La Universidad Unit in a Comprehensible Input Classroom

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La Universidad in a Comprehensible Input Classroom
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Abstract

This capstone project looks at a specific unit taught in a Spanish classroom through the use of comprehensible input and the types of activities that were used in order to support comprehensible input in the classroom. It provides a collection of comprehensible input activities that may be used in the foreign language classroom along with providing rationale for the activities, research-supported assessment and instructional strategies, and examples of differentiation and assessment for the unit. A variety of activities were used including class story creation, running dictation, and nonverbal representation. Ways of assessment also varied throughout the unit, incorporating both formative and summative assessments. This unit was conducted during a student teaching experience at the middle-school level. The participants were seventh and eighth grade students in a first-level Spanish classroom.

One assessment strategy that was used in order to track progress was timed writes. Students were asked to write for six minutes about a specific topic at the beginning and end of the unit. Through a comparison of the pre and post writes, it was found that a majority of the students were able to write more words in Spanish relating to the material from the unit during the post write. Overall, students were successful in learning the material in the unit through the use of comprehension based teaching strategies and assessments. Further research must be conducted on this topic in order that students are exposed to the best possible teaching methods in the foreign language classroom.

Keywords: secondary education, language teaching, nonverbal communication
Differentiation

Differentiation is an integral part of every lesson, especially in the foreign language classroom. As a teacher in a Comprehensible Input classroom, differentiation was extremely important in implementing every activity and lesson. Throughout my lessons, I differentiated instruction through the use of visuals, nonverbal communication, sentence stems, student choice, and visual representation.

Regarding the use of visuals, I used a PowerPoint every day to implement my lessons. This was vital because the students were given the opportunity to not only hear instructions and new information, but they were also able to see them on the screen. Students were able to see sentences and readings in the target language. One example of this was when I introduced new vocabulary to the students. I provided the students with visuals by showing the new vocabulary on the screen along with a picture that represented each vocabulary word.

Secondly, I not only used nonverbal communication while implementing lessons, but my students used nonverbal communication in answering questions and responding to class prompts. While introducing new vocabulary words for the unit, I connected the words to hand gestures. This aided the students in comprehending vocabulary and in reading comprehension, as shown through research I found on the effectiveness of nonverbal communication. I also used nonverbal communication every day during our “Calendar Talk”. This was a time at the beginning of the class where I would ask students what activities were happening at school or in their personal lives that day. Many of the gestures I used during this time were ones that had been taught to the students at the beginning of the year, so they were familiar with what they meant.
Furthermore, I asked students to use nonverbal communication in answer yes/no comprehension questions about the stories we read in class. An example of this is when I did an informal listening assessment in which I asked the students to close their eyes and raise their hands to answer yes or to not raise their hands to answer no.

Additionally, I used sentence stems in communicative activities in the classroom. The students completed an interpersonal communication activity in which they talked about their classes, materials they needed for their classes, and the teachers of their classes. I displayed sentence stems for the students on the board while they completed the activity. This provided the students examples and outlines for their conversations, rather than having them start a conversation from scratch. Although some students may have been able to complete the activity without the sentence stems, all students benefited from seeing correctly modelled sentences.

Finally, I provided students with choice and the opportunity to demonstrate their knowledge through drawing. Regarding student choice, students were able to choose which university they wanted to research for the final research project of the unit. The students were motivated and more invested in the project because they had the opportunity to choose which university they were interested in researching. Secondly, students were able to draw what they wanted to be when they grew up and draw graphic representations of sentences in the target language. By doing this, students at all levels were able to express their knowledge, even if they were not able to speak in the target language.
Student Goals

• Students will be able to write in the target language about what they want to be when they grow up, what classes they need to take and languages they need to speak in order to be in that profession
• Students will be able to identify professions in the target language
• Students will be able to summarize the class story in nine sentences

Rationale

I taught this unit using Comprehensible Input, which is the teaching method that my mentor teacher uses in her classrooms. For this reason, the activities that I incorporated into this unit centered around input through speaking to students and having students read stories. The activities that students did that were centered around input included creating a class story, completing a running dictation activity, reading an embedded reading, and watching videos in the target language. These activities all provided students with increased vocabulary and understanding of sentence structures in the target language. All of these activities centered around professions, classes, languages, and class materials in the target language.

