Master's and Doctoral Projects

An analysis of cooperative learning strategies in a middle school exploratory Spanish course

Shanna Bruggeman
The University of Toledo

Follow this and additional works at: http://utdr.utoledo.edu/graduate-projects

A Project

entitled

An Analysis of Cooperative Learning Strategies In a

Middle School Exploratory Spanish Course

By

Shana Bruggeman

Submitted as partial fulfillment of the requirements for the

Master of Education degree in Curriculum and Instruction

_____

Adviser: Dr. Dwayne DeMedio

_____

Dr. AnChung Cheng

_____

College of Education

_____

Graduate School

The University of Toledo

May 2005

An Abstract of

An Analysis of Cooperative Learning Strategies In a

Middle School Exploratory Spanish Course

Shana Bruggeman

Submitted as partial fulfillment of the requirements for the

Master of Education in Curriculum and Instruction

The University of Toledo

May 2005

In this project ten middle school foreign language cooperative learning activities were researched to determine which strategy would be the most successful in a classroom setting. In this project: Group Investigation, Simulations, Role-Plays, Conversation Cards, Jigsaw activities, Peer-Tutoring, Teams-Games-Tournaments (Without Tournaments), Information Gap, Think-Pair-Share, and Interactive Homework with parents were researched with varying degrees of success.

Problems were encountered while attempting to incorporate cooperative learning strategies in a classroom of twelve, thirteen, or fourteen year-olds. The main problems were that students were not motivated to finish the work, they gave up before even starting the task, and they forgot project information at home or in lockers or lost paperwork. Students were sometimes absent when cooperative learning projects were

assigned and the teacher had difficulty with assessments and having students make up

missed information. Some students blatantly refused to stay on task throughout the

project. There was an attempt to adapt behavioral management strategies as a result of the

additional problems that arose with CL activities. The CL activity failures resulted in the

desire to conduct research on how to improve CL activities in the middle school

classroom.

After conducting action research, the successful cooperative learning activities in this

middle school nine-week FLEX (Foreign Language Exploratory Experience) program

were highly structured, provided clear objectives, and were shorter in duration. Activities

that required research or were longer in duration were not as successful. In the middle

school classroom, cooperative learning activities required patience, trial-and-error,

adaptations to fit each group dynamic, and persistence. After various attempts of the

activities and modifications, most CL activities were highly successful.

Table of Contents

Chapter 1

Introduction

Teaching foreign languages today is a challenging and complicated process. I have experienced many problems of student motivation, only to hear from students, "This is too hard," "You want me to do what?", "Me llamo…What's my name in Spanish again?", "I'll never be able to do this," "Are you going to the baseball game tomorrow night?" These were common comments of students. Other behaviors resulted in me concluding that I needed to do more research in the area of Cooperative Learning (CL). One of my first experiments was to let students work in groups saying a greeting in Spanish to a partner and having the partner respond. It turned out to be a monumental task for the students. I was not prepared for the problems that ensued. Even after demonstrating what was to be done with two example students in the front of the room, *very few* students stayed on task. Some students asked their partners one question and then stopped speaking all together. Others talked about the cute guy they met in the hall. The activity became a discipline and a classroom management nightmare. Other students who were higher-achieving students could not perform the activity. Frustration stimulated me to find solutions.

It was interesting to see how few students attempted to speak in Spanish and how easily distracted they were. It was almost as if the peer pressure to not work was widespread.

After much aggravation, it was decided to research what was wrong. It was found that there was little information about CL activities at the middle school level in foreign languages. Much of the research was for students at higher levels. Through trial and error and new CL exercises found in my research, various methods were selected for my classes.

In my research, several key ideas were found. One researcher discussed the aggravation that could be seen. He noted, "One danger inherent in the widespread adoption of cooperative learning is that large numbers of teachers with half-knowledge may use ineffective forms of the approach and experience failure and frustration . . . . Yet research consistently finds that the successful forms of cooperative learning are those that provide a good deal of structure as well as rewards or recognition based on group performance" (Slavin, 1991, p. 86).

This statement by Slavin was all too true. The complexity of using cooperative learning was not anticipated. For example, in my first cooperative learning activity as previously described, I allowed students to choose their own partners for the conversation activity. This was a mistake. After research, it was realized that "Students should not be allowed to form their groups based on friendship or cliques. When groups are maximally heterogeneous and the other essential elements are met, students tend to interact and achieve in ways and at levels that are rarely found in other instructional strategies" (Stahl,

1994, ¶ 7). The research conducted in this paper enabled me to maximize the potential of my students in cooperative learning activities.

In spite of the problems, it was my belief that cooperative learning was fundamental to learning a second language. Nevertheless, cooperative learning involved a great deal more than placing students into groups and saying "begin."

The middle school where the cooperative learning activities were tested was an urban fringe school comprised of sixth, seventh, and eighth graders with a total enrollment of five hundred and three students and with a student to teacher ratio one to fifteen. The demographics of the school showed that there were three Asian students, seventeen Hispanic students, three Black or non-Hispanic students, and two hundred and thirty-eight white non-Hispanic students.

The middle school's foreign language program in which cooperative learning was tested began in the seventh and eighth grades. Because of the middle school philosophy of allowing students to *explore* many different exploratory courses such as art, physical education, life skills, computer technology, etc., there was only a nine-week period allotted for Spanish and a nine-week period allotted for French. Sixth graders took a Success Skills course in which Central and South American geography was taught. The middle school program was similar to the Foreign Language Exploratory Experience or (FLEX) program. Hoch has shown that the FLEX program was designed as an introduction to languages for elementary and middle school students (as cited in Shrum & Glisam, 2000). Classes at this middle school met for a total of forty-four minutes and the

teacher taught six classes per day. Four classes were Spanish classes at the seventh and eighth grade levels and two classes were Success Skills at the sixth grade level.

The FLEX program's goals at this particular middle school were to instill an interest in language learning, foreign cultures, and encourage students to continue further language study in high school. Nine weeks was very little time to explore in-depth foreign language learning, but it did provide a brief exploration into a different language and culture. In the FLEX Spanish course, focus was on the basics such as numbers, common expressions and greetings, dates, songs, geography of Hispanic nations, and a great deal about Hispanic culture.

The students in my experimental program had little knowledge of Spanish or Hispanic culture. On the inverted pyramid showing major language ability levels of the ACTFL Rating Scale, my students were in the Novice One stage. They "can communicate minimally with formulaic and rote utterances, lists and phrases" (Shrum & Glisam, 2000, p.173).

Given a pre-test on the first day of class to verify their background knowledge, many students left the paper completely blank. Questions such as, "What are the differences between Mexicans and Spaniards?" or "Where is Argentina on a map?" or "How do you say good-bye in Spanish?" or "How many people speak Spanish in the United States?" left the students speechless. The community where the CL activities were conducted did have a small Hispanic population, but it remained a racially homogenous community.

The majority of students were thrilled to be learning a foreign language. Some students did not see the benefit or usefulness of learning a foreign language and created behavioral problems in the classroom. One particular student stated on the first day of class, "Learning Mexican is stupid. I am gonna hate this class." This resistance to learning another language was a challenge. Many times it was my perception that it was not "cool" to participate or show enthusiasm for anything. Encouraging students to participate in cooperative learning activities was the main focus of this project.

<center>The Cooperative Learning Program</center>

For the first week of the program, the students were placed in rows and the interaction of the students with the teacher was controlled. The teacher was the center of learning in the classroom. In week one, the expectations, objectives of the course, rules, and guidelines were presented. By the second week of class, a mix of strategies was used.

Cooperative learning was to be one of the major teaching styles in the program. Cooperative learning activities were often difficult to use because they allowed the students to take control of their learning. The teacher's job was to encourage exchanges and structure the students' work so their communication was on-task and productive.

Unfortunately, one problem with CL in this particular school was that some teachers did not monitor the students effectively while using CL in their classrooms. Students, in turn, were often off-task when CL activities were attempted. Therefore, in my classroom, I exercised much diligence in monitoring CL activities.

In the program, students were the center of their own learning and not the teacher. Even when the students were working in groups, students were monitored and were on-task. If students were monitored carefully, cooperative learning had many benefits. Researchers such as Gunderson and Johnson, Sharan and colleagues, and Jacob and Mattson believed that "In studies where students were taught specifically to be cooperative, results revealed vast improvement in language skills as well as increased self-esteem, motivation, altruism, and positive attitudes toward others" (as cited in Oxford, 1989, ¶ 9). Other researchers such as Slavin noted, "Cooperative learning promotes academic achievement, is relatively easy to implement, and is not expensive. Children's improved behavior and attendance, and increased liking of school, are some of the benefits of cooperative learning" (as cited in Lyman & Foyle, 1988, ¶ 2).

With all of its benefits, CL activities caused problems when not well structured. Therefore, finding CL activities that were well structured, where students stayed on task and were productive, and where students met their objectives was the basis of this project.

This project consisted of four chapters. In Chapter II, the review of literature on each of the ten CL activities was discussed. The gap between theory and practice was explained for a middle school FLEX program. In Chapter III, CL activities were investigated and detailed lesson plans were explained. Chapter IV discussed conclusions of the investigations.

This Master's project attempted to contribute new knowledge to the field of Education by explaining what CL activities were successful and unsuccessful in a FLEX

middle school program. Very little research was available for review for a FLEX program that had a short time frame for conducting CL activities. Many of the CL methods researched were geared for year-long programs, for students with advanced language skills, and for students with high motivation to complete the activity. By adapting and modifying existing CL methods in this project, successful CL activities were created for the middle school FLEX classroom.

