

“Why do I have to learn Spanish? I speak English”: Catering to Multiple Intelligences in order to Motivate Second Language Learners

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Synopsis

We all have heard at some point in time that learning a second language is important. It helps learners develop a deeper understanding of their first language. It contributes to an underlying language proficiency in general. It helps the learner build on prior knowledge and understand how to construct new knowledge from authentic experiences. It helps the learner communicate in a wider range of cultures. Last but not least, it helps the brain increase mental acuity.

Unfortunately, however, we have also heard that learning a second language is complex and difficult, and the younger you are the easier it is to learn a language. As a second language teacher I constantly have to fight the negative view of my students on how difficult and long the whole process of acquiring a language is.

These mixed views have given me the idea to compile research-based best practices in order to motivate students in a second language setting. In this unit it is my intention to help myself, as well as other second language teachers, develop lesson plans that will not only increase the production of the target language, but also keep the learners interested, motivated, and engaged. The learners will not only participate in class, but also in the establishment of class goals and cultural topics. They will feel that they have some control over the class, and this always helps with motivation.

With this unit I would like to help colleagues develop lesson plans that can help teachers empower their students by using differentiated instruction.

Curriculum Unit

Mary: Oh my God! I can't believe that summer is over.

Tyler: I know! And this year I am taking three Advanced Placement classes and Spanish II.

Mary: I don't get it. What's the big deal about learning another language? English is the international business language. Everyone should learn English. We don't need to learn any other languages.

Tyler: You are right, but my mother said that colleges are requiring second language courses,

and I want to go to college. I just want to get a “B” in Spanish this year, and then I’ll never use Spanish again.

Mary: Hahahaha! I don’t even care about college. I am taking Spanish because my Dad didn’t sign the paper for me to drop the class. I just need a “D” to get my Dad off my back. Plus I heard that Ms. Torres teaches her class to dance merengue and its fun. I think that is all I might learn this year.

Tyler: Hahahaha! You are crazy. I’ll see you later.

Mary: See you at merengue class, I mean Spanish class.

Is this type of conversation familiar to you? Often teachers forget that students have different points of view from our own, and different motivation, or lack of it when they come in the classroom. A good motivator is “success”. Everyone likes to be successful at what they are doing. Second language learners also like to be successful in the class and outside of the classroom using the target language. For this they need to be motivated and encouraged to use the second language at all times, in the classroom as well as outside of the classroom. The input in the target language has to be meaningful and comprehensible, in a way that the learner can communicate real examples and experiences. Stephen Krashen’s Monitor Model explains: language acquisition occurs when the input is comprehensible and the learner is not on the defensive. (1)

When I thought about writing this unit I thought about my students. How can I help them be successful in my class? What do I need to know about them to facilitate their learning process? What will motivate my students to continue learning the target language when they leave my classroom? While I was reading *How Languages are Learned* by Patsy M. Lightbown and Nina Spada, I realized that if I cater to the multiple intelligences of my students I can help them be successful in my class and this success might motivate them to continue learning the target language. This is an ambitious path that I hope that each one of my students will be willing to walk with me.

Background Information:

Teachers have more influence in the motivation they present to the students than the reasons why a student studies a second language. Teachers can have a positive contribution to the student motivation to learn if the classroom is a safe place where students enjoy their time, and the content is interesting, relevant to their lives, and commensurate with their ability and goals. (2) According to Piaget (*The Psychology of Intelligence*) parents and teachers should challenge the child’s abilities, but not present materials or information that is too far beyond the child’s level. It is also recommended that teachers use a wide variety of concrete experiences to help the child

learn.

Graham Crookes and Richard Schmidt (1991) point to three main areas where research has reported increased levels of motivation for students in relation to pedagogical practices: A) Motivating students into the lesson by guiding them throughout the lesson and transitions. Talking about what is coming next, creating interest and anticipation. B) Varying the activities, task, and materials to avoid routines that will bore students and decrease their attention. C) Using co-operative rather than competitive goals assigns an important task to each student in a group; this motivates students because they know that their teammates are counting on them. (3)

The goal of a second language teacher is to take a learners' individuality into account to create a learning environment in which learners can be successful in their learning process. (4) Part of this success is motivation. Teachers, who take the time to know their students, and learn about their learning style, have a higher success rate in their classes. According to my own statistics in my classes, approximately 40% of my students are Visual Learners, while 30% are Auditory Learners, and another 30% are Kinesthetic-Tactile Learners. Lesson plans that cater to these learning styles through the lesson may increase mastery of concepts and students' confidence in their learning process.