Additionally, I incorporated writing and speaking into my lesson so that students would not only be able to recognize words in the target language but would be able to produce their own sentences in the target language. I started the unit by having the students write for six minutes about what they wanted to be when they grew up and what classes they needed to take and languages they needed to speak to be in that profession. Going into the unit, I knew that most students would not have the linguistic ability to write about these topics for six minutes, however, I wanted to be able to see
where students were and to see what I would need to focus on in the unit. After the
students completed the timed write, I found that almost all of the students needed
guidance in these topics. During the unit, the students made corrections on their pre-
timed writes and wrote nine-sentence summaries of the class story that we had created
as a class. In both of these instances, students were able to demonstrate what they
knew. I took this opportunity to monitor their progress and to see which aspects of the
unit still confused students. After looking at the corrected timed writes, I realized that
students needed more practice with professions vocabulary. I then took the opportunity
to have the students draw what they wanted to be when they grew up and labelling the
drawing with “Quiero ser ____________.” (I want to be __________.).

All of the activities in the unit directly tied to the objectives for the unit, specifically
the objective of having students write about their future profession, classes, and
languages in the target language. I planned activities that would provide students with
input so that they in turn could produce language that was modelled after what they had
learned. The students were able to read and listen to stories in the target language.
They in turn spoke and wrote about the topics for the unit in order to demonstrate their
knowledge.
Assessment

As mentioned above, I used timed writes and nine-sentence summaries as assessments. The pre-timed write was not taken as a grade but was used in order to inform my instruction moving forward. At the end of the unit, however, I provided the students with a rubric for the post timed write and took the timed writes for a grade. In looking at the pre-timed writes and the corrections that students made to their timed writes during the unit, I was able to identify what lessons I needed to cover again and when I was able to move to the next lesson. I also used the nine-sentence summaries as formative assessments in order to inform me of whether students were able to move forward from the class story or needed more review of the story before moving forward.

Additionally, I used comprehension questions and a listening assessment as formal assessments in order to identify whether students understood the class story or not. In doing this, a majority of the students demonstrated their knowledge of the class story and were able to correctly answer the comprehension questions. For students who did not answer the questions correctly, I returned their papers to them and had them correct their answers. I was able to then ensure that all students understood the lesson. Furthermore, I previously mentioned the listening assessment that I conducted in which students responded to yes/no comprehension questions.

The other forms of assessment that I used during this unit were a university research project and a comprehension check. The university research project is a summative assessment in which students chose a university in a Spanish-speaking country to research and about which to create a poster. This research assignment ties into not only the cultural aspect of the unit but also into the content. Students will be
using vocabulary learned throughout the unit to create their posters and to navigate the university websites. Finally, students were given a comprehension check, similar to a quiz, in which students answered questions about a story read in class, translated sentences from Spanish to English, and identified the meanings of vocabulary words. This was a formative assessment because it gave me another opportunity to check for comprehension and to decide whether students were ready to move on to a new unit or needed to spend more time studying these topics.

**Reflection**

**Strengths**

A strength of my unit was that almost all of the students demonstrated growth from their pre to post timed writes. Additionally, students were provided with many opportunities to demonstrate their knowledge and to practice new vocabulary. Every activity had direct connections to the objectives and goals for the unit. I made sure to point out the connections that activities had to the assessments in the class. Furthermore, the students were provided with rubrics for the post timed write and the university project. In doing this, students were told exactly what they were expected to do in order to receive their desired grade.

**Weaknesses**

The main weakness that I had throughout my unit was not using enough Spanish during class time. In a comprehensible input classroom, it is expected that the teacher is using the target language during the majority of the class time. I tried to do this during class, but I often became worried that students were not understanding what I was saying and would then revert to English. Adding onto this, there were a couple students
that were chronically absent during the time that I was conducting my unit. Although I did post all of the absent student information online for students to see, the students did not take the initiative to look at the online resources and instead fell far behind. I should have combatted this better by reaching out to the parents of these students and by working to take materials that they missed to them in any way possible.
Nonverbal Communication

The instructional strategy that I have chosen to use in class and highlight is the use of gestures to present meaning or, in other words, nonverbal communication. This strategy pairs spoken word with body motions or gestures in order to convey meaning to students. It may also include solely body motions or gestures, without the use of verbal communication. Nonverbal communication is extremely helpful in a foreign language classroom, as is shown through both of these articles.