Chapter II

Review of Literature

From review of the CL literature, it was found that there was a great amount of materials explained. Many were too difficult for exploratory students. For example, one of the techniques by Aronson (Slavin, 1988), Jigsaw I, was more geared for students with an intermediate or advanced level of Spanish and not for a middle school exploratory level course. Jigsaw was effective with geography and where English could be spoken. The exploratory language learners did not have the foreign language mastery to complete this CL activity.

Therefore, some strategies were used and modified for exploratory language learners. "Although much of the research on cooperative learning has been done with older students, cooperative learning strategies are effective with younger children in preschool centers and primary classrooms."(Lyman & Foyle, 1988, ¶ 3). The strategies for this middle school classroom were successful after modifications were made. Slavin (1983) heralded CL and conducted numerous studies in the field. Based on his findings, CL activities were extremely beneficial in a variety of ways. One of his studies marked the effects of CL on achievement. There was very little difference of the positive effects between age groups. There was only slightly more of a benefit to conduct CL at the elementary level in comparison to the high school. There was also only slightly more of a

benefit of conducting CL activities for periods of longer than seven weeks. Because the FLEX program was nine weeks in duration, many of the CL activities described by Slavin which were student team learning activities, required a large amount of time to be successful. As noted in his research, activities that were longer than seven weeks were slightly more successful than those of lesser amounts of time. In the nine-week course, only one week could be dedicated to one particular language exercise, and this made many of Slavin's Student Team Learning activities difficult to complete in the original format. Therefore, adaptations needed to be made. Once modifications were created to fit the condensed time frame, greater success was achieved at the middle school level and the students thoroughly enjoyed the activities.

"Cooperative learning is especially appealing for middle grade students because it allows them to develop their interpersonal communication skills at a time when they are particularly focused on social interactions" (Wells, 1989, ¶ 16). The middle school students enjoyed working in small groups during this project. It was keeping the students on-task and successfully fulfilling the objectives that was the dilemma.

CL activities resulted in successes. The CL activities also magnified the unknown "What ifs" to the forefront. Some examples were of lower achieving students creating unforeseen difficulties in the group, or disruptive students not staying on task, or forgetful students forgetting their assignment in the group. The unexpected occurred and contingency plans needed to be in place to conduct successful CL activities. Johnson and Johnson (1991) highlighted various suggestions to combat many of the uncertainties that could arise. For example, for lower achievers, Johnson and Johnson (1991) suggested to

assign them specific roles in the group or adapt the lesson for them ahead of time. For students who misbehaved frequently in groups, Johnson and Johnson (1991) suggested to carefully choose groups for these students. When needed, they recommended interventions to teach collaborative skills. CL activities required much more than just telling students to begin an activity in a small group. It required careful planning and contingency plans for many unexpected situations.

After researching many books, ten activities were attempted in the exploratory classroom. Descriptions of these models and the researchers who developed them were listed below. The activities were listed in the order attempted in the classroom.

The first cooperative learning activity was a rather lofty idea for a first year teacher. It turned out to be too complex for a nine-week class. It incorporated the cooperative learning model called *group investigation*.

Model I: Group Investigation

The definition of group investigation is as follows:

A small group of four to six diverse students is assigned a topic of study. Different students are assigned subparts of the work to be done. Completion of assigned tasks requires each student's work to be combined with that of other students to produce a group effort. Students may be assigned to play different roles in the group process. Task completion is contingent on cooperation. The group's collective product is evaluated. Each student's performance is judged based on this evaluation and, in addition, may include an individual score for the

10

subtask completed by the student. Group membership changes for different assignments. Generally, there is no inter-group competition. (Ward, 2000, ¶ 7)

The Group Investigation Model, developed by Shlomo Sharan (1992) and his colleagues, used small groups for investigative projects. Kagan explained "Group members work together to complete a group project such as a presentation, composition, or art project" (as cited in Shrum & Glisam, 2000, p. 195). Within the exploratory classroom, this model of working on a project as a group to learn about one Latin American country became rather complex. Requiring the students to work together, stay focused, and complete the tasks on time was a problem. Sharan and Sharan (1992) detailed the six stages of implementation of group investigation in their book. The stage that led to many unexpected difficulties was stage three where groups actually carried out the investigations. Organizing and analyzing data were difficult for middle school students. Therefore, this phase of the model was not successful and required much more time than anticipated.

The Group Investigative Model was used with an Olympic theme. Students worked in groups and sent a proposal to the International Olympic Committee to win a bid for the 2012 Olympic Games for the country they were assigned in Latin America. Students were paired in groups of two and worked on this project for approximately four weeks. Every few days a new topic about the Olympics was discussed. Topics such as the flag of the nation, the mascots they chose, or to the Olympic logo designs of their particular country were presented. The groups investigated as a group on computers and found information they needed for their bid.

Model II: Simulations

Simulation activities were next used. A simulation was a mock situation through which participants used their linguistic skills and cultural knowledge to gain a deeper understanding of how communication occurs in the world outside the classroom. Gardner and Lalonde and Harper researched Simulations and their findings showed that "Simulations reduce students' level of anxiety by allowing students to make mistakes that might be less acceptable in real-world communication and helps build a positive self-image" (as cited in Shrum & Glisam, 2000, p. 204).

The simulation utilized in the classroom was a short role-play format. Students pretended to be at the April Fair (Feria de Abril) in Sevilla, Spain. Students used one or two greetings and then danced Sevillanas as if they were in a real *caseta* (large tent) in Spain.

Model III: Role-Plays

Role-plays were the third type of CL activities used. Students had learned about eight different greeting expressions and had watched videos of people introducing one another in authentic situations. Students were then ready to attempt a role-play.

Role-plays were explained as "Students act out situations such as a restaurant scene or a visit to a doctor" (Shrum & Glisam, 2000). According to research by Richard, students should follow six guidelines.

1. Learners participate in a preliminary activity in which the topic and situation are introduced.

2. They then work through a model dialogue on a real topic that provides

   examples of the type of language that will be required.

3. Assisted by role cards, learners perform the role play.

4. Learners listen to recordings of native speakers.

5. Follow-up activities exploit the native speaker performance.

6. The entire sequence is repeated. (as cited in Shrum & Glisan, 2000, p. 198)

Next, the teacher created a Role-play based on Richard's procedures. It was

thought that beginning students could be given the activity of a Role-play even with basic

vocabulary and eight expressions. After using the role-play, it was not successful the first

time. After altering a few procedures, (as discussed in Chapter III), the second attempt

showed greater success, and by the third time the teacher had incorporated some of

Wong's (2001) techniques and success was achieved. After reading research by Wong

(2001) and Johnson, Johnson, and Holubec (1994), the teacher decided each student was

to carry out a job within the group. "All members of the group share leadership

responsibilities. Each member has a job to do, and the group has no formal leader"

(Wong & Wong, 2001, p. 261). Harry Wong also called the groups "support groups."

Johnson, Johnson, and Holubec (1994) listed many different role possibilities such as

Voice Monitor, Encourager of Participation, Support Giver, or Researcher. The use of

Role Cards was recommended. They described the role to be played in detail. The student

kept this Role Card at his or her desk if any misunderstanding of the role should occur for

quick reference. Students were also informed as to how they would be assessed for

completing their role.

Following this advice, each student in the "group" had a job such as facilitator, prop creator, or secretary.

Model IV: Conversation Cards

Conversation cards were the fourth type of CL activity used. Bonin and Birckbichler (1975) described using Conversation Cards as "Working in groups of three, two students were to ask each other questions according to cues on their cards, while the third student checked for accuracy" (Shrum & Glisan, 2000, p. 198). This activity required extremely close monitoring. The conversations between the two students were fairly successful. Conversation cards helped the exploratory students to focus on practicing Spanish in an easy and concise fashion. It was easy to follow and attempt. Those students who were the floaters who checked for accuracy and tallied the points, were the part of the model that was not successful.

Model V: Jigsaw Oral Presentation

The Jigsaw I method, developed by Aronson and his colleagues (Aronson, 1978), was the fifth CL activity utilized. It was designed to foster interdependence and cooperation among students. "The Academic material to be learned was broken down into as many sections as there were students on a team. The material was written on cards and each team member was responsible for learning the information on one card and teaching it to other team members" (American Federation of Teachers <AFT>, 2001, p. 6). In the Jigsaw I method, students were required to become experts of their material

and place students in interdependent groups (Kagan, 1985). The students exchanged the information that they mastered.

In the exploratory classroom, students prepared an oral presentation in English about bullfighting. Each group presented a certain topic related to bullfighting and become the "expert" on that topic. For example, one group studied phase I of a bullfight and the second group studied phase II of a bullfight. Each group presented their findings to the class.

Model VI: Peer Tutoring

Peer Tutoring was the sixth type of CL activity taught. Students worked in groups to rehearse material that was taught by the teacher. Teammates taught each other. Because the students in FLEX classes had little to no prior language knowledge, it was decided to have students paired to review geography of Latin American countries. The Peer-Tutoring covered content that was specific to the classroom.

Johnson and Johnson (1991) claimed that students practicing Peer Tutoring in class might have learned better by teaching each other than by learning from adults. They also discussed the various benefits of Peer Tutoring such as slower learners received the attention they needed, students developed a deeper bond of friendship, and tutors benefited by learning to teach. This was a highly successful CL activity.

