

PRESERVANDO NUESTRA LENGUA MATERNA: A PROJECT BASED
CURRICULUM CREATED FOR HIGH SCHOOL SPANISH FOR NATIVE
SPEAKERS CLASS.

By

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Abstract

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It is projected that by 2050, Latinos in the United States, who are a minority, will move to become a majority. With an increasing influx of Native Spanish speaking students in our schools, it is more than likely these students will take some type of Spanish class in their high school career. For many native Speakers, Spanish is their dominant the language, but the mechanics behind the language are unknown to them. In this paper, I review the literature on the history of Spanish language classes in the United States, and discuss how project-based learning (PBL) in the Spanish language classroom can lead to enriched Spanish skills for native Spanish speaking students. In this study, over a period of two weeks, I conducted two distinct lessons in my Spanish for Native Speakers Level II class on written accent marks. Each week, students were taught a week long lesson, either the traditional pedagogy, which consisted of worksheets, or the project based learning (PBL) pedagogy, which consisted of learning by doing and creating. I compared the two groups' knowledge of regular (week 1) and irregular (week 2) accent marks using pre- and posttests. The results only partially supported my hypothesis that native Spanish speakers

learn accents better using the PBL method than ‘traditional’ methods. I discuss the reasons for the mixed findings, steps to improve the unit, and the study.

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Introduction

Spanish Language Education has been growing over the last two decades, with more research being done on developing Spanish language pedagogy as well as Spanish language efficiency taught in schools. One of the most common misconceptions teachers have is that Spanish-speaking students know the grammar and the mechanics of how their native language works. One of the most difficult tasks for a native Spanish speaker in Spanish class is learning backwards, which means students come into the class knowing how to listen and speak the language, but don't have the knowledge of its grammar and writing structures. They come into a high school Spanish class thinking the course will be an easy A, and quickly realize that the Spanish language learned at home does not align with the Spanish language taught in a formal school setting. Many native Spanish speaking students learn what is known as "colloquial Spanish" from growing up hearing their family and community use it in everyday life. The goals of Spanish for native Spanish speaker's classes are to create a space where students feel comfortable enough to make mistakes and learn from them, as well as learn more about their culture and academic Spanish vocabulary.

Historically, Spanish classes were created for monolingual English speaking students, and as a result, textbooks were created that focused on the language needs of monolingual speaking students. However, the Spanish linguistic needs of Spanish speakers and monolingual English speakers differ, therefore the standard textbook curriculum does not align with Spanish Speakers Spanish skills/needs. Textbook

curriculum has been used in public schools for generations, and often the same textbook will be used for many years. This causes a disconnect, because year after year, our society is changing, but the textbooks are not being updated. When teachers are strictly teaching from a textbook, students are not learning the necessary language knowledge skills. Traditional textbooks display examples of generic assumptions of Latino culture, as well as linguistic and grammar activities, that are not useful for native Spanish speakers. Many students feel that their true culture is left out of textbooks, and they are lost learning grammar structures and activities that are part of a language that is well known to them. How can we teach this specific population of students, create lessons that grab their attention, maintain their interest in the material, and have them in charge of their own learning?

In order to do this, native Spanish native speakers must be taught using a distinct method other than the one that has been used traditionally. Many students will be interested in the lessons, if they can relate them to their lives and/or if cultural practices are incorporated into the assignments. In my own experiences as a native Spanish speaking student once in high school, I noticed the lack of material that related to my life, as well as my heritage. Taking Spanish my freshman year in high school quickly transitioned from being too easy to too hard, all within a year. I was lost, confused and my motivation in school decreased, because I felt unable to perform well in a class that used what I felt was a strength of mine, my native language that I had grown up with. Once I became a Spanish teacher, I noticed there was still a lack of authentic resources and/or curriculums that were geared towards the linguistic needs of native Spanish

speakers, as well as a need for different teaching methods to be utilized in classrooms. I found inspiration in doing more for this specific population of students, since I had the same experiences as my students growing up in a bilingual home, yet feeling so lost in learning my own native tongue.

As a Spanish teacher, I sought out different techniques I could experiment and try implementing in my Spanish for native Spanish speaker's classroom in order to keep them interested and engaged. I was inspired by Boaler's (1997, 1998) three-year project based learning (PBL) study. She used pretests and posttests, as well as separating students into groups and giving them different techniques, all while analyzing the gain scores to determine if students had increased their achievement. I wanted to provide my students lessons that were realistic, authentic and eventful enough to keep them interested and intrigued in learning the mechanics of their native language. I wanted to demonstrate to my students that learning can be fun and that learning went beyond the four walls in my classroom. Learning should not just focus on the test; learning should go beyond textbook learning to include being able to converse, write and use the Spanish language in their lives. While this unit is specifically designed for use in a Spanish for native speaker's Spanish class, the ideas behind PBL can be adapted and used in other subject matter courses.

The resources in this study were selected to allow the use of the PBL method to teach written accents in Spanish and learning the regular and exceptions rules. The PBL tasks required much more collaboration among students than your typical 'traditional' Spanish class.

Chapter Two presents literature relevant to understanding the struggles Native Spanish speakers face learning their heritage language in a formal school setting, as well as go depth on what PBL is and how beneficial it can be to utilize as a teaching method in the Spanish classroom. Chapter Three describes the study methodology and the study design to examine the use of PBL in relation to the ‘traditional’ method to learn Spanish accent rules, as well as analyses of the data, and the study results. Chapter Four contains a day by day look at the scope and sequence of the Spanish unit. Chapter Five summarizes the findings of the results, and the feedback students provided from the end of the study in order to improve the unit and study.

Literature Review

Introduction

In the second half of the twentieth century, the population of Latinos in the United States grew from 4 to 40 million (Colombi & Roca, 2003; Contreras & Gandara 2009; Randolph, 2017). The Spanish language made its debut as a “world language” at the end of the 15th century, due to the newly constructed nation of Spain and the newly found Americas; it is spoken by over 400 million people worldwide, and 47 million of those people are U.S. residents (Chavez, et al. 2008; Colombi & Roca, 2003; Garcia, 2014; Randolph, 2017; Rivera-Mills, 2012; Valdes et al., 2008). With a continuing increase in the population of Spanish speakers in the United States, many Spanish speaking students are enticed to take Spanish classes in high school (if available). Unfortunately, many Spanish classes are designed for monolingual English speakers who have very limited vocabulary, comprehension and verbal knowledge and skills and are not-well suited for native Spanish speakers who have considerable knowledge and skills.

This study explores the viability of using PBL in supporting the learning of accent rules by native speaker of Spanish in a high school Spanish class. By using PBL to organize culturally-rich and personally-relevant activities, it was expected that native Spanish speakers would better learn accent rules than through ‘traditional’ methods. The following sections will examine the history of Spanish classes in high schools, the challenges of learning Spanish in a formal school setting, and the reasons why PBL may

be a good vehicle to teach accent rules and better support bilingualism than current approaches to teaching native Spanish speakers.

History of Spanish Classes in High Schools

Historically, Spanish has been taught in schools in the United States as a foreign language to English speakers (Bowles et al. 2014; Colombi & Roca, 2003; Field, 2011; Peale, 1991). The ethno-racial minority population has been increasing steadily over the past three decades and in the 1988-1989 school year, the minorities became the majority in California's public schools (Bowles et al., 2014; Colombi & Roca, 2003; Peale, 1991). Thus began the creation of a surge of programs and initiatives to create bilingual and native Spanish speaking courses in the 1990's (Colombi & Roca, 2003; Peale, 1991). Yet, in many cases, these courses did not survive due to lack of funding and appropriately trained educators to teach bilingual and native Spanish speaking courses (Colombi & Roca, 2003; Valdes et al., 2008). This shift in the 1990s reflected the need for a class in which native Spanish speakers could feel comfortable speaking, while understanding more about themselves, their culture and their native language. Although Peale's (1991) data was collected over 25 years ago, he offered great insight into what the future would need to be done in order to help accommodate Spanish-speaking students. By providing these classes (Spanish classes for native Spanish speakers) in high school, Latino students are able to increase and polish the native language skills they learned as young children, and use their language to connect themselves more to their homeland and roots. It also serves as a way of recovering the loss of their native language which was "a product of a

public school systems that emphasized English and immigrant parents who wanted their children to assimilate” (Valdes 2003, p.vii). It is estimated that by 2050, the Latino community will be the majority instead of the minority (Beaudrie & Fairclough, 2012; Ellison, 2006; Randolph, 2017). Although there will continue to be an increase in the Latino population, the reality still remains, that without being continued teaching to and maintain their native language, native language speaking begins to decline as early as the second generation (Cho et al., 2004) and the language can disappear by the fourth generation (Leeman et al., 2011; Peale, 1991; Rivera-Mills, 2012; Valdes, 2000; Valdes et al., 2008).

Language suppression and cultural exclusion

Ever since the Mexican American War of 1848, it was common for Chicano (Mexican American) students in public schools to endure Americanization programs and to have their Mexican culture excluded in curriculums (Colombi & Roca, 2003; Garcia, 2014; Valencia, 2011). Due to the Americanization of Mexican-Americans, their native Spanish language was not being honored or preserved. Garcia (2014) argues that although the Supreme Court, in 1923, suspended the restrictive language laws in a few states, “...the Mexican American community in the Southwest became more excluded from Spanish language education, and those who continued to arrive were placed in segregated schools where focus was the learning of English” (Garcia, 2014, p. 65). During the early 1960’s, Latino students were not taught about the history of their people and culture while being educated in the United States, especially in California (Garcia, 2014; Valdes, 2003;

Valencia, 2011). Students were excluded from a history unknown to them that demonstrated the contributions and the disparities the Chicano community had faced (Salinas & Alarcon, 2016; Valdes, 2003; Valencia, 2011). The Spanish language was also excluded from instruction, and some schools even had “No Spanish” rules placed, which disallowed conversational Spanish on school grounds and students who broke the rule were given corporal punishment (Garcia, 2014; Valencia, 2011). “Given that language is the vehicle of culture, it follows that the language suppression of Chicano students had led...to their cultural exclusion in the school curricula” (Valencia, 2011 p.10). In a survey that asked about including Mexican-American and/or Mexican history in their secondary level curriculum, only 7.3 % of the five Southwestern states surveyed provided Mexican American history, and only 5.8 % provided Mexican history (Valencia, 2011). The opportunity for these students to learn about their history struggles was withheld (Alarcon & Salinas, 2016). “In spite of the rich bicultural history of the Southwest, the schools offer little opportunity for Mexican Americans to learn something about their roots-who they are and where they came from and what their people have achieved” (Valencia, 2011 p. 10). Now more than ever, the visibility and prominence of the Latino population has emerged in the United States and is growing faster than ever (Contreras & Gandara, 2009; Garcia, 2014; Randolph, 2017; Rivera-mills, 2012; Valdes, 2003; Yagunas, 2010). As these populations increase in the United States, they bring their own culture and language in a manner that dramatically changes the dynamics of the classroom (Colombi & Roca, 2003; Garcia, 2014; Montrul, 2012; Randolph, 2017). These changing demographics continue to challenge traditional philosophies and approaches with regard

to language identity and second language instruction in the state, especially as more native language learners enroll (Randolph, 2017; Valdes, 2003). Despite the progress that has been made in the U.S. to consider native Spanish speaking language courses as valid and necessary courses, there have still been challenges in the last few decades (Valencia, 2011; Valdes, 1989; Valdes, 2003). These challenges are magnified by political climates in the state, often in the context of a noticeable social, political and educational climate of racism, xenophobia and linguicism (Alarcon & Salinas, 2016; Garcia, 2014; Randolph, 2017; Valdes, 2003). Although the current political administration seems to support assimilation, Randolph (2017) calls this a subtractive process, where, “one set of cultural values are rapidly and completely replaced by another” (p. 275). Valenzuela (1999) also argues by ignoring the educational and cultural norms these students possess and value within their own communities fosters an environment that alienates these students from their own cultural norms and values. By having native Spanish speaking classes specifically tailored for native speakers we can help students preserve their cultural heritage and maintain their home language through meaningful project based instruction, which will help these students understand, learn and retain their native language skills (Stoller, 2006). In the next section, I will explain why many Native Spanish speaking students face difficulty learning their native language in the classroom.