The first article by Hassan Blehiah (2013) analyzed the speech of an ESL teacher and his student. Blehiah noted the types of gestures that were used during the lessons and conversations and how those gestures lead to understanding by the student of the vocabulary. The study sought to identify how gesture and speech coincide in order to provide comprehensible input for second language learners. The ESL teacher in the study used nonverbal communication and the use of gestures for vocabulary definition. In recording the ESL teacher’s lessons, Blehiah then analyzed the different types of gestures that were used in definition talk. The results of the study were that gestures can be vital in teaching second language learners, and that gestures are used by both the student and the teacher in order to communicate. This study also demonstrated how gestures and talk can be synchronized in order to create meaningful teaching of a second language.

Secondly, twenty-nine German speaking students participated in a study done by Manuela Macedonia and Wolfgang Klimesch (2014). The goal of this study was to see how nonverbal communication or gestures would assist participants in remembering vocabulary words in a foreign language across a period of time. The student took place
throughout 14 months. The researchers created a language and created 36 vocabulary words to teach the students. They taught the students inside their own college classrooms, so as to make the study applicable to teaching pedagogy. The study found that participants were better at recalling vocabulary and could recall if for a longer period of time when it was coupled with specific gestures.

The strategy of using nonverbal communication and gestures meets the needs of my students because they are able to not only hear the language but to see the language being used and to infer meanings based on my gestures. This helps my students because it is a language classroom, and language is learned through the exchange of meaning. In a language classroom, there are some words that I use that students may not know right away, but with the use of gestures and nonverbal communication, I am able to show them the meaning of the word without explicitly telling them what it means in English. This strategy ties well into the role playing strategy that I plan to use, in which students are told a story in the target language through acting out it out. This is really an extension of nonverbal communication because the students will use or will watch their fellow students use props, gestures, and dialogue in order to understand a story.

In using this strategy during my lesson, I had to more intentionally plan for the gestures I was going to use when talking about certain topics. I knew that many of the students would need the support of gestures in order to understand some of the vocabulary, so it was imperative that I planned ahead of time for the types of gestures that I would use for certain words. This also affected my instruction and implementation
of the lesson because I repeated my words, along with the gestures, multiple times in order to check for understanding.

Furthermore, the students responded well to this strategy because it kept them engaged in the lesson for the most part. However, there were times in the lesson where I could tell that my gestures were still not making the vocabulary clear for the students. In this situation, the students sometimes become frustrated and want to just know the English translation, however, with help from other students in the class and modified hand gestures, they are usually able to understand. Overall, the students are used to this type of strategy because it is one that my mentor teacher uses often in the classroom. The students have learned a great deal of vocabulary through hand gestures, so I believe their learning is positively impacted through the use of this strategy. The students are able to understand vocabulary without being told the English translation, which causes them to think critically and problem solve. For this reason, I would definitely use this strategy again. In using it again, I would incorporate even more hand gestures and even have the students repeat the hand gestures while saying the vocabulary words. In doing this, students will have a stronger connection to the words and, hopefully, remember the vocabulary better.

Cooperative Learning

I chose cooperative learning as my assessment strategy for my unit. The reason I chose this was because my Spanish class is based around communication and interaction, so students are provided with many opportunities to engage in cooperative learning. The specific cooperative learning strategy that I planning to use is think, ink, pair, share, but I also plan to incorporate many other cooperative learning strategies
such as running dictation as well. The reason that I chose to research cooperative learning and, specifically, think-pair-share, is because it fits into the goals and environment of my classroom. Since the class is based on Comprehensible Input and communication, students are accustomed to cooperative learning. Through cooperative learning, my students will be able to practice communication in the target language and work together to identify meaning of unknown words or phrases. I am going to be using think-ink-pair-share during the first lesson of my unit, so that my students will be able to negotiate the meaning of unknown words and to have time to think and discuss personal questions in the target language. As I mentioned earlier, I am also going to be using running dictation, which is a strategy that the students have been exposed to in the past. This is another cooperative learning strategy that ties in well to think-pair-share.

