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*Pearls of Wisdom from Seasoned Oysters: Strategies for World Languages*

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Introduction

The inspiration for this session came from several informal discussions by the presenters on the importance of inducting new classroom world language teachers into the profession, and giving them vital classroom tools that transcend second language proficiency skills. It was decided to identify a collection of useful tools for novice L2 teachers, drawn from the presenters’ more than 121 years of full-time second language (K-16) instruction, to present at ACTFL 2004, in celebration of the Year of the Languages.

Therefore, this paper will present strategies, techniques, and ideas (i.e., classroom management organizational/procedural and discipline tips; instructional sets, closures, and student-focused activities) designed for the new language teacher, but most certainly, applicable to even the most seasoned classroom professional.

Classroom Management

One cannot teach if the students are not focused; students cannot be focused unless they have been taught (trained) how to function in the classroom. Teachers waste entirely too much time and energy if their students are not ready to learn. Providing a structured classroom environment, with set procedures and established guidelines, is a given for learning to take place. A well-structured classroom arena, conducive to learning, is one in which the teacher is in charge at all times. The following are some ideas for accomplishing this.

Organizational/procedural tips

1. You are the teacher; they are the students. Remember this. It is your classroom. Therefore, the students will abide by your rules; they are guests in your classroom. Along with this, remember to make yourself physically comfortable in your classroom. You adjust the temperature to suit yourself. Tell the students to dress accordingly.

2. Your students are not psychic. Therefore, clarify your expectations for their behavior on the first day of class with them. Establish yourself as the teacher. Tell them a little bit about your professional training and background. Hang your teaching certificate on the wall of your classroom; be proud of it. The students need to know that you are a licensed professional and that you know what you are doing.
3. On the first day of class, have a seating chart for your students. The easiest way to do this is to have an overhead transparency of who sits where in your classroom on the first day. (There is no free seating; you are in charge.) After the first day or so, adjust who seats where. Break up any small cliques. Move any challenged or potential troublesome students to the front of the classroom.

4. Once you have a seating chart, put those names into a grid, put the grid on a clipboard, and make anecdotal notes on the grid during the class. Are there students who always have a hand raised? Are there students who have their heads down during class? Are there students who persist in unacceptable behavior? Note these things on your seating chart. Then, date the chart and keep with your records. These are excellent documented sources for notes home to and conversations with parents/guardians.

5. Desks are to be cleared of everything when the bell rings. This allows no distractions and permits some real communication without referring to books, notes, and laptops.

6. Greet your students at the door when they arrive. Have either a white/chalkboard or a half-sheet printed activity ready for them as they enter the classroom. This three to four-minute activity can be collected after attendance is taken and count toward a daily grade. This is not an optional activity; everyone participates. If someone elects not to do so, a grade of ‘0’ is given to that student for a daily grade—no questions asked. NO talking is to occur during this time. Establish your classroom as a serious place for learning to take place, not a place to play and visit. The students have plenty of time to socialize outside of your domain. As a serious, professional educator, you need to mean business from minute one in your class.

7. Take attendance using communicative approaches. For example, the students can count off using their class numbers. (See #12.)

8. If cell phones are allowed in your school, tell your students to turn them off before they enter the classroom. Remind them of this the first day and every day for the first week (or longer, if need be) of the new term. If there is a violation of this, confiscate the phone. The students can retrieve the phone from you at the end of the instructional day. If this happens more than once, call the parent/guardian of the student and explain the school’s policy and your classroom procedures.
9. If students have laptop computers when they walk into your classroom, instruct them to have them turned off and put away in your classroom. There is no room for negotiation.

