

Casting a Broad Net: Diverse Learners in the Community College Classroom

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Abstract

Greenfield Community College is the only institution of higher education located in rural Franklin County. The College serves an academically, economically, and culturally diverse student population primarily from Franklin and Hampshire counties in Massachusetts, and from southern Vermont and New Hampshire. The smallest of Massachusetts' 15 community colleges, GCC is an open-enrollment institution committed to ensuring access to public higher education. A large proportion of matriculated students transfer to four-year colleges, often to the University of Massachusetts in Amherst, and also notably to others among the Five Colleges, including Smith and Mount Holyoke. Others in career programs are preparing to enter the workforce or to update their skills; still others are studying for personal enrichment.

“Probably a good working definition of diverse learners in today’s foreign language classroom would be looking at students who learn differently, looking at students who come to the foreign language classroom with different abilities, different needs, different experiential backgrounds, different cognitive ability, cultural and linguistic diverse backgrounds, I think all of those things help us define diverse learners.”

Marjorie Hall Haley, in Teaching Foreign Languages K-12 Workshop: Valuing Diversity in Learners

“If we have thirty students in the class there are thirty different places that they are at in their language development. So, by the very nature of our classrooms being language classrooms, where we’re developing their ability in the language, it’s a diverse classroom.”

Marty Abbott, in Teaching Foreign Languages K-12 Workshop: Valuing Diversity in Learners

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Introduction

When talking with other members of our field, I am sometimes asked what my typical student at Greenfield Community College is like. It has always been very hard for me to answer, as virtually every class I have taught at the community college has had a truly remarkable array of different learners: different ages, different socioeconomic backgrounds, different life experiences, different employment status, different attitudes and anxieties about the classroom, different motivations for learning another language, and, of course, different learning styles. To illustrate just one aspect of this diversity, my students' ages have ranged from 16 to 87, and almost every age in between!

As a language teacher with more than 25 years experience in the field, I have collected numerous instructional strategies to try to accommodate every learner's needs. Many of these tactics I have gleaned from the research in our field, others from conferences and workshops I've attended. I've also borrowed directly from friends and colleagues in my own and other departments, but a large proportion of these techniques have come, directly or indirectly, from my students. Over the years, as I've watched learners striving, and sometimes struggling, to communicate in another language, I've tried to 'get inside' their heads, and to figure out what approach will best help them get over any obstacles that they encounter. I have to admit that this requires of me a conscious, ongoing effort. I personally tend strongly toward the verbal side in my own learning style and to the linear/logical in my thinking. It has always been an extremely challenging for me to think outside my own learning-style box; I have to constantly remind myself that when something is crystal clear from my perspective, that this is simply not necessarily the case for my learners. I have to remember that if I only develop strategies that resonate for me personally, then only those who resemble me in my thinking will succeed in my classroom. This is inherently difficult for us, to think from a perspective that is *not* our natural inclination.

Nevertheless, I also believe it is up to us as teachers to do just that: to come to understand, to the best of our ability, the reality and experience of learners with radically different learning styles than our own and to find or create ways to address and accommodate that reality. I'll illustrate first with an example of my own bias, and the simple accommodation that has made a huge difference for me and my learners. We human beings process and respond to information at widely varying speeds. I had never appreciated that my own rapid-fire processing and response time was leading me to exclude those students who needed just a few seconds to think before offering an answer to a question of mine. Since these learners always heard some else's answer before they could even formulate their own ideas, their efforts at language processing was being routinely short-circuited, and their frustration was palpable. I was inadvertently allowing the same small group of quick processors, those who shared my learning style, to dominate the group in this situation. As a result, I was valuing speed of response over real ability and getting a false sense of student progress. The solution was remarkably straightforward. By instituting a simple wait-time protocol in my classes — I hold my hand up after throwing out a question and count down with my fingers while students prepare their answers mentally in silence — I have leveled the playing field for everyone.

Those students who needed just a bit more time to process language participate eagerly, and those who don't necessarily need it are not constrained by such a short pause. In fact, some overly quick processors have also benefited by the enforced wait-time; learners who tended to blurt out answers willy-nilly now reflect on them for those few seconds, considerably improving the quality of their responses. My in-class observations have led me to conclude that the practice has also fostered a greater sense of patience and support within the learning community. There is increased awareness of differing needs within the group, and I am not the only one who is trying to see the learning process from another person's perspective. In the following samples of techniques and support materials, I offer a collection of what has worked for me and for my students. In advance, I'd like to thank the many colleagues who have planted ideas and shared inspired teaching. I always encourage and all but require students to try multiple different strategies and multi-modal approaches to language learning. I tell them explicitly that I will be casting a broad pedagogical net in the hopes of finding effective techniques that work for each of them. I also note that when a technique does *not* work for them, they should set it aside and keep looking; they should most certainly not persist stubbornly with what doesn't yield results! Thus, I also must acknowledge my students, who have willingly (for the most part!) tried out every technique I've thrown at them.

Backward Design — A Departmental Philosophy

"Backward design, also called backward planning, is a pedagogical approach to unit or lesson planning in which the teacher first identifies the desired end task or product, then works in reverse from the assessment task(s) to identify the prerequisite learning tasks." <http://www.learner.org/channel/workshops/tfl/glossary.html> Our department has found the principles of Backwards design to be an invaluable organizing principle around which to build our curriculum. Admittedly, it took some time for us to become comfortable with the process; we are all classroom teachers, and are used to putting our classroom activities first, not last! However, it now is quite straightforward: in any work with curriculum we first consider our goals and then plan the assessments. Only then do we examine the classroom application, and determine what kind of learning experiences we can offer students in order to help them attain the goal.

Concrete Performance Objectives

In 1993, as part of a grant with American Association of Community Colleges (AACC), we began drafting performance objectives outlining what specifically students should know and be able to do at each level in the language learning sequence. We have tried to ensure that the objectives represent reasonable performance standards to demand at each level and that they are attainable within the constraints and realities of second language learning. This balance has been key in the 15 years we have been working to refine these curriculum documents. (see *Appendix C: GCC Performance Objectives 2005*, page 76)

At the heart of all the performance objectives is the overarching goal of communication in all three modes: presentational, interpersonal and intrapersonal. It is also

essential to understand that they are built around a spiraling, scaffolded sequence; thus, all performance objectives are cumulative, and include all preceding semesters' items.

Since our assessments and our teaching practice are developed 'backwards,' flowing out of these objectives, by definition we are focusing on what students *can* do, as opposed to uncovering their shortcomings or limitations: what they *can't* do. This mind set has proved liberating for teachers and learners alike: for teachers, it means that we are primarily responsible for setting the stage so that learning to take place and for offering multiple opportunities to learners to show off what they can do in the multiple communicative modes; for learners, it means that we are not seeking to discover their weaknesses, but rather their strengths. Learners know that they will be asked to perform in all areas, and that they will be evaluated in all kinds of ways. Many learners are relieved to know that they will not be assessed exclusively through paper-and-pencil tests, to give just one example.

Self-Assessment

Consistent with the principles of Backwards design, we make a point of communicating the performance objectives to our students early and often. We have found that it is critical for students to know what our goals are; thus, we want to 'share the playbook' with them. They first encounter the objectives in our official course syllabi, where they show students what they can expect to be able to do as a result of successful completion of the course. This helps establish reasonable expectations from the start, especially for complete novices with no prior experience in language learning. I quote a colleague on the first day of class, pointing out that "no where on this list does it say you will be interpreting at the U.N. after one semester! On the other hand, look at all the cool things you *will* be able to do!"