The first article I chose highlights the benefits of cooperative learning in reading comprehension in an English classroom. This article is titled “Evaluation of the Effectiveness of Cooperative Learning Method versus Traditional Learning Method on the Reading Comprehension of the Students,” and was written by Shafqat Ali Khan and Rana Navid Ahmad (2014). This research included 128 students, with 64 students in a control group learning through traditional teaching methods and another 64 students engaging in cooperative learning. The students were between the ages of 13 and 14. They were given pre and post-tests in order to gage the achievement of the students throughout the experience. The tests were created by the teacher and were administered to both the control group and the experimental group. In the end, the students who engaged in cooperative learning scored higher on the post-test than the
students who experienced traditional teaching methods. In providing English students with cooperative learning experiences, the students were able to interact and engage in meaningful and active communication.

Secondly, I chose an article more specific to the cooperative assessment strategy of think, pair, share. This study was done by Ying-Chun Shih and Barry Lee Reynolds (2015). It is titled “Teaching Adolescents EFL by Integrating Think-Pair-Share and Reading Strategy Instruction: A Quasi-Experimental Study” (2015). This study looked at the use of think-pair-share along with reading strategy instruction to see the impact it had on the learning and motivation of students. The participants were 102 10th grade students of English in Taiwan. Similar to the above study, the students were split into two groups: a control group and an experimental group. Both groups were given pre and post-tests in order to monitor students’ attitudes toward reading strategies and toward think-pair-share. The students in the experimental group were asked to answer close and open-ended questions about their perspectives on think-pair-share once they had used it in the classroom. On this questionnaire, students reported that they thought the think-ink-pair share method was helpful or them in understanding English reading materials and having increased motivation and interest in the English language.

In conclusion, I have not used this strategy yet, so I am not sure how the students will respond to it or whether I would use it again or not. However, based on the way students have responded to other cooperative learning strategies (i.e. running dictation), I believe students will respond positively to this assessment strategy. This will have a positive impact on student learning and engagement because students will be interacting and will be provided with opportunities to answer questions individually and
then discuss those answers with a partner. This will be helpful for students especially at the beginning of the unit because there will be new vocabulary that they may not have seen before. They will be provided the opportunity to challenge themselves to think on their own but then also check their thinking with a partner. Also, incorporating this strategy has influenced my planning by allowing me to incorporate more important structures from class in a way that is less threatening to students. Subsequently, it will affect my instruction and assessment because I will be able to collect what the students have written and also listen to their conversations throughout the activity.
References


Appendix A

Impact on Student Learning

This data is a representation of the growth of students from pre to post timed writes. The graph shows the number of Spanish words that students wrote in their pre-timed writes and then the number of Spanish words they wrote in their post timed writes. This data demonstrates substantial growth for almost all students. However, there were a couple students that showed only a small amount of growth or did not show growth at all. A number of factors contributed to this lack of growth. Primarily, word count was not the only measure of mastery that I used when looking at students’ work. Although some students did not increase their word count substantially or declined in word count, it did not necessarily mean they did not master the material. If the students included the new vocabulary properly and wrote about all of the required topics in the timed write, I still observed them as showing growth. Additionally, one of the students that showed little to no growth was due to his/her lack of participation in class. Since the class centered around communication and engagement, without the student’s participation, it made it very difficult for them to learn the material.
Table A1
## Appendix B
### Unit Lesson Plans