Challenges of Learning Spanish in a Formal School Setting

Although native Spanish speaking students have developed considerable informal vocabulary and speaking knowledge and skills, their academic and grammar knowledge

and skills are limited (Bowles et al. 2014; Cho et al., 2004; Stanlaw et al., 2018; Valdes, 1989). “Children are not taught to speak their native language. They learn it by exposure to people who talk to them” (Stanlaw et al., 2018 p. 145). They put little to no effort in speaking their native language; and, if exposed to as young children, are able to pick it up quickly (Stanlaw et al., 2018; Montrul, 2012). These students are exposed to their home language early in their childhood, just like monolingual students (Beaudrie & Fairclough, 2012; Montrul, 2012; Valdes, 1989). Yet, when native Spanish speaking students begin school, they are often caught between two worlds, because they are exposed to a new language that differs from their home language (Edstrom, 2007; Montrul, 2012). Native speaker students begin to lose their home language once they begin school due to the fact that they do not continue to learn their native language in school in meaningful ways; and, once they reach adulthood, their Spanish linguistic abilities become limited (Montrul, 2012; Valdes, 2003).

Since 2008, Latinos make up 48 % of public school population in California alone (Contreras, & Gandara 2009; Valdes et al., 2008), and California has the greatest number of Spanish speakers (Colombi & Roca, 2003; Peale, 1991). Native Spanish speaking students can comprehend, listen and communicate in the Spanish language, which are the advantages they bring to the Spanish classroom; they do not start at level zero as any other non-native speaker would when learning the Spanish language (Beaudrie & Fairclough, 2012; Valdes, 1989; Valdes et al., 2003). Once students enter high school, the formal learning space where your home language is being taught can be a tough environment, since no formal linguistic teaching was done at home, nor is the material in

the school classroom valuable enough to grab their attention (Stanlaw et al., 2018; Colombi & Roca, 2003). The difficulty lies in *how* to teach grammar and structure to native speaker students, because Spanish language students are able to understand the linguistic significance of mood, article, number, person, tense and other such grammatical concepts, but are unable to explain *why* they understand (Dever, 2008). The needs of the native Spanish speaking students are to comprehend the rules of grammar, focus on further developing their writing skills, being able to fluidly read in the target language and to continue developing existing Spanish language skills (Colombi & Roca, 2003; Llombart-Huesca, 2012; Peale, 1991). Native Spanish Speaker classes are created and tailored specifically for native Spanish speaking students to achieve Spanish academic competency, critical thinking skills and conversational skills to use in the real world (Edstrom, 2006; Edstrom, 2007; Mikulec & Chamness Miller, 2010; Peale, 1991; Sparks et al., 2017). Research in the native Spanish speaker field is gaining more attention which demonstrates that there is an increased interest in changing and enhancing the curriculum in this specific population of students, taking into consideration their educational needs that native Spanish speaking students need a different type of teaching method (Edstrom, 2007; Leeman et al., 2011; Peale, 1991; Sparks et al., 2017; Valdes, 1995). With this developing research, additional research is needed to be done on the effective types of teaching and learning methods that best suit our Spanish language students. So how can we, as teachers, reinforce the tools that these students possess in order to polish their skills and keep them engaged and interested in learning new material?

Project Based Learning

As we deal with changes in our modern world, we should consider making modifications to curriculum in order to have students learn more than solely basic skills, and learn beyond using a class textbook (Belpoliti & Fairclough, 2016; Mikulec & Chamness Miller, 2011; Stoller, 2006). In order for students to learn new material and retain the information, the change in curriculum should be memorable, entertaining and engaging (Barron & Darling-Hammond, 2008). For the purpose of making necessary changes, curriculum should not only focus on changing the material taught, but it should also focus on captivating student interest. If we do not have our students interested in the material, they usually tune out, and give up prior to beginning the lesson. What good is our educational system, if we are just teaching students to memorize and recall information (Barron & Darling-Hammond, 2008; Belpoliti & Fairclough, 2016)? The textbooks we use in our classroom were created by so called experts in our respective fields, and its purpose is to encompass a whole year's worth of learning into a few hundred paged book (Barron & Darling-Hammond, 2008; Bell, 2010; Mikulec & Chamness Miller, 2011). Textbooks are not often updated, nor do school districts buy the latest version every year. If we are living in an ever changing time, where our surroundings are constantly changing, why are we not constantly updating our curricula or textbooks? These textbooks are generic, standard material, that only have a certain set of activities and skills spelled out in its pages (Barron & Darling-Hammond, 2008; Bell,

2010). It does not constantly update with new information as a new year passes, nor do many textbooks give access to a digital platform. As our modern world is slowly moving towards a digital world, we need to modify our curriculum as much as we can, in order to prepare our students for real life situations and have them experience authentic hands on experiences.

An approach in which students explore real-world problems and challenges, develop cross-curricular skills, all while working in small collaborative groups is known as Project Based Learning (PBL) (Barron & Darling-Hammond, 2008; Bell, 2010; Boaler, 1999; Fitzgerald et al. 2015; Lattimer & Riordan, 2011; Mikulec & Chamness Miller, 2011; Potowski et al. 2008). This method has positive benefits that not only lure students interest, but also indirectly teaches students an array of skills, that will be beneficial to know and use in the real world (Barron & Darling-Hammond, 2008; Bell, 2010; Boaler, 1999; Stoller, 2006). PBL is aimed to help students master skills learned in the classroom, such as collaboratively working with others, develop social skills, learn problem solving skills and organization, which are a few of the masteries acquired and executed during PBL lessons (Barron & Darling-Hammond, 2008; Bell, 2010; Lattimer & Riordan, 2011; Stoller, 2006). Not only will students utilize these skills for the duration of the project, but also to excel in life and in their chosen educational or career paths. PBL is a collaborative task, meaning students are working together with their classmates and, utilizing the information learned throughout the lesson and applying what they have learned to produce a product of their knowledge (Barron & Darling-Hammond,

2008; Bell, 2010; Boaler, 1999; Lattimer & Riordan, 2011; Stoller, 2006). Students are highly encouraged to bring the cultural capital they hold, as well as any prior knowledge they can share with each other, in order to complete the task(s) at hand (Mikulec & Chamness Miller, 2011; Valdes, 1995). Students have liberty to brainstorm creative ideas for the project, for they can decide what to create and/or ideas to implement. By giving students an opportunity to showcase what they have learned through their school work, they will be more enticed to bring out their best work and the creative juices in their heads will begin to flow with ideas and become *inspired* to produce their best work (Barron & Darling-Hammond, 2011; Boaler, 1999; Lattimer & Riordan, 2011). The teacher in this case, takes a step back, handing the reigns of academic control over to their students, most of the time. The other small percent of time pertains to the teacher checking in with students' topics, checking out their ideas for their project, tracking their progress, as well as monitoring the students' engagement in working throughout the lesson (Barron & Darling-Hammond, 2011).

While doing this, one of the main components of PBL is giving students ample time to complete these projects (Barron & Darling-Hammond, 2011). Time should be provided, not only to complete project work, but to also learn the new information, process the information, as well as make sense of the information (Bransford, 2004) In this fast paced world, teachers are often caught between choosing to spend extra time on certain lessons or moving on and trying to teach the arbitrary "yearly units" that must be taught within the school year. By speeding through lessons, how are we giving the students a chance to critically think about the new information being presented

(Bransford, 2004)? Learning is a dynamic process that requires adequate time to process new information. Our cognitive abilities are complex, so teaching and learning should not be considered to be taught as a quick paced approach. The brain needs time to explore (research), process information (digest new ideas), understand and apply the information being presented. Students need practice to develop the sets of skills we want them to learn, as well as develop an expertise in the lesson. PBL allows students to have sufficient time to learn and apply new ideas (Bransford, 2004; Bell, 2010; Fitzgerald et al. 2015).

As mentioned before, the teacher gives up academic control, and the students take over and take advantage of the opportunity of creatively utilizing and incorporating things they love or are interested in into their school work. PBL is not a supplementary activity, but it is the heart of the activity. PBL gives students a glimpse into the real world challenges and/or situations they these set of skills can be applied to, which goes above and beyond the classroom (Bransford, 2004; Barron & Darling-Hammond, 2011). PBL gives the opportunity for students to have authentic experiences, so they can put their talents to the test in realistic situations, not arbitrary or outdated examples we see in textbooks. PBL gives students a chance to learn through hands on experiences, and be able to concretely see what they learned and apply it in real life. This method of learning attempts to grab the students' attention and engage the student. They are able to use their imagination with the freedom PBL brings, it's almost as if learning becomes natural to students. The teacher becomes a facilitator, rather than the dictator of the classroom,

which we have seen as the norm for many years in various classrooms (Barron & Darling-Hammond, 2011; Bell, 2010; Potowski, 2008).

Project Based Learning has been effectively utilized in different subject matters, and has been shown to increase student achievement. A three-year study done by Boaler (1999) in a British school is an example of positive outcomes of PBL. Many students were placed in groups, given the same lesson and were assessed in the end. Posttests were administered (all children were given the same test) and the results demonstrated that the PBL students were able to remember and use the mathematical rules, and did better on conceptual problems than students not exposed to PBL. Students in the PBL groups were able to not only utilize their knowledge of the subject matter, but they were able to perform better than those who did not do PBL, because they were confident and remembered the information. PBL is more than just a project, it is the end result of weeks' worth of collaborative work with peers, brainstorming ideas, making goals, completing daily tasks, and communicating. Students are able to perform better and as an end result, students become enthusiastic about demonstrating what they learned, because they are able to build self confidence about their knowledge of the subject matter.