"So your curriculum is being informed by students' interests, students' backgrounds. I find that this is fascinating, because although we know lots about multiple intelligences, and we know lots about learning styles and strategies, we first have to know what they are in your classroom. That's a real nice concrete suggestion, Barbara: ask! You know, find out. Do surveys." Richard Donato, in Teaching Foreign Languages K-12 Workshop: Valuing Diversity in Learners

Over the course of the semester, students are reminded of the objectives for each unit: objectives appear as check-off lists at the beginning of a unit on the assignment sheet. Periodically during a unit, I use a Classroom Assessment Technique (or CAT) called 'Your Ticket out the Door' (see Appendix A: CAT Template, page 222). It is an anonymous survey that gives me a quick snapshot of the students' view of their current abilities. In the last 2-3 minutes of a class, I turn students' attention to the objective that has been the focus of the day's work. For example, after students have spent a class sharing family photos and describing members of their families, I give them a slip of paper on which they write the objective: "I can briefly describe a family member." They rate their ability on this specific objective in the context of the activities they have just done in class. Students often need help in impartially evaluating their abilities; self-assessment needs to be explicitly taught, as students often either under-

rate or overrate their abilities. I help by circulating as they complete their CAT's, pointing out to individual students what I observed in their performance in class that day. It helps students who seem unsure of whether or not they can yet meet the objective to have the instructor say "I just saw you do it — of course you're ready" or "You're still having trouble with ____, but you're nearly there." I then ask them to turn their paper over and write down what specific strategy they will use to improve their own performance. (I do have to insist that they think of a strategy or technique: I have had to tell them that "study more" is just not enough!) When I review these mini-surveys, I gain insight into which of the techniques we've been using are most effective from the students' perspective. The next class day, I often use the first 1-2 minutes of class to summarize sound strategies that students have suggested. Furthermore, some students will offer a new strategy that they plan to try, which serves to build up our repertoire of techniques even further. Just before the end of the unit, I use the objectives one more time as students prepare for end-of-unit assessments (see *Appendix K: Unit Self-Assessment*, page 90). Here, the self-assessment checklist also serves a study guide for students as they prepare for the oral presentation and the performance-based unit exam. It also offers an opportunity to discuss some study skills; I encourage students to use their answers on the self-assessment to budget their study time, addressing the areas where they feel least confident first.

Visuals and Props

In the initial presentation of language for comprehensible input, I use as many non-linguistic supports as humanly possible to clarify meaning without using English: pictures, props, gestures, theatrics, etc. When confronted by a clear visual image or a concrete object, the human brain processes meaning faster than the language center can parallel process forms in two different languages. At the same time, however, comprehension is virtually assured. Picture files: I have an extensive collection of photos of all sorts, but predominantly of people in action. In a unit where the objective is to be able to express likes and dislikes, I use these pictures for the initial input of many different activities. I use each photo of people in action to bombard students with as many lexical items as possible. I use all kinds of forms, including ones they haven't studied yet, but in this example, I am focusing on the infinitive construction with the verb "to like." I also try to be sure to recycle material from the preceding unit (descriptions, physical and personal characteristics, and clothing). By including lots of questions on "old" material, the group doesn't have to just sit passively in the input phase; they can participate actively even as they reinforce material that is not new to them. On each photo, I put the infinitive form on a post-it note. I point out the written form of the verb from time to time. Since they will get a comprehensive vocabulary list later, they need not take notes; I want them to focus on binding the meaning — form pairs, to really soak up the vocabulary without translating. The best part about this aide is that it can be removed and replaced as needed. For example, to have the assessment reflect the teaching methodology, I will use the same picture for a quiz, but simply take the labels off. I state my likes and dislikes, as well as those of my friends, family and famous people. I intersperse yes/no and either or questions throughout and when I get answers that indicate particularly strong feelings about an activity, I give

the student the corresponding picture. Once everyone has one or more pictures, I expand the questions to ask: “Who likes to play the piano?” Students can respond with only the name, but I try to draw them out a bit. Often, I’ll turn to the student with the picture and get some more details: “So, you like to play the piano? Me, too. Do you play at home or here at the GCC?” Incidentally, in the process, I am in effect conducting a mini-survey on my students’ interests, which I find very helpful later in helping students who are struggling; it certainly helps to be able to use examples that the students are genuinely interested in and are motivated to talk about. We use these pictures over and over in class; they become emblematic of the associated lexical items, and come up again in widely varied activities. Pairs or small groups discuss their respective feelings about the activity of their assigned photos. This obviously requires more than the yes/no answers in the comprehension checks. When combined with feedback to the whole group, it can also prompt more advanced sentences to explain differences of opinion: “I love to ski, but George hates snow.” I make a point of leaving some formulaic support on the board and refer to it as I circulate among the groups, guiding them through their statements: *I like to _____ but s/he ...* or *We both like to _____*. We use the pictures again in timed-talk activities, where on cue, student pairs pass their photo down the line (or around the circle) and get a new photo; they then must talk about their likes and dislikes without stopping for a set period of time, ranging from just 30 seconds at first up to several minutes.

Digital images: It’s true that the laminated pictures of my picture file do have some advantages over the newer technology of PowerPoint slides: for example, I can hand out pictures to pairs and small groups, who can then write on them with dry-erase markers. On the other hand, they are a cumbersome resource to share with a whole department, and it is time consuming to find just the right set of pictures for a given class activity.

With digital photos in presentation software such as PowerPoint, I never lose a photo, and I can easily reuse and modify presentations for different applications at different levels. Obviously, these digital images carry the same advantages as outlined above, and many activities are the same whether I hold up a laminated picture or project a digital image on a screen. However, PowerPoint allows me great flexibility in combining text and images. I can use the software’s animation capabilities to postpone the appearance of the lexical items. First, the photo appears on the screen without the text, and students think of the vocabulary that they associate with the image; to allow for differences in processing time, it is helpful to allow pairs to do this phase first and then ask for the whole group to throw out ideas. With a click, I then offer confirmation of the infinitive forms, and students turn back to their partners for the communicative task: here, it might be to discuss their plans for doing this activity. As ever, the key formulaic support is available on the board: *Tu vas _____?* Once I observe that students are working independently of the prompt, I can erase it.

Déjeuner du matin, by Jacques Prévert: I use this short poem to give students their very first formal exposure to a past time frame; the poem is a rich narration of

sequential past events (here, using the *passé composé*). In this lesson, I will be asking students to comprehend globally a verb form that they have not yet had to produce, although they have heard me use it in natural discourse within the classroom. Because of the jump in complexity of language seen in multiple time frames, it is essential to ease the vocabulary load ahead of time so that students are not trying to juggle too many balls at once. Thus, in preparation for the study of the poem, I bring to class a bag of all the objects mentioned in the poem (cup, saucer, sugar, spoon, hat, coat, etc.) and explicitly teach the name of each item. I post a list of the objects in the classroom so that they have access to both the oral and written forms, plus the actual object itself. After the initial presentation, students pass objects around as they name and describe them. Once they know and can identify all the objects, students set a table for breakfast in class. As students hear a CD recording of the poem, I go first in enacting the narrative sequence of the poem, pantomiming each action and gesture using the appropriate object. Later, student volunteers will do the same, in addition to Total Physical Response (TPR) sequences, where students perform each action upon my instruction. This kind of visual/tactile vocabulary support is possible in many contexts. For example, I pack a suitcase of props when I first present the concept of the reflexive construction in the context of talking about one's daily routine. As noted above, I first present the vocabulary of all those objects and their associated actions (e.g., 'toothbrush' and 'to brush,' 'soap' and 'to wash') before I narrate my own routine as an initial example.