<table>
<thead>
<tr>
<th>Date</th>
<th>02/27, 02/28</th>
<th>03/01, 03/04</th>
<th>03/05, 03/06</th>
<th>03/07, 03/08</th>
<th>03/18, 03/19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
<td>Spanish 1.2.C (Beginning), 1.3.B (Beginning)</td>
<td>Spanish 1.2.G (Beginning), 1.3.D (Beginning), 1.2.B (Beginning), 2.2.E (Beginning)</td>
<td>Spanish 1.3.D (Beginning), 1.2.G (Beginning), 1.2.C (Beginning)</td>
<td>Spanish 1.2.C (Beginning)</td>
<td>Spanish 1.2.D (Beginning), 1.1.G (Beginning), 2.1.A (Beginning)</td>
</tr>
<tr>
<td><strong>Anticipatory Set</strong></td>
<td>Bell Work: Students will read independently and write down information about the &quot;Afrolatino Notable&quot; for the day</td>
<td>Bell Work: Students will read independently and write down information about the &quot;Afrolatino Notable&quot; for the day</td>
<td>Bell Work: Students will read independently and write down information about the &quot;Afrolatino Notable&quot; for the day</td>
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<td>Bell Work: Students will read independently and write down information about the &quot;Afrolatino Notable&quot; for the day</td>
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<tr>
<td><strong>Objective</strong></td>
<td>Students will be able to identify the meanings of the target structures through translating Spanish sentences which use the target structures.</td>
<td>Students will be able to identify different professions in Spanish by matching the picture to the correct sentence.</td>
<td>Students will be able to interpret the meaning of the class story by answering comprehension questions.</td>
<td>Students will be able to discuss their class schedules and what they need to bring to each class in the target language, using sentence stems.</td>
<td>Students will be able to identify cultural aspects of universities in Spanish-speaking countries by answering comprehension questions.</td>
</tr>
<tr>
<td><strong>Materials/Technology</strong></td>
<td>Powerpoint slides, paper, quiere ser video, blank sheets of paper</td>
<td>Reading about Amaia Montero, video</td>
<td>Powerpoint</td>
<td>Powerpoint, Class Stories, Running Dictation sentences, class schedule worksheet</td>
<td>Powerpoint, no lo tengo video, university worksheet, final project assignment sheet</td>
</tr>
<tr>
<td><strong>Differentiation</strong></td>
<td>Multiple modalities, visuals</td>
<td>Visuals, reading in partners, choice (letting students help create story)</td>
<td>Visuals, reviewing, group roles</td>
<td>Sentence stems</td>
<td>Graphic organizer, visuals and group reading</td>
</tr>
<tr>
<td>Procedures of Instruction</td>
<td>Go over bell work 1. Calendar- the teacher will go over to the calendar board and say the date and the weather for the day. Discuss with class what they think about the weather that day (S) (G) 2. Students complete write and discuss about Calendar (I) 3. Have students complete 6 minute timed write- show the prompt on the board “Describe what you want to do when you grow up and what classes you need to take and languages you may need to speak in order to be in that profession.” (I) -B2 provide sentence stems: Quiero ser _____. 4. Introduce the 3 target structures for the unit by writing the target structures on the board and having the students write them in their notebooks, draw a picture, and use them in a sentence. Write the structures on the board with the Spanish in black and English in blue. (S) (G) -habla: s/he speaks -toma: s/he takes</td>
<td>Go over bell work 1. Calendar student volunteer to discuss the weather for the day. Teacher and students discuss activities for the day and students draw in personal calendars while teacher uses smart board. (S) (G) 2. Students complete write and discuss about Calendar (I) 3. Introduce the vocabulary for No lo tengo. Have the students write the English and Spanish in their note books and draw a picture. 4. Read the first two embedded readings as a class. Volleyball read in Spanish then in English. Have the students read the extended version in partners (volleyball read). 5. Show no lo tengo video 6. Conduct interpersonal communication game (students discuss class schedules in partners, with the help of sentence stems) 7. Introduce the final project- creating a poster for a Spanish-speaking university of their choice</td>
<td>Go over bell work 1. Calendar student volunteer to discuss the weather for the day. Teacher and students discuss activities for the day and students draw in personal calendars while teacher uses smart board. (S) (G) 2. Students complete write and discuss about Calendar (I) 3. Students will read through class story. Volleyball reading in Spanish and English. 4. Students will answer comprehension questions about the class story by writing the answers in the back of their notebooks. Discuss the answers to the questions as a class. 5. Students will condense the class story into a 9 sentence summary. 6. Running Dictation- put the students in groups of 4 to complete running dictation based on the class story. Students will be given roles within their groups.</td>
<td>Go over bell work 1. Calendar- student volunteer to discuss the weather for the day. Teacher and students discuss activities for the day and students draw in personal calendars while teacher uses smart board. (S) (G) 2. Students complete write and discuss about Calendar (I) 3. Students will read through class story. Volleyball reading in Spanish and English. 4. Students will answer comprehension questions about the class story by writing the answers in the back of their notebooks. Discuss the answers to the questions as a class. 5. Students will condense the class story into a 9 sentence summary. 6. Running Dictation- put the students in groups of 4 to complete running dictation based on the class story. Students will be given roles within their groups.</td>
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</tbody>
</table>
- quiere ser: s/he wants to be

5. Think-Ink-Pair-Share: display a question on the board, have the students think about the answer to the question, write down the answer, share it with a partner, and then share out as a class. Repeat for 4 sentences using the target structures. (S)