10. Have a clipboard near the door where the students walk into your classroom. Have a clipboard, clearly identified, for each period/block that you teach. On this clipboard, have a sheet of paper for the week, with blocks for: Date, In-class activities, Homework, Quiz/Test

Enlist a good student to complete this sheet for each day of a particular week. YOU do the first week, and then ask a student to follow your example for the following week, giving every student in the class an opportunity to do so. Then, when students walk in after having been absent, it is their responsibility to check the clipboard. They are not to bother you. Give the absent student two instructional days to make up the work for full credit. Have make-up quizzes/tests available for students to take either before or after the instructional day (not during your lunch break or planning period) on the Thursday or Friday following their return to the classroom. YOU select the day; post it, and do not deviate from the designated day. YOU are in charge. These make-up quizzes/tests need to be variations of the originals. For simple objective-type test items, simply move them around in a different order from the original test/quiz. For essay or short-answer completion items, have different items prepared.

11. Have an in-box for work to be turned in to you for make-up. The students need to put their names and subjects in period/block number on their work and staple multiple pages together. (Have a stapler on a cord/chain near the in-box area.)

12. Assign numbers to each student to put on all work to be turned in to you. Put your alphabetical ordered last names for each class in numeric order; it’s easier to order that way for you when you enter grades into your grade book. Then, have the students put their respective student numbers, followed by the class/block number of YOUR day. Thus, Taylor Adams, in your second class block, would put the upper right hand corner of her paper, 1-2, Taylor Adams.

13. Do not raise your voice in class to get the students’ attention. If you find yourself raising your voice to be heard over the noise of your students, they are not following your classroom procedure. Stop. Stare. Cross your arms, and give them that look that your parents used to give you when they wanted your full attention. This may seem like the longest two minutes of your life, but do it. Then,
when the students are quiet, proceed. This may be the time to hand out the quiz/test item freebie coupon to the first two students who become quiet first. (See number 14.)

14. Create and duplicate Coupon good for one quiz/test item squares. These are to be distributed to students who behave, finish an activity first, are members of a winning team in a structured game/activity, or who deserve a reward. The coupons are then dated and signed in ink by the student and can be turned in to replace a designated item on a quiz or test which has a Use Your Coupon Here next to it.

15. Always call on students in a random pattern; be unpredictable and keep the students on their toes.

16. When asking a question, ask the question first, look around, and then call on someone by name.

17. Tell the students HOW you wish for them to hand in their work. Do you want them to put their papers on the top of the last person’s paper in each row, and then have the first person in each row put his/her row’s papers on the top of the pile, going from your left to your right? Decide, and practice this several times the first week of class. Remember, organized teachers are happy and productive teachers.

18. If you use the white/chalkboard, assign a student to erase the board, after you use it, and only when you tell him/her to do so. This can be a weekly assignment, following the students’ class numbers.

19. Allow students to answer in less than full sentences if appropriate.

20. Don’t get hung up on the use of written accents. The same is true with pronunciation. Let students speak, uninterrupted. Then, later, work on a particular pronunciation glitch with the entire class.

21. Remember, assigned homework is for student practice, not to induce teacher agony. Go over homework, if necessary, but don’t make it the focus of your lesson, nor spend more than a few minutes on it in class the next day. Consider having the students show you their written homework as they walk in the door. YOU make note if they have it or not. (Chances are they didn’t do it by themselves, nor did they spend a lot of time on it anyway. So, put homework in perspective. It’s practice for students who want to learn.)
Discipline Tips

1. Organize the students and have them follow the procedures outlined above. The students will then be focused and they will learn. Thus, IF the above procedural tips are followed, good classroom order will follow.

2. Keep your class rules (i.e., your expectations for your students) to a minimum, AND keep them in a positive way. Consider having the following: Be respectful. Be on time. Be prepared. Be positive. That says it all.


