INTRODUCTION

Overview

¡Viva el español! is a six-level program that encourages Spanish language proficiency in students beginning in the primary/elementary grades. Consisting of complete teacher-resource kits—*Systems A, B,* and *C*—and a comprehensive textbook series—*¡Hola!, ¿Qué tal?,* and *¡Adelante!*—the *¡Viva el español!* program not only develops immediate language skills but also equips students with useful, life-long language acquisition strategies.

The Systems

Designed specifically for young students, *Systems A, B,* and *C* develop communicative competency in listening, speaking, reading, writing, and the target culture. The progression is gradual and linguistically appropriate. Language acquisition becomes a positive, nonthreatening process, similar to the way children acquire their first language. To that end, each System provides components that encourage teachers and students to enjoy the Spanish learning experience.

The integration of the system components—Puppets; full-color Vocabulary Flash Cards; stimulating Audio CDs with conversations, songs, and activities; full-color Posters; Big and Little Books; Heritage Speaker Activity Books; Student Workbooks; and Culture Resource Books—is explained clearly and in detail later in this Teacher Resource Book. The handy Lesson Planner Cards, the central component of the Systems, provide extensive teacher support. An Assessment Book and Assessment CD complete *Systems A, B,* and *C.*

The Textbook Series

The *¡Viva el español!* textbook series—*¡Hola!, ¿Qué tal?,* and *¡Adelante!*—has been designed with a dual entry point, so *¡Hola!* can be used both with those students just beginning their Spanish studies (students with no Spanish language background) and with those students who have previously acquired some knowledge of Spanish (either with the *¡Viva el español!* Systems or by some other means). You will find a thorough discussion of how to use the textbooks with various target groups in detail in the front section of the Teacher's Wraparound Edition for each level.

The textbooks *¡Hola!, ¿Qué tal?,* and *¡Adelante!* develop and advance proficiency while they promote basic language-acquisition principles through an enthusiastic, lively, and positive approach. The components accompanying the textbooks are carefully integrated to provide all the materials necessary for active student participation in Spanish. In addition to the Student Edition and the Teacher's Wraparound Edition, the following components comprise each level of the textbook series:

• Student Workbook
• Workbook, Annotated Teacher's Edition
• Teacher Resource Book
• Assessment Book with Audio CD
• Heritage Speaker Activity Book
• Culture Resource Book
• Overhead Transparencies
• Audio CDs
• Classroom Library

Goals and Key Features of the *¡Viva el español!* Systems

Objectives

The overall objectives of the *¡Viva el español!* Systems are to develop, reinforce, and refine communicative competency in listening, speaking, reading, writing, and culture. Through essentially an inductive approach, students will gain an intuitive understanding of how the language is acquired and how they can use this knowledge to express themselves linguistically. By developing and refining their intuitive skills, students also acquire a basic understanding and appreciation of the diversity of cultures in the Spanish-speaking world.

Time Frame

Each System in the series contains sufficient instructional material for a full school year, with each Lesson providing sufficient material for three days of interactive, hands-on learning and time for assessment. The elements of the Lesson as well as the Assessment Program will be described in further detail later in this Teacher Resource Book.

Differentiated Instruction

The design of the lessons features *flexibilty in format,* enabling you to tailor content to the varying abilities and needs of your students. Whether your class is comprised of students with no experience in Spanish or those who have already attained a certain level of proficiency, the multilevel presentation of program activities gives you the flexibility to provide for a wide range of language learners. Look for the Differentiated Instruction icon ▲ throughout the Lesson Planner Cards. It denotes activities suited for various proficiency levels.

Naturally, you may use any or all of the activities regardless of level, according to the speed at which your students progress. Some students may progress quickly to the more complex activities, whereas others may need to spend extra time on the easier activities for reinforcement or review. In short, the approach has been devised to give you the flexibility you need to respond to the varying learning styles, abilities, and language-learning backgrounds of your students.

Another purpose of this three-level design is to allow students to focus on essential vocabulary and structures while practicing different language skills. Thus, you can control and vary the pace so that students get the practice they need to build a proper foundation in all the essential proficiencies.

By the end of *¡Adelante!,* the third textbook in the series, all students—whether they began their studies with *¡Hola!* or with the Systems—should demonstrate proficiency in Spanish, falling somewhere in the novice to intermediate range. It is anticipated that students who started with *Systems A, B,* and *C* will demonstrate greater proficiency in Spanish than students who have not studied with them.