Phonemic/Orthographic Association

Since I am working with adults, by definition the sound system is one of the harder first steps in language learning; from research we know that they will probably not achieve a native-like accent, as that window closed before or around puberty. My goal, then, is to help them achieve pronunciation that does not interfere with communication and is not distracting. In introducing the sound system in the very early stages of the novice level, I ask my students to make associations between phonemes and their corresponding spellings, connecting them via mnemonics to other material they have learned. I can then have them call to mind these pairings whenever we need to carefully analyze the sounds in a given word. In Spanish, the word-sound association for vowels is to basic colors; these are words the students have already heard used in context. A poster of the sound-symbol correspondence is permanently mounted in the classroom (see *Appendix E: Spanish Phoneme*, page 85) Here, the letter A is represented by the word for brown: marrón, with the key letter printed in brown. In modeling correct pronunciation, I need only point to the vowel sound in a new word and on the chart: Teacher: (modeling a word) Casa. 'A,' como marrón. In French, the situation is much more problematic; there are many more vowel sounds, with most having multiple spellings. My students routinely express real anxiety about being able to produce the correct pronunciation from the printed word. In this case, I have students associate vowel sounds with numbers that exemplify those phonemes. (see *Appendix D: French Phoneme*, page 84) The procedure in class is as above, but with the

added advantage of easy notation; whenever I offer a new word on the board, I can illustrate graphically the pronunciation of the vowels by writing the corresponding digit right below the underlined letter or letters. (see *Appendix F: French Months*, page 86) At the same time, I use a simple convention to indicate silent letters (a *bête noir* of novice French learners): drawing a light chalk line through the letters one does *not* pronounce and coaching students to therefore pronounce only that which remains. Teacher: (modeling a word) Salle. 'A,' comme 4.

Color-Coding: Drawing Attention to Form and Function

Time frames — my routine vs. yesterday: To call student attention to the difference in form and function, I compare and contrast my usual routine and moments in the past. The PowerPoint presentation and the handout are color-coded to highlight differences in form. (see *Appendix G: Routine vs. Past*, page 87) This input follows the activities around the poem *Déjeuner du matin*, so it is not the students' first contact with the past time frame. I also use a color-coding convention at the novice level to make the distinction in form and meaning between the simple present tense and the infinitive construction. Thus, from the very start, blue is associated with the forms of the present, reflecting routine activity, and red is associated with the infinitive construction, as seen initially in statements about likes and dislikes. As a mnemonic device, I offer students the rhyme that 'blue' is what you 'do', and that the red represents the 'heart' of liking or loving to do something. I post samples of sentences using these color conventions and refer back to them often. In one game that uses this last color-coding, I give each student a few red and blue poker chips (one could also use slips of paper). I show a familiar picture from my collection and call out a color, either red or blue. Students offer a sentence about the picture using either the present (blue) or the infinitive construction (red). If their sentences are correct, they can get rid of their colored chip; the goal of the game is to get rid of all one's chips. As a result, every student is motivated to offer the same number of comments, and the most vocal students do not dominate the class.

Symbols and Shapes

At the novice level, it is entirely normal for the learner to function primarily in words and short phrases; they often need support to produce complete sentences. At the same time, English speakers are encountering such ideas as agreement of gender and number for the first time. One objective at the novice level is to briefly describe a person. To represent the very basic elements of a descriptive sentence (subject + BE + adjective), I use visual symbols in three-column chart; simple stick figures represent the subject, an equal sign represents the verb 'to be' and clipart image of a picture frame represents the adjective. (see *Appendix J: Symbol Chart for Descriptions*, page 89) As a group, students brainstorm possibilities for each category. Students then choose elements from each column to create complete sentences, describing themselves, classmates, members of their family, people in the picture file photos, etc. They are guided by the chart of their own making to use complete sentences in their descriptions. In the process, we draw conclusions about the role each one plays in a complete sentence.

Manipulatives

As a parallel activity for the above objective, I prepare sets of manipulatives on index cards to help students build these basic sentences; students receive sets of color-coded cards in three stacks (e.g., subjects are purple, verbs are green, and adjectives are blue in the masculine form, red in the feminine form). Pairs or small groups move the manipulatives around to form as many complete sentences as possible from their cards. In another activity involving this sort of manipulatives, pairs or small groups of students receive a set of words or phrases on cards in zip lock bags. (e.g., *demain soir / je vais / sortir / à dîner / au restaurant / avec mon mari / si j'ai le temps*) They must experiment arranging the cards to see if there is more than one possible order that makes sense. This activity works well as a carousel; either the student groups move to the next set of cards, or they pass the closed bags to the next group. It is a good idea to print each sentence (each set of cards) on different colors of paper or card stock, as it makes it much easier to reunite them in the correct bags at the end of class. In both these activities, it is possible to display and manipulate sample sentences easily on the board by using small magnets to display each card.

Posters and Posting

During any given unit, I prepare support posters that summarize the structural and lexical tools necessary for the current objectives. For example, when students are learning to briefly describe people, I post a summary of the key elements of a description, liberally using symbols and stick figures to illustrate the tools. The first section features stick figures and the he/she/I forms of the verb to be; the second section shows graphic representations of eyes and hair (color, long/short, curly/straight) and the he/she/I forms of the verb to have; the third section offers simple drawings of pieces of clothing and the he/she/I forms of the verb to wear. This rough outline is enough to prompt students to use all the tools at their disposal to describe themselves, classmates, members of their family or people in the picture file photos. If students are searching for something to say or write in their descriptions, I can refer them to the visual and get them back on track. The posters go up at the start of the unit, and come down before the assessment phase; by that point, students are ready for independent production and no longer need the support.

Graphic Organizers

These simple devices help some students enormously in organizing ideas and in sorting out form and function. I like to keep blank copies available for brainstorming activities. Venn diagram: This is an invaluable tool for categorizing commonalities and differences. I use them for presentation of material (see *Appendix N: Venn Diagram (Colors)*, page 93 and *Appendix M: Venn Diagram (Clothing)*, page 92), but students can use them to support their own statements. For example, I have pairs of students discuss what they did over a long weekend using the Venn diagram to take notes. First, each student writes down what s/he did in the leftmost section of the diagram. Next, students discuss their activities, asking and answering questions about their weekend. Each student takes notes on what the partner did in the rightmost section of the dia-

gram. Finally, they decide what elements they can put in the center, activities that they both did.

T-charts: These organizers are most helpful for distinguishing between two clearly different functions (see *Appendix I: Sample T-Charts*, page 243). At the novice level, I use them as a brainstorming tool to help establish the difference between *to be* and *to have*. I offer the two headings *I have* and *I am* but it is the students who provide the contents for each list. In the process, it comes clear why the choice changes meaning, and why one should not put ‘nice’ in the *I have* column, or ‘a dog’ in the *I am* column! I post the T-chart with the students’ brainstormed lists, which then serves as a reference and word bank during the unit. At the intermediate level, the T-chart can serve to help sort out the narrative difference in past tenses. After the study of a film, we use T-charts to facilitate discussion of the characters and their actions in the film. On large sheets of newsprint, groups of students brainstorm information on one assigned character; one column represents descriptions and routine activities, the other represents plot actions. All the groups then proceed in a carousel activity, adding new information to each character’s sheet. Each group then present on their character to the whole group, using both past forms as indicated by the position of the notes on the T-chart. I also use the T-chart to support stories that I tell in class: for example, in a unit thematically centered on health and accidents, I relate the story of a past injury I once suffered. Students read along with me on a PowerPoint text: each phrase is color-coded and appears on a T-chart to contrast the kind of narrative function that it serves. I consciously make the story ‘hop the line’ back and forth between the two forms/functions: description vs. plot action. Similarly, student teams later create mini-narrations based on pictures of accidents and mishaps taken from the text. Imitating my story, they write their stories on large sheets of newsprint using a T-chart and two colors of marker to ‘hop the line.’ They must include the following required elements: 1) setting the scene, 2) what was happening, 3) a sudden surprise (i.e. the cause of the accident) and 4) a logical conclusion. Each group gives a dramatic reading of their story to the whole class; half the group stands on the ‘description’ side of the posted T-chart, half on the ‘plot’ side, and they take turns narrating from their respective notes.