4. Identify a potential discipline problem before it gets out of hand. At the first loud whisper, unwanted or unsolicited comment, stop what you’re doing. Walk over to the offender(s) and take charge. (Carl Rodgers, behavioral learning theorist, tells us to ignore such behavior and it will disappear. It usually does not, however, and the students think they’ve pulled on over on the teacher.) Sometimes, it’s enough to stop what you’re doing, look up at the offending student(s), and use the icy parental stare. Use common sense, however. IF your well-being or the students’ is in jeopardy, have the student removed from your classroom. Just realize that if there is no physically dangerous or life-threatening situation present, you must try as hard as you can to contain the problem within your own classroom to maintain your role as the one in charge in that classroom. After you’ve gotten the off-task student’s attention, walk over to him/her, and tell that person to see you immediately after class. Then, one-on-one, find out what’s going on with the student, without his/her friends around.
5. Stay in close contact with parents/guardians, starting from day one. Send home a brief letter to them explaining your background and the expectations you have for the students in your class. Then, foster this relationship by calling parents once a month, for 5-7-minute calls to tell the parents/guardians how the students are doing. Start with the positive, and end with any concerns you may have. CALL during the magic dinner hour, 6:30-7:30 and start by identifying yourself, “This is Ms./Mr. Smith from Blair’s French 2 class. Do you have just a minute to talk about how she is doing?” That usually works.

6. Document. Document. Document. Keep track of positive and non-positive behavior of each student. Prepare an index card for each student, with parent/guardian contact phone numbers on the front side, noting each parent’s last name which may be different than that of the student. On the reverse side of the card, have a column for date, contact person, nature of contact (phone, face-to-face meeting) and comment. These cards are invaluable for Open Houses, conferences, phone calls, and S-team meetings.

Instruction

Sets/Openers

1. **Action Initiatives.** Students line up according to birthdate, time they that morning, in alpha order by last or first names. They can also group themselves according to favorite color, TV show, any topic, as long as they use the target language. The teacher, of course, can restrict the utterances by giving set verbs, tenses, and vocabulary.

2. **Pre-Class Activity.** Students come into the class with an assignment already on the chalk/white board/overhead screen. Directions are written, and students must communicate with each other or write answers to the questions on the board/screen.

3. **Grab-Bag.** The teacher has as bag/box in which are several index cards (folded and numbered on the outside, 1-5). On each card is a question based on the previous day’s classroom topics and/or warm-up questions (i.e., what’s the weather today?). The teacher calls out numbers 1-5, and the students recite their questions and answers in order. IF they need assistance, they may call on someone in the class to assist. (N.B. this activity can also be a closure activity; questions are based on what was done during the class.)

4. **Smoosh Book.** As students walk in the door, they take a recycled piece of 8 ½” X 11” piece of paper and prepare a seven-page book.
The Smoosh book can record notes from the class (shared later in Closure part of the lesson); it can become a book of vocabulary for the lesson. It can be a mini storybook, based on a topic. Think of endless possibilities for its use!...passport, Me Book...

5. **Flip-Flop Book.** Once again, a recycled piece of paper can become a place for composing a story, drilling a verb, performing math problems, and telling time. Students can also use stick figures to illustrate a picture book from which a short story can be told.

6. **Living Sentence.** Hand out strips of cardstock paper on which sentence bites are written. Then, the students must zip around the room trying to construct a cohesive, grammatically and syntactically-correct sentence. Lines from a dialogue can also be written on separate pieces of cardstock for the students to manipulate into a cohesive dialogue.

7. **Create a Story.** Select four or five colorful pictures of people. Tape each to a wall or part of the chalk/white board before the students walk in the classroom. If using a wall, tape a piece of butcher paper
under each picture. Divide the area under the picture into four sections: nouns, verbs, adjectives, story. Then, the students walk around the room, writing an appropriate noun, verb, or adjective which corresponds to each picture. After five minutes or so, get the students’ attention and then have them go around the room and start writing a story under each picture, using the vocabulary words suggested by the other students. (They must underline each of these words.) Monitor this activity closely. When there is a story written under each picture, and the students have had a chance to correct any visible grammar or syntax errors, have a group of students read the story out loud to the rest of the class. Variation: the nouns, verbs, and adjectives can already be written under each picture and the students go from there.

Student-Focused Activities
There are some basic tenets that must underlie classroom activities. First, they must be student-centered, incorporate as many as Gardner’s nine intelligences as possible. Second, they should allow for the expression of student creativity. Third, they should involve as many linguistic skills as possible. Fourth, they should be both developmentally and linguistically appropriate. Last, they need should reflect the following precepts for language acquisition.

