have to modify their teaching instructions, because as of September of 2001, all students, will have to take a world language component for their intended graduation of 2005. The State of New Jersey mandates that all students including special needs students be held responsible for this requirement. In September, their classes will have a diversity of students including special needs students. World language courses are set up by level and not by learning abilities. The levels of world language courses begin with level one and continue to the highest level offered by the educational institution. The first level of a world language will include special needs students. The world language instructors need to diversify their teaching instruction in order for all students to comprehend the lessons. This indicates the need for all world language instructors to diversify their teaching instructions so that all students achieve the objectives set.

These classes will include students with different learning abilities. Instructors will have to modify the style in which they deliver instruction in order for all students to master the same lesson. By incorporating techniques described in this manual, the
instructors can enrich the learning environment as well as achieve the goals of the exercise.

The researcher Arries (1999a) suggested that different instructional strategies allowed special needs students the ability to learn a world language. The importance of modifying the learning environment increases the students desire to acquire the world language. The techniques described in this manual incorporated different instructional strategy, which enable all students to learn.

Second world language acquisition is not an easy task. Many individuals believe that in order to learn a world language is an easy goal, but in reality it is not. World language instructors can teach the same lesson with different techniques. These different techniques enable all students to master the lesson. The various techniques make the learning process an equal environment for all students, especially special needs students.

Special needs students have various learning disabilities. The students’ IEPs will acquaint world language instructors of individual disabilities. Special needs students are aware of their disabilities and limitations. These students guard this information privately. The world language instructors’ must have the knowledge of this information. These instructors will be able to modify their lessons accordingly.

Fuch & Fuch (1998) and Plass et al., (1998) suggested that manipulatives improve the learning process. Manipulatives enrich and vary the learning process for all students, especially special needs students. Instructors who incorporate different learning manipulatives into the classroom enable more students to comprehend the lesson being taught.
Based on the information the instructors receive, they can diversify their lesson to include learning activities that address the special needs students' abilities. Special needs students have different multiple intelligence levels as well as regular students. The students' IEP describe their method of learning or understanding a lesson. The world language instructors can address this method of learning by teaching the lessons using the students' learning abilities. If a special needs student is a visual learner, then a lesson can be taught by the use of visual aids. If a special needs student is an audible learner, then the lesson can be taught by the use of sounds. Many times, instructors that use different techniques enable all students' to benefit, which include non-classified students. Students, who have not been classified, are not aware of their method of learning while classified students are aware of their classification.

The educational environment changes constantly. Instructors need to change their means of instruction delivery. Teaching techniques must also change. Instructors cannot continue to teach today's society of students by use of certain teaching methods like repetition, memorization and regurgitation. The acquisition of a world language needs to be used and practiced. These techniques give instructors the opportunity to give meaning to their lessons. When the students participate actively in a lesson, their acquisition becomes more personal.

World language instructors want their students to successfully acquire and pass the course of the second language. By the use of some of these techniques, all students, especially special needs students, may retain enough mastery of the second language to achieve the goals set forth by the course they have taken.
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APPENDIXES
APPENDIX A

SAMPLE HANDOUTS
SAMPLE #2

26 Seasonal Verbs
Verbos relacionados con las estaciones del año

Spring
1. plant
2. clean
3. dig
4. plant

Verano
regañar
cortar el césped/contar la granja
recoger
recortar/juicar

Summer
5. water
6. mow
7. pick
8. trim

Otoño
llenas
raspar
empujar

Fall
9. fill
10. rake
11. chop
12. push

Invierno
traspalar/palear
enarenar
raspar
cargar

Winter
13. show
14. sand
15. scrap
16. carry
1. flag
2. clock
3. loudspeaker
4. teacher
5. chalkboard
6. locker
7. bulletin board
8. computer
9. chalk tray
10. chalk
11. eraser
12. hall
13. (loose-leaf) paper
14. ring binder

15. spiral notebook
16. desk
17. glue
18. brush
19. student
20. pencil sharpener
21. pencil eraser
22. ballpoint pen
23. ruler
24. pencil
25. thumbtack
26. (textbook)
27. overhead projector
SAMPLE #5