Model VII: Teams- Games- (Without the Tournaments)

Teams-Games- (Without the tournaments) was the seventh CL activity used. The Teams-Games-Tournaments (TGT) needed to fit a nine-week exploratory course. The tournament portion of the model was eliminated due to time constraints. In the original TGT model, students participated in tournaments after studying the material (Slavin, 1988). The TGT was modified to fit the tight time schedule in the FLEX nine-week long course. A weekly tournament used too much time in the course. Therefore, this activity was combined with Peer-Tutoring as described in Model V with TGT. The Peer-Tutoring model occurred first. Students studied a map of South America, tutored one another, and took an individual test over the material. Based on the grades on the individual test, students were placed in mixed groups of four students. Each group was comprised of students who received As, Bs, Cs, and Ds or Fs. Once placed in groups, students had time to Peer-Tutor once again and prepare for the game in class called *Geography Challenge*.

Geography Challenge was the Teams-Games model modified for the class. The game lasted only one day of class. One student went up to the front of the class and had ten seconds to identify as many countries on the map as possible that the moderator named. Each team received points for the amount of countries identified within the ten-second time frame.

<center>Model VIII: Information Gap</center>

Information Gap was the eighth technique attempted. Information-Gap activities were explained by Johnson and Walz where "One student has information that another one does not have but needs. For example, pairs of students might be given the task of finding an hour that they both have free this week to play a game of tennis. Each student

<center>16</center>

might have a copy of her/his schedule of activities for the week, and each has to ask questions in order to find out when the other person is free. As they shared the information, the students eventually found the time slot that was available for both of them" (as cited in Shrum & Glisam, 2000, p. 182).

During the eighth week of class, students practiced the basic forms of conversation in an Information-Gap activity. Each student was given information about a famous person and others in the class had to ask basic questions in Spanish to figure out whom they were impersonating. It was entitled "Quién soy?" or "Who am I?" For example, one student received a card that said she was Madonna, aged 42, singer, and blonde. Students approached this student with the Madonna card and had to ask basic questions such as "¿Cuántos años tienes? ¿ Cuál es tu profesión? ¿ De qué color es su pelo?" Based on the answers received, the students then had to guess who she was. It was a movement activity that Bassano & Christison described as "Students get up from their seats and walk around the room in order to obtain information from classmates." (Shrum & Glisam, 2000, p. 198)

Model IX: Think-Pair-Share

Think-Pair-Share was the ninth type of CL activity taught. According to Kagan "Students use the following response cycle in answering questions: (1) they listen while the teacher poses a question; (2) they are given time to think of a response; (3) they are told to pair with a classmate and discuss their responses; and (4) they share their responses with the whole group" (as cited in Shrum & Glisam, 2000, p.182).

17

In the classroom, Think-Pair-Share was attempted when students were discussing Sevillanas, flamenco, and other questions on these similar topics posed in class.

Model X: Interactive Homework

Interactive Homework was the last technique used. Although this model was not a classroom cooperative learning activity, it was included on the list of cooperative learning activities because it required cooperative learning *at home*.

Antonek, Tucker, and Donato and Epstein noted "Recently, however, one study has appeared that suggests the concept of 'interactive foreign language homework' as a way to involve parents/caretakers in schoolwork. Antonek, Tucker, and Donato based their work on what has been done by the Center of Families, Communities, Schools, and Children's Learning at the Johns Hopkins University, where interactive homework in various subject areas was piloted by Epstein. It was decided that ten-minute assignments worked best and that they be kept to one page and be reproduced on colored paper for easy identification by the parent and child" (as cited in Shrum & Glisam, 2000, pp. 239,240).

Interactive Homework Assignments were to establish positive connections between Spanish class and home. One week before the final examination in Exploratory Spanish, students completed an Interactive Homework Assignment with their parents. It involved parents in the learning process, increased student motivation to study for the examination, and was an excellent public relations activity for the school and the Spanish classroom.

18

The Interactive Homework Assignment for this project was used to improve Spanish language skills and cultural concepts. After eight weeks of coursework, students needed a study guide for the final examination and a chance to review all of the information they learned. A great deal of Spanish was learned through review and repetition with a partner which was another type of cooperative learning. In this instance, cooperative learning didn't occur within the classroom, but at home with the parent and, subsequently, became an extension of the classroom.

To be successful, the parent was required to help the child complete the assignment. The parent checked off all of the learned elements and placed an asterisk next to all of the assignments yet to be learned. The parent then signed and dated the assignment once completed.

Students enjoyed being able to demonstrate what they learned and this assignment provided the perfect tone for parents to evaluate their child's progress in learning Spanish.

It should be noted that research recommended that teachers be cautious of the frequency of this type of assignment. If parents felt that the assignment was not a high-quality assignment, it would not have been taken seriously. By tying this assignment into the final examination of the exploratory Spanish course, parents were extremely interested in having their child do well. "Families would be more likely to reinforce and extend classroom instruction at home when teachers give high-quality homework assignments, provide home-learning ideas and materials, guide families in how to help." (AFT, 2001, p. 12) The Spanish Interactive Homework Assignment provided explicit

instructions and guided the parent as to how to help their child study for the final

examination.

Chapter III

Cooperative Learning Activities Investigated

Group Investigation

I. Overview

Group Investigation was one of the first forms of cooperative learning attempted. The primary objectives of this activity were to have students be able to describe the Olympic games, have an in-depth knowledge of the chosen host country, and learn basic Spanish vocabulary. Based on an international Olympic theme, this model was where a team of two students would research a South American country on-line and would create a bid for the 2012 Olympic games. The group investigation model described by Sharan and Sharan (1992) were to have teams of four to six, but the classes were small and more countries were needed to have an Olympic theme work well. Therefore, groups of two students were utilized.

The classes in which the technique was used were seventh and eighth grade classes. Students were given a grading rubric on the first day that the project was presented. Students understood the expectations of the project and what each sub-activity entailed. The activity began by describing the Olympics, the International Olympic Committee, and how countries applied for bids to host the Olympics. The students

understood the concept of the project. The students were told their group and picked their country out of a hat. The students were also told how long the project would continue.

II. Lessons

A. Students: Seventh and Eighth Grade classes

B. Time Duration:

Five Weeks - Once or twice a week the students focused on the unit project material and worked in groups of two.

C. Performance Objectives:

Given information about the class project, students will be able to describe an in-depth knowledge of the project and the Olympic games with 85% accuracy.

Given basic Spanish vocabulary about weather, students will be able to say weather terms about their country in Spanish with 90% accuracy.

Given basic Spanish vocabulary about geography, students will be able to say geography terms in Spanish about their country with 90% accuracy.

Given information about Olympic logos, students will design their own country's logo with 100% accuracy.

Given information about colors in Spanish, students will be able to say the colors in Spanish with 90% accuracy.

Given cultural information about dances of the world, students will be able to describe the dance forms of their country with 100% accuracy.

Given information about animals of the Central and South America, students will be able to describe their mascot for the Olympics with 100% accuracy.

Given information about how The International Olympic Committee chooses the country to host the Olympic Games, students will be able to create an effective bid to win the bidding process with 90% accuracy.

D. Procedures

Day 1: The unit was introduced. Students selected their country, reviewed the grading rubric, and were placed into group assignments.

Day 2: There was a review of weather terminology in Spanish. The students decided what time of the year from June to September was the best period to hold the Olympics in the selected country. Day 3: Fútbol/Athletics in Latin America. Create logos.

Day 4: Students studied colors in Spanish and finished logos.

Day 5: Students decided where they would hold the Olympics in their country and the route for the torch to be run to highlight important regions in their country.

Day 6: Students decided on what celebrations, culture, and dance to highlight from the host country during the Olympic Opening Ceremony.

Day 7: Students chose the mascots of the Olympics from their country.

Day 8: Students listed reasons as to why their country should be selected to host the 2012 Olympic Games.

Days 9, 10, 11: Students worked on power point presentations

Day 12: Presented bids (power point presentations) to the class and International Olympic Committee. Each team created an inventive presentation about their country.

E. Materials:

Access to internet and pre-selected web-sites

Books and videos of the Olympic Games

Power point projector and screen or poster board

Crayons, markers, and scrap paper

F. Assessment:

Primary assessment was the actual presentation of the project. (See Rubric)

Grading Rubric for Countries Bidding for the 2012 Olympic Games

1. El Tiempo: Weather of Country   10 pts

After reviewing weather from the months of Junio until Septiembre, when is the best mes (month) to hold the Summer Olympic Games? State el clima (weather) of 5 regions of country during the month you select to hold the Olympic games. The regions are: Norte(North), Sur(South), Este(East), Oeste(West, Central(Central). The weather should be stated on the map in Farenheit and Celsius.

2. Route of the Torch (Geografia)   25 pts

After reviewing the geography of your country, choose 5 locations as to where the torch route will take place. These cities or locations should highlight the country's beauty and/or cultural significance. Describe each of the five locations with photos and information about each location. The last location of the torch route should be the host city.

3. Host City. Where will the Estadio Olimpico (Olympic Stadium) be located? What city?   10 pts

Describe the city. Is it big? Are there mountains? Draw a depiction of what your Olympic Stadium would look like. Remember, you would want to seat around 80,000 to 100,000 people. *2 bonus points for best design voted by students and judges*

4. Create the Olympic logo. What will the Futbol Jersey for your country look like?   5 pts

Draw your own creation. Be prepared to use Spanish color vocabulary to describe

your logo creation. *Two bonus points for best design voted by students and judges.*

5. What music/dance will you highlight in the Opening Ceremony of the Olympic Games?   5 pts

6. Choose mascotas (mascots) for your Olympic Games. Draw us a picture of what your mascots would look like.   5 pts.
Try to choose animals that are from your nation. Be sure to give your mascots Spanish names. Know the Spanish word for your animal(s). *Two bonus points for best design voted by students and judges.*

7. Why should the International Olympic Committee select your nation to be the host of the 2012 Olympic Games?   15 pts
List all of the reasons that you have found from doing this project as to why we should select your nation out of the many others bidding for the Olympic Games. What makes your nation special?