Sentence webbing: This organizer can help novice learners to be able to express themselves beyond very the simple sentence structure and list-like paragraph structure that is typical of beginning language learners (see *Appendix H: Sample Sentence Webb*, page 243). Using a series of pictures (from a text or simple stick figures), I tell of a character’s weekend plans, being sure to add details (who, what, when, where, why) and to use several sentences for each activity illustrated: “Tomorrow morning, Carla’s going to ... because ... She doesn’t really like to ... She prefers to ... with ... Afterwards, ... she’s going to ... Every Saturday, she ... at the ...” Students read the narration after the initial story telling. I then post large sheets of newsprint around the room with a single, very limited sentence or sentence fragment in a circle in the center of the sheet (e.g., *she’s going to eat*). In small groups, students go to one of the stations. Each group has a secretary with a different color marker (this

helps identify the contributors later); all other students are responsible to be the editors. The group draws a line out from the center and adds one detail to the basic phrase, thus beginning the 'web.' I find it helps to keep the pace quick, so after just a minute, I give the signal to move to the next sheet; students move in a circular pattern around the room from sheet to sheet, adding interesting details to the web that do not duplicate previous entries. The whole group then offers possible combinations of details; sentences are proposed orally and others make counter suggestions. I use the web they've created, pointing to track each sentence as they speak. (Inevitably, someone will try to incorporate *everything* on a sheet into one long sentence. This is where I point out that run-on sentences are not a good idea in any language!) Finally, I send each of the small groups back to a web sheet. They must now incorporate all of the details provided in a series of sentences that flow logically. They write their paragraph on the board beside the original web; as before, the group practices editing their work as they compose their paragraph. This process mirrors the steps I ask them to take individually in drafting a formal composition for this unit, where students will write a few paragraphs on their weekend plans; in it, they must use certain targeted structures (likes, preferences, future), expressions (time and order references) and details (who, what, when, where, why). I urge them to repeat the webbing process in as they prepare their draft and to edit carefully by themselves, as they did as a group, in the final copy.

Conclusion

"I've always thought this issue is complex, and it is complex. And it requires a real change of attitude, a real shift in the way that we think about this. Do we dwell in the negatives, or can we see the positives in this?" Richard Donato, in Teaching Foreign Languages K-12 Workshop: Valuing Diversity in Learners

As I have examined the wide-ranging strategies that I use in my classroom in an effort to reach all my students with all their varied learning styles, I have realized that this eclectic approach of 'casting a broad net' can certainly help individual learners. I'm coming to understand a new twist on an old saying: "Not all great minds think alike!" I love the moment when I see the *aha!* reaction visible on a student's face. I know then that we have hit on something that works for that particular person. But as gratifying as that moment is, I have also come to understand something more important: when the light bulb goes off for that one individual, other light bulbs are flashing around the classroom. In offering varied instruction targeting different learning styles, it is not just the one student who benefits. Rather, I believe that the best practices to accommodate learning differences in fact offer the best environment for all learners. Sound pedagogy of *all* of our students is precisely the varied, multi-modal instruction that will help students with diverse learning styles.

Appendix A: CAT Template

<p>How well can you do the following? <i>Check only ONE!</i></p> <p>• I can _____</p> <p>___ 1. I'm ready to show my instructor — performance / première.</p> <p>___ 2. I'm ready to show a peer — dress rehearsal.</p> <p>___ 3. I'm ready to practice it with a peer — in rehearsal.</p> <p>___ 4. I'm not yet ready — learning my lines.</p> <p>What <i>specifically</i> will you do now to improve your performance? (over)</p>	<p>How well can you do the following? <i>Check only ONE!</i></p> <p>• I can _____</p> <p>___ 1. I'm ready to show my instructor — performance / première.</p> <p>___ 2. I'm ready to show a peer — dress rehearsal.</p> <p>___ 3. I'm ready to practice it with a peer — in rehearsal.</p> <p>___ 4. I'm not yet ready — learning my lines.</p> <p>What <i>specifically</i> will you do now to improve your performance? (over)</p>	<p>How well can you do the following? <i>Check only ONE!</i></p> <p>• I can _____</p> <p>___ 1. I'm ready to show my instructor — performance / première.</p> <p>___ 2. I'm ready to show a peer — dress rehearsal.</p> <p>___ 3. I'm ready to practice it with a peer — in rehearsal.</p> <p>___ 4. I'm not yet ready — learning my lines.</p> <p>What <i>specifically</i> will you do now to improve your performance? (over)</p>
<p>How well can you do the following? <i>Check only ONE!</i></p> <p>• I can _____</p> <p>___ 1. I'm ready to show my instructor — performance / première.</p> <p>___ 2. I'm ready to show a peer — dress rehearsal.</p> <p>___ 3. I'm ready to practice it with a peer — in rehearsal.</p> <p>___ 4. I'm not yet ready — learning my lines.</p> <p>What <i>specifically</i> will you do now to improve your performance? (over)</p>	<p>How well can you do the following? <i>Check only ONE!</i></p> <p>• I can _____</p> <p>___ 1. I'm ready to show my instructor — performance / première.</p> <p>___ 2. I'm ready to show a peer — dress rehearsal.</p> <p>___ 3. I'm ready to practice it with a peer — in rehearsal.</p> <p>___ 4. I'm not yet ready — learning my lines.</p> <p>What <i>specifically</i> will you do now to improve your performance? (over)</p>	<p>How well can you do the following? <i>Check only ONE!</i></p> <p>• I can _____</p> <p>___ 1. I'm ready to show my instructor — performance / première.</p> <p>___ 2. I'm ready to show a peer — dress rehearsal.</p> <p>___ 3. I'm ready to practice it with a peer — in rehearsal.</p> <p>___ 4. I'm not yet ready — learning my lines.</p> <p>What <i>specifically</i> will you do now to improve your performance? (over)</p>
<p>How well can you do the following? <i>Check only ONE!</i></p> <p>• I can _____</p> <p>___ 1. I'm ready to show my instructor — performance / première.</p> <p>___ 2. I'm ready to show a peer — dress rehearsal.</p> <p>___ 3. I'm ready to practice it with a peer — in rehearsal.</p> <p>___ 4. I'm not yet ready — learning my lines.</p> <p>What <i>specifically</i> will you do now to improve your performance? (over)</p>	<p>How well can you do the following? <i>Check only ONE!</i></p> <p>• I can _____</p> <p>___ 1. I'm ready to show my instructor — performance / première.</p> <p>___ 2. I'm ready to show a peer — dress rehearsal.</p> <p>___ 3. I'm ready to practice it with a peer — in rehearsal.</p> <p>___ 4. I'm not yet ready — learning my lines.</p> <p>What <i>specifically</i> will you do now to improve your performance? (over)</p>	<p>How well can you do the following? <i>Check only ONE!</i></p> <p>• I can _____</p> <p>___ 1. I'm ready to show my instructor — performance / première.</p> <p>___ 2. I'm ready to show a peer — dress rehearsal.</p> <p>___ 3. I'm ready to practice it with a peer — in rehearsal.</p> <p>___ 4. I'm not yet ready — learning my lines.</p> <p>What <i>specifically</i> will you do now to improve your performance? (over)</p>

Appendix B: GCC Performance Objectives

World Language Department GREENFIELD COMMUNITY COLLEGE Course Objectives — 101 level

Students will be required to demonstrate proficiency in communication: *the expression, interpretation and negotiation of meaning*, in three modes (as defined in ACTFL's national Standards):

- Interpersonal: listening and speaking; reading and writing*
- Presentational: writing or speaking**
- Interpretive: listening, reading or viewing**

*two-way communication

**one-way communication

Students should be able to:

- understand predictable questions and commands in familiar topic areas
- understand speech on familiar topics at normal speed
- interact orally on familiar topics
- use language for personal communication needs, ask and answer questions and request clarification as needed
- rely on memorized material, especially when asking questions, and recombine and expand these elements to express personal meaning
- understand written documents on familiar topics dealing with basic needs or interests
- meet basic writing and recording needs such as short messages, lists, forms, post-cards, short descriptive paragraphs
- identify certain important people, holidays, nationalities, traditions and geographical areas of the target language's cultures
- compare their own and other cultures, and consequently understand both better

Catalog description:

Fundamentals of Spanish/French. The course emphasizes acquisition of language functions, vocabulary, structures and culture through contextualized presentations, interactive activities and extensive laboratory practice.