Howard Gardner, a Harvard University professor of education and author, has identified eight different types of intelligences: bodily-kinesthetic, musical, spatial (visual), interpersonal (the ability to understand others), intrapersonal (the ability to understand oneself), naturalist (the ability to recognize fine patterns in the natural world), logical, and linguistic. The ones that we work with the most at school are Logical and Linguistics intelligences, but children who do not excel in these two intelligences do not get the support they need. In the classroom where instruction focuses on communication and interaction, many students whose general academic performance is weak, find themselves being successful. (5)

When students have a preference in the way they learn something, we should not assume that their way of learning is wrong just because it is not the way we teach it. Our role as teachers is to encourage learners to use all means available to them. As a matter of fact, we should provide them with different options through our lessons. Lesson plans that focus on the three main types of learning styles (Visual, Kinesthetic-Tactile, and Auditory) will cover the multiple intelligences of our students. To plan according to the different learning styles, we need to adapt strategies for each style, and learn how to incorporate them in the lesson plan.

Visual Learners:

In this learning style, students need to see in order to understand. Visual learners like to take notes, they write a lot. They also feel comfortable with colors, graphics, illustrations, charts, and TPRS (Teaching Proficiency through Reading and Storytelling). These learners also need to highlight words or phrases in their notes, seeing the different colors helps them to remember, and allows them to associate terms. Visual Learners need to sit in the front of the class to avoid distraction. Presentations are great for them, as well as flip cards because it isolates an image of the material they are studying. These students need quiet time to learn and they study at their own rate in order to satisfy their goals. (6)

In the second language class, posting the names of items around the classroom in the target language helps the Visual Learners to learn vocabulary words. These students look at the written language and they are able to put it into context. They know how to communicate in written words, rather than speech. When language is broken down into phonetics enabling learners to visualize sounds, it makes speech more comprehensible to Visual Learners. Visual Learners face a challenge when learning a second language. They can learn to read and write in the target language, but speaking it is more difficult. One of the best skills that visual learners have in the target language is that they know how to spell correctly, simply because words spelled wrong look wrong to them.

There are many ways in which a visual learner can be successful in the second language classroom. Flashcards are wonderful to learn vocabulary. On one side they see an image and on the other side the word in the target language. Writing sketches of the vocabulary in context is also a good practice for these learners. Watching English movies with subtitles in the target language, as well as listening to book tapes with the book open and reading it, helps these students learn pronunciation and word meaning. Another practice that helps Visual Learners in the second language is to provide students with questions that the teacher will ask in advance so that they can prepare before having to answer the questions. A good visual thinking strategy is to develop language through discussion of visual images. Visual Learners make good students and are very helpful when put to work in groups.

Auditory Learners:

Auditory learners learn by hearing information. They like lectures and they can remember most things said by the teacher. They often talk to themselves, they speak out loud when writing something, and they read aloud to process information. They learn songs faster than any other learners, and they are sensitive to pronunciation, and intonation. This causes them to be more self-conscious about how they sound when speaking. These students enjoy giving small presentations, reciting poetry, singing songs, and playing speaking and listening games. Most

Auditory Learners are successful with oral exams because of the fact that they are able to process verbally, hearing the questions, and hearing their own answers. For studying, Auditory Learners do best when they are able to read out loud their materials. (7)

Auditory Learners can hear words in their heads before reading, speaking, or writing them down. They get more out of listening to radio or a spoken-word cassette than from television or films. These learners enjoy word games like Scrabble, Anagrams, and Password. Moreover, they can entertain themselves and others with tongue twisters, nonsense rhymes, and songs. In their conversations they often refer to things that they have read or heard. Frequently courses like English, Social Studies, and History are easier than Math and Science for these learners. Books are very important to these types of learners.

In the second language classroom Auditory Learners can develop very good accents, but only if they hear the word pronounced correctly. Melody and rhymes help Auditory Learners memorize foreign language words and phrases. Sometimes they are more interested in getting their point across than in using correct grammar. These learners often want to record classes to review them later at home. (8)

For Auditory Learners, a good practice in the second language class is to have small group activities, where the learners can explain things to others in the group, and at the same time they can hear others explain the same thing. It is also good to offer these students opportunities for individual speaking practice. Using songs and rhymes as well as a variety of listening activities through the lesson help these learners to stay focus and to remember the material covered in class. Listening to native speakers of the target language helps them develop vocabulary and pronunciation skills. This is why these learners benefit from listening to the radio in the target language.