8. Powerpoint design: Based upon: graphics, spelling, and creativity.   10 pts

9. Presentation of Materials in Class   10 pts

Based upon: knowledge of material, attempts of using Spanish vocabulary, eye contact with class and judges, enthusiasm, and creativity.

Total Possible Points: 100   Your Group's Score is:

Every day of the project, the teacher marked in the grade book whether the students were staying on task and created a participation grade to the assignment.

III. Evaluation

From the very beginning, students had a difficult time staying on task. Even though the students had specific instructions for each given assignment in the project and an example was provided in front of the class, the students had a difficult time staying focused.

One problem was when one student was absent from the group. The student working alone would complain that the absent student had all of the information that was needed to continue the project at his or her house. Students complained that they left their notebooks at home that contained their material for that day. Middle school students in general found it to be extremely demanding to remember to bring the appropriate materials to class for the project. When a long-term project over four weeks was attempted, every day was frustrating for the teacher because of the lack of organization on the students' parts. If the teacher would ever attempt this again, students would be required to leave all project information inside the classroom in folders for safekeeping.

Another setback discovered was that those students who had learning disabilities truly frustrated those students who were quick learners. Students were placed in groups where there was one above-average student with one lower-functioning student. The

teacher received various complaints from the above-average students that the lower-functioning students were not doing anything to contribute to the project. The above-average students felt that they were doing all of the work. These students wanted their extra effort to be reflected in their grades and that posed an assessment problem. Based on research by Johnson and Johnson (1991) discussed earlier, the teacher granted more points for those students conducting the majority of the research and assigned achievement appropriate assignments for the lower-functioning students. The lower-functioning students were asked to focus on one task instead of three or four. After re-evaluation of the project, each student was graded individually for effort in addition to the group grade.

Some students said that they had no idea how to conduct research of any form. Some students did not know how to search the web. In essence, this teacher found that it was necessary to teach the students how to conduct searches on the web on top of Spanish instruction. This project was overwhelming for the teacher to handle, especially when it was the first cooperative learning activity ever attempted. The students needed two to three days to complete one activity. The teacher planned to complete this same activity in one day. Students were too busy staying off-task that the work never seemed to get completed on time.

In conclusion, the students knew very little about the countries studied which was the main objective of the activity. One positive outcome was that each student learned how to search the web.

Simulation

I. Overview

The simulation model used in Spanish class was a combination of Spanish dancing and a question and answer exercise. The primary objectives were to have students practice speaking in Spanish and learn a traditional Spanish dance. In Sevilla, Spain during the April Fair or the *Feria de Abril,* the Spanish people danced Sevillanas with friends, family, and even with strangers. After dancing Sevillanas, the Spanish people formed brief conversations and then danced once again. In the breaks of the music, people met and greeted other friends, the music started, and people began dancing with other partners. In order to simulate this fantastic fiesta in Spain, the students practiced their greeting expressions and began learning the Sevillanas dance.

The students formed two rows facing one another. Everyone had a partner. The students learned to dance Sevillanas first. Three classes were required to learn the dance. Ten minutes each day were dedicated to learning the steps. After learning the dance, students practiced typical conversation questions in-between the dancing segments. For example, students extended their hands or gave each other two air kisses as a form of greeting, introduced themselves in Spanish, asked three to four pre-practiced questions in Spanish, the music started, and the students began to dance Sevillanas. Each question and answer segment was one minute long and then the students danced. The students then shifted partners. The students repeated the activity of asking questions and dancing. This Simulation would last about ten minutes of the class period. Every day, the questions

used in conversation would be changed. For example, questions such as "Hola, ¿ Cómo te llamas? ¿ De dónde eres? ¿Te gusta bailar sevillanas? would be spoken in the simulation.

II. Lessons

A. Students: Seventh and Eighth Grades

B. Duration:

Four days - twenty minute segments each day

C. Performance Objectives:

Given the Spanish expressions on the board, exploratory Spanish students will be able to speak in Spanish with 80% accuracy.

Given the Spanish expressions on the board, exploratory Spanish students will be able to dance Sevillanas with 95% accuracy.

D. Procedures:

8:00 am Welcomed and reviewed new material in class.

8:20 am Students formed two long rows in the center of class. Students practiced dancing Sevillanas.

8:30 am Students shook hands with partners and were told to ask two questions that were written on the board and answer the questions correctly. The teacher then played the Sevillanas music. The students said "Vamos a bailar" and began dancing. After one dance of Sevillanas, students were told to change partners and began the same process of shaking hands, asking questions, and then dancing

Sevillanas. This changing of partners and questions lasted ten minutes. By the end of the class, the students had spoken to at least five students.

8:41 am Students went back to their seats and discussed what I learned today (WILT).

8:45 am End of class

E. Materials:

Sevillanas Music

F. Assessment:

Students were given a written test over expressions and Sevillanas.

Students performed a role-play or spoken test assessment the following week. The simulations were practice for the spoken test.

III. Evaluations

This simulation in class provided excellent practice for the spoken examination that would be in the form of a role-play exercise. It enabled the students to practice the language in a fun atmosphere. The majority of the students enjoyed dancing. Middle school students loved to move around. Most were kinesthetic learners at the middle school level.

For the most part, students stayed on task, danced, asked the questions and then changed partners only to ask the same questions over and over again. It was excellent spoken language practice for the students and the students didn't mind the repetition. The teacher could walk around the classroom listening to the conversations and assist as needed.

The sixty seconds where students asked two to three basic questions was a good time frame. Any more time for questioning would have been too much. If too much time was provided for classroom discussions, students got off-task quickly.

It was all in the timing. At the middle school level, Cooperative Learning activities that were timed and were condensed in a short time frame succeeded. If students felt they only had sixty seconds or two minutes to finish a conversation with their partner or five minutes to study before an in-class tournament over geography, students were more focused and achieved the objectives of the assignment. Students began to get bored when more than ten minutes was spent on this activity. Off-task behavior ensued. Therefore, after ten minutes of on-task question and answer and dancing, the teacher immediately transitioned back to a structured classroom environment where the students were in rows and followed the instructions of the teacher.

Role-plays

I. Overview

The third CL activity that was researched and attempted was a Role-play. The primary objectives of this activity were for students to speak in Spanish and practice Spanish dancing. Role-plays were where students acted out a situation such as a restaurant scene or a visit to a doctor. The Role-play was conducted with grades seven and eight. There were small differences between grade levels.

In Version I, the topic of the Feria de Abril (April Fair) was introduced to the class. The students practiced a model dialogue like one that would occur at the Feria de

Abril. Two students and the teacher practiced an example conversation in front of the class. Students were paired into random groups and then given cue cards of sample phrases to use in the skit. Students in each group of four students were provided a grading rubric so that they would know how they would be graded. Students also were provided the date the role-play would occur. Students began working on the creation of their skits.

In Version II, a few key elements were changed to enhance the efficiency of the role-play and maximize the learner outcomes. The topic of the Feria de Abril was introduced to the class. The students practiced a model dialogue like one that would occur at the Feria de Abril. Two students and the teacher practiced an example conversation in front of the class. The teacher showed a video from the Feria de Abril where students could see how the dancing and the conversations occurred in authentic situations. Students were paired into pre-selected groups by the teacher. Two strong students were paired with two weaker students and also the personalities of the students were matched so that all students would work well with one another. The teacher placed all of the requirements for the Role-play on the board. The students were then given cue cards of sample phrases to use in the skit. Students in each group of four students were provided a grading rubric so that they would know how they would be graded. Students were also provided the date the Role-play would occur. Students began working on the creation of their skits. This Role-play was attempted with four different classes. Three out of the four classes were comprised of students who enjoyed learning and were willing to contribute to the activity. The other class, which was comprised of twelve students, had major discipline problems. The teacher knew that this class was going to be a challenge

to keep on task from the very beginning. Seven of the twelve students were major discipline problems.

In Version III, a few features from the Wong (2001) CL activity model were added. Wong (2001) recommended that each group member have a specific job and grade him or her individually. Each student chose a task within the group such as recorder, facilitator, creative designer of the skit, and creative designer of props. Each student was made aware of how they would be assessed for their specific role within the group.

II. Lesson Plan

Version I

A. Students: Seventh and Eighth Graders

B. Duration:

Five days- The first day was a brief description of the project and time to work on the creation of the project. Each subsequent day, twenty minutes was dedicated to the creation of the skit and the last day was for the performance of the skits.

C. Performance Objectives:

Given the Spanish expressions on the board, exploratory Spanish students will be able to speak in Spanish with 80% accuracy.

Given the Spanish expressions on the board, exploratory Spanish students will be able to dance Sevillanas with 95% accuracy.

D. Procedures:

8:00 am Welcome

8:05 am The topic of the Feria de Abril was introduced to the class.

8:15 am The students practiced a model dialogue like one that would occur at the Feria de Abril. Two students and the teacher practiced an example conversation in front of the class.

8:25 am Students were paired into random groups and then given cue cards of sample phrases to use in the skit. Students in each group of four students were provided a grading rubric so that they would know how they would be graded. Students also were provided the date the role-play would occur.