Students not only use the academic skills they are taught, but they are also utilizing skills learned through PBL. In order to function in the real world and be able to excel in a career/job, there are specific skills that must be acquired in order to succeed. Through PBL, students are transferring their learning to different situations in life and are able to problem solve (Barron & Darling-Hammond, 2011; Stoller, 2006). Through PBL, students learn skills such as problem solving, work collaboratively, critical thinking,

responsibility, producing new ideas, plan accordingly, and many other skills. Students are given tasks, and they work together to organize their project and meet the requirements. With using PBL, we are giving students the opportunity to grow in a way that they will be able to think deeper and learn by doing, rather than by strictly reading and writing. This approach is trying to step out of the norm, and reach out to students in a more freeing, yet innovative way that not only meets their learning needs, is understandable and relatable, but that is also a student driven, exciting and realistic approach (Belpoliti & Fairclough, 2016; Bell, 2010; Mikulec & Chamness Miller, 2011; Stoller, 2006).

Change always seems to be inevitable, especially when it comes to the school system. When change is brought up, many teachers may be hesitant at first, for they have followed a certain curriculum for the last few years. Implementing PBL in the classroom will not be an easy task, especially if the teacher, as well as the student, has been used to the traditional method of textbook learning in other classes (Fitzgerald et al. 2015). Teachers will use the PBL method and come to see, with time, that this is a trial and error practice, and there is room for improvement. PBL is a student-centered approach, differing from what most of us have been taught. It will be a new challenge to let students be the center of the lesson, instead of the teacher determining the focus of the lesson. But, if given the opportunity to transition to PBL, it will be a fresh new start that will be flexible for students, as well as for teachers. PBL can be used with any subject, it is just a matter of adjusting the method to your grade level and subject matter (Bell, 2010; Fitzgerald et al. 2015; Stoller, 2006). This approach is adaptable, and stands more of a chance to be effective in the classroom, than teaching from a textbook alone. Studies

have shown that PBL has helped students improve skills, more than that of their peers doing solely textbook type of work (Barron & Darling-Hammond, 2011; Bell, 2010; Potowski, 2008). By using this method, we are attempting to prepare our students, as much as we can, to the real world, and giving them authentic experiences they will always remember and teach for meaningful learning. The test is in trying to adjust PBL to work with a specific subject matter, and making it an enjoyable experience.

Teaching Language and Culture through Project Based Learning to Native Spanish Speaking Students

In order to have students enjoy learning in a language classroom, they need their culture to be acknowledged and celebrated. Not only are history and culture an important aspect of native Spanish speaking curricula, but using those topics as tools to teach grammar through the means of project based learning can produce positive outcomes. As Peale (1991) states, the goal for native Spanish speakers is to continue to develop their existing linguistic skills, there is no need to reinvent or create a new curriculum, just improve the *design* of the curriculum. Culture is an essential part of any student's life, and can be an effective strategy to interest or capture the attention of a native speaker of Spanish in Spanish class (Beaudrie & Fairclough, 2012; Edstrom, 2007). By using students' culture in classroom assignments and projects, students are able to share their cultural capital with the class to celebrate their traditions and make cultural connections amongst each other, by providing unique insights about their culture (Edstrom, 2007; Ellison, 2006; Leeman et al., 2011). Students will be more involved in the class and

complete class work, because they are able to understand and relate their daily lives to the material and thus be able to integrate and build upon their own cultural identity (Leeman et al., 2011; Valdes, 1989). Incorporating culture or real life into grammar lessons through projects will not only capture the attention of native Spanish speakers, but will help develop further grammar skills, as well as provide personal experience (Dever, 2008; Peale, 1991). When teaching grammar, if you begin to teach it the way that Spanish has been historically taught in the U.S., you will lose the focus of your native Spanish speaking students (Dever, 2008; Garcia, 2014). Since native Spanish speakers learn their language differently than non-native Spanish speakers, the same teaching principals, as in memorization and recalling information, do not apply (Dever, 2008; Garcia, 2014 Peale, 1991). Rather than focusing rigidly on grammar rules and instruction through using textbooks, a teacher can incorporate grammar through enjoyable activities by incorporating poetry, music, and culture to attract students' interests, as well as taking meaningful field trips, creating authentic Spanish language material and using more project based assignments (Belpoliti & Fairclough, 2016; Dever, 2008; Edstrom, 2006; Ellison, 2006; Leeman et al., 2011). Connecting real life with Spanish academia will improve the native Spanish speaking students' grammar skills, as well as expanding appreciation for their Hispanic culture (Belpoliti & Fairclough, 2016; Dever, 2008; Ellison, 2006). Native speakers of Spanish crave recognition and attention regarding their culture and language, and are fully engaged in a class/course that represents them as a person and is able to appreciate their background as a whole, because students of Hispanic background often connect culturally with the content and offer valuable insights

from personal experience (Alarcon & Salinas, 2016; Beaudrie & Fairclough, 2012; Dever, 2008; Leeman et al., 2011; Valdes, 2003).

Developing Spanish Project Based Curriculum

There have been many misconceptions and questions as to why Spanish-speaking students need take a Spanish class. The most common being the belief that these native Spanish speaking students already know the language, and question why they would need to learn more about their native language (Stanlaw et al., 2018; Edstrom, 2007). A good argument against this misconception is the fact that students need to learn grammatical structure that was not taught at home, since little to no effort was put in learning the language as children (Edstrom, 2007; Stanlaw et al., 2018; Valdes et al., 2003).

Historically, Spanish was initially taught in the United States as a foreign language to only monolingual English speakers (Bowles et al., 2014; Garcia, 2014; Sparks et al., 2017; Valdez, 2001). In the last 20 years, since there has been an increase in Spanish speaking populations from thousands to millions (Beaudrie & Fairclough, 2012; Colombi & Roca, 2003; Valdes, 2014), this has directed the attention to in depth research about teaching of the Spanish language to native speakers (Beaudrie & Fairclough, 2012; Valdes, 1989; Valdes, 2014). Since the 1990s, the field of heritage languages began establishing itself and, as a result, Spanish was defined as a heritage language and language maintenance became the main objective (Beaudrie & Fairclough, 2012; Colombi & Roca, 2003). In order to succeed in a language classroom, preparation, studying and practicing the language are the main components. Native speakers should be

encouraged to take risks and challenge themselves in high school, since they possess good levels of oral and communicative competence in the Spanish language (Llombart-Huesca, 2012; Valdes, 1995). That way, native Spanish speakers can see and experience what they are capable of accomplishing, in terms of language classes. Without the reinforcement through secondary schooling, native Spanish speakers will have a more restricted lexicon and range of vocabulary use in the Spanish language (Bowles et al., 2014; Llombart-Huesca, 2012). Once a native speaker enrolls in their native language classroom, they expect to be challenged and learn something they do not already know. They will have a desire to be there, they want to learn how to be able to translate a document word for word, or understand when to use the accent marks on words and learn why they are necessary, because they did not learn grammatical rules as children (Stanlaw et al., 2018; Bowles, et al., 2014; Peale, 1991). Using solely that curriculum will be a challenge for native Spanish speaking students, because they have never learned their home language in a formal or educational setting, and also because native Spanish speaking students do not share similar linguistic learning needs to those of non-native speakers (Bowles, et al., 2014; Edstrom, 2007; Llombart-Huesca, 2012; Sparks et al., 2017). When learning a foreign language, the American Council on the Teaching of a Foreign Language (ACTFL) describes the five C's as the main components to learn a language, aka the learning standards. The five C's are known as: community, communication, content, comparisons and culture. So much of what the standards ask for are not typically found in your average Spanish textbook. PBL allows students to have some sort of free range and expression on how they can demonstrate the knowledge

learned in the Spanish classroom. While utilizing the PBL method in the Spanish classroom, native Spanish speaking students will be able to communicate (speak in the target language with each other) create connections (with their personal life), learn more about culture (gain more understanding of their family customs), compare their Spanish culture with their American culture, as well as be immersed and feel connected to the Spanish community. With PBL, students will feel that they are not only learning their language, but experiencing it as well as understanding their language. Being able to provide these authentic learning experiences for native Spanish speaker students will be highly beneficial.

Without educational intervention, the Spanish language for native Spanish speakers will only dissipate and die (Peale, 1991; Valdez, 1978). Garcia (2014) clearly states that it is important to not only teach grammar and academic Spanish skills, but to also strategically teach and reinforce the importance of preserving their culture and heritage, in order to strengthen the native Spanish speaking students pride in their culture and heritage as well as value the importance of being bilingual in their native language and second language, English (Colombi & Roca, 2003; Garcia, 2014; Leeman et al., 2011). Teaching Spanish to Spanish speakers accords perfectly with the geopolitical aspirations and necessities of the state and nation, and with the national language policy that is currently being developed in order to produce loyal Americans who are bilingual (Colombi & Roca, 2003; Peale, 1991).

How Project Based Learning Supports Bilingualism

Being bilingual is having the ability speak and comprehend two languages (Fields, 2011). There is a French proverb that says “he who speaks two languages is worth two men” (Peale, 1991, p. 449). There is much truth to that proverb, for having dominance and knowledge in more than one language is essential in today’s global world. Bilingualism is in fact becoming more common, and according to the 2010 U.S. Census, at least 20 percent of Americans regularly speak another language other than English (Stanlaw et al., 2018). “Research has shown that a positive attitude towards Spanish and bilingualism within students’ communities-although important-is simply not enough to promote language maintenance” (Randolph 2017, p. 276). The U.S. Census also demonstrates that Latinos are acquiring English as rapidly, or even more rapidly, than past generations of immigrants, because more children are growing up in a home where both English and Spanish are spoken (Beaudrie et al., 2012; Montrul, 2012; Randolph, 2017). Native speaker Spanish students are exposed to their native language at an early age, and are exposed to a second language once they enter the school system (Montrul, 2012; Stanlaw et al., 2018). As children learn their second language, their level of bilingual acquisition has three stages, building up words from both languages, using both languages in sentence form, then after a few years, vocabulary in both languages begins to grow and separate (Stanlaw et al., 2018). Children begin to grasp the difference between both languages, and become aware of the sociolinguistic power of each language, as well as gain recognition for knowledge in two languages (Stanlaw et al.,

2018; Peale, 1991). Bilingual students only continue to prove, contribute and enhance American culture, as well as build a sense of pride about their native language and culture (Leeman et al., 2011; Montrul, 2012). Power is knowledge, and once the student has that power, they then are free to choose the career or job market they desire, for which demonstrated bilingual skills are highly beneficial (Colombi & Roca, 2003; Valdes, 1995). Since PBL is not simply a supplementary activity, students are investing their time and energy into projects that are worth while and important. PBL is also teaching native Spanish speaking students to learn and communicate in their native language in diverse ways (Bell, 2010; Mikulec & Chamness Miller 2011). With the authentic experience PBL brings, students will be able to realize, appreciate and understand how important being bilingual in our modern world truly is. By teaching Spanish native speaking students through project based learning, students will not only have developed a vast array of skill sets that will apply to their everyday life, but also reinforce the notion that project based learning was a form of demonstrating to the students that language acquisition was more than merely memorizing vocabulary and recalling facts.