Kinesthetic-Tactile Learners:

Traditionally schools are not operated to accommodate kinesthetic learners, especially after the elementary grades. These students need to be moving often as motion helps them learn and remember. They are the hands-on learners; they learn by doing. They also tend to be engaged in a sport or physical activity on a regular basis. It's difficult for them to sit still for long periods of time. They often use hand gestures or other forms of body language when conversing with someone. Their best ideas come when they're out for a jog or a walk, or when engaged in other kinds of physical activities. For these learners touching things is a good way to learn about them; they need to practice new skills instead of reading about them or seeing a video that describes them. Most of the time these learners are coordinated, they can perform in a play,

dance, and play games that requires body coordination. (9)

Kinesthetic Learners can be easily distracted and most of the time they have a hard time performing well in school. These students need frequent breaks to help them re-focus. They like to spend their free time outdoors and they enjoy thrilling amusement rides. They favor social pastimes over individual recreation and they have good interpersonal relations. These learners are good acting out stories and doing projects that involves using manipulatives.

In the second language class, Kinesthetic Learners can learn in a variety of ways. Because they learn through touching, feeling, and doing, incorporating hands on projects, multi-media assignments, and field trips help these learners in their second language learning process. Another good practice is Total Physical Response developed by James Asher (1972). TPR offers the teacher a way of teaching vocabulary and commands in the target language. The students listen and show comprehension by doing what has been commanded or acting the words. TPR instruction is carefully organized and structured by the teacher before it is presented to the students. The material can increase according to the ability of students and the teacher can built upon mastered concepts. The down side to this approach is that the students show comprehension without engaging in oral practice. (10)

Kinesthetic Learners do well when interacting with teachers and classmates. The proposal of “Let’s Talk” might work well with these learners. The advocates of the communicative approach emphasize the importance of comprehensible input and conversational interaction among teacher and students. The students interact and are compelled to negotiate for meaning, they clarify their thoughts, and opinions until they are understood or they understand others. Through group work students can engage in discussions that help them acquire language form, and grammatical structure in the target language, giving meaning to their oral language. (11)

Motivation is the best predictor of success in second language. The student that is highly motivated tends to do better than the one who is not. Teachers can’t influence the intrinsic motivation of students because of their different background and experiences. The best way a teacher can motivate a student is by making the classroom a safe and supportive environment where students are stimulated by activities and materials appropriate to their age, ability, learning style, and cultural background. In such a classroom each student can be successful. (12)

Strategies

To motivate all students and their different learning styles, teachers have to think in a year long process. This unit can be developed through the school year, by creating lesson plans that

accommodate different kinds of instruction, with a variety of activities in which each learner will find his or her own way of acquiring language. Initially it is very important to set goals for the class, for each student, and for the teacher. In order to accomplish the goals it is very important to have a good communication line between teacher and students. The goals need to be realistic and concrete.

My goal for the class is to have my students create a play in Spanish. This is a year-long goal, where I am going to use a number of strategies to help my students develop in the target language. To start the year I will give my students a questionnaire about them with the following questions:

Are books very important to you?

Can you easily compute numbers in your head?

Do you prefer to listen to the radio or to watch television?

Do you prefer to play Scrabble or Hide and Seek?

Are you sensitive to colors?

When fixing something, do you read the instructions first or do you try to fix it without instructions?

If you have to work in a theater, what would be your ideal job there?

Do you need to take notes in class in order to remember the material covered?

Do you like to spend your free time outdoors or indoors?

What is your favorite activity?

With this questionnaire I will not only get to know my students better, but also know more about their learning styles. Once identified the different learning styles, I can start catering my lessons to my students' intelligences. At this moment I am teaching Spanish I and Spanish II. The goal for the year is that by the third quarter (April-June) students will be able to understand when spoken to in the target language 80% of the time, and they will be able to produce oral language 70% of the time. I believe that is enough language acquisition to be able to create a play and perform it by the end of the school year. To get ready for the play, students need to go through the process of learning specific vocabulary and grammar structures.