8:30 am Students began working on the creation of their skits.

8:41 am WILT

8:45 am End of class

E. Materials:

Sevillanas Music

F. Assessment:

Spoken Test Grade – Grading Rubric

Creativity	3 points
Participation	3 points
Animation	3 points
Pronunciation	3 points
Grammar	3 points

Version II

A. Students: Seventh and Eighth Graders

B. Duration:

Five days- The first day was a description of the project and students had a few minutes to begin creation of the skit. Each subsequent day, twenty minutes was dedicated to the creation of the skit and the last day was for the performance of the skits.

C. Performance Objectives:

Given the Spanish expressions on the board, exploratory Spanish students will be able to speak in Spanish with 80% accuracy.

Given the Spanish expressions on the board, exploratory Spanish students will be able to dance Sevillanas with 95% accuracy.

D. Procedures:

8:00 am Welcome

8:05 am The topic of the Feria de Abril was introduced to the class.

8:10 am The students practiced a model dialogue like one that would occur at the Feria de Abril. Two students and the teacher practiced an example conversation in front of the class. The teacher showed a video from the Feria de Abril where

students could see how the dancing and the conversations occurred in authentic situations.

8:25 am Students were paired into pre-selected groups by the teacher. Two strong students were paired with two weaker students and also the personalities of the students were matched so that all students would work well with one another. The teacher placed all of the requirements for the role-play on the board. The students were then given cue cards of sample phrases to use in the skit. Students in each group of four students were provided a grading rubric so that they would know how they would be graded. Students also were provided the date the role-play would occur.

8:35 am Students began working on the creation of their skits.

8:41 am WILT

8:45 am End of class

E. Materials:

Sevillanas Music

F. Assessment:

Spoken Test Grade – Grading Rubric

Creativity	3 points
Participation	3 points
Animation	3 points
Pronunciation	3 points
Grammar	3 points

Version III

A. Students: Seventh and Eighth Graders

B. Duration:

Five days- The first day was discussion of the project, procedures, and the grading rubric. Students did not begin working on the project this day. Each subsequent day, twenty minutes was dedicated to the creation of the skit and the last day was for the performance of the skits.

C. Performance Objectives:

Given the Spanish expressions on the board, exploratory Spanish students will be able to speak in Spanish with 80% accuracy.

Given the Spanish expressions on the board, exploratory Spanish students will be able to dance Sevillanas with 95% accuracy.

D. Procedures:

8:00am Welcome

8:05am The topic of the Feria de Abril was introduced to the class.

8:10am The students practiced a model dialogue like one that would occur at the Feria de Abril. Two students and the teacher practiced an example conversation in front of the class. The teacher showed a video from the Feria de Abril where students could see how the dancing and the conversations occurred in authentic situations.

8:25am Students were paired into pre-selected groups by the teacher. Two strong students were paired with two weaker students and also the personalities of the students were matched so that all students would work well with one another. The teacher placed all of the requirements for the role play on the board. The students were then given cue cards of sample phrases to use in the skit. Students in each group of four students were provided a grading rubric so that they would know how they would be graded. Students also were provided the date the role-play would occur. Each student chose a task within the group such as recorder, facilitator, creative designer of the skit, and creative designer of props. Each student was made aware of how they would be assessed for their specific role within the group.

8:41am WILT

8:45am End of class

E. Materials:

Sevillanas Music

F. Assessment:

Spoken Test Grade – Grading Rubric

Creativity   3 points

Participation   3 points

Parts in the Role-play   3 points

Pronunciation   3 points

Grammar   3 points

III. Evaluation

The first time the Role-play was attempted; the students stared at one another and said that they didn't know what needed to be done. Students started talking off-task and the role of the teacher became police person. Two class periods were devoted to this exercise. When students spent more than one day on this activity, apathy became rampant. The next day of the Role-play, excuses surfaced. One of the skit members was sick or one of the members took home the skit to work on it and forgot it at home or one of the students said that his cat chewed off his portion of the skit. The next time this was attempted, the teacher decided to not allot the entire class for the preparation of the skit. Students could not handle an entire class devoted to one activity.

The second time the role-play was attempted; the students were placed into strategically thought out groups for good group dynamics and a mixture of ability levels. This significantly helped in classes that were eager to work on the project. The students seemed more focused. It didn't matter how the teacher placed the groups together in the difficult class with behavioral problems. The difficult students were determined to stay off-task. Half of the class had complete disrespect for the teacher and other fellow students. The students were determined to not work on the assignment. In the difficult class of twelve students, students commented, "Can I get an 'F' on this? I don't want to do this. This is stupid." Students wanted to know their overall grades in the class so that if they received an 'F' on this project, they wanted to know if they would they still receive a 'C' on their report card. The teacher quickly explained that they needed to use their time wisely and to begin work on the project. From the very beginning, the teacher was

constantly reprimanding the students. One of the students who was ADHD was moving about the room, punching students in the arm, and had a hard time sitting down. Other students were talking to other members of other groups.

By day two, students were to begin writing their skit in Spanish. In the difficult class, two of the groups had roughly five lines written by the end of the day. Students were not focusing and were off-task. The other three classes that were focused and on-task had started to write their conversations and were achieving success.

By day three, the students in all classes were supposed to practice the skit. In the difficult class, only one group was in the corner practicing but was actually off-task more than practicing. The other three classes were practicing their skits. Some of the students brought in props and were focusing on successful completion of the task.

By day four, students were to present the skit to the class for a spoken test grade. Some of the groups in the difficult class had members who did not present. The skits were unoriginal and were of a poor quality. Few students met the project requirements. The scores that students earned for the skit were "D" and "F." On the final exams, many of these students missed almost all of the questions dealing with expressions that the Role-play was targeting. It proved to be ineffective with this problematic class. The other well-behaved classes received scores of A, B, and C. Most of the students received similar grades on their final examinations with questions dealing with greetings. It was a success with the well-behaved students.

The students in the problematic class did not achieve the objectives of the project, despite teacher intervention, discipline referrals to the office, and the constant warnings of poor grade results if students did not stay on task. Behaviorally difficult classes could not participate effectively in Role-plays or any other unstructured activity where students were seated outside of rows and when there was direct instruction. Role-plays and Cooperative Learning in general required creativity and freedom. These behaviorally challenged students could not seem to handle unstructured environments where there was freedom of movement within the classroom and that students were given more room for expressing their ideas. Learning did not take place. The students who really did want to learn suffered in this classroom.

The other classes that were well behaved, interested in learning Spanish, and were higher-achievers did extremely well with this activity. The skits were creative, funny, the students had a great time doing them, and the objectives of the assignment were met. Student scores for the Role-play and the final examination in the class were very good A and B grades. Role-plays were fantastic in the foreign language classroom if the classes were receptive to change and could handle a less-structured classroom environment.

The third time the Role-play was attempted, the students in the difficult class basically totally disregarded the idea from Wong (2001) of having each student have a job in the group. The same learning outcomes occurred. Students received Ds and Fs and the students shrugged their shoulders when questioned as to why they didn't have props or why they refused to speak during the conversation. Classroom dynamics truly effected whether Role-plays or lengthy cooperative learning activities was successful.

After various attempts of Role-plays, behaviorally challenged classes were not capable of handling unstructured classroom environments where students were given more mobility to move around the classroom, use creativity, and design a skit while working in groups. Role-plays worked extremely well with students interested in learning and trying new things.

Conversation Cards

I. Overview

This fourth activity required extremely close monitoring. The primary objectives were for students to be able to speak in Spanish and practice basic expressions. Conversation cards helped beginner exploratory students focus on only using Spanish in the class. Students asked the specific questions on the cards, while floaters monitored the class. The floaters were peers who kept the students on task and focused on the activity. As suggested by Donato, "A student can be assigned a role as a 'floater.' Floaters can have several functions, such as collecting information from each group (for example, during paired interviews), eavesdropping and reporting back to the class what s/he discovered, or serving as an observer of group processing" (as cited in Shrum & Glisan, 2000, p. 199). The floaters checked for language accuracy and wrote down names of students not speaking in Spanish.

The Conversation Cards activity was simple to perform. It made speaking in a new language for the first time easy.

II. Lesson Plan

A. Students: Seventh and Eighth Grades

B. Duration:

    Twenty Minutes

C. Performance Objective:

    Given the Spanish expressions on the board, exploratory Spanish students will be

    able to speak in Spanish with 85% accuracy.

D. Procedures:

    8:00 am Welcome

    8:05am The teacher presented new material to the class.

    8:15 am The teacher introduced the Conversation Card Activity. The teacher

    demonstrated in front of the class how to perform this activity with another

    student.

    8:25 am Students were given their conversation cards. Two students acted as

    floaters and were given instructions. Students asked questions to a partner chosen

    by the teacher.

    8:30 am Students switched partners and new floaters were assigned and they

    begin the activity again.

    8:35 am Students practiced expressions once again to review correct

    pronunciation with the teacher.

    8:40 am Students began the daily what I learned today (WILT) discussion.

    8:45 am End of class

E. Materials:

      Conversation Cards prepared ahead of time

F. Assessment:

      Written quiz

      Spoken test assessment

III. Evaluation

      The concept of Conversation cards worked well with beginning language learners. It was a short, concise, and specific activity. It lasted no longer than five minutes and it was a great warm-up for other classroom activities. Middle school students needed this succinct and clearly structured type of an activity. The only part that was discontinued was the floater portion. The teacher noticed that the floaters felt extreme peer pressure. The floaters kept a distance from the conversing pairs when they were supposed to monitor peer Spanish conversations. The floaters rarely corrected or told students to not use English. The popular students were avoided entirely by the floaters. The floaters seemed to be afraid of the popular students and would not want to get the popular kids in trouble for not speaking in Spanish. Other floaters enjoyed tattling on students they disliked. Therefore, the entire concept of the floater was eliminated. It was not effective.