Conclusion

Growing up in a nation that is foreign soil and knowing that your home language is continuously growing is an amazing feeling. Latinos have had a presence here in the United States since the days of the Spanish conquest, and have been subjected to cultural and lingual oppression since the Mexican American Revolution. Despite the difficulties Latinos have faced in the U.S. in recent decades, there is a strong Hispanic presence that

is continuously growing and expanding. As time goes on, the Spanish language and the number of people who speak it will also continue to grow. As long as we make sure to prepare our Spanish speaking students by utilizing new tools and teaching methods that will increase student learning and pique their interest, the language will not be lost.

Despite having used traditional textbook curriculum since the beginning of public education, offering Spanish classes that are suited for their learning needs is essential if we wish to support the language development and mastery of native Spanish speakers.

In conclusion, it is essential for a project based curriculum be developed for native speakers of Spanish that is student-centered, and sets the students up for academic excellence. Spanish classrooms will no doubt become more successful, set and accomplish goals, as long as students are involved in part of the learning process. It is to be expected that not only will the Spanish language continue to grow in the U.S., but there is hope that there will be continuous research about native Spanish speaking classes in order to create more authentic materials available to maintain and keep the Spanish language alive for future generations.

Methodology

The purpose of this project was to create a project based learning (PBL) lesson for my Spanish for native Spanish Speakers class Level II at a school in Northern California, to see if PBL was an effective teaching method to use in my Spanish for Native Speakers Spanish classroom to learn regular and irregular accents. I designed and taught two distinct lessons during a two-week long study to my 23 Native Spanish speaking level II class using pre- and posttests to measure their learning. Students were taught a week long lesson using different teaching and learning materials. Then, students were assigned to groups, at random, the first group learned regular accents through PBL and the second group learned regular accents through traditional worksheets. Next, a comparison of the gains from the pre- and posttests was conducted.

Table 1. Study Design

Week	Group 1	Group 2
One Regular Accents	Project Based Learning Curriculum Students took notes on regular accents notes (see Appendix I)	Textbook Curriculum Students took notes on regular accents notes (see Appendix I)
Two Irregular (exceptions) accents	Textbook Curriculum Students took notes on exception (irregular) rules (See Appendix I)	Project Based Learning Curriculum Students took notes on exception (irregular) rules (See Appendix I)

In a previous attempt prior to teaching project based learning, my students were constantly frustrated during grammar lessons. Traditional Spanish curriculum is designed

for monolingual English speaking students, and emphasizes learning grammar and conjugating verbs, rather emphasizing the importance of spoken word and conversations to promote language use and proficiency. This micro based approach (learning grammar first then learning to speak the language vs. speaking the language first, then learning the grammar) is difficult for native Spanish speaking students who have a considerable amount of spoken language knowledge and experience. Therefore, they run into difficulties being taught as if they do not have any language proficiency skills in Spanish. Because the traditional lessons did not build on their existing knowledge, many of my students felt frustrated and this frustration undermined their learning and language abilities. My students needed curriculum that was more than basic vocabulary building. They needed to be challenged, as well as have lessons focused on their specific Spanish language learning needs. When I previously taught a lesson on the past tense (preterit vs. imperfect) using the micro-based approach, the students were confused, lost, and discouraged. I retaught the lesson twice, before I realized I needed to change the teaching method, not the students. I decided to use their cultural capital, and incorporated the macro-based approach, using students' prior knowledge to apply and process information (Ohio Department of Education, 2017). I had students create a murder mystery project, in which the preterit and imperfect tenses were to be used to describe a fake murder play students created. Students worked in groups and were engaged, involved and used their knowledge to put their skills to the test, to figure out these murder mysteries. By the end of each presentation, students were guessing who the murderer to each project was and

explained their reasoning. I had students take an exit ticket, and indeed their performance improved, as well as their eagerness to learn more through projects.

As a teacher and past Spanish student in high school, I wanted to not only teach my students about their language, but also enrich their minds with more details about their culture, as well as developing a sense of pride of their roots. I wanted to create a curriculum that would attract student interest with the background knowledge they already possess in the Spanish language, as well as culturally connect it with students' home lives' by reinforcing speaking the target language as much as possible and use it in the most realistic settings. An important and tricky part of learning the Spanish language is learning how to use written accent marks.

As Valdes (1989) notes, students who are of a Spanish speaking background, have a slightly difficult time excelling in their Spanish classes, because they have not been exposed to learning the language in a formal school setting. However, given that Spanish classes were originally created for monolingual speakers learning a foreign language which emphasize memorizing vocabulary, using sentence builder exercises and translating sentences, they reinforce memorizing simple sentences, most of which native Spanish speakers already know and therefore are not interested in. These students need more challenging learning that can strengthen their academic Spanish language and grammar, but in meaningful ways.

This study uses a design similar Boaler's (1997, 1998), by dividing the Spanish native speaking class into two groups, a textbook group and a PBL group, (traditional vs.

project-based curriculum) administering these two curriculums to the respective groups, and measuring their performance through pretests and posttests.

As I began week one, and prior to being introduced to the new lesson, all students were given a Pretest, total out of 22 questions, to measure any prior knowledge on rules of written accent marks in Spanish (Figure 1 & Figure 2).

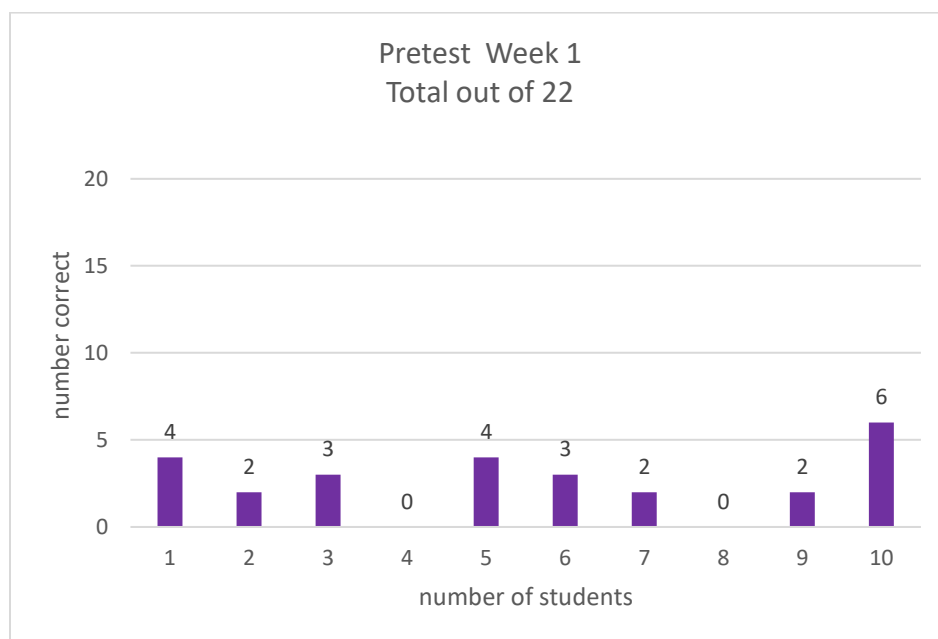


Figure 1. Group 1 Pretest Week 1 Raw Scores

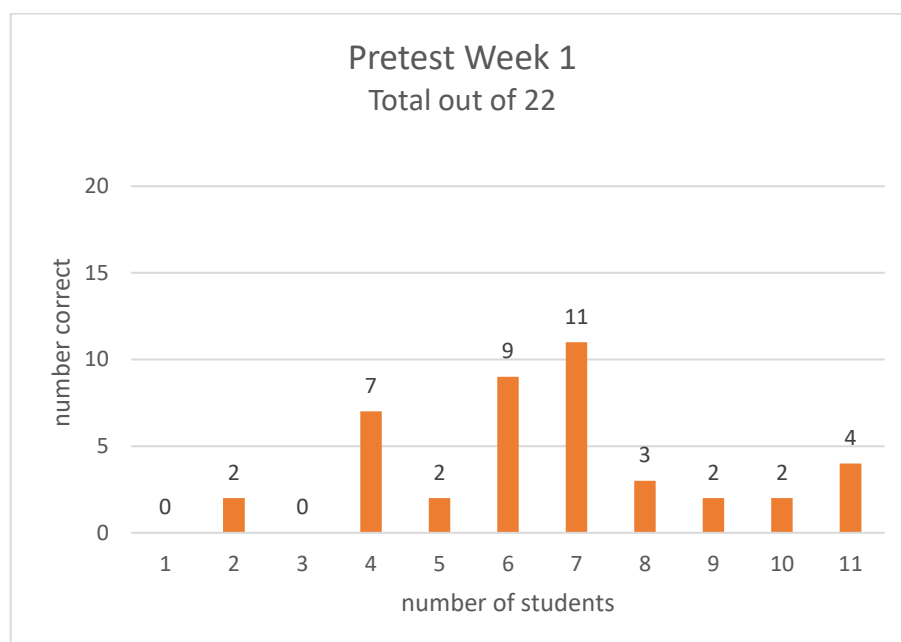


Figure 2. Group 2 Pretest Week 1 Raw Scores

The Pretest consisted of 22 full sentences, and asked students to place any accent marks where deemed necessary. Students were then handed the test, and given ten minutes to complete the pretest to the best of their abilities. Students were then introduced to the accents lesson, via a PowerPoint presentation, and were asked to take notes on the three main rules of written accents in their Spanish composition notebooks. Prior to beginning the study, students were selected randomly and divided into two groups. The process of random sampling began by drawing names out of a hat and separate them into two separate groups. One group was labeled “traditional curriculum” group (group 1) and the other group was labeled “project based learning” group (group 2). The student groups were announced and students were then asked to sit in their respective groups and began to work on the task that was given to them for that week.

Group one was given directions to complete the first project. Students were divided amongst 2-3 within the group (total of about eleven), and were each given one of the three rules we had just learned about (aguda, llana, esdrújula). Students were to think of, and create a game to review the rules and help classmates further understand the rules to accents. On the fifth day, group one played each others' games and lessons.

Group two was given the task of completing a worksheet packet at the start of each period. They were to use their notes and complete the work as asked for on the packet. They used class time to complete the worksheet and turn it in at the end of the period. The next day, the group would have a new worksheet to work on, and in total, students did five different worksheet packets for each day. At the end of the week, all students took a posttest, out of 18 questions, based on the material learned during the week (see Figures 3 & 4).