Communication Orientation

In all aspects of the *¡Viva el español!* program, the emphasis is on interpersonal, presentational, and interpretive communication. Throughout the program, lessons and units begin with the students' world and gradually spiral outward to the communities of the world. In concert with students' naturally developing awareness of their surroundings and the world at large, the communicative functions, language structures, and vocabulary of each textbook enable them to express their own meanings as early as possible.

To encourage and develop a student's ability to communicate, activities—regardless of the level of difficulty—are based on meaningful and communicative contexts. In addition, many of the activities call for communicative interaction among students, either in pairs or in small groups. Examples of brief communicative exchanges are provided as models for students to use in forming their own conversations. Though students may

read or listen to an interaction as an example of how the vocabulary or grammar is used in real life, they are never required to memorize or repeat a dialogue. Instead, they are encouraged to select their own language. Communication, in this sense, is the application of language to express meaningful questions, responses, preferences, and opinions.

Methodologies

Throughout the *¡Viva el español!* program, communication and inductive learning are stressed. The various methodologies employed take into consideration different learning and teaching styles. Thus, *¡Viva el español!* uses an eclectic approach, bringing together the best aspects of many teaching methodologies while allowing you to use the ones with which you feel most comfortable.

Foremost among the methodologies incorporated in *¡Viva el español!* are the Natural Approach and Total Physical Response, developed by Tracy Terrell and James Asher, respectively.

The Natural Approach and Total Physical Response approximate in the classroom, as much as is realistically possible, the informal environment of first-language acquisition. Asher, Terrell, and other researchers in the field of world language teaching have shown that programs based on the processes of first-language acquisition result in greater retention and a greater ability to create new and meaningful messages. Equally important, world-language programs that incorporate these methods have generated a more favorable attitude toward world-language study among learners. One reason for the improved attitude is that both methods presuppose that world language instruction should meet students' communicative needs. That is, world-language programs should help students select and acquire the vocabulary, phrases, structures, and eventually the grammatical skills appropriate to and useful in their everyday environment. When this has been accomplished, world-language study, like first-

language acquisition, is considered to be meaningful, useful, pleasurable, and proficient. Proficiency is defined by communication that is situationally appropriate.

The Natural Approach

Elements of the Natural Approach to second-language instruction have been implemented throughout the *¡Viva el español!* program. As employed in the program, this approach helps foster spontaneous, nonthreatening, and meaningful communication among students. The key to this approach is that second-language instruction in the school should attempt to parallel the manner in which children learn their first language in the home.

In contrast to traditional methods of second-language instruction, first-language acquisition is a low-stress learning process. It includes an extended period of listening (comprehensible input), positive reinforcement, meaningful and effective communication, and a nonthreatening environment. Students are encouraged to take lingusitic risks, be vulnerable, and use their intuition.

As children learn to speak at home, they first pass through relatively passive stages of learning in which their responses to the language of their caretakers consist first of physical reactions and simple utterances and gradually evolve to the generation of complete, grammatical sentences.

Traditional world-language instruction in schools has often consisted of a teacher-centered environment in which beginning students are required to produce completely formulated, error-free responses to the teacher's questions. Also in many traditional classrooms, the actual use of the target language is only a small percentage of the total communication, relegated to rote/ritualistic exercises. Students are expected to communicate in a second language to which they have actually received very little exposure. This unnatural atmosphere generally results in a high-stress

environment with considerable student anxiety, both of which hinder language learning.

In the *¡Viva el español!* series, the numerous activities, lessons, and units all work together to maximize the students' willingness to communicate while providing a language-rich environment. Unlike the traditional mastery-driven approaches, *¡Viva el español!* minimizes the fear of failure. Students provide completely formed sentences only when they are ready and are motivated to deliver meaningful messages. Your role as a teacher is redefined as one that encourages the emergence of language in your students by establishing a learning environment with the following characteristics:

• Extensive provision of comprehensible input in the target language

• Continual positive reinforcement

• Low-stress correction of student errors through modeling and by example

• Meaningful communication through situationalized activities, such as learning games; short questions and comments about everyday activities; in-class recognition of birthdays, achievements, and other events important to students; positive comments on and display of students' work; etc.