Jigsaw Oral Presentation

I.   Overview

The fifth activity was the Jigsaw I activity. It was attempted twice in the classroom. The primary objectives were for students to be able to utilize new Spanish vocabulary and learn about a new cultural event.

In the first Jigsaw I activity, students prepared an oral presentation in English but still used Spanish words learned in class about bullfighting. Students were paired in groups of three (the classes was composed of only ten students). Each group had to present a certain topic related to bullfighting and become the *expert* of this topic. The teacher specifically discussed the objectives and how students would be graded on their presentations. Students were given two class periods to work on their portions of the presentations.

In the second Jigsaw I activity, the Jigsaw I method was attempted with learning geography in my sixth grade class. Each student received a country that they researched for three weeks. They researched in the library, on-line, and created a poster about their country. Each student was told that they had to teach others about their country. In essence, each child gave a mini-educational lesson to the other groups in the room. This whole process took three days of class. Students took notes, put together their own Latin American puzzles, and quizzed one another. Students were then given a pre-quiz and a day to study with their peers. A test was given individually.

II. Lessons

Version I: Bullfighting Presentation

A. Students: Seventh and Eighth Grade Students
B. Duration:

Four Days- One day describing the project, the next two days working on the

project, and the fourth day presenting the project.

C. Performance Objectives:

Given no aids, exploratory Spanish students will be able to present a presentation

about a bullfight with 95% accuracy.

Given no aids, exploratory Spanish students will be able to speak with the newly

learned vocabulary and cultural information with 85% accuracy.

D. Procedures:

8:00 am Welcome

8:05 am The teacher moved all of the desks back into rows. The teacher presented

an example power point in class.

 8:15 am Each student was told the topic that he/she was supposed to present.

8:25 am The teacher reviewed the directions written on the board. The teacher

reviewed the grading rubric.

8:41 am Students discussed the daily what I learned today (WILT).

8:45 am End of class

E. Materials Needed:

Power point projector.

Students needed to review their notes over the topics we had discussed in class previously to complete the assignment.

Note cards.

F. Assessment:

Written assessment

Presentation assessment.

Version *II*

A. Students: Sixth Grade Students (15)

B. Duration:

Three Days -After three weeks of research on a country, the students became experts about their country. The students worked in groups for three days and each student was told that they had to teach others about his/her country. Each student presented a mini-educational lesson to the other groups in the room.

C. Performance Objectives:

Given no aids, exploratory success skills students will be able to present a presentation about their country in groups with 95% accuracy.

Given no aids, exploratory success skills students will be able to define terms such as fertility rate, currency, exports, and mortality rate with 95% accuracy.

Given no aids, exploratory success skills students will be able to create Latin American puzzles with 90% accuracy.

D. Procedures:

8:00 am Welcome

8:05 am The teacher introduced the Jigsaw I exercise. Procedures were placed on the board. The teacher described the worksheets that were passed out. Students had to find specific information about the countries in class from each student. There were a total of fifteen countries for fifteen students. The teacher demonstrated an example in front of the class.

8:15 am Students took notes on their worksheets from their peers about the countries being described in their groups. The students put together their own Latin American puzzles placed on the desks before them and quizzed one another. During the next two classes, students changed groups to learn about all of the countries in the class.

8:41am Students discussed the daily what I learned today (WILT)

8:45am End of class

E. Materials:

Latin American Maps

Worksheets for students

F. Assessment:

Students were given a pre-quiz at the end of the three days.

The students were given a day to study with their peers (See peer tutoring activity). A written test was given individually.

III. Evaluation

The Jigsaw I oral presentations were not a success. The experts did not do their readings and made little attempt to prepare for the presentations. Students did not use their time wisely in the cooperative groups. The teacher constantly interrupted their off-task conversations and reminded the students that the presentations would be graded and that they needed to work together as a team on this project. The teacher noted that students did not feel a sense of responsibility to the group on the day of the presentations. The "experts" were absent or forgot their presentations at home or they did not care. By attempting a jigsaw, the researcher thought students would feel a sense of obligation to the group, but this did not work for the students in the class.

In the second Jigsaw I activity, students learned a great deal and it was a success. Some of the behaviorally challenged students had a hard time staying on task at times when their peers were presenting. Some students wanted to talk to their neighbors in other groups, some stared off into space, and others had a hard time sitting in their seats. When asked to put together the puzzles, the students delved into this activity. With beginning learners at this age, Jigsaw I with language was rather difficult. If the teacher gave the students words to teach their group, many students asked for help or said "I can't do this." The Jigsaw I activity was a success with culture, geography, or other content areas. It was not a success with beginning language learners. It created confusion and anxiety to focus on language in a Jigsaw I activity. Sixth, seventh, and eighth graders encountered difficulty saying the word "hola." Introducing phrases and other words into a Jigsaw I activity was too advanced. The major difference between the first and second attempts at Jigsaw I activities was that each student in the first attempt learned about their individual country first and then they worked as a group. This allowed the students to

become *experts f*irst. In the first Jigsaw I activity, the students began working in groups from the very beginning. The more time the students were in groups, the more confusion ensued.

Peer Tutoring

I. Overview

The primary objectives of peer tutoring were for students to be able to identify countries on a map more easily. The teacher started the class with a non-graded pop-quiz to verify how much geography of Latin America students knew. The teacher reviewed the answers with the students. Sixth grade students were assigned partners by the teacher. The teacher had students quiz each other in pairs to learn the geography of Latin America. There was a time frame of fifteen minutes placed on the students. At the end of the period there was a game as discussed in the seventh model of Teams-Games-(Without) Tournaments.

II. Lessons

A. Students: Sixth Grade Students (15)

B. Duration: Ten minutes

> After three weeks of research on a country, the students became experts about their country. The students worked in groups for three days and each student was told that they had to teach others about his/her country. In essence, each child gave a mini-educational lesson to the other groups in the room.

C. Performance Objectives:

Given no aids, exploratory success skills students will be able to identify

countries on a map with 100% accuracy.

D. Procedures:

8:00 am Welcome

8:05 am The teacher described peer-tutoring. Students were told that they only

had ten minutes to work with someone in the class to quiz and tutor the geography

of Latin America. A demonstration by the teacher occurred.

8:10 am Students worked in groups tutoring one another.

8:20 am Students went back to their seats and began the Teams-Games- (Without

Tournament) exercise. See Teams-Games- (Without Tournaments)

8:44 am Winners announced

E. Materials:

Maps of South and Central America

Pre-Test over geography of South and Central America

F. Assessment:

Final written examination

III. Evaluation

Peer tutoring was immensely successful especially if students knew that a

competition for bonus points was imminent. Students felt a great motivation to learn the

material. There was a sense of excitement in the classroom and a mad rush to learn the material. Students were on task and excited.

<p style="text-align:center">Teams-Games- (Without Tournaments)</p>

I. Overview

The primary objective of Teams-Games- (Without Tournaments) was for students to identify Latin American countries on a map. After sixth grade students took a pre-quiz of Latin American geography, they were given fifteen minutes to study Latin American geography utilizing Peer-tutoring as described previously. The teacher demonostrated the activity and placed the students into three larger teams. This was the team portion of this activity. Each group chose their Spanish group names. The teacher placed the names of the groups on the board.

The teacher showed the class the prize which consisted of five bonus points for each student on the winning team to be utilized on the final examination. This definitely perked the interest of the students. The students were ready to attempt *Geography Challenge* or the games portion of this activity.

One student from Group I (Jaguars) went to the large map of Central and South America. He/she was presented with a Spanish fan. The student had to show how to open a fan like how the Spanish do. This usually was met with a lot of laughter from the students. The fan was used as the pointing tool for the map. The teacher acted as the facilitator of the competition. One student acted as the timer. With ten seconds on the clock, the student had to identify as many countries on the map as possible that the

teacher named. For example, the teacher stated "Argentina" and the student had to point to Argentina to receive a point.

All students in the class had time to go to the board for this activity. Therefore, each student contributed to the total points of the group. The team that won the bonus points was ecstatic. The teams that did not receive as many points all received Andes candy. The teacher explained where the Andes were located in South America. It tied into the activity well. In this way, all students received some sort of reward for their efforts. The Andes candy idea was borrowed from Dr. Cheng at The University of Toledo who used Andes candy in her class as a reward.

II. Lessons

A. Students: Sixth Grade Students (15)
B. Duration: Twenty minutes

> After three weeks of research on a country, the students became experts about their country. The students worked in groups for three days and each student was told that they had to teach others about his/her country. In essence, each child gave a mini-educational lesson to the other groups in the room. Students peer-tutored for ten minutes before this exercise began.

C. Performance Objectives:

> Given no aids, exploratory success skills students will be able to identify countries on a map with 100% accuracy.

D. Procedures:

8:00 am Welcome

8:05 am The teacher described peer-tutoring. Students were told that they only had fifteen minutes to work with someone in the class to quiz and tutor the geography of Latin America. A demonstration by the teacher occurred.

8:10 am Students worked in groups tutoring one another.

8:20 am Students went back to their seats and were placed in groups. The students created names.