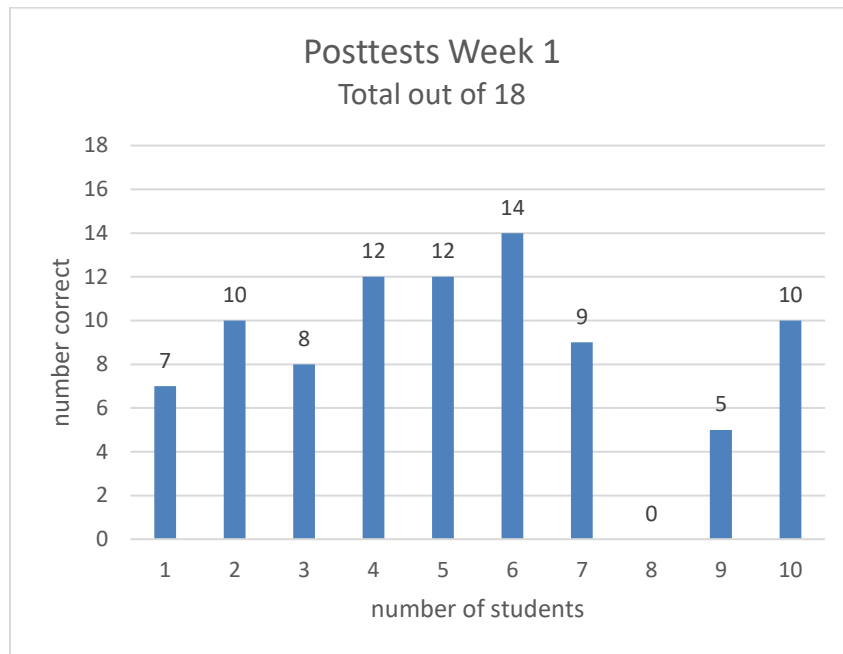


Figure 3. Group 1 Posttest Week 1 Raw Scores

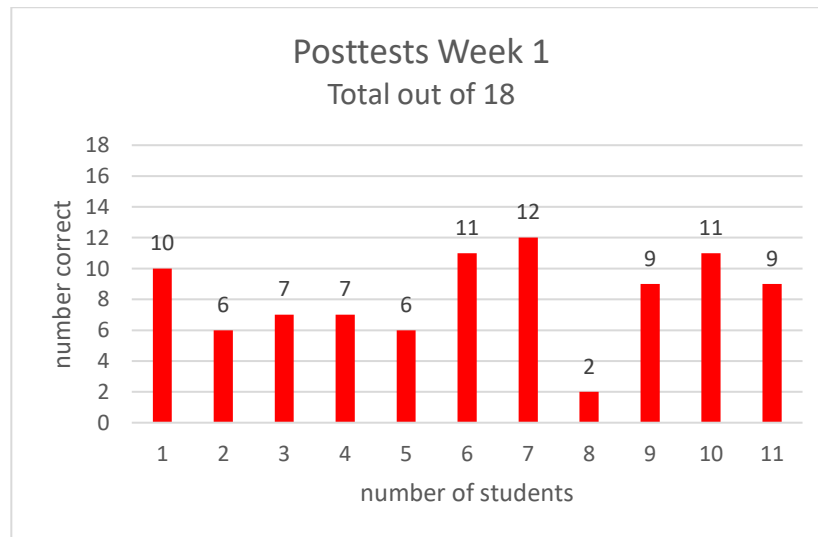


Figure 4. Group 2 Posttest Week 1 Raw Scores

The same as the previous week, in week two, students took a Pretest, totaling of 16 questions, to see what prior knowledge they had regarding the next lesson within the unit (Figure 5 & 6).

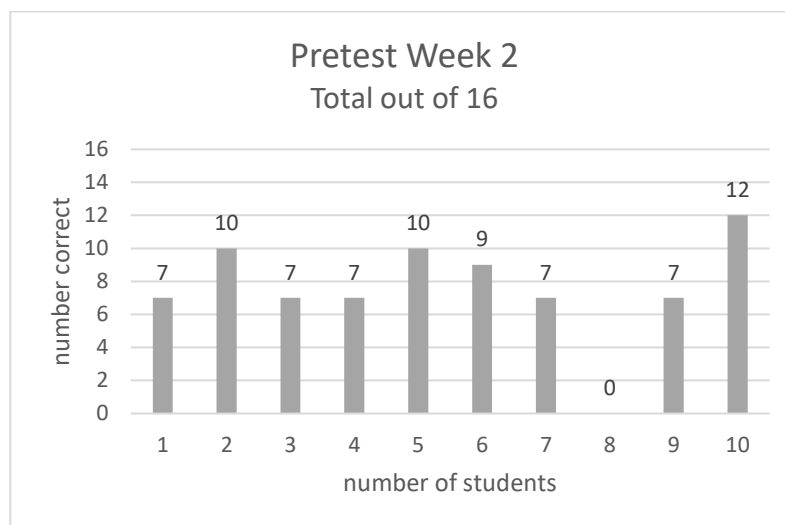


Figure 5. Group 1 Pretest Week 2 Raw Scores

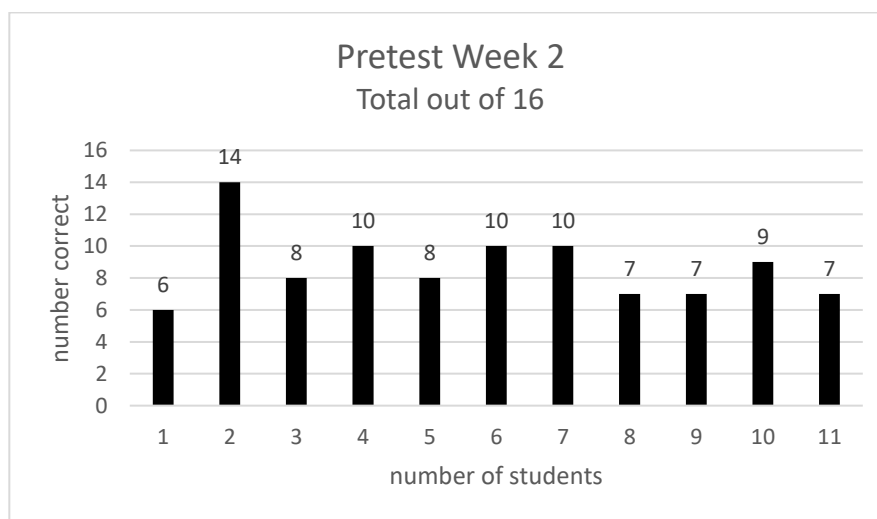


Figure 6. Group 2 Pretest Week 2 Raw Scores

Students took notes on the *exceptions* rules regarding accent rules. These are also known as the irregular words that the previous three standard rules do not apply to.

Students got into their previously selected groups and switched roles for the week, group one was known as the project group this week and group two was the worksheet group.

Group one worked on worksheets, like group two did the previous week. Same directions applied to this group, each day they got a new worksheet to do and used class time and notes to complete the work and turn it in at the end of class or the next day.

Group two worked on projects this week. The objective of the project was for the students to create a “script” to create their own play, that consisted of using the exceptions in their lines, and demonstrating knowledge of when they use them, and why (e.g. *el*= the, *él*=him). The group was divided into 4 smaller groups, each group having created a different scenario/theme to their play and using props to add to their play/skit. The focus was for students to prioritize emphasis more on pronunciation of the exception words, for the words with or without accents are pronounced differently, thus having a different meaning. The students watched each others skits. On day 5, all students took a 17 question, post assessment test (Figure 7 & 8).

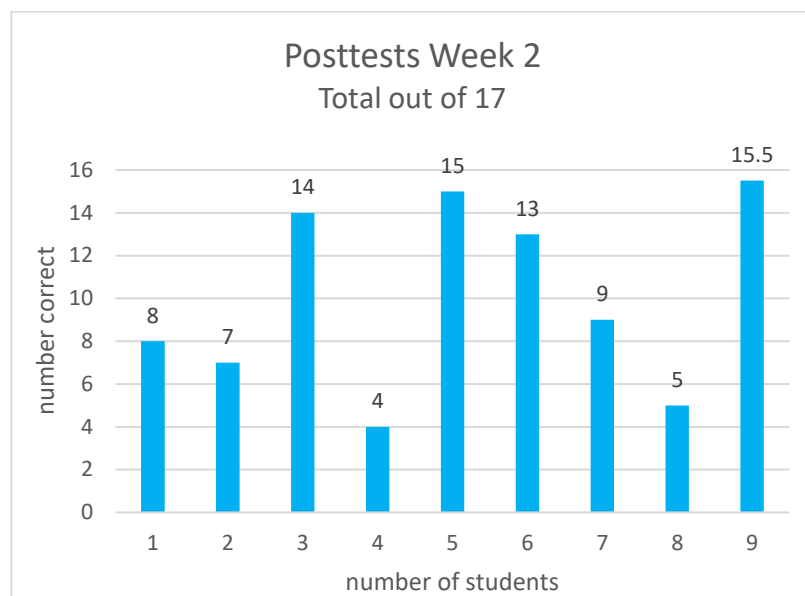


Figure 7. Group 1 Posttest Week 2 Raw Scores

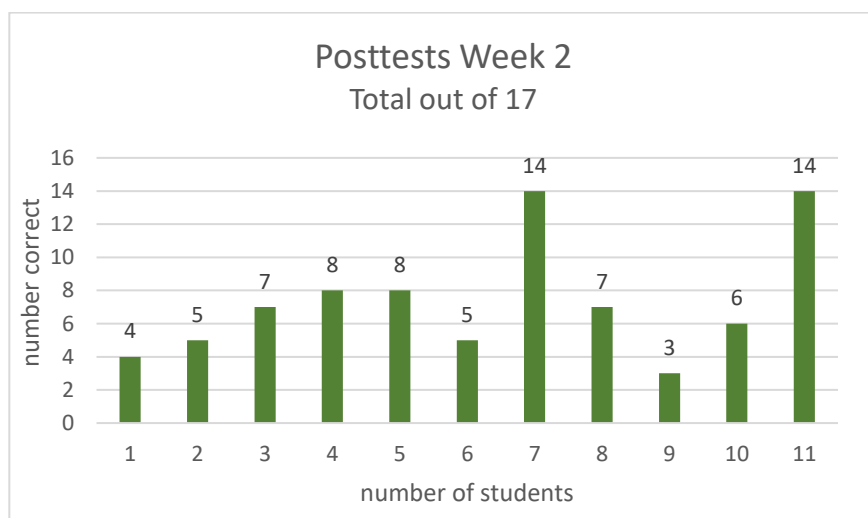


Figure 8. Group 2 Posttest Week 2 Raw Scores

As part of the final assessments, students took a Posttests at the end of the week.

The scores were used to compare and measure student learning done throughout the

week, in comparison to the pretests taken prior to beginning the week. All tests and assignments/projects were graded by myself, and I analyzed the results and looked at overall scores to determine the learning done that week.

The overall structure of the Accents Unit was the same for both groups. The introductory lesson for all students was the same. The projects had students utilize their metacognitive skills (picking games/theme of skits), cognitive strategies (planning the games/skits and figuring out logistics), and social/affective strategies (students worked together as a group). Students, when working on the projects, were free to choose their game or design their skit to present. Students collaborated within their group, and together came up with details within their projects. As stated in Chapter 2, giving students the ability to pick their own topic and register their own ideas into their project empower the students, as well as motivating them and having them feel in charge of their own learning.