- Comprehension precedes production.
- Problem-solving is an essential tool for language learning.
- Language acquisition is non-linear.
- Short bursts of meaningful speech are more important and much more effective than longer strings.
- Language acquisition may be likened to an inverted pyramid: one starts with acquiring one piece of information and builds up.
- Teacher input is vital; it must be self-monitored.
- Non-inhibitory techniques must be used with students.
- Students--regardless of age--learn by doing.
- Students do not have to speak in order to comprehend.
- When students begin to speak, do not correct errors except through paraphrase.
- Be mindful of the 7 +/- 2 aspects of learning/memory (Miller, ’57). Things to be learned need to be chunked in groups of seven on an average, and organized by a common theme.
- Simultaneous production and comprehension training will result in a decrease in comprehension—students do not learn as well when they are forced to produce the new sounds of new words.
- Surface structure of a language are not taught formally during the beginning stages—the time frame for this varies according to the student body.
1. **If A Picture Paints A Thousand Words**
   This is a listening comprehension activity involving the teacher’s ability to point and speak quickly, identifying the picture 25-30 times so that the student’s eyes and ears (not mouth) are actively engaged in viewing the pictures displayed, comprehending. At the earliest stages, no speaking is a must. Use words that are not semantically-related or generically similar.

2. **Clang, Clang, Clang Went the Trolley**
   This is a listening discrimination activity which permits the students to enjoy guessing the correct sound-making item, draw an image or story board (or act out the program as a narrator/partner tells the story, or plays a charade).

3. **These Magic Moments**
   This tactile activity incorporates vocabulary and the sense of mystery, with students responding orally and physically to the teacher’s suggestions as to the contents of the magic bag.

4. **A Tisket, A Tasket**
   First, a partner activity; students interview one another about an Item that has been *lost*; rehearsing with one another as they develop the questions such as, “Your name, address, ...when, where, how.” Follow-up activities include graphing and the search for an object.

   **Variation: Hey, Look Me Over!** This is a scavenger hunt using the realia and posters of your classroom. Create a list of items that are shown in the posters or photographs, place a sticker number on the various display items, and give your students the *hint sheet*. They write the number of the appropriate hint. (Use different *hint sheets* with the same items in different order or color.)

5. **Green Door, What’s That Secret You’re Keeping...?**
   This is another means of tactile vocabulary practice. Approximately twenty items (or flashcards) are set on a table and covered with a large piece of cloth. Groups of students come to the table. The teacher uncovers the objects, and students try to memorize in not more than ten seconds as many items as possible. The group then writes a list of all the items they remember, touching everything they can. Which group has the longest list?
6. **I Am Who I Am**  
Prepare a picture of any famous person in which the eyes, nose and mouth are missing. Have students discuss in groups who the famous person might be. A further variation of this activity might be to cut out pictures of famous people and pin them on the students’ backs.  
Have students walk around the room and ask each other yes/no questions until they find out who their famous person is—“Am I a woman or a man?” “Am I a TV star?” This activity can also be done in pairs.

7. **You Say Potatoes, I Say *Potahtoes***  
Pairs of pictures are prepared, identical except for a given number of small differences. Students are divided into pairs, each of whom gets a different version, and they have to discover the differences through speech alone. They are not allowed to see each other’s pictures until finished.

8. **A,B,C,D,E,F,G,H,I, I Got a Girl in Kalamazoo, Zoo, Zoo**  
None—or hardly any—of our middle/senior high students does not know his/her numbers, or the alphabet. But do you want to watch and wait for your class to count from 1 to 27 in sequence to get to “28?” Or say (in German, for example), “A, B, C, D, E, F, G,” before saying “H?” Here’s an activity that will help students (and you) stop thinking sequentially—and remember some geography, too! Create overhead transparencies of international airport codes [http://www.world-airport-codes.com/](http://www.world-airport-codes.com/) or [http://flyaow.com/airportcode.htm](http://flyaow.com/airportcode.htm) and conduct a little aural comprehension activity with those. Fun!