• Faith in the language learner as well as the language acquisition process

• A stimulating, flexible agenda in which students are actively participating in the communication process throughout the class period

In short, you encourage a learning environment in which the language directly relates to the students and their surroundings, reflecting their needs, interests, and everyday life.

Total Physical Response (TPR)

Closely related to the Natural Approach is Total Physical Response (TPR). TPR promotes the use of nonverbal communication in the acquisition of a second language. As with the Natural Approach, this concept is based on the process through which a first language is acquired, one in which children respond to their teacher with appropriate physical actions.

As its name implies, TPR in the classroom involves a physical response to a command or direction to help students acquire (select) vocabulary and other concepts. Equally important, the physical response and related activities help students to retain what they have acquired.

TPR is used most often in the initial stages of language acquisition, relying primarily on the comprehensible input provided by the teacher. Essentially, students pass through a silent period during which they listen as you deliver the various TPR commands and then demonstrate their understanding by performing appropriate responses to those commands.

Activities associated with TPR are ideal for children because they take into consideration potentially short attention spans and the need for movement. Typical TPR activities are set up in a four-step process. In the first step, the teacher gives the command and models it several times as students simply observe. Then, in the second step, students respond to the command as a group with the teacher still modeling the appropriate response. As self-confidence increases and students carry out the commands as a group, the teacher begins the third step by giving commands to individuals. During this step, continued comprehensible input is crucial in maintaining a low anxiety level among students. Finally, as students become more familiar with the commands, they proceed to the fourth step in which they give the commands to one another and even create their own variations.

In the Systems Lesson Planner Cards, you will find specific suggestions for integrating Total Physical Response into your instruction.

Total Physical Response Storytelling (TPRS)

Another stage in using TPR (Total Physical Response) is TPR Storytelling, developed by Blaine

Ray. TPR commands by themselves can limit the number of words being used. The next step in using TPR commands is to combine the commands with vocabulary and grammatical structures from a lesson to create a story. Such a story provides a context for the material. This enables the teacher to give comprehensible input. It enables the students to remember the material better because it makes more sense to them. The stories and contexts must be interesting, meaningful, and personalized.

How does the teacher know what is interesting to the students? Teachers involve their students in creating the story. The teacher plans a general storyline, which incorporates lesson vocabulary and structures. Then, in class, the teacher builds the story sentence by sentence with help from the students. The material must be comprehensible for the students to be able to understand and participate. Some words and phrases are introduced with traditional TPR before beginning the story. Some words are listed in Spanish and English on the chalkboard or on an overhead transparency. Question words in Spanish and English are posted at all times in the classroom. The overall goal is to incorporate many repetitions of the vocabulary and structures being introduced. Regular vocabulary quizzes require students to give the meanings of words and structures in English.

Creating a story in class requires making a statement(s) and then asking questions. Students are called on to answer the questions and complete parts of the story. The teacher and students retell and act out the story several times in a variety of ways. Here is a brief, sample story for one of the textbook levels. Children using the Systems will need more oral prompts for a shorter story.

This is just a short, simple story, but it provides an idea of how to build and act out a story in class. The possibilities are limitless. Below are the basic guidelines.

The Seven Basic Steps to TPRS

1. Choose three to four special words or phrases you want to teach. Use or create a TPR command for each. Practice these with the students until they know them.

2. Test the students' comprehension by asking them to demonstrate the gesture with their eyes closed.

3. Using personalized questions, create a mini-story with the class. The goal is to make the story bizarre, exaggerated, and personalized to maintain student interest. Limit the story to no more than one to three locations, depending on students' language level and attention span. The story serves as comprehensible input with a focus on the content of the lesson.

4. The teacher retells the story twice. Many questions are used. The questions include the easiest type, yes/no and either/or, and build to the more difficult questions using question words, then why questions, and then questions requiring original material from the students.

5. The students retell the story. This can be done in a variety of ways. Choose a qualified volunteer to retell to see if the story was understood. Have students tell the story to a partner. Have students act out the story in small groups, etc. If students are unable to retell the story, use intervention techniques.

6. The teacher tells the story from a different point of view. The original story is usually told in the third-person singular. Students are given guidewords pointing out grammatical structures and their meanings rather than teaching grammar.

7. Students change the guidewords and retell the story. Once again the teacher can use a variety of retelling arrangements—a "star" student, pairs, small group, etc. The three to four words or phrases per day along with the personalized mini-situation combine to form a chapter story which further incorporates and joins together the material of that lesson.