Day one for both weeks took the entire 58-minute class period, which was full of note taking on the respective topics. After that, students had four class periods (three were 58 minutes, one 48-minute class period) to work on either worksheets or their projects. While students were working I would circulate the room at least twice during the period. As I walked around, I checked in with the worksheet group and was available to answer any questions they had, which were mostly clarifying questions. I did low intervention in my study, because I wanted students to do the majority of these assignments on their own and/or as their classmates for help. Upon talking to the project based group, I realized they asked more questions on clarification (such as how long the

game had to be, etc.) than questions about the topic. I observed as they went straight to planning their games and one group even chose to give prizes at the end to the winners of their game. At the end of each period, I checked in with the groups once again to see how far the project group got and to make sure the textbook group turned in their assignment for the day.

At the completion of each week I gave all students the same posttests, which had to do with the topic studied that week. Once the unit was done, I graded all worksheets and projects and recorded their scores on my spreadsheet.

Content

These Project Based Learning lessons on the written accents in Spanish were intended to be used with a Spanish for Native Speakers Spanish class for high school students or any other similar level.

This unit is intended to teach students who know little to nothing about Spanish written accents in a second level Spanish for Native Speakers class or can be applied to a lower level of Spanish for native Speakers. This unit is also intended to be used by any teacher who is in the midst of transitioning to project based learning in the Spanish Language classroom, or to use as a trial and error project based learning assignment to determine if that is the direction they would like to transition to. These projects were designed to encourage students and look for ways in which students can enjoy the learning experience and turn an uneventful grammar lesson into an enjoyable activity. The main objective is to have students learn the importance of written accent marks, especially as they continue to learn Spanish and begin to write more frequently using proper Spanish academic writing. Not only is it important for students to see the use of written accents in Spanish, but to understand that an accent can change the entire meaning and pronunciation of a word. These projects not only allow students to take control and have the freedom to create a project, but has enough structure, to where students will not be lost or confused. Regardless of what topics they choose, students will create interactive projects that will help their classmates, and themselves, begin to

familiarize and master the written accents in Spanish. Depending on the size of the class, the number of students per group may be adjusted. Although written accents will take practice and patience, these lessons are designed to introduce the accents to students.

The unit is begun by stating the driving questions (seen below) that will be the focus of the project. In this unit, students will have two different projects that focus on sections of learning the accents: regular rules and irregular rules (exceptions). Students will plan and create their projects with the help of outlines provided, as well as using the project rubrics as a guideline. Students are intended to plan their projects first, then have their group/peers revise their outline and begin their projects. Both projects will differ on the amount of time spent on them (based on difficulty of learning), therefore the amount of time spent can be varied. Project 1: Enseñar a un compañero is estimated to be worked on between six and eight days, whereas Project 2: ¡ Tirate a actuar! is intended to be estimated to be worked on between 30 to 35 days, due to more information/content being taught that lesson.

Unit Overview

Regular Accent marks

Table 2. Unit Activities by Day for Regular Accents

Day	Daily Schedule	Notes
Day 1	<ul style="list-style-type: none"> • Pretest on accents (walk in ticket/bell ringer activity) • Take notes on accents, three main rules (aguda, llana, esdrújula) 	<ul style="list-style-type: none"> • Give 10 minutes for Pretest • Ask students what the quiz was about (mention topic) & ask why it is important to know about the accents • Read the driving questions for the lesson • Mention pretest is a form to measure learning done throughout unit • Students need to take notes on accents to use as a guide/reference for project (see appendix I slides 1-13)
Day 2	<ul style="list-style-type: none"> • Bell ringer activity • Introduce Game activity project #1 • Divide students into groups • Pick roles • Brainstorming/outline 	<ul style="list-style-type: none"> • Give students bell ringer activity displayed on board (review the rules on ppt slides 14-17) • Introduce and go over project • Students will get into groups, enough to make three groups, each group will be assigned one of the three main rules (# of people in group will vary) • Once in groups, students should pick roles, then be working on the outline (one per group)
Day 3	<ul style="list-style-type: none"> • Group work (outline) • Outline turn in • Peer reviewed 	<ul style="list-style-type: none"> • Students will come in and continue working with their group on the outlines (20 minutes) • Students will have 20 minutes to read through the two other groups' outline and make comments (positive/constructive feedback) • Students will get back into groups and debate feedback and make necessary changes to outline, as well as decide on who will bring what materials to begin project

Day	Daily Schedule	Notes
		<ul style="list-style-type: none"> • Turn in outline at end of the class
Day 4	<ul style="list-style-type: none"> • Group work 	<ul style="list-style-type: none"> • Students will begin creating game project. Students should have brought supplies and should begin working on the project
Day 5-8	<ul style="list-style-type: none"> • Group work 	<ul style="list-style-type: none"> • Students should be continuing making project • Check in periodically throughout the day as well as with each group each day
Day 9	<ul style="list-style-type: none"> • Last day for group work • Trial run • Turn in project 	<ul style="list-style-type: none"> • Students will have today as the last day to work on games/projects • Students will have a trial run (within group) to work out any last minute kinks • Students should be turning in project materials (have everything needed for presentation)
Day 10	<ul style="list-style-type: none"> • Presentations • Posttests 	<ul style="list-style-type: none"> • Students will demonstrate & play each others games (~35-45 minutes) • Students will then take a posttests

Once the two-week lesson is over, it is important to take into consideration to grade the pre- and posttests, as well as compare the raw scores and use the data to compare the two assessments. This is for your benefit, as well as for the students' benefit to concretely see if their learning has increased since the first day of instruction.

Accent Marks (exceptions)

Table 3. Unit Activities by Day for Exceptions Accents

Day	Daily Schedule	Notes
Day 1	<ul style="list-style-type: none"> Review Bell ringer Pre & Posttests results Pretest #2 Notes on exceptions on accents 	<ul style="list-style-type: none"> Review the three main rules by doing a bell ringer activity (slide 17 of ppt) Share the results of the pre- and posttest. Present results by sharing data and the increase in student learning Take notes on exceptions (first set) (see appendix I slide 19-28)
Day 2-6	<ul style="list-style-type: none"> Project #2-creating a skit Groups Storyboard Pick topic 	<ul style="list-style-type: none"> Students will be presented the role playing project Students will get into groups, pick topic and fill out storyboard sheet No group shall have the same topic
Day 7-11	<ul style="list-style-type: none"> Storyboard sheet (day 7 only) Write lines 	<ul style="list-style-type: none"> Day 7-students will finish storyboard templates Days 8-11 students will free write lines, no focus on accent marks, just simply write lines for script
Day 12-21	<ul style="list-style-type: none"> Script work 	<ul style="list-style-type: none"> Free write for script
Day 22-25	<ul style="list-style-type: none"> Peer review 	<ul style="list-style-type: none"> Students, once finished writing script lines, will sit and highlight all the exceptions words used in script Students will then use context clues of lines to determine if the highlighted words need accents or not
Day 26-28	<ul style="list-style-type: none"> Rehearsals Presentation sign ups 	<ul style="list-style-type: none"> Students will rehearse skits, decide what props are needed and sign up for order to present
Day 29-30	<ul style="list-style-type: none"> Presentation of skits Posttest #2 	<ul style="list-style-type: none"> Students will present skit in groups to classmates Students will take a posttests on day 30

The following day after the presentation of skits, it is important to follow up and share the results of the pre- and posttest for week 2. This, like in week 1, will serve as

factual data to demonstrate to the students if there was an improvement to learning since the posttests on week 2. After discussing the results, it will be important to have a brief town hall style discussion with the class to ask the following four questions:

1. What did you like?
2. What went well?
3. What did you not like?
4. What did not go well?
5. What suggestions do you have if you could change something about the project(s)?

Including students in the learning process is not only important, but necessary. By doing this, you are using student feedback as a means of improvement for future lessons. Students' responses will provide insight to important feedback from the students' point of view, which is important and necessary when making adjustments and/or changes to lesson plans.

Research Results

This research project was to determine if Native Spanish speaking students are able to better understand the grammar lessons through project based learning vs. regular textbook learning. I conducted this research using my Native Spanish speakers level II class, with about 22 students, and I conducted the study for 2 weeks.

I began the study with 22 students, but due to multiple absences from two students, I did not include their scores in my study. Subjects recruited were from my Native Spanish Speakers Level 2 class. Student assent forms were distributed after an explanation of the study in class, as well as parent assent forms. Students participated in the unit regardless of assent, but without assent their scores will not be considered in the study. The two students who were frequently absent from the lessons did not turn in their assent forms.

Students in the project based group for week one were to create an interactive game to further review the three main accent rules (aguda, grave and esdrújula). Students used posters and art materials to create games, and one group utilized white boards, erasers and dry erase markers as their materials. Students were interactive, had fun and were moving around and working together as a team to complete the games and/or compete in the games. Some groups even brought candy as prizes for the winning team. The games varied from one group doing red light, green light, in which the students were asked a question, and if they answered correctly, they were able to take a step forward (green light), if they answered incorrectly they had to start at the beginning of the game (red light). Another other group did a modified version of a relay race, where two groups went against each other answering questions on a white board and passing the pen to the next person in line, which they had the group complete three times before being able to claim they were done. The last group did more of a question and answer panel, where the group would ask a question, and the rest of the students had to write down their answer

on the white board and give a justification as to why they chose that answer (showing work).

Group one during week one, which was exposed to the project based curriculum had an average score of 9% (see Figure 9) on the pretest at the beginning of the week. Towards the end of the week, the Posttests average score was 48%, leading to about a 39% increased score during the first week. Group two during week one, which was exposed to traditional curriculum, had an average score on the pretest of 17%, and increased to 45%, ending up with a 28% average score increase.