9. **Just Like Romeo and Juliet**  
Strips of paper with famous people’s names are passed around. Each person has to find his/her pair by asking, “What’s your name?” Once they find the person, they sit and at the end they introduce their partner to the rest of the class.

10. **Alley Oop, Oop, Oop**  
This is a paired activity in which students use comic strips with no words. One student has the original cartoon. The other has one that has been cut and put into a different sequence. The first student has to describe each picture so that the other student can get his into the correct order. Students have to be very precise in their descriptions. It can be great fun to discuss humor once the activity is over.
11. Picture Me, I’m Sandra Dee
Collect pictures from all sources (i.e., magazines, postcards, calendars), and put them all into a box. Students take 4-6 pictures randomly, and create stories (orally, dramatically, on paper).

A variation: have two students or two sets of partners use the same pictures, and see what different tales they get with the same items!

12. Pennsylvania 6-5000
This game came from a Missouri teacher friend. Yes, you can learn a lot about numbers (again, out of sequence), but you can also improve listening skills. And, a further benefit: now you know what to do with those spitballs!

The Paper Wad Game
Give instructions in the target language as you model how to make the game board (divide a piece of typing paper or notebook paper into 4 sections) and the game pieces (4 paper wards—large enough to handle easily but small enough for all to fit into one of the four squares on the typing paper). Each box is numbered, and then students are told where to put the pieces and how to move them (move only ONE paper wad at a time). At the end, if they have successfully listened, their game pieces will be in the boxes indicated. Have students invent number orders if you are too busy.

Sample Games With Paper Wads
1. Begin with one wad in each box.
   1-4, 2-3, 3-1, 4-3, 3-2, 1-4, 3-4, 2-1, 1-2, 2-4.
   All wads will be in box #4.

2. Begin with all wads in Box #1.
   1-4, 1-3, 1-2, 4-2, 2-3, 3-1, 2-4, 4-3, 3-2, 3-1.
   3 wads will be in Box #1, 1 wad will be in Box #2.

3. Begin with two wads in Box #1 and two wads in Box #4.
   4-2, 4-3, 1-4, 3-1, 1-2, 2-4, 1-3, 2-1, 4-2, 4-2.
   1 wad will be in Box #1, 2 in Box #2, and 1 in Box #3.

4. Using other numbers: begin with all wads in #7.
   7-20, 20-14, 7-15, 14-20, 7-14, 14-15, 15-7, 20-7, 7-14, 15-14.
   2 wads in #7, 2 wads in #14.
5. Using grammar: begin with two wads each in “nosotros,” “ella,” and “Ud.” she-we, you all-they, we-he, you all-you, she-they, we-you all, they-he, we-you, they-you all, you-he, you-you all.

3 wads are in “él” and 3 wads in “Uds.”

13. Information Gap Activities

Definition:
One student has information that another student needs to obtain to complete a communicative act (task)

Rationale:
• Obligates students to interact in the target language to accomplish a communicative task in a brief period of time
• Provides a meaningful context for language earning activities
• Permits students to learn how to ask for clarification, request information, and negotiate meaning for understanding, all within a meaningful context

Role of Teacher:
• Provides activities that are focused and specific, with specific and measurable outcomes, even including rubrics
• Supervises, monitors, and assumes role of checking for completion of activity (and thus makes students responsible for task objectives)

Role of Student:
• Assumes role of participant
• Takes assignment and understands objective(s)
• Has materials for understanding and clues at hand
• Coaches/assists partner participant
• Completes task, rehearses if time
• Responds to teacher check for responsibility of task

Information Gap Activities Blueprint

1. Context
2. Student task
3. Language structure(s)
4. Linguistic support aspects
5. Directions and models
6. Comprehension check and proofing
7. Extension activities
14. **Signature-Search**

- Students receive a sheet of paper with about five statements.
- The students’ task is to obtain a signature for each statement.
- Students are given about five minutes to complete the task.
- The instructor makes students responsible by asking comprehension check questions.