Helpful Tips for Successful TPRS

1. Get to know your students. Use information about them to personalize the stories. Personalization is a key to successful stories.

2. Incorporate the names of people, places, and things that your students know.

3. Add humor. Humor is essential, and anyone can create humor in TPRS. Combine traditional TPR commands in unusual ways. For example, **El lápiz salta con el bolígrafo. El lápiz y el bolígrafo caminan en el pupitre. Caminan rápido. Caminan despacio. El lápiz baila con el bolígrafo.** This serves as a bridge to storytelling. Use bizarre words or situations. Exaggerate size, quantity, your voice, or your facial expression. For example, **La tortuga corre 5,734 millas en tres minutos.**

4. Make use of cognates as much as possible. Do not use TPR with cognates. Assume the students will figure them out.

5. Try writing the chapter story as a class. The students volunteer information. The teacher guides the story with vocabulary and structures from the lesson. After orally creating the story, write the story together on an overhead transparency.

While TPRS is not specifically outlined in the wraparound pages, teachers who are trained in this method are encouraged to use this technique with the vocabulary and functions taught in *¡Viva el español!*

Language Experience Approach

The Language Experience Approach (LEA), which is part of the Natural Approach, parallels first-language acquisition in that it allows students to absorb the language intuitively. LEA activities support and expand on the key elements of the *¡Viva el español!* program—namely, meaningful and comprehensible communication in a positive, language-rich environment. Students develop reading and writing skills by using language that relates to their own experiences.

Hay una chica. La chica se llama (students choose a name). Sí, se llama Hilary Duff. La chica está muy triste. (Teacher encourages class to moan.)

Now the teacher asks questions: **¿Hay un chico? No, hay una chica. ¿Se llama Hilary o se llama María? Sí, se llama Hilary. ¿Está feliz o está triste? Sí, está triste.**

Optional question, depending on level of the class: **¿Por qué está triste? Está triste porque su perro desapareció, no está en casa. Y no lo puede encontrar.** (Class moans.)

¿Tiene la chica un gato o un perro? Sí, un perro. ¿Está en casa su perro? No, no está en casa. ¿Dónde está el perro? El perro está en la clase de español. Pero, ¿dónde está el perro? La chica busca pero no ve al perro. (Teacher looks for dog.)

La chica (name) busca en la papelera. ¿Está en la papelera? (Teacher looks in wastebasket.)

No, no está en la papelera. La chica (name) busca en el armario. ¿Está en el armario? No, no está en el armario. (Teacher looks in the closet.)

¿Está el perro en la casa? No, no está en la casa. ¿Dónde está? Sí, está en la clase de español. ¿La chica ve al perro? No. No ve al perro. ¿Está en la papelera? No, no está en la papelera. ¿Está en el armario? No, no está en el armario. ¡Pobre chica! ¿Dónde está su perro? (Class offers options. Wait for an unusual answer or offer one.)

La chica busca al perro.

(Teacher says **guau-guau** and puts hand to ear.) **La chica oye a su perro. Guau-guau. Oh, no. Oh, no. El perro está en la bolsa de la maestra (***or*** la mochila de la alumna). ¿Qué busca la chica? Sí, a su perro. ¿Qué dice el perro? Guau-guau. ¿Está el perro en el armario o en la bolsa? Está en la bolsa. ¿Es la bolsa de la chica? No, es la bolsa de la maestra. ¿Qué oye la chica? Oye <<guau-guau>>, su perro.**

(Teacher returns to the story. Teacher pretends to look in a purse/backpack.) **Mira, niños. Aquí está el perro en la bolsa. Guau-guau. ¡Ay, caramba! El perro salta de la bolsa.**

(Teacher throws up arms and acts surprised.) **El perro come la bolsa en un minuto y tres segundos. ¿Dónde está el perro? Sí, en la bolsa. ¿Se queda en la bolsa o salta de la bolsa? Sí, el perro salta de la bolsa. ¿Salta rápido o salta despacio de la bolsa? Sí, salta rápido. Ahora la chica (name) está muy feliz porque tiene su perro. Pero la pobre maestra está triste. ¿Por qué está triste? Sí, porque ya no tiene su bolsa. ¿Está triste o feliz la chica? Sí, está feliz. ¿Está triste o feliz la maestra? Sí, está triste. ¿Por qué está triste la maestra? Está triste porque no tiene su bolsa. ¿Qué puede hacer la maestra?** (Class offers options to finish the story.)