101

Specific Examples:

Familiar topic areas:	Performance objectives:
A. Identity and personal information	<ol style="list-style-type: none"> 1. state and ask name 2. perform introductions 3. state and ask phone number and address 4. state and ask age 5. state and ask origin and nationality 6. state and ask languages spoken
B. Social skills and cultural awareness	<ol style="list-style-type: none"> 1. use culturally appropriate greetings and farewells 2. use culturally appropriate formal and informal registers 3. respond appropriately to simple commands/requests 4. show knowledge of where target language is spoken
C. Family and ownership	<ol style="list-style-type: none"> 1. list family members 2. ask* and answer questions on make-up of family 3. express ownership/possession
D. Descriptions and enumeration	<ol style="list-style-type: none"> 1. list presence or absence of common objects 2. describe common objects 3. identify basic body parts 4. briefly describe people
E. Preferences, likes and dislikes	<ol style="list-style-type: none"> 1. communicate likes and dislikes for activities 2. state and ask* preferences and desires 3. issue simple invitations to do an activity
F. <i>Time frames</i> : Routines and daily activities	<ol style="list-style-type: none"> 1. describe habitual or routine activities 2. list/narrate routines in logical order
G. <i>Time frames</i> : Future plans	<ol style="list-style-type: none"> 1. state and ask about future plans
H. Questions and information gathering	<ol style="list-style-type: none"> 1. ask* simple questions on the above familiar topics 2. record and share the information 3. use and understand numbers to the thousands 4. state and ask time and date 5. state and ask identity/location of people and things 6. ask and answer questions about the weather

*relying primarily on memorized material, but beginning to recombine and expand to express personal meaning

**World Language Department
GREENFIELD COMMUNITY COLLEGE
Course Objectives — 102 level**

Students will be required to demonstrate proficiency in communication: the expression, interpretation and negotiation of meaning, in three modes (as defined in ACTFL's national Standards):

- Interpersonal: listening and speaking; reading and writing*
- Presentational: writing or speaking**
- Interpretive: listening, reading or viewing**

*two-way communication

**one-way communication

Students should be able to:

- understand predictable questions and commands in familiar topic areas
- understand speech on familiar topics at normal speed
- interact orally on familiar topics
- use language for personal communication needs, ask and answer questions and request clarification as needed
- rely on memorized material, especially when asking questions, and recombine and expand these elements to express personal meaning
- understand written documents on familiar topics dealing with basic needs or interests
- meet basic writing and recording needs such as short messages, lists, forms, post-cards, short descriptive paragraphs
- identify certain important people, holidays, nationalities, traditions and geographical areas of the target language's cultures
- compare their own and other cultures, and consequently understand both better

Note: Students in the second semester of the elementary sequence should continue to expand their control of the objectives from the first semester. Therefore, the second semester's familiar topic areas and the performance objectives are cumulative, including all the preceding semester's items.

Catalog description:

Fundamentals of Spanish/French. The course emphasizes continued acquisition of language functions, vocabulary, structures and culture through contextualized presentations, interactive activities and extensive laboratory practice.

102

Specific Examples — in *addition* to those of level 101:

Familiar topic areas:	Performance objectives:
A) <i>Time frames</i> : Past experiences	<ol style="list-style-type: none"> 1. ask and answer questions about past experiences 2. detail past events in logical order 3. describe in the past 4. summarize past habitual actions
B) <i>Time frames</i> : Narration	<ol style="list-style-type: none"> 1. relate events, descriptions and routines in the narrative 2. use lexical and structural items to order logically 3. understand and use lexical and structural references to past, present and future events within simple discourse 4. begin to use more than one time frame within simple discourse as needed
C) Express plans and desires	<ol style="list-style-type: none"> 1. describe possible future plans, wishes and dreams 2. ask* and answer questions about them
D) Obligations	<ol style="list-style-type: none"> 1. state general duties and obligations 2. ask* and answer questions about them
E) Food and drink: Shopping and restaurants	<ol style="list-style-type: none"> 1. state and ask about food preferences and dislikes 2. read and understand menus; ask for more information 3. make menu choices and order meal 4. show knowledge of food/meal traditions of the cultures
F) Making suggestions and invitations	<ol style="list-style-type: none"> 1. issue and accept invitations 2. give reasons/excuses for refusal 3. make suggestions for other activities or times as needed*
G) Comparisons and preferences	<ol style="list-style-type: none"> 1. compare and contrast (not including hypothesis) 2. ask* and state preference for different things/activities

*relying to a lesser degree on memorized material, but increasingly recombining and expanding to express personal meaning

**World Language Department
GREENFIELD COMMUNITY COLLEGE
Course Objectives — 201 level**

Students will be required to demonstrate proficiency in communication: the expression, interpretation and negotiation of meaning, in three modes (as defined in ACTFL's national Standards):

- Interpersonal: listening and speaking; reading and writing*
- Presentational: writing or speaking**
- Interpretive: listening, reading or viewing**

*two-way communication

**one-way communication

Students should be able to:

- understand questions and commands in familiar topic areas
- understand speech on familiar topics at normal speed
- interact orally on familiar topics
- ask and answer questions and request clarification as needed
- initiate, sustain and close a coherent conversation
- manage a simple “survival” situation related to familiar topics
- negotiate meaning using learned strategies such as circumlocution
- understand written documents on varied topics
- create with language to express their own thoughts and opinions
- write in paragraph length discourse on varied topics
- connect paragraphs in logical composition
- demonstrate basic sociolinguistic competence; use language appropriate to the social and cultural context
- compare their own and other cultures, and consequently understand both better

Note: Students in the first semester of the intermediate sequence should continue to expand their control of the objectives from the first two semesters. Therefore, the third semester's familiar topic areas and the performance objectives are cumulative, including all the preceding semesters' items.

Catalog description:

The intermediate study of French/Spanish. The course emphasizes continued acquisition of language functions, vocabulary, idioms, structures, and culture through contextualized presentations, interactive activities, video, and selected readings. The class is conducted in French/Spanish.

201

Specific Examples — in *addition* to those of levels 101 – 102:

Familiar topic areas:	Performance objectives:
A. Weather	<ol style="list-style-type: none"> 1. understand simple media weather reports/forecasts 2. describe the weather (in three time frames) 3. ask and state preferred activities in different weather 4. understand different climatic conditions where target language is spoken
B. Travel plans and needs	<ol style="list-style-type: none"> 1. manage/negotiate travel situations using basic vocabulary for car, bus, train, plane and hotel: <ol style="list-style-type: none"> a) ask questions to obtain information b) request clarification as needed c) understand and use authentic documents
C. <i>Time frames</i> : Past experiences and narration	<ol style="list-style-type: none"> 1. narrate in simple discourse; tell a basic story in the past: <ol style="list-style-type: none"> a) detailing events in logical order, b) describing and c) telling of on-going events.
D. Obligations	<ol style="list-style-type: none"> 1. detail obligations, requirements, duties 2. make culturally appropriate requests 3. make culturally appropriate suggestions 4. issue culturally appropriate commands
E. Family: relationships and roles	<ol style="list-style-type: none"> 1. list members of both extended and nuclear family 2. describe and define relationships among family members 3. compare/contrast role of family in target and native cultures
F. Health; prevention and emergencies	<ol style="list-style-type: none"> 1. identify most body parts 2. describe symptoms and feelings 3. give advice

**World Language Department
GREENFIELD COMMUNITY COLLEGE
Course Objectives — 202 level**

Students will be required to demonstrate proficiency in communication: the expression, interpretation and negotiation of meaning, in three modes (as defined in ACTFL's national Standards):

- Interpersonal: listening and speaking; reading and writing*
- Presentational: writing or speaking**
- Interpretive: listening, reading or viewing**

*two-way communication

**one-way communication

Students should be able to:

- understand questions and commands in familiar topic areas
- understand speech on familiar topics at normal speed
- interact orally on familiar topics
- ask and answer questions and request clarification as needed
- initiate, sustain and close a coherent conversation
- manage a simple “survival” situation related to familiar topics
- negotiate meaning using learned strategies such as circumlocution
- understand written documents on varied topics
- create with language to express their own thoughts and opinions
- write in paragraph length discourse on varied topics
- connect paragraphs in logical composition
- demonstrate basic sociolinguistic competence; use language appropriate to the social and cultural context
- compare their own and other cultures, and consequently understand both better

Note: Students in the second semester of the intermediate sequence should continue to expand their control of the objectives from the first three semesters. Therefore, the fourth semester's familiar topic areas and the performance objectives are cumulative, including all the preceding semesters' items.