8:23 am One student from each group went up the board, attempted to flick open the fan, used the fan as a pointer, and had ten seconds to point to as many countries on the map as possible. Points were allotted to each team.

8:44 am Winners were announced.

E. Materials:

Large map

Spanish fan

Clock for keeping time

F. Assessment:

Written test over geography

III. Evaluation

The tournament portion of the Teams-Games-Tournaments concept created by Slavin (1988) would not have been successful in a middle school FLEX program. With only nine weeks with students, there was little time to conduct weekly tournaments. The adapted Team- Games- (Without Tournaments) concept worked perfectly with time restrictions.

The tenseness in the room could be cut like a knife when the games began. When bonus points were dangled in front of the students and the students knew that a game was taking place, they became extremely motivated.

Some students that approached the map in front would stretch before trying to open the fan and would be jumping up and down to loosen up as if they were athletes in a competition. Team members were cheering them on and would give high fives to classmates when they finished. It was a rapid-paced game.

The Team- Games- (Without Tournaments) concept in the middle school was incredibly successful. The students enjoyed the competition aspect and playing games. At the end of the competition, some students commented on how much they had learned by the end of the class. They were proud of themselves.

On the final examination later in the week, most students performed extremely well in the geography section. Students remembered the information five days later.

Information Gap

I. Overview

The eighth activity was an Information Gap activity where Student I had five

minutes to find information from Student II about a certain topic. It proved to be

successful in the classroom. The primary objectives were for students to be able to

practice speaking in Spanish.

Students had to figure out the identity of another student during the Information

Gap activity. Under each student's desk, there was a card that detailed the biography of a

famous person. For example, one student received a card that described Madonna. It read

as follows: "Madonna, 44, American but lives in England, singer/actress, married, two

children." Another student was Michael Jackson and that card read: "Michael Jackson,

California, single, male, 45, two adopted children, singer." There were fifteen cards in the

room. Students were then told that they needed to find information that was missing on

their worksheets about these famous people by asking questions. Some students had to

find out the age of the person or find the country where they were from originally and

where they were living now. The students already knew the basic questions and

exchanges such as "¿ De dónde eres?" and "¿ Cuántos años tienes?" or "Tengo cuarenta

años." Therefore, they could easily find the missing information. The teacher had two

students act as floaters to observe the students and police the exchanges to make sure

everyone was speaking in Spanish. If someone was caught speaking in English, they had

one point deducted. Students were given only ten minutes to finish the exchange and find

the information gaps. The winner received bonus points to be used on a future quiz.

II. Lessons

A. Students: Seventh and Eighth Grade students

B. Duration: Five minutes

C. Performance Objectives:

Given the Spanish expressions on the board, exploratory Spanish students will be able to speak in Spanish with 85% accuracy.

D. Procedures:

8:00 am Welcome

8:05 am The teacher reviewed learned expressions.

8:10 am The teacher described the Information Gap activity.

8:15 am Students were told to figure out the identity of another student. Under each student's desk, there was a card that detailed the biography of a famous person. For example, one student received a card that described Madonna, 44, American but lives in England, singer/actress, married, two children. Students were then told that they needed to find information that was missing on their worksheets by asking questions. The teacher had two students observe the students and police the exchanges to make sure everyone was speaking in Spanish. If someone was caught speaking in English, they had one point deducted. Students were given only ten minutes to finish the exchange and find the gaps.

8:25 am The information gap exercise began.

8:30 am The student who found all of the missing information on his/her worksheet won two bonus points.

8:41 am Students discussed the daily what I learned today (WILT).

8:45 am End of class

E. Materials:

Note cards placed under chairs

Worksheets

F. Assessments:

Written test

Spoken test

III. Evaluation

The majority of the students enjoyed the activity and most importantly practiced the language. Some of the students lazily walked around the room to find the information and had little motivation to win the bonus points. This occurred mainly in the eighth grade classes. Many students who were rushing around the room asking questions and writing answers were shocked at how much they actually knew in Spanish. The winner who found the correct information first and had the least amount of negative points for speaking in English won the bonus points. At the end of this exercise, the students shouted that they wanted to "play more" Information Gap activities just like this. Information Gap for exploratory Spanish learners was a major success.

Again, as in the Conversation Cards activity, the floaters who walked around the classroom and policed the students to make sure they were on task did not work well. Because of previously discussed pitfalls such as peer pressure, insecurity, and revenge against students not as well liked, this did not work. It is the teacher that needed to police

and deduct points from students who are not on task or were not speaking in Spanish. The teacher needed to be actively pacing around the classroom listening to the conversations and making sure students were on task and speaking in Spanish. The bonus points at the end of the activity were a definite motivator and contributed to the successful outcomes.

Think-Pair-Share

I. Overview

The ninth activity was Think-Pair-Share and was conducted with seventh and eighth grade students. The primary objective was for students to compare and contrast different Latin dances. The activity was supposed to last thirty minutes, but due to off-task behavior, the activity was cut short to twenty minutes. Before the Think-Pair-Share activity began, students learned about flamenco, tried to learn a stomping step to flamenco music, learned Sevillanas dancing, and learned about the April Fair in Sevilla. Students also learned about the Tango from Argentina, Salsa from South America, and Merengue dancing. The teacher now wanted students to begin comparing and contrasting these various formats of dancing.

This was the first time in class where students worked on group discussion. The teacher began the activity by placing the instructions on the board in English. The instructions were to answer the question written on the card, have a recorder write the answers, and share answers with the class.

Each student was informed that he/she would be the facilitator of each topic on his/her question card. Each student had a job. The student would make sure he/she found the correct answer to the question because it was going to be shared to the class.

There were sixteen students in the class. The students were placed into four groups of four. One stronger student was paired with weaker students and an average student.

II. Lessons

A. Students: Seventh and Eighth Grade students

B. Duration: Twenty minutes

C. Performance Objectives:

Given the information about various forms of dance, exploratory Spanish students will be able to compare and contrast the dancing formats with 80% accuracy.

Given the information about various forms of dance, exploratory Spanish students will be able to discuss opinions with 100% accuracy.

D. Procedures:

8:00 am Welcome

8:05 am The teacher reviewed all forms of dance discussed this term. The teacher began the activity by placing the instructions on the board in English. The instructions were to:

1. Answer the question written on your card.

2. Have recorder write your answers.

3. Share with the class. The teacher told each student in the group that they would be the facilitator of each topic on their question card. Each student had a job. The student would make sure he/she found the correct answer to the question because it was going to be shared to the class. There were sixteen students in the class. The teacher placed the students into four groups of four. The teacher had one stronger student paired with weaker students and an average student. The teacher refrained from placing students that enjoy talking to one another together in a group.

8:41 am Students discussed the daily what I learned today (WILT).

8:45 am End of class

E. Materials:

Discussion cards

F. Assessment:

There was a written final examination where questions about all of the dance formats were tested.

III. Evaluation

Even after specific instructions, students immediately asked "So, what are we doing?" The teacher pointed to the board where the instructions were clearly written. The students began talking about other things. Five students were not talking at all. Six students were talking about miscellaneous things. The remaining students were staring at

their papers trying to understand the question that was written. The facilitators, each student in the class, were not doing their jobs and the teacher was walking around to each group reminding each student of their jobs in the group. Absolutely no discussion was taking place.

With the difficult classes, students did not want to contribute to the Cooperative Learning discussion. Students with behavioral issues had problems focusing on the task. With the Think-Pair-Share activity, these difficult students wanted to talk about everything except the material on the cards. The classroom needed to be highly structured with the teacher calling on students to discuss the material. Think-Pair-Share definitely did not work in behavioral problem classrooms. Discussion and group sharing at the middle school level led to students getting off-task. Classroom disruptions and misbehavior escalated. It did not matter how specific the instructions were, the temptation to begin talking about off-task was just too great.

It was also apparent that middle school students, especially those that had lower to middle learning abilities, had a difficult time comparing and contrasting, expressing opinions, and summarizing data. These students had not grasped higher order thinking skills effectively and this task of Think-Pair-Share was definitely beyond their ability levels. Even if the teacher placed stronger students in the same group with slower learners, very little discussion and learning took place. Hence, the objectives of the lesson were not met.

If the teacher had placed a competition at the end of the discussion, there would have been much more motivation to stay on task. Dangling bonus points or a reward in

front of students peeked their interest in other activities and students tended to stay focused.

<div align="center">Interactive Homework</div>

I. Overview

In the eighth week of class, the teacher assigned an Interactive Homework Assignment to the students. The teacher reviewed the entire worksheet with the students and explained in detail how to complete the assignment. The teacher gave each student four days to complete the assignment with parents, guardians, or another adult in the family with the permission of the parent.

The primary objectives of this activity were for this worksheet to provide a review for the final examination and have students speak and sing in Spanish. The parent and child worked cooperatively to finish the worksheet. After completion of the assignment, the parent signed the homework and dated it.

II. Lessons

A. Students: Seventh and Eighth Grade students

B. Duration: Four Nights provided for students to complete homework

C. Performance Objectives:

Given the information from the entire quarter, exploratory Spanish students will be able to review the questions with parents with 95% accuracy.

Given the information from the entire quarter, exploratory Spanish students will be able to speak in Spanish with 95% accuracy.

Given the information from the entire quarter, exploratory Spanish students will be able to dance Sevillanas for their parents with 95% accuracy.

Given the information from the entire quarter, exploratory Spanish students will be able to sing "Feliz Cumpleanos" and "Feliz Navidad" for their parents with 100% accuracy.