92 Team Sports
Deportes en equipo

Béisbol
árbito
cácher/receptor
máscara del cácher
guante del cácher
bate
casco del bateador
bateador

Baseball
1. umpire
2. catcher
3. catcher's mask
4. catcher's mitt
5. bat
6. batting helmet
7. batter

Little League Baseball
8. Little Leaguer
9. uniform

Softball
pelota de softball
gorra
guante

Fútbol
fútbol
casco

Lacrosse
careta
raqueta de lacrosse

Ice Hockey
disco de (ruie duro) hockey
palo de hockey

Baloncesto
tablero
canasta
balón

Basketball
backboard
basket

Vólibol
vólibol
red

Volleyball
volleyball
net

Fútbol
portero
gol
balón

Soccer
goalie
goal
soccer ball

Pequeña Liga de béisbol
pequeño jugador de liga
uniforme

Lacrosse
15. face guard
16. lacrosse tik

Hockey sobre hielo
17. puck
18. hockey stick

Para la Frota
 portrays
the HOCKEY
air

La pelota es un
símbolo del
FUTBOL

The baseball player
is a depiction
of the SOCCER
sport.
SAMPLE #6

96 Sports Verbs

Verbos relacionados con el deporte

1. hit
2. serve
3. kick
4. catch
5. pass
6. run
7. fall
8. jump

pegar/golpear
sirv
par
cañar/agarrar
9. skate
10. throw
11. bounce
12. surf
13. ride
14. dive
15. drive
16. shoot
APPENDIX B

SAMPLE QUIZZES
Circle the letter referring to the statement being read.
### Conversational Spanish

#### Vocabulary Quiz

**Matching**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>the school</td>
<td>a. la discoteca</td>
</tr>
<tr>
<td>2.</td>
<td>Spanish</td>
<td>b. la casa</td>
</tr>
<tr>
<td>3.</td>
<td>the classroom</td>
<td>c. la biblioteca</td>
</tr>
<tr>
<td>4.</td>
<td>English</td>
<td>d. la lección</td>
</tr>
<tr>
<td>5.</td>
<td>the library</td>
<td>e. el amigo</td>
</tr>
<tr>
<td>6.</td>
<td>Italian</td>
<td>f. la clase</td>
</tr>
<tr>
<td>7.</td>
<td>the discotheque</td>
<td>g. después de las clases</td>
</tr>
<tr>
<td>8.</td>
<td>French</td>
<td>h. el trabajo</td>
</tr>
<tr>
<td>9.</td>
<td>the work (job)</td>
<td>i. el examen</td>
</tr>
<tr>
<td>10.</td>
<td>the lesson</td>
<td>j. la escuela</td>
</tr>
<tr>
<td>11.</td>
<td>the supermarket</td>
<td>k. la profesora</td>
</tr>
<tr>
<td>12.</td>
<td>the test</td>
<td>l. muchos / muchas</td>
</tr>
<tr>
<td>13.</td>
<td>the home</td>
<td>m. el italiano</td>
</tr>
<tr>
<td>14.</td>
<td>the male teacher</td>
<td>n. después del trabajo</td>
</tr>
<tr>
<td>15.</td>
<td>after classes</td>
<td>o. el supermercado</td>
</tr>
<tr>
<td>16.</td>
<td>the female teacher</td>
<td>p. el español</td>
</tr>
<tr>
<td>17.</td>
<td>after work</td>
<td>q. la amiga</td>
</tr>
<tr>
<td>18.</td>
<td>the male friend</td>
<td>r. el francés</td>
</tr>
<tr>
<td>19.</td>
<td>many</td>
<td>s. el profesor</td>
</tr>
<tr>
<td>20.</td>
<td>the female friend</td>
<td>t. el inglés</td>
</tr>
</tbody>
</table>
Circle the number called out

1  2  3  4  5  6  7  8  9  10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100

Write the number being called out.