In each lesson plan I will use a set of strategies that will help the students acquire vocabulary and master concepts. These strategies are as follows:

Pre-teach vocabulary in context

Give questions I will ask to students in advance

Provide concrete and real examples and experiences

- Review and repeat important concepts and vocabulary
- Provide follow-up activities that reinforce vocabulary and concepts
- Discussion of visual images
- Flexible grouping to permit movement between groups of students

Vocabulary activities can be enjoyable for students and satisfying to teachers. When my students work in groups, they like to help each other with the assignment. Teachers can take advantage of activities that students enjoy the most, to reinforce the goal of the specific lesson. In my case, I plan to use a group activity to play around a little with the song “*Buscando Visa Para Un Sueño*” by the Dominican author *Juan Luis Guerra*. Dividing the class in groups of four, I will give them the lyrics of the song and I will instruct them to read it first. Then they need to talk about the meaning of the song, the mood of the author, and the cultural background of the song. After each group finishes the exercise, the students of each group will choose one to be the presenter of their work to the rest of the class. I will play the song to them so they can listen to it, and I will teach them how to dance to the rhythm of the song.

Writing is the part of language that is most difficult to acquire. It is also where students have less motivation. To help my students in this area I will ask them to bring to class a picture of their favorite actor, singer, author, artist, or simply favorite person. With the picture I will instruct the students to write down the questions that they would like to ask that person, if they had the chance to speak to him/her face to face. Then I will pick up all the pictures and I will put them in a basket. Each student will have to pick-up a picture without looking. After that I will instruct them to find the picture of their favorite person and interview that person, which will be a classmate. They will have to write down the answers, but also use oral language to answer the questions. With this strategy I am trying to use motivational techniques to pique students’ interests in an area where second language students are traditionally weak.

It is very important for second language learners to embrace the culture of the target language. Through the culture the second language learner can compare and contrast with his/her own culture, and can get a bigger view of the language and its people – those of the target culture as well as those of his own. Using poems, stories, songs, novels, biography of successful Hispanics, and music, the second language teacher can open a whole new world to his/her students. The most important fact is that the second language learners are able to use their verbal communication and non-verbal communication skills in the target language throughout their cultural experiences.

Hispanics are known to be very friendly and warm. They like to kiss or hug when greeting someone. They also like to invite people into their homes to celebrate birthdays, holidays, and

any special occasion. Usually the celebration involves food and dancing. Unlike most Americans, Hispanics do not usually go into extensive preparation and organization when hosting a party. With my students I plan to host a party combining both cultures (Hispanic and American) by using compare and contrast. The students will use a bubble map to write the characteristics of a party in Latin-America, and the characteristics of a party in the United States of America. Then they will brainstorm in small groups about the similarities in both parties. Each group will make a recommendation on what we need to do or have in our party to make it a perfect Hispanic-American party. The students will research Latin- American music and they will create a list of songs in Spanish to be played at the party. Furthermore, they will research various foods in order to create a menu. All this will be accomplished using the target language 80% of the time. The outcome of this activity is the party. Students will get to experience a Hispanic-American party hosted and planned by them.

In order to get my students ready for the performance of the play at the end of the school year, I plan to use “cuentos” (short stories), like “*Laura y sus amigas planifican sus vacaciones de verano*” by Lydia M. Morell Agrisoni. With this short story my students will have a better understanding of the use of Imperfect vs. Preterite, which is a difficult grammatical concept to grasp. First we will read the story and talk about the issue presented. Then the students will talk about how similar or different their vacations are planned from the planning in the story. They will also talk about their best past vacation and who they went with. I also have in mind a group activity that will lead to enacting the story, but I am still working on the development of that activity.

My goal is ambitious but realistic. I am not expecting to see perfection at the beginning stages or at the end; I am expecting growth among my students, each and every one of them. I am expecting to have my students happy to be learning a second language and to be willing to continue the path they started with me.

Activity 1: The Telephone call, greetings, and vocabulary review

One of my favorite activities is the telephone call. I use it as a warm-up to review vocabulary. I have two toy phones in the classroom which I give to two students when we are doing this activity. I make the first call to a student who then has to answer with greetings in Spanish. I ask about his/her day and we talk about a topic that has to do with the vocabulary we are discussing in class at the moment. For example:

Teacher: ¡Hola! Es la señora Uzeta

Student: ¡hola señora Uzeta! ¿cómo está usted?

Teacher: Estoy bien, gracias, y ¿tú?

Student: Estoy bien.

Teacher: ¿Fuiste de compras ayer?

Student: Sí, fui al mercado y compré frutas, verduras y unas cestas de paja etc.....