A typical LEA activity may begin with a simple role-play activity, a skit, an interactive exercise, or even an in-class project or a class field trip. The activity continues under your guidance with a discussion of the language experience. As students acquire more language and confidence in using the language, your role becomes one of facilitator or moderator of a discussion group.

As the discussion continues, you write key sentences on the board or on a transparency for students to read. From the outset, students are reading passages that are meaningful and comprehensible to them because they 'selected' the passages.

Once a passage or coherent series of sentences has been developed, students practice their reading skills first chorally and then individually. Willingness to read aloud is enhanced when students know that others are reading with them. Psycholinguistic characteristics, such as linguistic risk-taking, a willingness to be vulnerable, and the use of intuition become positive byproducts for the students.

From reading aloud, students progress to reading a neatly handwritten or word-processed copy of the passage. This copy can be used for a number of activities. For example, it may be cut into sentence strips for students to put the individual parts or sentences back into a whole passage. The passage may also be used to create a "Big Book" (not to be confused with the literature Big Books in the Systems), in which students illustrate and assemble the sentences in a book form.

Student Big Book Activities

Big Book activities promote a positive sense of achievement in students. The Big Books themselves become concrete examples of student communica-tion in the target language that can be shared with peers and family alike. Big Books also provide continual reinforcement. For example, they may be displayed and used for an in-class lending library or even as a special display in the school library. A Big Book review page may be attached to the back for fellow students to write their comments or

reviews. Many of the interactive exercises, as well as the situational story exercises, found in the textbook series can form the basis of LEA Big Books. In the Systems Lesson Planner Cards, you will find some suggestions for incorporating Big Book activities in the lessons. Students may convert an interactive classroom activity into a story or build a story around one of the **La cultura y tú** or Culture Resource Book activities. In short, ample opportunities for LEA activities are provided in the Systems to stimulate meaningful communication.

Functional-Notional Approaches

Built into the *¡Viva el español!* program are opportunities for students to begin learning and practicing simple functions, or language tasks, within the notions, or content categories, of instruction. In the Systems, activities are often based on language functions such as gathering information, reporting, and expressing preferences and opinions. These simplified language functions tie in closely with the topical and structural content of the lesson in which they are practiced. Students who participate in these activities are building the skills to perform concrete language functions within meaningful contexts. That is, they are acquiring the skills to perform communication tasks that naturally relate to their immediate world and interests.

As a result, the language functions and notions are consistent with the program's emphasis on meaningful and comprehensible communication that evolves naturally as students progress in their acquisition of a second language.

Experience—Using What Works Best

In summary, the methodologies, approaches, and techniques incorporated in the *¡Viva el español!* program have all been fashioned by practical classroom experience and reflect the many collective years of professional dedication by the program's authors, contributors, and consultants. It

is expected—and even hoped—that you will pick and choose from the suggestions and examples contained in the Lesson Planner Cards to tailor your Spanish-language program to the ages, backgrounds, needs, and abilities of your students. They will communicate to you whether a certain approach is working. The key to a successful, stimulating language-learning environment is to use only what works and to inject variety and fun, mixed with an occasional surprise, into your classroom routine.

Components of the *¡Viva el español!* Systems

When teaching Spanish in the elementary grades, it is important to have supplementary material that is tied directly to the content of the lessons. Carefully prepared and integrated supplementary material increases the opportunities for children to use the skills they have learned. It is important to use supplementary material to motivate and to help children through the learning process; you can achieve more in less time and with more positive results.

The Lesson Planner Cards are the foundation of each System in the *¡Viva el español!* program, but are accompanied by a variety of supplementary materials that will enable you to motivate children and teach them effectively.

The Teacher Resource Book (blackline masters for instruction and informal assessment) and the more than 100 full-color flash cards will aid you in introducing and reinforcing vocabulary words, whether you are using TPR commands, playing games, or engaging in the activities described in the lessons. Posters, Big Books, Little Books, and a set of Audio CDs are also integrated into the lessons to reinforce vocabulary and provide a variety of language-learning activities and experiences. A hand puppet is included in each System to help you model the vocabulary and structures and to serve as a silent partner in encouraging children to