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.
Number the pictures in the order which they are called.
Conversational Spanish
Examen
Action verbs

Choose the picture that describes the action.
Nombre ____________
Fecha ______________
Matching

_1. ¿Cómo eres? a. What is your phone number?
_2. antipático b. poor
_3. ¿Cómo te llamas? c. short
_4. generoso d. intelligent
_5. ¿Qué día es hoy? e. Where do you live?
_6. fuerte f. handsome
_7. pobre g. strong
_8. ¿Cuál es tu número de teléfono? H. pretty
_9. rico I. sincere
_10. ¿De dónde eres? J. old
_11. atletico k. How are you?
_12. sincero l. unfriendly
_13. bajo m. What day is today?
_14. alto n. rich
_15. inteligente o. How old are you?
_16. ¿Cómo estás? p. What are you like?
_17. ¿Dónde vives? q. What is today’s date?
_18. guapo r. tall
_19. ¿Cuántos años tienes? s. athletic
_20. ¿Qué es la fecha? t. bad
_21. bueno u. friendly
_22. malo v. Where are you from?
_23. bonita w. generous
_24. simpatico x. What is your name?
_25. Viejo y. good
Choose the picture that is related to the statement being read out loud.
Conversational Spanish

Verb Conjugations

Write the 5 forms of each verb and then translate them.

Comer  Leer  Escribir

Hacer  Ir  Poner

Descansar  Dormir
<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>do you cook</td>
</tr>
<tr>
<td>b.</td>
<td>do you go</td>
</tr>
<tr>
<td>c.</td>
<td>do you run</td>
</tr>
<tr>
<td>d.</td>
<td>do you travel</td>
</tr>
<tr>
<td>e.</td>
<td>do you rest</td>
</tr>
<tr>
<td>f.</td>
<td>do you listen</td>
</tr>
<tr>
<td>g.</td>
<td>do you read</td>
</tr>
<tr>
<td>h.</td>
<td>do you swim</td>
</tr>
<tr>
<td>i.</td>
<td>Do you dance</td>
</tr>
<tr>
<td>j.</td>
<td>do you do</td>
</tr>
<tr>
<td>k.</td>
<td>do you buy</td>
</tr>
<tr>
<td>l.</td>
<td>do you go out</td>
</tr>
<tr>
<td>m.</td>
<td>do you write</td>
</tr>
<tr>
<td>n.</td>
<td>do you sleep</td>
</tr>
<tr>
<td>o.</td>
<td>do you speak/talk</td>
</tr>
<tr>
<td>p.</td>
<td>do you have</td>
</tr>
<tr>
<td>q.</td>
<td>do you walk</td>
</tr>
<tr>
<td>r.</td>
<td>do you sing</td>
</tr>
<tr>
<td>s.</td>
<td>do you look at</td>
</tr>
<tr>
<td>t.</td>
<td>do you play (instr)</td>
</tr>
<tr>
<td>u.</td>
<td>do you work</td>
</tr>
<tr>
<td>v.</td>
<td>do you walk</td>
</tr>
<tr>
<td>w.</td>
<td>do you play (game)</td>
</tr>
<tr>
<td>x.</td>
<td>do you eat</td>
</tr>
<tr>
<td>y.</td>
<td>do you live</td>
</tr>
</tbody>
</table>
Label the following locations on the map.

Argentina
Bolivia
Brazil
Chile
Colombia
Ecuador
Paraguay
Peru
Uruguay
Venezuela
Pacific Ocean
Atlantic Ocean
APPENDIX C

SAMPLE TEST
Conversational Spanish Test

You will hear three statements. You will have to circle the picture I am referring to.

You will hear a series of numbers. You will have to circle the correct number.

1  2  3  4  5  6  7  8  9  10
11 12 13 14 15 16 17 18 19 20

Name at least five Spanish-speaking countries or territories.

1.
2.
3.
4.
5.
Match the question to the correct response.

1. Hola!
2. Que tal? O Como estas?
3. Como te llamas?
4. Que dia es hoy?
5. Cuantos anos tienes?
6. Cual es tu numero de telefono?
7. De donde eres?
8. Buenas tardes!
9. Adios!
10. Hasta la vista!