After this I instruct students to do the same with a classmate while I circle through the classroom listening to their conversations. The students who used the target language best will get the toy phone the next time.

Activity 2: Something is missing? working together as a class

I love to make the students work together in order to solve problems. As Vygotsky established, social interaction plays a fundamental role in the development of cognition (13). I believe this type of practice gives them more than academic instruction, it teaches them to work in teams for a common purpose. The following activity is called: Something is missing? In this activity I hide several clues to indicate that there is a problem. I tell the students with a very sad face: *Falta algo aquí en la clase, pero no sé que es.* They immediately know that we are playing something is missing? They start asking questions like: ¿podemos ayudar? ¿Qué necesitamos hacer? ¿se perdió algo? ¿Qué falta en la clase? Etc...

I tell them to look under their desks, around the room, in a corner of the white boards, anywhere around the room. I hide clues before they arrive to class, some sentences will give them an idea of what is missing, other would say something nice about the class. For example, a clue might be: *Se usa para ayudar a los estudiantes a recordar las palabras interrogativas.* While a sentence about the class would say: *Todos los estudiantes de esta clase son muy inteligentes.* With the clue they can start looking to see if a poster about question words is missing, or if a chart with questions that I have in the classroom is missing. With the sentence about how intelligent the class is, they will not be able to notice what is missing. They have to determine which ones are clues and which ones are just sentences that will not help them. Once they have their clues together, they can say what they think is missing, and how we use that in class.

Activity 3: Running Dictation

The following activity, a “running dictation,” I learned at the workshop: *How Languages are Learned.* I used it in class a couple of days after and it went very well. My students loved it and the academic purpose was met. I placed the lyrics of a song on the wall in each corner of the classroom. I divided the class in four groups of six and told them that the idea is to copy the lyrics of the song one line at a time. The trick is one student at the time needs to run to the wall

and memorize a line of the song, go back to his/her group and dictate the line to them. Then another student would do the same with the following line of the song until they have written the entire song. When they finished, we went over the lyrics of the song, talked about its meaning, and discussed the cultural significance of the song. To end the activity I played the song on a CD player, and we sang the song together.

Activity 4: Declare your love: writing love letters in the target language

Not all students have the ability to express themselves in writing. The second language class is even more challenging to students when it comes to writing. One way of making them think about writing as fun is through culture. In the Hispanic culture it is common to use writing when one wants to declare love to someone. I have saved all the love letters that my husband wrote to me when we were dating, and I read a couple of them to my students (auditory learners are delighted by this type of activities). Then I asked for a volunteer to read them again. This time I instructed the student to use the right intonation, and I also asked to use body language that would help the class understand better what he was reading. After that, the class had to think about the person to whom they would like to declare their love, and using a bubble map with the name of the person in the middle (they could also use a fake name), they had to write the things that they like about that person (wonderful activity for visual and analytical learners). Then they were ready to start shaping their letter. At the end of the writing activity I asked the students to act out what they had written in front of the class, and I acted as the person who the letter was written for (this way kinesthetic learners are addressed as well). With this activity the teacher can teach or review Preterite s. Imperfect. It is a good idea also to mention “*Don Juan Tenorio*” the famous play written by *José Zorrilla* in 1844. This will help higher level teachers develop a good writing activity.

Activity 5: I am.....

In this activity students are going to choose a famous Spanish artist, singer, actor, dancer, or author about whom they would like to learn more. Using the internet, books from the library, encyclopedias, and magazines, the students are going to develop a small biography of the person chosen. They have to find out about the person’s achievements, and his /her life until now, or the moment of his/her death. The students will have a week to research and prepare a presentation. The presentation has to have some kind of support. The students can prepare a PowerPoint presentation, they can present themselves as the person they researched, they can present a report as if they had interviewed the person, and they can write a newspaper article about the person they chose. The students have to present in front of the class and accept questions from their audience, answering them to the best of their knowledge. The students have

to turn in to the teacher a hard copy of their work with bibliography included. All this should happen in the target language. I like this activity, because how they choose to present their character is a confirmation of the learning style of each student.

Activity 6: *Las telenovelas*, soap opera in the second language classroom.