5. Introduce the singer Amaia Montero by having the students read a paragraph about her. Students will read the text together as partners and then answer the comprehension questions independently. Students must tag the text. Once they are done, they will turn in their readings and answers. (S) (G)

-- whatever students don’t complete in class will be homework

6. Play the song “Quiero ser” by Amaia Montero. (M)
**Table B1**

**This unit lasted longer than I had originally planned. Although this was meant to be a five-day unit, it actually took longer. Many of the daily plans I had turned into two-day lessons.**
Appendix C
Amaia Montero Reading and Comprehension Questions

Amaia Montero Saldía es una cantante muy famosa y muy talentosa. Ella es de España y habla muchos idiomas: el español, el catalán, el italiano, el francés, el inglés y más.

Amaia es famosa por ser cantante, pero no quería ser cantante originalmente. Ella quería ser química. En la universidad, ella tomaba clases de química. Cuando ella decidió que quería ser cantante, ella no tomó más clases de química; ella tomó clases de psicología.

Amaia es más famosa por su carrera como la cantante principal de la banda La Oreja de Van Gogh entre 1996 y 2007. Sin embargo, ella quería ser solista; no quería ser miembro de una banda.

1cantante - singer  2idiomas - languages  3química - chemistry/chemist

What languages does Amaia speak?

What did Amaia want to be before she decided to become a singer?

What class did she take once she decided to become a singer?

Why did she leave the band “La oreja de van gogh”? 

Foto: CC 2012 Kedeller, WikimediaCommons.org
Hay una mujer que se llama Juliana. Juliana quiere ser una cantante. Ella decide estudiar en la universidad de Vanderbilt porque hay un programa fenomenal allí para estudiantes que quieren ser cantantes. Juliana toma la clase de música. El profesor sólo habla chino. Juliana no habla chino. Ella recibe una “F” en la clase de música y decide que no quiere ser cantante porque no quiere tomar la clase de música.

Juliana decide que ahora quiere ser una maestra de música. Ella decide estudiar en Harvard porque hay un programa fenomenal allí para estudiantes que quieren ser maestros. Juliana toma la clase de inglés. El profesor sólo habla español. Juliana no habla español. Ella recibe una “F” en la clase de inglés y decide que no quiere ser una maestra de música porque no quiere tomar la clase de inglés.

Una mujer se llama Vanessa quiere ser diseñadora de moda.

Primero, estudia en la universidad de Alabama y toma la clase de economía.

Pero, la profesora de la clase de economía sólo habla español y ella no habla español.

Entonces, Vanessa quiere ser mecánica y va a la universidad de Florida.

En la universidad de Florida, ella toma la clase de matemáticas y el profesor sólo habla chino.
Finalmente, Vanessa quiere ser arquitecta.

Estudia en la universidad de Washington y toma la clase de ciencias para ser arquitecta.

Vanessa habla alemán con el profesor y ahora es arquitecta en Nueva York.
Appendix F
Class Schedule Worksheet

<table>
<thead>
<tr>
<th>Bloque</th>
<th>Clase</th>
<th>Profe/Maestro</th>
<th>Materiales</th>
</tr>
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<tbody>
<tr>
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</table>

Table F1
### Appendix G

Speaking Rubric: Used for Self-Reflection in Interpersonal Communication Activity

#### Speaking Rubric

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<table>
<thead>
<tr>
<th>Question</th>
<th>No L2 Speech</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>High Novice High</th>
<th>Intermediate Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question One</td>
<td>I understood the question and responded in L1.</td>
<td>I said a word</td>
<td>I said a phrase</td>
<td>I said a sentence</td>
<td>I said two or more sentences about the same topic.</td>
</tr>
<tr>
<td>Question Two</td>
<td>I understood the question and responded in L1.</td>
<td>I said a word</td>
<td>I said a phrase</td>
<td>I said a sentence</td>
<td>I said two or more sentences about the same topic.</td>
</tr>
<tr>
<td>Question Three</td>
<td>I understood the question and responded in L1.</td>
<td>I said a word</td>
<td>I said a phrase</td>
<td>I said a sentence</td>
<td>I said two or more sentences about the same topic.</td>
</tr>
<tr>
<td>Question Four</td>
<td>I understood the question and responded in L1.</td>
<td>I said a word</td>
<td>I said a phrase</td>
<td>I said a sentence</td>
<td>I said two or more sentences about the same topic.</td>
</tr>
<tr>
<td>Question Five</td>
<td>I understood the question and responded in L1.</td>
<td>I said a word</td>
<td>I said a phrase</td>
<td>I said a sentence</td>
<td>I said two or more sentences about the same topic.</td>
</tr>
<tr>
<td>Question Six</td>
<td>I understood the question and responded in L1.</td>
<td>I said a word</td>
<td>I said a phrase</td>
<td>I said a sentence</td>
<td>I said two or more sentences about the same topic.</td>
</tr>
</tbody>
</table>