A. Yo me llamo _______.
B. Adios!
C. Mi numero de telefono es _________.
D. Hoy es _____________.
E. Yo tengo _____ anos.
F. Hola!
G. Yo soy de _____________.
H. Yo estoy muy bien.
I. Buenas tardes!
J. Hasta la vista!
Conversational Spanish
Numbers 1-69, months, days
Examen

Choose the correct number

1  2  3  4  5  6  7  8  9  10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69

Write the date in English that you will hear.
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Match the Spanish with the English.

1. marzo  
2. jueves  
3. agosto  
4. julio   
5. miercoles  
6. diciembre 
7. enero   
8. viernes 
9. mayo   
10. domingo
11. octubre 
12. lunes 
13. junio 
14. sabado 
15. febrero 
16. noviembre  
17. martes 
18. abril 
19. septiembre

A. May 
B. November 
C. February 
D. Tuesday 
E. April 
F. Friday 
G. September 
H. January 
I. Sunday 
J. August 
K. Thursday 
L. July 
M. Monday 
N. December 
O. October 
P. Saturday 
Q. March 
R. Wednesday 
S. June
Label the following items on the picture:
Un bolígrafo un cuaderno un lápiz un libro una silla un escritorio
Una tiza una pizarra un borrador una ventana una puerta un cesto
Un papel una goma el profesor el aula el alumno
Choose the correct form of the verb.

1. Yo ____________ la lección.
   enseño    enseñas    enseña
2. Tu ____________ español.
   hablo    hablas    habla
3. Él ____________ ingles.
   estudio    estudias    estudia
4. La muchacha ____________ preguntas
   contesto    contestas    contesta
5. Charles ____________ un examen.
   tomo    tomas    toma
   saco    sacas    saca
7. Corey ____________ en el supermercado.
   trabajo    trabajas    trabaja
8. Yo ____________ la guitarra.
   toco    tocas    toca
9. Tu ____________ mucho.
   camino    caminas    camina
10. Ella ____________ la comida.
    compro    compras    compra
11. El alumno ____________ el postre.
    cocino    cocinas    cocina
12. Tamra ____________ en el verano.
    nado    nadas    nada
    bailo    bailas    baila
14. Yo ____________ bien.
    canto    cantas    canta
15. Tu ____________ a Puerto Rico.
    viajo    viajas    viaja
16. Sam ____________ después del trabajo.
    descanso    descansas    descansa
17. Tiffany ____________ la radio.
    escucho    escuchas    escucha
18. Yo ____________ en la fiesta.
    bailo    bailas    baila
19. Tu ____________ en la playa.
    nado    nadas    nada
20. La profesora ________ a Hillside.
    viajo    viajas    viaja

Conteste las preguntas.

1. ¿Cuál es tu asignatura favorita?
2. ¿Cuántos alumnos hay en la clase?
3. ¿Dónde está tu profesor?
4. ¿Cómo es tu clase?
5. ¿Por qué te gusta o no te gusta la clase?
APPENDIX D

SAMPLE MID-TERM EXAM
I  ORAL PRESENTATION  
(VİDERO TAPED)

A. Name
B. Address
C. Age
D. Physical characteristics
E. Likes
F. Dislikes
G. Birth date
H. Nationality
I. Family
J. Things he or she likes to do

II  LISTENING

You will hear several questions. You have to select the correct response.

1.  
   a) Si, yo hablo.
   b) Si, yo cocino.
   c) Si, yo miro.

2.  
   a) Si yo toco.
   b) Si, yo canto.
   c) Si, yo bailo.

3.  
   a) Si, yo saco.
   b) Si, yo viajo.
   c) Si, yo canto.
4. 
   a) Si, yo camino.
   b) Si, yo miro.
   c) Si, yo toco.

5. 
   a) Si, yo compro.
   b) Si, yo viajo.
   c) Si, yo miro.

6. 
   a) Si yo miro.
   b) Si, yo enseño.
   c) Si, yo toco.