Signature-search activities promote student-generated communication and interaction, as well as build a sense of community. Signature-search activities are used to focus on specific vocabulary and grammar items. (Source: VanPatten, B. Lee, J.F., & Ballman, T. (2004). *Instructor’s manual and testing program to accompany ¿Sabías que…? Beginning Spanish 4th ed.* New York: McGraw-Hill.)

**Sample: Actividades del fin de semana pasado**

Your task is to obtain a different signature for each activity. If the classmate answers “Sí” to the question, you need to ask the student to sign his/her name (“Firma aquí”) next to the appropriate activity. If the classmate answers “No,” you should say “Gracias. Nos vemos.” Be sure to ask your questions in complete sentences!

**Model**

Student 1 asks: ¿Cenaste en un restaurante?
Student 2 responds: a) Sí…yo cené en un restaurante.
Student 1 states: Firma aquí, por favor.

OR

Student 2 responds: b) No…no cené en un restaurante.
Student 1 states: Gracias. Nos vemos.

Firma | Actividad
--- | ---
1. ____________________ | 1. Habló por teléfono
2. ____________________ | 2. Miró el “World Series”
3. ____________________ | 3. Practicó un deporte
4. ____________________ | 4. Estudió más de dos horas
5. ____________________ | 5. Alquiló un video para ver en casa
6. ____________________ | 6. Cenó en un restaurante

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1 The instructor provides students with the appropriate questions to elicit these yes/no responses or allows the class sufficient time to brainstorm the questions they need to ask before beginning the activity.
15. **El Boletín Semanal**

This is a type of information-exchange task. The students’ task is to write an article about a classmate for a student newspaper. This task consists of two steps. The student: (1) conducts an interview with a classmate and (2) uses the information to write an article about that classmate.

**Sample: El boletín semanal—Nuestras vacaciones**

Nombre ____________________
Clase ____________________
El 20 de octubre

You are to write an article in Spanish for the school newspaper. The school newspaper wants to discuss what students are going to do during Midterm Break. Your task is: (1) to interview a classmate to find out what s/he is going to do during Midterm Break and (2) to use this information to write an article about your classmate.

- Create a list of five questions to ask a classmate (to be submitted with the article)
- Ask the questions and take notes
- Write an article of about 100-125 words

**Sample Rubric for In-Class Writing Assignment**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent. Complete information. Well-organized and well-developed.</td>
<td>5</td>
</tr>
<tr>
<td>Effective word use and choice. Few grammar errors.</td>
<td>4</td>
</tr>
<tr>
<td>Good. Adequate information. In general, is well-organized and well-developed. Some inappropriate word use and choice. Few grammar errors.</td>
<td>3</td>
</tr>
<tr>
<td>Satisfactory. Limited information. Shows some organization. Ideas need to be developed. Inappropriate word use and choice. Frequent grammar errors.</td>
<td>2</td>
</tr>
<tr>
<td>Unsatisfactory. Minimal information. Lacks organization. Ideas needto be developed. Inappropriate word use and choice. Frequent grammar errors.</td>
<td>1</td>
</tr>
</tbody>
</table>
16. **People Search**

Students receive a sheet of paper with about five statements and a space for a signature near each statement. The students’ task is to obtain as many signatures as possible in a given period of time. The instructor can then ask comprehension questions to the entire class.

People search activities promote student-generated communication and build a sense of community. (Sources: Van Patten, Lee, & Ballman, 2004)

17. **Crazy Auction**

During the first week of class, ask students to bring in things that are not edible, have not been eaten, are not alive, have never been alive. These items can be shown in front of parents and teachers without embarrassment. Then, decide on a price for the item, write down the price without showing the students. Then auction off the item, starting with a brief description of the item. Next, tell the students that the items cost between X dollars and Y dollars. Students must raise their hands, you call on them individually, and they give their bids. As each bid comes in, you ask them, “is that more or less than X dollars?” reiterating each time, the previous bid. Continue until the designated price has been found. The student then takes the item. You can, however, substitute a teacher coupon (located under #14, Organizational/Procedural Tips) for the item and put the latter back in your prop box in your classroom.