Table G1
Appendix H
Comprehension Check

Comprehension Check 3 (Sp2)

I. Matching

_____ 1. Ella habla español.          A. folder
_____ 2. Toma la clase de matemáticas B. I want to be a scientist.
_____ 3. Bolígrafo                   C. He/she takes math class.
_____ 4. Quiero ser científico.      D. pen
_____ 5. Carpeta                     E. She speaks Spanish.

II. Read the following text and answer the questions in English based solely on the text (tag the text).


1. Is Sylvia a good student? Why or why not? Include evidence from the text to support your answer.

2. Describe the main character? (complete detail)

3. What classes does Sylvia take? What does she need for each class?

4. How do Sylvia’s teachers feel about her behavior?

5. What is the consequence of Sylvia’s behavior?

III. Translate the following into English

1. Susana quiere ser una diseñadora de moda.

2. Ella es una jugadora de básquetbol en la Universidad de Alabama.

3. La maestra habla cuatro idiomas.

4. Para ser ingeniero, necesita tomar la clase de ciencias.
Las mejores universidades del mundo- Translate/summarize the following reading.

## Appendix I
### Post-Timed Write Rubric

<table>
<thead>
<tr>
<th>Target Structures</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student used the three target structures (habla, toma, quierer) correctly throughout their entire writing</td>
<td>Student used the three target structures at least once in his/her writing. Contained minimal errors with target structures.</td>
<td>Student did not use the three target structures correctly or only used one or two of the target structures correctly</td>
<td>Student did not include the three target structures in his/her writing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student wrote all information from the prompt and included additional information</td>
<td>Student wrote all information from the prompt</td>
<td>Student wrote about 2 out of the 3 pieces of information from the prompt</td>
<td>Student wrote about 1 or fewer of the pieces of information from the prompt</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Growth</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student shows substantial growth from pre to post timed write</td>
<td>Student shows some growth from pre to post timed write</td>
<td>Student demonstrates no growth from pre to post timed write</td>
<td>Student shows decline in performance from pre to post timed write</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Ethic</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student stayed focused during the entire 6 minutes. Looked down at his/her paper and wrote during the entire time</td>
<td>Student was focused during the entire 6 minutes. Looked up a few times to look at resources around the room</td>
<td>Student spent at least 1 minute looking around the room/not writing. Was focused during the entire writing time</td>
<td>Student was not focused during the entire writing time. Spent more than 1 minute looking around room/not writing</td>
<td></td>
</tr>
</tbody>
</table>

Table I1
# University Poster Project Rubric

**Las Universidades del Mundo Hispano Poster Rubric**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>Poster includes Spanish and English. Student demonstrates knowledge of class vocabulary along with new words learned through research/outside of class resources.</td>
<td>Poster includes Spanish and English. Student demonstrates knowledge of class vocabulary.</td>
<td>Poster is in one language (Spanish/English). Student does not demonstrate knowledge of class vocabulary.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Poster shows creativity. Includes more than three relevant pictures and is visually appealing (well organized). Poster includes links/references.</td>
<td>Includes three relevant pictures and is visually appealing (well organized).</td>
<td>Poster includes less than three pictures and is visually appealing (well organized).</td>
<td></td>
</tr>
<tr>
<td><strong>Required Elements</strong></td>
<td>Poster includes all required elements along with additional information that was not included on the assignment sheet.</td>
<td>Poster includes all required elements.</td>
<td>Poster includes most required elements (missing 2 or less elements).</td>
<td></td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Poster was turned in on or before the due date (04/19).</td>
<td></td>
<td>Poster was turned in after due date.</td>
<td></td>
</tr>
</tbody>
</table>

*Table J1*