Catalog description:

Conclusion of the basic intermediate sequence in French/Spanish. The course emphasizes continued acquisition of language functions, vocabulary, idioms, structures, and culture through contextualized presentations, interactive activities, video, and selected readings. The class is conducted in French/Spanish.

202

Specific Examples — in addition to those of levels 101–201:

Familiar topic areas:	Performance objectives:
A. <i>Time frames</i> : Future plans and predictions	<ol style="list-style-type: none"> 1. ask and answer questions about the future 2. narrate and describe future plans in more extended discourse 3. make predictions 4. discuss plans and possible consequences
B. Hypothetical situations	<ol style="list-style-type: none"> 1. ask and answer simple hypothetical questions 2. express hypothetical consequences 3. understand different types of hypothetical statements
C. Giving advice; expressing feelings and emotions	<ol style="list-style-type: none"> 1. ask for, offer and receive advice 2. give personal and general advice on a range of topics 3. express feelings and emotions in a culturally appropriate way 4. make culturally appropriate suggestions 5. issue culturally appropriate commands
D. Opinions	<ol style="list-style-type: none"> 1. express agreement and disagreement 2. exchange, support and discuss opinions
E. <i>Time frames</i> : Past experiences and narration	<ol style="list-style-type: none"> 1. narrate in more extended discourse; tell a more complete story in the past: <ol style="list-style-type: none"> a) detailing events in logical order, b) describing and c) telling of on-going events. 2. understand and use lexical and structural references to past, present and future events in more extended discourse 3. logically use more than one time frame within more extended discourse as needed

Appendix C: GCC Performance Objectives 2005

World Language Department GREENFIELD COMMUNITY COLLEGE Course Objectives — 101 level

Students will be required to demonstrate proficiency in communication: *the expression, interpretation and negotiation of meaning*, in three modes (as defined in ACTFL's national *Standards*):

- Interpersonal: listening and speaking; reading and writing*
- Presentational: writing or speaking**
- Interpretive: listening, reading or viewing**

*two-way communication

**one-way communication

Students should be able to:

- understand predictable questions and commands in familiar topic areas
- understand speech on familiar topics at normal speed
- interact orally on familiar topics
- use language for personal communication needs, ask and answer questions and request clarification as needed
- rely on memorized material, especially when asking questions, and recombine and expand these elements to express personal meaning
- understand written documents on familiar topics dealing with basic needs or interests
- meet basic writing and recording needs such as short messages, lists, forms, post-cards, short descriptive paragraphs
- identify certain important people, holidays, nationalities, traditions and geographical areas of the target language's cultures
- compare their own and other cultures, and consequently understand both better

Catalog description:

Fundamentals of Spanish/French. The course emphasizes acquisition of language functions, vocabulary, structures and culture through contextualized presentations, interactive activities and extensive laboratory practice.

101

Specific Examples:

Familiar topic areas:	Performance objectives:
A. Identity and personal information	<ol style="list-style-type: none"> 1. state and ask names 2. perform introductions 3. state and ask phone number and address 4. state and ask age 5. state and ask origin and nationality 6. state and ask languages spoken
B. Social skills and cultural awareness	<ol style="list-style-type: none"> 1. use culturally appropriate greetings and farewells 2. use culturally appropriate formal and informal registers 3. respond appropriately to simple commands/requests 4. show knowledge of where target language is spoken
C. Family and ownership	<ol style="list-style-type: none"> 1. list family members 2. ask* and answer questions on make-up of family 3. express ownership/possession
D. Descriptions and enumeration	<ol style="list-style-type: none"> 1. list presence or absence of common objects 2. describe common objects 3. identify basic body parts 4. briefly describe people
E. Preferences, likes and dislikes	<ol style="list-style-type: none"> 1. communicate likes and dislikes for activities 2. state and ask* preferences and desires 3. issue simple invitations to do an activity
F. <i>Time frames</i> : Routines and daily activities	<ol style="list-style-type: none"> 1. describe habitual or routine activities 2. list/narrate routines in logical order
G. <i>Time frames</i> : Future plans	<ol style="list-style-type: none"> 1. state and ask about future plans
H. Questions and information gathering	<ol style="list-style-type: none"> 1. ask* simple questions on the above familiar topics 2. record and share the information 3. use and understand numbers to the thousands 4. state and ask time and date 5. state and ask identity/location of people and things 6. ask and answer questions about the weather

*relying primarily on memorized material, but beginning to recombine and expand to express personal meaning

**World Language Department
GREENFIELD COMMUNITY COLLEGE
Course Objectives — 102 level**

Students will be required to demonstrate proficiency in communication: the expression, interpretation and negotiation of meaning, in three modes (as defined in ACTFL's national Standards):

- Interpersonal: listening and speaking; reading and writing*
- Presentational: writing or speaking**
- Interpretive: listening, reading or viewing**

*two-way communication

**one-way communication

Students should be able to:

- understand predictable questions and commands in familiar topic areas
- understand speech on familiar topics at normal speed
- interact orally on familiar topics
- use language for personal communication needs, ask and answer questions and request clarification as needed
- rely on memorized material, especially when asking questions, and recombine and expand these elements to express personal meaning
- understand written documents on familiar topics dealing with basic needs or interests
- meet basic writing and recording needs such as short messages, lists, forms, post-cards, short descriptive paragraphs
- identify certain important people, holidays, nationalities, traditions and geographical areas of the target language's cultures
- compare their own and other cultures, and consequently understand both better

Note: Students in the second semester of the elementary sequence should continue to expand their control of the objectives from the first semester. Therefore, the second semester's familiar topic areas and the performance objectives are cumulative, including all the preceding semester's items.

Catalog description:

Fundamentals of Spanish/French. The course emphasizes continued acquisition of language functions, vocabulary, structures and culture through contextualized presentations, interactive activities and extensive laboratory practice.