Given the information from the entire quarter, exploratory Spanish students will be able to recite numbers, dates, and the alphabet with 100% accuracy.

D. Procedures:

8:00am Welcome

8:05am The teacher reviewed the Interactive Homework Assignment for fifteen minutes. It was a complete review of the entire course. Students demonstrated what they knew in class.

E. Materials:

Interactive Homework Sheet

F. Assessment:

Interactive Homework Sheet was signed by parents to verify completion.

A final examination over all material on the Interactive Homework Assignment sheet.

The Spanish Interactive Homework Assignment Sheet

Student Name:_____Spanish Interactive Assignment

Dear Family,

¡ Feliz Año Nuevo! Happy New Year!

In Spanish class these past seven weeks, one of the things we have learned is how to greet people in Spanish. This assignment sheet will provide practice for the written final exam on Tuesday, Jan. 11, 2005. This assignment is due on <u>Friday, January 7, 2005</u>.

Please place a check (X) next to the response to greetings and courtesy expressions that your child has learned in Spanish. Place an (*) if there is difficulty.

___Hola, Buenos Días   Hello, Good Morning

___¡ Adios!   Goodbye

___Gracías   Thank you

___¿ Cómo estas?   How are you?

___Muy bien, gracías   Very well, thank you

___Mal   Bad

___Así así	OK
___¿ Cómo te llamas?	What is your name?
___Me llamo	My name is…
___¿ De dónde eres?	Where are you from?
___Soy de los estados unidos.	I am from the U.S.A.
___¿ Cuantos años tienes?	How old are you?
___Tengo _____ añ os.	I am…
___¿ Cuándo es tu cumpleaños?	When is your birthday?
___Mi cumpleaños es…	My birthday is…
___Me gusta…	I like…

The final exam in Exploratory Spanish will be this Tuesday, January 11, 2005. Please have your child review previous tests and quizzes to prepare for the final exam. The final exam will cover the expressions listed above and all of the information on the opposite side of this form.

Check (¡) if your child understands the material or place an (*) if there is difficulty.

___Names - Why do Spaniards have two last names? How are children named?

___Festivals in Spain and Latin America- What is the Day of the Dead? What is 5 de mayo? What is el 6 de enero?

___The Conquistadores - What did you learn about Christopher Columbus?

___Names of places in the USA with Spanish names- What does Los Angeles, Las Vegas, Colorado, Nevada, Florida, Santa Fe, San Antonio, San Jose, San Francisco mean?

___The Spanish Royal Family- Who is the King of Spain?

___Numbers (1-100) Can you recite the numbers?

___Dates and months- How do you say April 23rd or July 4th?

___The Alphabet - Can you sing the alphabet?

___Food- What are some interesting forms of food you have seen in class? (guava/coconout/cactus/calamari in its ink/mole/etc.)

___Common Expressions (Information on the front of this sheet)

___Bullfighting-What have you learned about bullfighting? Can you demonstrate the veró nica cape move?

___The Birthday Song- Can you sing the song? What is the Spanish tradition of birthday celebrations?

___ Feliz Navidad- Can you sing this song? (Feliz navidad-3x- Prospero añ o y felicidad). What happens in Spain and Latin America during Christmas? What is happening Jan. 6th? Who are the wise men that are so popular in latino countries?

___Fútbol in Latin America and Spain - What do the sports broadcasters from Latin America yell after a team scores?

___What are Spanish Sevillanas? Can you demonstrate the dance? What is the difference between Sevillanas and Flamenco?

Geography

One of the major objectives of this course is for students to have a better understanding of Latin American countries and their cultures. Verify if your child can identify the following countries on a map.

Check (¡) if your child could locate this country on the map or place an (*) if there is difficulty.

___ Venezuela ___ Bolivia ___ Peru

___ Spain ___ Argentina ___ Ecuador

___ Mexico ___ Chile ___ Costa Rica

Student's name _____ Class _____

Date_____

How well do you think your child performed <u>all</u> of the skills in this assignment?

_____ Child seems to perform these skills well.

_____ Please check work. Child needs some help on this.

_____ Please note (other comments below):

_____(Parent's Signature) (Date)

III. Evaluation

The final CL activity was the Interactive Homework assignment.   It was highly effective. The majority of students completed the assignment on time. The parents wrote comments on the assignment about how impressed they were with their child and how much he/she was learning in the class. The parents helped their child study for the final examination and at the same time realized what their child had learned the entire eight weeks of class. By helping the child learn the material, the parents felt like they had some control of the success of their child's final grade.

The Interactive Homework Assignment was an example of Cooperative Learning in a three-fold manner. The teacher reviewed with the students in class, the parents reviewed with the children at home, and the parents communicated their feelings with the teacher about the progress of their child. Learning was occurring in many different ways. It was an extreme success. Students did well on the final examination when they completed this assignment. Those students who did not complete the assignment, did not perform as well on the final examination.

Chapter IV

Conclusions

From this investigation, it was found that Cooperative Learning required a great

deal of patience, trial-and-error, adaptations to fit each group dynamic, and persistence.

Each class was different with some students reacting well to working in groups and

others not. The most successful activities were short-term conversational activities that

were fun for the students and that did not require extended research or investigation.

These activities occurred for two minutes, ten minutes, or one day. For example,

Simulations, short-term Role-plays, Conversation Cards, Information Gap, Peer-tutoring,

and non-Tournament Team Games activities were extremely successful. These activities

were short and constantly changing a maximum of every ten to fifteen minutes. For

example, a typical class had students work individually for ten minutes, followed by a

teacher lecture for ten minutes. Next, the students completed a short CL activity, and

concluded with a summary review. This kept the students on task and objectives could be

met.

The longer students were in groups, the more difficulties that arose. This was true

no matter which model was attempted. Activities such as Group Investigation or Jigsaw I

oral presentation, were not successful. It was primarily due to students being in groups far

too long. Conducting research in groups created a great deal of temptation for the

students to be off task. Large amounts of time were dedicated to the research portion of Group Investigation and the first Jigsaw I activity. Students seemed to be overwhelmed and began talking off-task. Limiting the amount of time students spent in groups was paramount.

A second finding from the investigation showed that some classes, because of group dynamic, didn't work well in some CL activities. When there was a class of four or five unmotivated students, CL activities were not successful. These students disrupted the group dynamic and stopped CL activities and learning outcomes.

The investigation also showed that the CL activities that worked well with unruly students were the Teams- Games- (Without) Tournaments model, Simulations, and the Conversations Cards. These activities required movement around the classroom, a strictly enforced time frame, and/or a prize for the winner. For example, when students were required to dance in the middle of the class for the Simulation exercise, the students were a little nervous about dancing in front of others and this anxiety kept them more focused. Although there was no prize for completing the activities, the students stayed on task. The Conversation Card activity and the Teams-Games-(Without Tournaments) kept the students focused because they knew that bonus points were provided. Competitive activities were more beneficial to learning as the students were expected to participate in these activities.

This investigation of cooperative learning activities in teaching Spanish to middle school students yielded several important findings as noted previously. Successful CL activities required highly structured and clear objectives, explicit learning outcomes,

student rewards and incentives, and assessments that clearly measured all objectives taught.

References

American Federation of Teachers. (2001). Cooperative Small Groups. *Educational Research and Dissemination Program*.

Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). *Cooperative learning in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, D. W., & Johnson, R. T. (1991). *Learning together and alone (3rd ed.)*. Engelwood Cliffs, NJ: Prentice Hall.

Kagan, S. (1985). Dimensions of cooperative classroom structures. Riverside, CA: Departement of Psychology, University of California. *Learning to cooperate, cooperating to learn. pp.* 67-102. New York and London: Plenum Press.

Lyman, L., & Foyle, H. C. (1988). Cooperative learning strategies and children. ERIC Digest. *Eric clearinghouse on elementary and early childhood education*.1988. 15 March 2005. www.ericdigests.org/.

Oxford, R. (1989). The role of styles and strategies in second language learning. ERIC Digest. *Eric clearinghouse on language and linguistics*. 1989 12-00. 15 March 2005. www.ericdigests.org/.

Sharan, Y., & Sharan, S. (1992). *Expanding cooperative learning through group investigation.* NYC and London: Teacher's College, Columbia University.

Shrum, J. L., & Glisan, E. W. (2000). *Teacher's handbook (2nd ed.) contextualized language instruction*. Boston, MA: Heinle.

Slavin, R. (1991). *Student team learning: a practical guide to cooperative learning (3rd ed.).* Washington, D.C.: National Education Association.

Slavin, R. (1983). *Cooperative learning*. New York and London: Longman.

Slavin, R. (1988). *Student team learning: an overview and practical guide (2nd ed.).* Washington, D.C.: National Education Association.

Stahl, R. J. (1994). The essential elements of cooperative learning in the classroom, ERIC Digest. *Eric clearinghouse for social studies/social science education*. 1994-03-00. Retrieved 15 March 2005. www.ericdigests.org/.

Ward, B. (2001). *Instructional grouping in the classroom*. Retrieved March 15,   2005
     from Northwest Regional Educational Library.
     http://www.nwrel.org/scpd/sirs/1/cu2.html/.

Wells, A. S. (1989). Middle school education—the critical link in dropout prevention.
     Eric/ Cue Digest No. 56. *Eric Clearinghouse on urban education*. 1989-00-00.
     Retrieved 15 March 2005. www.ericdigests.org/.

Wong, H. K. & Wong, R. T. (1998). *How to be an effective teacher the first days of
     school.* Mountain View, CA: Harry K. Wong Publications, Inc.