For this activity I have to record a couple of episodes of a Spanish *telenovela*, or soap opera. I instruct the students to watch the drama and take notes of the things they don't understand. Then I stop the *telenovela* after each scene to comment on what the students know is happening and what they were not able to understand. After we finish watching the *telenovela*, the students will get in groups. Each group will talk about what they just saw and how they think it can be better. The students are going to change the outcome of the episodes they just watched. In other words, they are going to create their own mini *telenovela*. I give extra points to the group that acts out their new scenes in front of the class. It is a perfect activity to help all learning style comprehend and produce the target language.

With these types of activities the teacher has to be careful with the type of episode chosen because Spanish *telenovelas* can have scenes that are not appropriate for the school environment. The best thing to do is to edit the scenes that are not appropriate and show the students what is safe, without losing the meaning of the episode.

Activity 7: Sing and learn passive voice and preterite

I like to review grammatical concepts, using songs that not only help my students with their grammar, but also helps me to teach culture in a meaningful way. First I present to the students a list of vocabulary. We go over each word and they point out the words that are new to them. We look for meaning and use of the words. After practicing the words in context, using sentences in preterite and in passive voice, play a song that have both grammar concepts in the lyrics. A good example is "*Caminando*" sang by *Ruben Blades*. Let the students listen to the song, then ask them to sing the choir of the song along with the CD. Put the lyrics of the song on the overhead projector and ask the students to read along with you. Your visual and auditory learners will be totally involved in the activity.

Next put the lyrics of the song over the overhead projector, but this time with missing words. Play the CD one more time and this time students have to fill in the blank the missing words. Then play the song one more time and everybody will sing along this time. To close the activity divide the class in three groups, the first group will change some words in each stanza. The words have to rhyme but not necessarily make sense. The second group will sing the song and

the third group will act the song. With this last part of the activity I intend to cater my kinesthetic learners.

Activity 8: *Vamos a actuar*

The objective in the following activity is to start developing a school play totally in Spanish. My suggestion is that this play should be developed in the last two months of the school year, to give students time to learn more vocabulary and feel prepared to take upon this great task.

First I will divide the class in several groups of four students. I will tell them that we are finally starting to prepare for the play that I have been talking about since the beginning of the school year. Then I will let them know that the play is entirely their project and that I am only a guide through the process. Because I am just a guide for the students, I will instruct them to discuss in their groups the topic or theme of the play. The students will have to come up with a theme and a supporting argument, to convince me, as well as the rest of the class, that their theme needs to be the one chosen. Each team will have up to five minutes to present its theme and supporting argument. They can request two more minutes to act out a small scene of their vision of the play. All students of each team will have to say something about their topic, but they can name a captain for their group, who will have to defend their topic when questions are asked. Each theme and presentation will be ranked by the rest of the students and I will grade each group for its presentation. At the end, the theme with the highest ranking will be the theme used for the play.

When the theme of the play gets chosen, I will start naming the different groups and their task. One group will be in charge of writing the play, another group will be doing the acting, one group will be put in charge of technology (sound, music, visual effect, etc...), yet another group will work on the set and the changes needed during the performance of the play. With all these groups I know that each learning style of my students will be addressed, and the students will be motivated to work in the target language because they will be working on the things they like. I, as I mentioned before, will be guiding each group throughout the development of the play, and give the students advice on any issue they might have a problem with, or simply advise them on which route to take.

The requirements for a Level II second language learner in the state of North Carolina, include the understanding and use of the target language 80% of the time in the classroom. My goal is that my students will create, develop, write, edit, direct, and act the play 100% in Spanish.

This unit will meet the following competency goals of the North Carolina Standard Course of Studies:

- Competency goal #1, 1.01, 1.02, 1.03, 1.05, and 1.06. The learner will engage in conversation and exchange information and opinions, orally and in writing in the target language.
- Competency goal #2, 2.01, 2.02, 2.03, 2.04, and 2.06. The learner will understand and interpret written and spoken language on a variety of topics in the target language.
- Competency goal #3, 3.02. The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.
- Competency goal #4, 4.01, 4.02, 4.05, and 4.07. The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.
- Competency goal #5, 5.01, 5.02, 5.03, 5.04, 5.06, and 5.10. The learner will develop insight into the nature of language and culture by comparing his/her own language (s) and culture (s) to others.
- Competency goal #6, 6.01, 6.02, 6.03, and 6.04. The learner will acquire, reinforce, and further his/her knowledge of other discipline through the foreign language.
- Competency goal #7, 7.02, 7.03, 7.04, 7.05, and 7.06. The learner will use language and/or demonstrate culture knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Citations

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