102

Specific Examples — in *addition* to those of level 101:

Familiar topic areas:	Performance objectives:
A) <i>Time frames</i> : Past experiences	<ol style="list-style-type: none"> 1. ask and answer questions about past experiences 2. detail past events in logical order 3. describe in the past 4. summarize past habitual actions
B) <i>Time frames</i> : Narration	<ol style="list-style-type: none"> 1. relate events, descriptions and routines in the narrative 2. use lexical and structural items to order logically 3. understand and use lexical and structural references to past, present and future events within simple discourse 4. begin to use more than one time frame within simple discourse as needed
C) Express plans and desires	<ol style="list-style-type: none"> 1. describe possible future plans, wishes and dreams 2. ask* and answer questions about them
D) Obligations	<ol style="list-style-type: none"> 1. state general duties and obligations 2. ask* and answer questions about them
E) Food and drink: Shopping and restaurants	<ol style="list-style-type: none"> 1. state and ask about food preferences and dislikes 2. read and understand menus; ask for more information 3. make menu choices and order meal 4. show knowledge of food/meal traditions of the cultures
F) Making suggestions and invitations	<ol style="list-style-type: none"> 1. issue and accept invitations 2. give reasons/excuses for refusal 3. make suggestions for other activities or times as needed*
G) Comparisons and preferences	<ol style="list-style-type: none"> 1. compare and contrast (not including hypothesis) 2. ask* and state preference for different things/activities

*relying to a lesser degree on memorized material, but increasingly recombining and expanding to express personal meaning

**World Language Department
GREENFIELD COMMUNITY COLLEGE
Course Objectives — 201 level**

Students will be required to demonstrate proficiency in communication: the expression, interpretation and negotiation of meaning, in three modes (as defined in ACTFL's national Standards):

- Interpersonal: listening and speaking; reading and writing*
- Presentational: writing or speaking**
- Interpretive: listening, reading or viewing**

*two-way communication

**one-way communication

Students should be able to:

- understand questions and commands in familiar topic areas
- understand speech on familiar topics at normal speed
- interact orally on familiar topics
- ask and answer questions and request clarification as needed
- initiate, sustain and close a coherent conversation
- manage a simple “survival” situation related to familiar topics
- negotiate meaning using learned strategies such as circumlocution
- understand written documents on varied topics
- create with language to express their own thoughts and opinions
- write in paragraph length discourse on varied topics
- connect paragraphs in logical composition
- demonstrate basic sociolinguistic competence; use language appropriate to the social and cultural context
- compare their own and other cultures, and consequently understand both better

Note: Students in the first semester of the intermediate sequence should continue to expand their control of the objectives from the first two semesters. Therefore, the third semester's familiar topic areas and the performance objectives are cumulative, including all the preceding semesters' items.

Catalog description:

The intermediate study of French/Spanish. The course emphasizes continued acquisition of language functions, vocabulary, idioms, structures, and culture through contextualized presentations, interactive activities, video, and selected readings. The class is conducted in French/Spanish.

201

Specific Examples — in *addition* to those of levels 101 – 102:

Familiar topic areas:	Performance objectives:
A. Weather	<ol style="list-style-type: none"> 1. understand simple media weather reports/forecasts 2. describe the weather (in three time frames) 3. ask and state preferred activities in different weather 4. understand different climatic conditions where target language is spoken
B. Travel plans and needs	<ol style="list-style-type: none"> 1. manage/negotiate travel situations using basic vocabulary for car, bus, train, plane and hotel: <ol style="list-style-type: none"> a) ask questions to obtain information b) request clarification as needed c) understand and use authentic documents
C. <i>Time frames</i> : Past experiences and narration	<ol style="list-style-type: none"> 1. narrate in simple discourse; tell a basic story in the past: <ol style="list-style-type: none"> a) detailing events in logical order, b) describing and c) telling of on-going events.
D. Obligations	<ol style="list-style-type: none"> 1. detail obligations, requirements, duties 2. make culturally appropriate requests 3. make culturally appropriate suggestions 4. issue culturally appropriate commands
E. Family: relationships and roles	<ol style="list-style-type: none"> 1. list members of both extended and nuclear family 2. describe and define relationships among family members 3. compare/contrast role of family in target and native cultures
F. Health; prevention and emergencies	<ol style="list-style-type: none"> 1. identify most body parts 2. describe symptoms and feelings 3. give advice

**World Language Department
GREENFIELD COMMUNITY COLLEGE
Course Objectives — 202 level**

Students will be required to demonstrate proficiency in communication: the expression, interpretation and negotiation of meaning, in three modes (as defined in ACTFL's national Standards):

- Interpersonal: listening and speaking; reading and writing*
- Presentational: writing or speaking**
- Interpretive: listening, reading or viewing**

*two-way communication

**one-way communication

Students should be able to:

- understand questions and commands in familiar topic areas
- understand speech on familiar topics at normal speed
- interact orally on familiar topics
- ask and answer questions and request clarification as needed
- initiate, sustain and close a coherent conversation
- manage a simple “survival” situation related to familiar topics
- negotiate meaning using learned strategies such as circumlocution
- understand written documents on varied topics
- create with language to express their own thoughts and opinions
- write in paragraph length discourse on varied topics
- connect paragraphs in logical composition
- demonstrate basic sociolinguistic competence; use language appropriate to the social and cultural context
- compare their own and other cultures, and consequently understand both better

Note: Students in the second semester of the intermediate sequence should continue to expand their control of the objectives from the first three semesters. Therefore, the fourth semester's familiar topic areas and the performance objectives are cumulative, including all the preceding semesters' items.

Catalog description:

Conclusion of the basic intermediate sequence in French/Spanish. The course emphasizes continued acquisition of language functions, vocabulary, idioms, structures, and culture through contextualized presentations, interactive activities, video, and selected readings. The class is conducted in French/Spanish.

202

Specific Examples — in addition to those of levels 101–201:

Familiar topic areas:	Performance objectives:
A. <i>Time frames:</i> Future plans and predictions	<ol style="list-style-type: none"> 1. ask and answer questions about the future 2. narrate and describe future plans in more extended discourse 3. make predictions 4. discuss plans and possible consequences
B. Hypothetical situations	<ol style="list-style-type: none"> 1. ask and answer simple hypothetical questions 2. express hypothetical consequences 3. understand different types of hypothetical statements
C. Giving advice; expressing feelings and emotions	<ol style="list-style-type: none"> 1. ask for, offer and receive advice 2. give personal and general advice on a range of topics 3. express feelings and emotions in a culturally appropriate way 4. make culturally appropriate suggestions 5. issue culturally appropriate commands
D. Opinions	<ol style="list-style-type: none"> 1. express agreement and disagreement 2. exchange, support and discuss opinions
E. <i>Time frames:</i> Past experiences and narration	<ol style="list-style-type: none"> 1. narrate in more extended discourse; tell a more complete story in the past: <ol style="list-style-type: none"> a) detailing events in logical order, b) describing and c) telling of on-going events. 2. understand and use lexical and structural references to past, present and future events in more extended discourse 3. logically use more than one time frame within more extended discourse as needed

NOTE: All performance objectives are cumulative, and include all preceding semesters' items:

First semester	Second semester	Third semester	Fourth semester
101 objectives	101 objectives, cont.	101 objectives, cont.	101 objectives, cont.
	102 objectives	102 objectives, cont.	102 objectives, cont.
		201 objectives	201 objectives, cont.
			202 objectives

Appendix D: French Phoneme

Voyelles

a à â	e eu œ œu	é e ez er et	è ê e ei ai	i y	o ô au eau	o	u
4	2	0	7	6,10	0	14	(fém.)1
an am	en em	in im yn ym ain aim ein eim	on om	un um	ou où	oi oua	ui
	40, 30	15, 20	ll	(masc.) 1	12	3	8

Consonnes

b	ca co cu k qu	ce ci ça ço çu s ss	d	f ph	ga go gu gui gue	gi ge j	l ll	m
n	p	r	t	v	y ill	z s	ch sh	gn

Appendix E: Spanish Phoneme

A marrón 

E verde 

I amarillo 

O rojo 

U azul 

Appendix F: French Months

9. décembre 0 30	12. mars 4	15. juin 20	19. octobre
10. janvier 40 6,0	13. avril 4 6	16. juillet 8 0	20. novembre 30
11. février 0 6,0	14. mai 7	17. août 12	
		18. septembre 7 30	
4. décembre 0 30	7. mars 4	10. juin 20	14. octobre
5. janvier 40 6,0	8. avril 4 6	11. juillet 8 0	15. novembre 30
6. février 0 6,0	9. mai 7	12. août 12	
		13. septembre 7 30	
1. décembre 0 30	4. mars 4	7. juin 20	11. octobre
2. janvier 40 6,0	5. avril 4 6	8. juillet 8 0	12. novembre 30
3. février 0 6,0	6. mai 7	9. août 12	
		10. septembre 7 30	
1. décembre 0 30	4. mars 4	7. juin 20	10. septembre 7 30
2. janvier 40 6,0	5. avril 4 6	8. juillet 8 0	11. octobre
3. février 0 6,0	6. mai 7	9. août 12	12. novembre 30

Appendix G: Routine vs. Past

Tout les matins,

je me lève très tôt.
 je prépare mon café.
 je prends une douche.
 je quitte la maison vers 7h00.