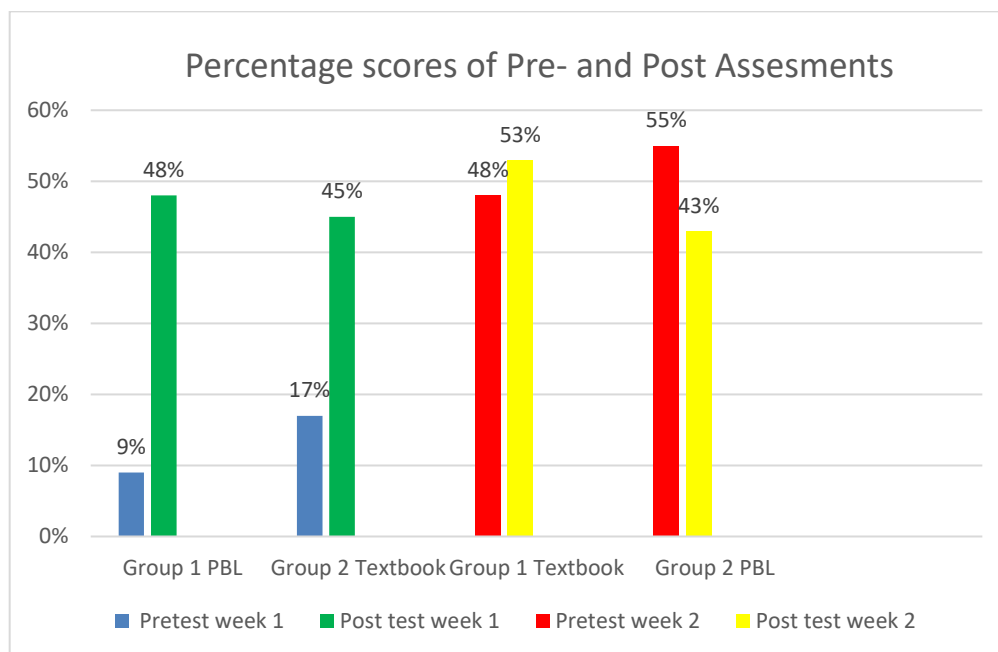


Figure 9. Percentage Scores Comparison of Pre- and Post Assessments

For week two, the groups switched curriculums, and group one was the traditional textbook group and group two was the project based group. Group one's pretest scores averaged to 48% and ended the week with an average of 53% on the posttests, which

shows a five percent increase in scores. Group two's pretest average score was 55%, which decreased 12% by the end of the week with a drop to 43%.

The overall worksheet grade scores varied between 50%-65% of correct answers and completion of work, as some answers were left blank for both weeks. The average project grades ranged between 83% to 91% based on the completion and use of accents topic within the project.

Discussion

The outcomes from week one went as predicted. Group one students successfully completed their projects and based on their posttest week one results, student performance increased 39%, in comparison with their week one Pretest results. Students from group two worked on worksheets and based on their posttests results compared to their pretest results, student performance increased only about 28% in comparison with group one. Week two was resulted to be more challenging, for the results did not occur as I had predicted, nor did they make sense. Instead of seeing an increase in student performance for the group with the project based learning, they instead *decreased* and seemed to have performed poorly. Group 1 (textbook group)'s results increased about 5% from their original scores on the pretest, and group two's results decreased by 12% from their original scores on the pretest for the second week (see Figure 9).

After weeks of having digested and reviewed the results of all worksheets, projects and pre- and posttest grades/scores, I decided I needed to have an honest conversation with the participants. This was decided in order to understand the determining factor(s) which could explain the reasoning behind the poor scores from the project group from week two. The conversation I had with my class consisted merely about presenting my findings and asking for feedback on the overall study. The conversation was student-led, and I was the facilitator. I asked questions that were very vague and simple, in order to not skew my data and impact my research. I needed to get the students to talk, give honest feedback and give their opinions about the research

study. I did not inform the participants of the dilemma I faced with week two results, but I did share the findings and asked the students to reflect on the work they had done within those two weeks. Students were honest, and gave a considerable amount of feedback regarding the study. The following tables demonstrate the most common answers to the feedback questions I asked.

What are some positive feedback comments regarding the two-week study?

Table 4. Positive Feedback

What went well	What did you like
Having Projects	Projects were fun
Working in smaller groups	Learning was real and raw
Smaller groups within big group made learning/focusing school on one rule was easier	Learned from each other, asked each other questions
Could choose any topic and be creative with coming up with a game	Interactive learning

Based on the discussion of PBL as mentioned in Chapter 2, students' comments (Table 1) highlighted the key concepts of PBL, such as small group work, projects, interactive learning from each other, and the freedom to choose any game (topic) they desired.

What are some constructive criticism feedback comments regarding the two-week study?

Table 5. Constructive Feedback

What was hard	What did you not like
Accents lesson hard (didn't know what having accents meant)	Not enough time to complete project
Rules and placements of exception accents was hard and difficult to keep track of	Too many worksheets
Worksheets were hard	Hard to keep up with the worksheets, which was back to back work
Would have been better to break into smaller groups, and the smaller groups focus on only a few of the 29 exception rules	Worksheets all the same, easier to copy & get it over with
	Worksheets were annoying, too many questions

The most common comment I heard from students was time. There wasn't enough of it, and that resonated to what the literature mentioned. Students need sufficient time to not only think about the lesson learned, but process the information, critically analyze it and apply it. As well as too much information was provided in such a short amount of time, that processing the information became almost impossible. Students became overwhelmed and could not retain the information presented. This was a main reason as to why students performed so poorly in the project group for the second week.

**Why do you think group 2 week 2 had a 10% difference in the posttests
results vs. group 1 week 2?**

Table 6. Reasoning for Difference in Achievement

Week 2 PBL Group 2 reasoning for difference	Week 2 Textbook Group 1 reasoning for difference
<p>Did not learn much</p> <p>There were 29 exceptions rule, harder to learn and keep track of</p> <p>Not enough time to finish project</p> <p>One person took the leader position, took over and did entire project</p> <p>Skit was a fun idea, but trying to create lines to include all 29 exceptions was hard and stumped us</p>	<p>We were able to see the exceptions used more often in context vs. creating and writing own sentences (skit lines)</p> <p>There was only a 50% chance if accents were placed correctly or not</p>

After deliberating with my participants and listening to the positives and negatives, I made some inferences as to why the results turned out that way.

Table 7: Inferences on Results

Bored	Confusion	Time	Pre & Posttests
Students were bored and over doing this unit	Students did not understand the exceptions rules, after learning there	3 standard rules to accent marks vs. 29 exception rules, not enough time to	Week 2 pre- and posttest were not asking students to do the same thing,

Bored	Confusion	Time	Pre & Posttests
March is one of the longest months of the school year, students were burned out	were three standard rules	learn all 29 within a week Project work needed more than a week to complete	therefore they were not comparable

The worksheets in week two, seemed to have been a better learning tool for group one, because students were guided by sentences in context. On the other hand, week one worksheet focused on sounding out the syllables, diving them and asking for more work to be done.

Furthermore, it seems that the two worksheet curriculums for week one and two focused on different skills, which are incomparable. Students in the textbook/worksheet group saw the irregular words used in context more (seeing constructed sentences) vs. project group had to create their own (required more complex thinking in a short amount of time provided. Worksheet group did not have to overthink or create, sentences were already created, they just had to see what rule was applied or needed to be applied. Pre- and Posttests for the second week could have had clearer directions and asked to do the same exact task. March (when the study was conducted) is one of the longest months of the school year (no breaks), which could explain that students were stressed and tired of school at this point. The week one pre- and and posttests required students to look at sentences to identify missing accent marks. The week one pre- and and posttest were comparable. The week two pre- and posttests required students to look at sentences to identify missing accent marks. The week two pre- and posts were comparable. The week

one pre & posts differed from week two pre- and posts, in which week one pretest asked students to read the sentences and add any accent marks if needed (16 sentences), while the posttest asked students to divide the words into syllables, underline the stressed syllable, write which one of the three rules applied to the word and then write the accent mark, if needed. Week two's pretest asked students to write any missing accent marks if needed based on four different dialogues, while posttest asked students to read the sentences and write the accent marks if needed (17 sentences). The Projects for week one and week two were different. Week one, students developed a game so students could teach one another about accents. The Project required students to learn and teach the rules as part of the game. Among the 10 kids, each group of 3-4 kids focused on one rule and teach the rest of their classmates. For week two, students developed a skit and wrote their own lines. This project did not require students to learn and teach one another the irregular/exceptional accents. If each of the subgroups had less rules to learn and teach, perhaps they may have learned more/done better.

Conclusions

No teaching practice is successful after the first attempt at implementation, let alone changing an entire learning dynamic many students were accustomed to. I learned more about my students during this study than I did in the last few years that I have taught them. From having been a struggling native Spanish speaker in the Spanish classroom in high school myself, knowing and understanding the Spanish linguistic difficulties my students had gave me an advantage. I understand their struggles learning their native language in school, as well as the challenges that present themselves in learning with a curriculum that was created for monolingual English speaking students. By introducing PBL, I was able to give my students a sense of power over their learning, as well as provide an opportunity to explore different ways to demonstrate learning within a lesson. With this, I was able to gather additional experience in implementing PBL in the Spanish classroom, as well as feel inspired to adapt more PBL strategies and concepts in all of my Spanish for native Spanish speaking classes. For future studies I had the following suggestions.

Time is one of the most important factors within project based learning. As noted in Chapter 2, to successfully implement PBL, students need adequate time to learn the task(s). Students will not excel and completely master a topic in the span of five days. Branson (2004) noted that if you speed up the “thinking” process, meaning cut the time short or not give sufficient time, students will begin to feel overwhelmed and give up altogether. Expecting my students to create a play script within a week’s time was

unrealistic, and giving more time and having more check-in with students and creating shorter timelines (goals) will help future students focus and truly comprehend the topic(s). In creating the content, I expanded the days spent on the projects, depending on the level of difficulty each week/lesson had.

A student mentioned that maybe instead of having each person memorize all 30 of the exception rules, to divide them into smaller groups and have the students focus on a few rules, and then teach the class their rule (similar to the project done in week 1). Similarly, rather than have students make a skit, but as a whole class, have a smaller group of students do it. Barron & Darling Hammond, (2008) and Stoller (2006) reinforce the suggestion that my students made, that working in collaborative groups, can be beneficial if students have teams that work well and they have sufficient time to learn. Students in group 1 week 1 felt as if working in smaller groups proved to be more worthwhile and collaborative. As detailed in Chapter 2, implementation of a new teaching method, especially PBL, would consist of making teaching adjustments from lessons learned. Fitzgerald et al. (2015) noted many of their students disliked the new method and/or were lost on what to do during most of the project. They noted that not every PBL attempt will work, and the method might need to be modified to fit your subject matter. Fitzgerald also stated that pre- and posttests are not so much for the individual student, as it is for the teacher. These are variables we can control and analyze for our own benefit, in order to make modifications to our curriculum and/or teaching styles. Planning sufficient time will be an important adjustment in my future PBL attempts.

I have learned from this study that students enjoyed the PBL lessons and activities and what they learn from the lessons will be applied not only on an assignment, but in their daily lives as well. The aim for native Spanish speakers to take Spanish in high school is to not only learn more about Spanish grammar, but to enhance their efficacy of their mastery of the language to support their cultural and linguistic identities as bilingual individuals. Although my study results were mixed, my experience designing and learning from the study has inspired me to continue to develop project based learning content that will not only attempt to effectively teach native Spanish Speakers' Spanish grammar and academic Spanish, but also engage them in meaningful experiences that will last a life time.

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Appendix A. Week 1 Pretest

Nombre: _____ fecha: _____

Prueba de los acentos escritos

Instrucciones: En las frases a continuación, faltan veinte acentos escritos (tildes). Lee cada frase y añade los acentos necesarios.