7. 
   a) Si, yo miro.
   b) Si, yo contesto.
   c) Si, yo hablo.

8. 
   a) Si, yo cocino.
   b) Si, yo miro.
   c) Si, yo escucho.

9. 
   a) Si yo contestó.
   b) Si, yo estudio.
   c) Si, yo saco.

10. 
   a) Si, yo tomo.
    b) Si, yo canto.
    c) Si, yo miro.
You will hear a series of statements about what people like to do. Circle the illustration that describes this action.

1. A
   B

2. A
   B

3. A
   B

4. A
   B

5. A
   B
You will hear a series of statements indicating the characteristics of people. Circle the correct illustration that reflects this characteristic.

1. [Illustration A] vs. [Illustration B]

2. [Illustration A] vs. [Illustration B]

3. [Illustration A] vs. [Illustration B]

4. [Illustration A] vs. [Illustration B]

5. [Illustration A] vs. [Illustration B]
You will hear series of statements indicating the weather conditions. Circle the correct illustration that displays the action.

1. [Illustration A] [Illustration B]

2. [Illustration A] [Illustration B]

3. [Illustration A] [Illustration B]

4. [Illustration A] [Illustration B]

5. [Illustration A] [Illustration B]
III  WRITING

Circle the word that does not belong in each group.

1. a) el hijo  b) el padre  c) la escuela
2. a) el profesor  b) la escuela  c) Nueva York
3. a) el aeropuerto  b) la maleta  c) la esposa
4. a) buenos días  b) buenas noches  c) la chica
5. a) la primavera  b) la casa  c) el invierno
6. a) enero  b) pobre  c) delgado
7. a) siete  b) rico  c) tres
8. a) frio  b) calor  c) la abuela
9. a) octubre  b) julio  c) uno
10. a) la casa  b) un lapiz  c) una pluma
Circle the following classroom items.

1. la tiza
2. el alumno
3. la pluma
4. el libro
5. el escritorio
IV CULTURE

Indicate on the map the following Spanish speaking territories in Central America and the Caribbean.

1. Mexico
2. Dominican Republic
3. Puerto Rico
4. Guatemala
5. Panama

Indicate on the map the following Spanish speaking countries located in South America.

1. Chile
2. Venezuela
3. Peru
4. Colombia
5. Argentina
APPENDIX E

SAMPLE FINAL EXAM
PART I: ORAL PRESENTATION

PART II: LISTENING

You will hear a series of statements, then you are to choose the correct picture that indicates the action.

¿Qué hace... en el aula?

1. A. B.

2. C. D.

3. E. F.
¿Qué hora es?

14.

15.

16.

17.
18.

![Clocks]

A.  
B.  
C.  
D.  
E.  
F.  

19.

![Clocks]

¿Qué te duele?

1.

![Images of persons]

A.  
B.  
C.  

2.

![Images of persons and objects]

D.  
E.  
F.  

3.

![Images of persons and objects]

G.  
H.  
I.
¿Te gusta jugar

5.

6.

7.
Los cuartos de la casa

9.

A.

B.

10.

C.

D.

11.

E.

F.
PART III: GRAMMAR

Choose the correct form of the verb.

Singular forms:

1. Teresa _________ la guitarra.
   a. toco    b. tocas    c. toca

2. Tu _________ por Espana.
   a. viajo   b. viajas   c. viaja

3. Usted _________ muy bien.
   a. cocino  b. cocinas  c. cocina

4. Yo _________ en la discoteca.
   a. bailo   b. bailas   c. baila

5. El senor Garcia _________ espanol.
   a. enseno  b. ensenas  c. ensena

6. Carlos _________ en la escuela.
   a. trabajo b. trabajas c. trabaja

7. Ella _________ frances.
   a. hablo   b. hablas   c. habla

8. Usted _________ la comida.
   a. compro  b. compras  c. compra

   a. saco    b. sacas   c. saca

10. Carmen _________ la cancion.
    a. canto   b. cantas  c. canta

11. Ana _________ en un restaurante.
    a. como    b. comes   c. come

12. Mi amiga _________ cartas.
a. escribo  b. escribes  c. escribe
13. Yo ______ en el parque.
a. corro  b. corres  c. corre
14. Tu ______ espanol.
a. aprendo  b. aprendes  c. aprende
15. Mi madre ______ muchos regalos.
a. recibo  b. recibes  c. recibe
16. Usted ______ mucha agua.
a. bebo  b. bebes  c. bebe
17. El ______ la leccion.
a. comprendo  b. comprendes  c. comprende
18. Mi tio ______ en Nueva York
a. vivo  b. vives  c. vive
19. La senora Ruiz ______ mucho.
a. como  b. comes  c. come
20. Pedro ______ a la escuela.
a. corro  b. corres  c. corre

Plural forms

1. Ana y Juan ______ en la clase de coro.
a. cantan  b. canto  c. cantamos
2. Ustedes ______ despues del trabajo.
a. descansan  b. descanso  c. descansamos
3. Pablo y Thomas ______ en la casa.
a. estudian  b. estudio  c. estudiamos
5. La chica y yo ________ todos los días.
   a. cocinan  b. cocino  c. cocinamos

6. Mis abuelos ________ en el supermercado.
   a. trabajan  b. trabajo  c. trabajamos

7. Ellos ________ en el verano.
   a. nadan  b. nado  c. nadamos

8. Ustedes ________ la comida.
   a. compran  b. compro  c. compramos

9. Las chicas ________ a bailar.
   a. enseñan  b. enseño  c. enseñamos

    a. contestan  b. contesto  c. contestamos

11. Mis familia y yo ________ en California.
    a. viven  b. vivo  c. vivimos

12. Los profesores ________ café.
    a. beben  b. bebo  c. bebemos

13. Mis hermanos ________ en la escuela.
    a. aprenden  b. aprendo  c. aprendemos

    a. comen  b. como  c. comemos

15. Los chicos ________ la matemática.
    a. comprenden  b. comprendo  c. comprendemos
LABEL THE BODY PARTS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

LABEL THE CLASSROOM ITEMS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.
APPLICATION COVER SHEET FOR
ALL MA IN EDUCATION CAPSTONE PROJECTS
Central Michigan University MA IN EDUCATION Version

NOTE: Do not begin your research (including contacting potential research subjects) until you receive notification that your application has been approved by the MA in Education Director. This will take at least 5 weeks.

Name of investigator: ANA M. ALVARADO
Soc. Sec. No. [Redacted]
E-mail Address [Redacted]
Phone: [Redacted]

Address: [Redacted]
Program Center: McGuire AFB, NJ
(Allen in Education Capstone, Project Course Site)
Home Center: McGuire AFB, NJ
(Student’s Home Center)

Faculty Monitor: [Redacted]
(For student research)
 Faculty monitor’s signature: [Redacted]

Project title: Resource Manual for Teachers of Special Need Students to Succeed in the Teaching of a World Language

Proposed project dates: from 6/15/01 to 6/30/01 (when contact will be made with subjects)

For instructor’s/monitor’s use only
☒ IRB review is not required because
☐ Questions are programmatic (factual) in nature
☐ No human subjects used
☐ Record study (data is in aggregate form)

☐ IRB review is required and this project falls under the category of:
☐ Exempt from board review
☐ Expedited (2 board members must review)
☐ Full board review

Research exempt from board review:
Action taken:
☒ approved as submitted
☐ approved pending submission of revisions and/or additional information
☐ received ________________ (date)
☐ requires expedited review
☐ requires full board review

Research requiring expedited board review:
Action taken:
☐ approved as submitted
☐ approved pending submission of revisions and/or additional information
☐ received ________________ (date)
☐ requires full IRB review

Research requiring full board review:
Action taken:
☐ approved as submitted
☐ approved pending submission of revisions and/or additional information
☐ received ________________ (date)
☐ disapproved

MA in Ed Director’s Signature: [Redacted] 6/4/01

IRB Member’s Signature: [Redacted] Date

IRB Chairperson’s Signature: Date

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