Hier,

je me suis levée vers 6h00.
 j'ai préparé mon café.
 j'ai pris une douche.
 j'ai quitté la maison à 7h15.

Chaque dimanche,

je dors un peu plus tard.
 je déjeune avec ma famille.
 je vais à l'église.
 je chante dans le chœur.

Le dimanche dernier,

je n'ai pas dormi très tard.
 j'ai déjeuné avec mes filles.
 je ne suis pas allée à l'église.
 j'ai fait du ski!

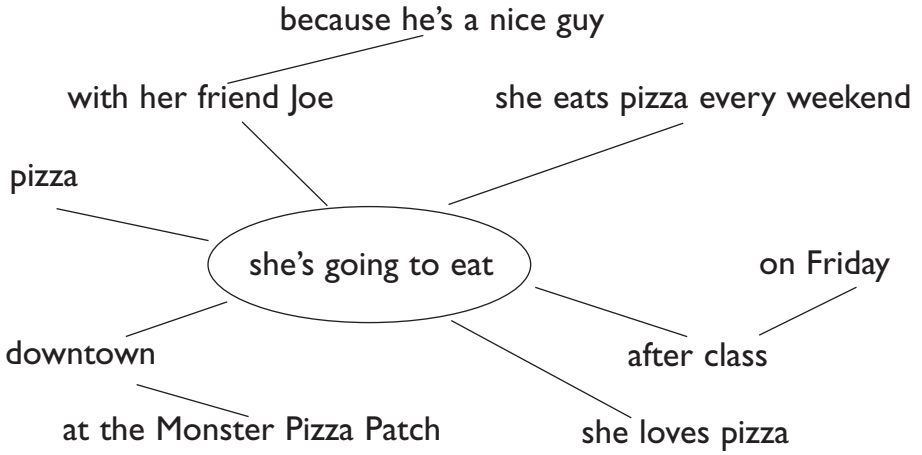
En été,

je passe les vacances en famille.
 je vais à la plage avec mes filles.
 je fais du vélo.
 je travaille dans mon jardin.

L'été dernier,

j'ai passé les vacances en famille.
 je suis allée à la plage avec elles.
 j'ai fait du V.T.T.
 j'ai travaillé un peu dans le jardin.

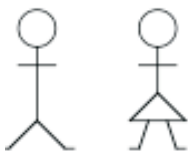

Appendix H: Sample Sentence Web



Appendix I: Sample T-Charts

Je suis ...	J'ai ...
DESCRIPTION = la scène	ACTIONS = l'intrigue

Appendix J: Symbol Chart for Descriptions

	$=$	

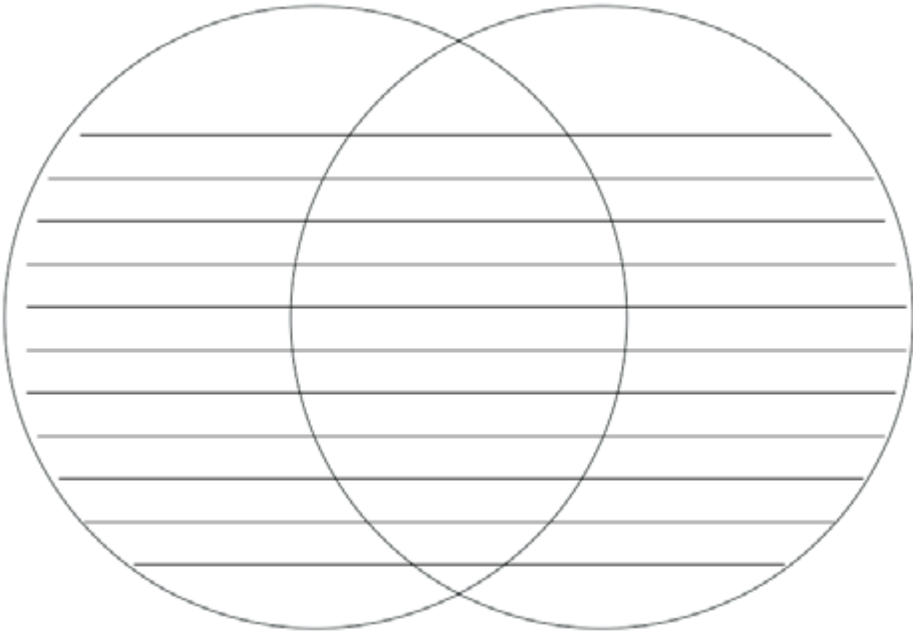
Appendix K: Unit Self-Assessment

BILAN — Leçon 4

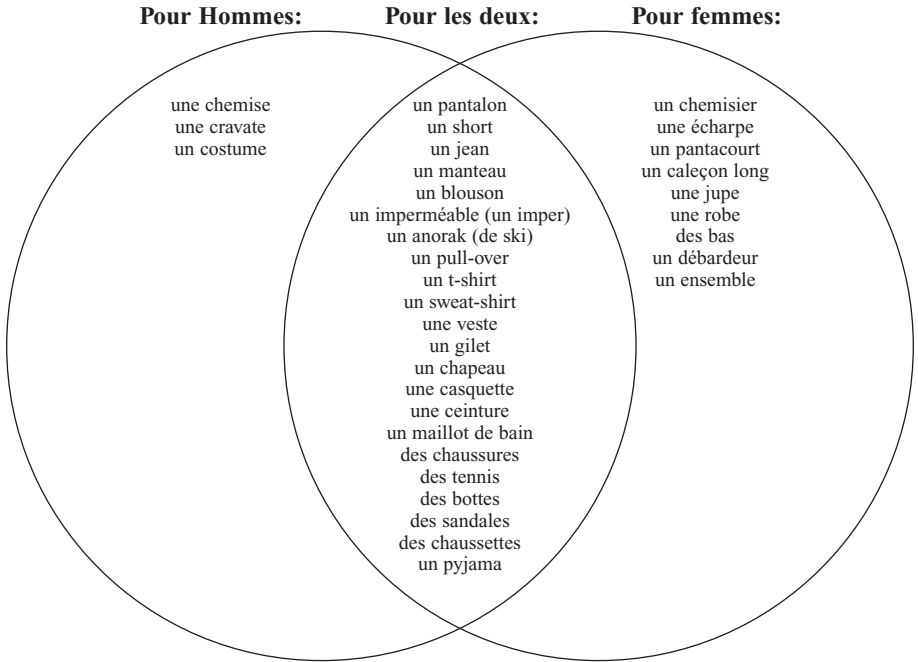
Can you do this in written and/or spoken French?

	yes	yes/help	not yet
<ul style="list-style-type: none"> discuss the activities and chores you do at home; ask / answer questions about same <p>TOOL: chore & house vocabulary</p>	___	___	___
<ul style="list-style-type: none"> describe duties and obligations; ask / answer questions about same <p>TOOL: DEVOIR + infinitive</p>	___	___	___
<ul style="list-style-type: none"> describe what you like and dislike to do; ask / answer questions about same <p>TOOL: AIMER / DÉTESTER + infinitive</p>	___	___	___
<ul style="list-style-type: none"> describe your routine daily activities; ask / answer questions about same <p>TOOL: present tense, regular and irregular</p>	___	___	___

Appendix L: Venn Diagram (Blank)



Appendix M: Venn Diagram (Clothing)



Appendix N: Venn Diagram (Colors)