18. **Human Orchestra**

Have a box of noise-makers and inexpensive musical or percussion instruments. Distribute these throughout the class. Then, assign a part of speech (i.e., subject, verb, adjective) for each instrument. Next, show a short paragraph in the target language on the overhead/multimedia screen/television monitor. YOU direct your human orchestra to sound the appropriate instrument’s noise as the class reads the paragraph, very slowly, out loud. Final punctuation marks can even be given a special percussion sound.

**Variation:** Show a paragraph, and have students raise their left hand for a subject, right hand for a verb, and stomp their feet for an adjective or other part of speech.

19. **Human Word-Processing**

As students walk in your classroom, they pick up a letter of the alphabet. (Make sure that you have multiple vowels and duplicates of letters that commonly occur in your target language.) Then, you call
out a word and the students become the keys on the computer keyboard, holding up their respective letter. 
**Variation:** You give the students a hint or two of the word YOU have Mind, then the students use their ESP ability to spell the word, going to the front of the class. Once you do this activity, students can take turns giving the hints (in the L2, of course).

20. **Listening Comprehension Activities**

   a) Pairs of students are given lengths of yarn about 5 feet long. To practice geometric shapes, students form these shapes (i.e., triangle, carré, cercle, rectangle) as the teacher says them. You need two people, four hands to do it. This is good for elementary, but can work for upper levels.

   b) Have pairs of students come to the front of the class and see which one can first point to an item that has the color mentioned by the teacher. This could be done by teams to encourage a competition.

   c) Place a large torso on the board (or use an overhead). Have students come up one at a time to place a body part on the torso, using cut-out body parts. This can also be done just with a head.
**Students’ Participation Criteria**

At the end of each week, you will self-assess your participation according to the criteria and scoring guidelines provided (see below). You will then put the *Participation Self-Assessment Worksheet* (see next page) in the PARTICIPATION FOLDER. Your instructor will either (1) accept your assessment by initialing the box (Instructor Comments) and scoring the appropriate points or (2) alter the evaluation, citing criteria that you might not have taken into account, and record the indicated points.

<table>
<thead>
<tr>
<th>Points</th>
<th>Participation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent. I used Spanish all of the time. I played a key role in getting group and paired tasks done. I answered questions without being called on but did not dominate class discussions.</td>
</tr>
<tr>
<td>4</td>
<td>Good. I used Spanish most of the time. I was active during group and paired tasks. I was always prepared to answer questions.</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory. I used English often. I was sometimes inactive or distracting to others during group and paired tasks. I was usually prepared to answer questions.</td>
</tr>
<tr>
<td>2</td>
<td>Unsatisfactory. I used more English than Spanish. I was often inactive or distracting to others during group and paired tasks. I was often unprepared to answer questions.</td>
</tr>
<tr>
<td>0</td>
<td>Absent.</td>
</tr>
</tbody>
</table>

A maximum of 5 points per class period can be earned for participation. Your participation score is based on your use of Spanish, your classroom interaction, and the number of days you are present in class. Each full work (five days) is worth 25 points.
Students' Participation Self-Assessment Worksheet

Name ____________________
Class ____________________

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>Week</td>
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<td>1</td>
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<td>14</td>
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<td>15</td>
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</tbody>
</table>

(Source: Adapted from Marquette University)
Discussion

We have attempted to give YOU, the classroom world language teacher, a few tips and ideas for classroom management and instruction in this paper. We wanted you to have a rich repertoire of ideas, based on our many years of classroom teaching experience. Use what makes sense to you, and adapt our suggestions and activities to suit your needs and personality. Enjoy!