1. Yo hablo ingles y español.
2. Los niños jugar al futbol.
3. Soy alergica a los aguacates.
4. El es mi hermano.
5. No se la respuesta.
6. ¿Te gusta tomar te?
7. ¿Cuando es la fiesta?
8. Si, quiero ir si tu vas tambien.
9. A mi no me gusta esta pelicula, pero a mi hermano le gusta mucho.
10. Mi hermano me llamo ayer.
11. Fui a la cafeteria y lei un libro.
12. Le dio el pastel a su nieto y se lo comio todo.
13. Vamos a formar una linea.
14. ¿Adonde vas?
15. Queremos nadar en el rio.
16. Nos reunimos por tradicion.

Appendix B. Week 1 Project: Enseñar a un Compañero



Enseñar a un compañero Los Acentos Proyecto

Vas a tener la oportunidad de crear un juego o actividad de enseñanza para tus compañeros de clase. Tienes que estar en un grupo (TOTAL DE 3 GRUPOS) y crear un juego o actividad para poder jugar y mejor aprender las tres reglas de acentuación. En tu grupo, serás asignado una de

las tres reglas de acentuación. Cada grupo tendrá que tener diferentes actividades, ninguno puede tener o hacer lo mismo.

Ejemplo: dos grupos no pueden tener juegos de emparejar (matching game)

****Cada grupo escogera que rol quieren tomar (secretario/a (1), editores creativos/as(2), proveedoras/es (2), presentadoras/es (3) y demostrador/ases (2)****



que ser no más de 15 minutos y no menos de 10 minutos

Tienes que hablar y colaborar con tus compañeros solamente.

Paso 1: hacer un borrador (rough draft/outline) y compartir con los otros grupos (peer reviewed)

Paso 2:— Escoger juego y crear y hacer actividades (borrador)

Paso 3: --- Crear tu juego usando los materiales necesitados y hacer el proyecto final

Paso 4: Presentar tu juego con tus compañeros.

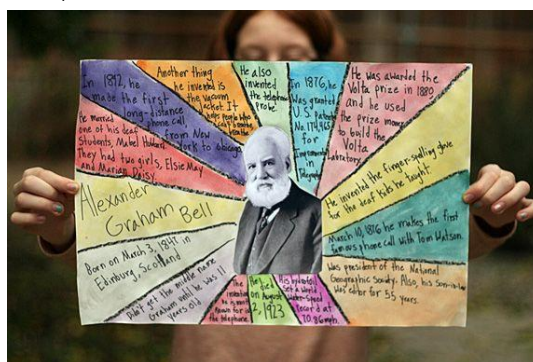
Algunas ideas creativas para hacer actividades

- Poesía
- Cuentos
- Juegos
- Fotografía
- Arte
- Deportes
- Redes sociales
- Uso de internet (kahoot, quizlet, blog, página de web)
- Poster interactivo (juegos para jugar)
- Usar música



Tu grupo necesitará tener lo siguiente:

- Una forma de repasar la regla y algunos ejemplos (fichas (flashcards), juego de emparejar etc.)
- Una actividad que ayude a mejor entender la regla de acentuación a tus compañeros. Juego puede ser uno ya conocido sea que hayas jugado en la escuela, en tu casa, visto en internet, etc.
- El total de la actividad y el repaso tiene



Appendix C. Week 1 Worksheets-Aguda, Llana, Esdrújula



EJERCICIO

Tildes 1.



¿Esdrújula?

Los siguientes sustantivos y adjetivos son palabras *llanas* o *esdrújulas*. Coloque la tilde sobre las esdrújulas.

- | | |
|---------------|--------------|
| 1. arabe | 22. locura |
| 2. acido | 23. zapato |
| 3. organo | 24. estupido |
| 4. catalogo | 25. batalla |
| 5. talento | 26. silaba |
| 6. barbaro | 27. semestre |
| 7. comico | 28. vacante |
| 8. espiritu | 29. ventaja |
| 9. estomago | 30. exacto |
| 10. arido | 31. lagrima |
| 11. absurdo | 32. visible |
| 12. bodega | 33. anillo |
| 13. garganta | 34. logico |
| 14. articulo | 35. platano |
| 15. hermano | 36. enemigo |
| 16. aguilas | 37. gallina |
| 17. capitulo | 38. linea |
| 18. comodo | 39. minimo |
| 19. oscuro | 40. llamada |
| 20. ejercicio | 41. madera |
| 21. epoca | 42. metodo |

43. panico
44. instinto
45. palabra
46. pajaro
47. refresco
48. peligro
49. verano
50. sabado



EJERCICIO

Tildes 2.



Llanas y agudas:
¿tilde o no?

Las siguientes palabras son sustantivos, adjetivos y adverbios. Cada una de ellas es o llana o aguda, es decir, el acento recae sobre la penúltima sílaba (llana) o la última sílaba (aguda).

- (a) Escuche cada una de las palabras y subraye la sílaba tónica.
- (b) Escriba la tilde sobre la vocal tónica, donde sea necesario.

1. alla
2. menu
3. nube
4. blusa
5. cama
6. aca
7. digno
8. gordo
9. farsa
10. asi
11. merced
12. caro
13. aqui
14. dedo
15. niño
16. cafe
17. alli
18. cero
19. zeta
20. ahi

21. abismo
22. acre
23. coro
24. bambu
25. esclavo
26. sobre
27. silla
28. manzana
29. Paris
30. colibri
31. sofa
32. quiza
33. gringo
34. champu
35. esqui
36. comite
37. mesa
38. puntapie
39. mani
40. hincapie



EJERCICIO

C/O

Tildes 3.

Con
clave

Formas verbales: ¿tilde o no?

Subraye la sílaba tónica de cada uno de los siguientes verbos y escriba la tilde donde sea necesario (las formas verbales son las únicas palabras donde se han omitido las tildes).

1. **Hablare** con Ud. mañana.
2. Juan **converso** ayer durante dos horas con sus profesoras.
3. ¿**Comio** Ud. en ese restaurante anoche?
4. **Canto** en el coro todos los domingos.
5. Mario **mando** la carta hace dos meses.
6. El profesor **explico** la lección para que los estudiantes **entendieran**.
7. Ayer **hable** con mis padres.
8. Señor, ¡**saque** esa fotografía ahora y no **espere** más!
9. Ayer **dejo** el coche en casa.
10. Andrés **salio** para México la semana pasada.
11. Señora, ¡**escriba** su nombre aquí!
12. Carlitos, ¡**comete** el pan ahora mismo!
13. Ese hombre **cometio** diez crímenes en cinco días.
14. ¿A qué hora **salieron** Uds. de Los Ángeles?
15. Ayer **perdi** las llaves en la playa.
16. **Vivi** en Santa Ana dos meses.
17. Juan le **pedira** dinero a su padre.
18. **Quisiera ir** a México este verano.
19. **Escribo** los números de teléfono en mi libro.
20. **Naci** el 29 de abril del 1956.
21. El niño no **obedecio** a su mamá.
22. El policía **dirigio** a los coches hacia la derecha.
23. Yo siempre **viajo** en coche.
24. Ayer **dividi** los dulces entre los niños.
25. ¿Adónde **viajaste** el verano pasado?
26. **Estuve** en
27. Los Ángeles el año pasado.
28. **Subieron** cien escaleras.

29. Lo **puso** en el carro.
30. **Pusimos** los regalos en la mesa.
31. ¿No **eras** el secretario de esta organización

What to know about the accent mark in Spanish

- Spanish has only one accent mark it is a slanting line that rises from left to right (/) above a vowel.
- Only vowels will have accent marks in Spanish
- All words in Spanish have an intonation stress.
- When the stress is written on the word we call it an accent mark.
- Accent marks help us read words properly (as they are meant to sound)
- Whether the accent is written or not depends on the rules of accentuation that apply.

Syllables in Spanish (sílabas)

- When we break up words into syllables in Spanish we find that we have a ratio of one vowel to one consonant that is predominant throughout most words.
- It is unusual to find two consonants together unless they represent a special sound (like pr, pl, br, bl, cr, ch, cl, fl, fr, ll)

Ejemplos:

mapa
gato
gente
palabras
importante
árboles
ingles
primero

ma / pa
ga / to
gen / te
pa / la / bras
im / por / tan / te
ár / bo / les
in / glés
pri / me / ro

According to where the word carries its stress it will be called:

Aguda- stress is in the last syllable of the word

Llana- stress is in the next to last syllable

Esdrújula- stressed in the before the next to last syllable

Syllable order: (Before next to last/ next to last/ last)

Example: negocio (ne/ go/ cio)

es llana

Where do we hear the stress?

- publicó (pu/ bli/ có) -if it's here we call the word is **aguda**
- publico (pu/ bli/ co) -if it's here we call the word is **llana**
- público (pú/ bli/ co) -if it's here we call the word is **esdrújula**

Accentuation Practice:

- Counting syllables (chopping up words):
- Splitting words up into syllables
- Classifying words: What are the three categories words fall into in Spanish?

Model: trabajo tra/ba/jo llana

Find the underlined syllable and choose the word type it belongs to

1. palabras	pa/ <u>la</u> / bras	_____
2. importancia	im/ por/ <u>tan</u> / cia	_____
3. árboles	<u>ár</u> / bol/ es	_____
4. grande	<u>gran</u> / de	_____
5. pequeño	pe/ <u>que</u> / ño	_____
6. cuadrado	cua/ <u>dra</u> / do	_____
7. zapatería	za/ pa/ te/ <u>rí</u> / a	_____
8. decimal	de/ ci/ <u>mal</u>	_____
9. marrón	ma/ <u>rrón</u>	_____
10. libertad	li/ ber/ <u>tad</u>	_____

The following words are already classified. Check the rules to underline the stressed syllable, then write in the accent mark if it needs it.

Word	syllabification	classification
1. antes	an/ tes	llana
2. diez	diez	aguda
3. normal	nor/ mal	aguda
4. rapido	<u>ra</u> / pi/ do	esdrújula

5. zapato	za/ pa/to	llana
6. libreta	li/ bre/ ta	llana
7. ventana	ven/ ta / na	llana

Most words in Spanish are classified as “llanas”

- Most words in Spanish don’t have the written accent because they end in the consonants s, n or a vowel.
- But when the “llanas” that end in an “n” become plural they will acquire an accent mark like the following:
 - examen → exámenes
 - imagen → imágenes
 - joven → jóvenes

Why is this so?

- Other words that are “agudas” will lose their accent if they become plural like the following:
 - dirección → direcciones
 - acción → acciones
 - avión → aviones

Why is this so?

Practice:

Some of the nationalities in Spanish will gain or lose their accent according to the explanation stated above.

This happens when the nationality ends in a ___ and takes an extra _____ to become plural.

Fill in the blanks following the model below.

Ellos son de Francia, son franceses. Pierre nació en Paris, él también es francés.

1. Hanses de Alemania. Éles _____. Carros de alta calidad son alemanes.
2. Sukies de Japón, ella es japonesa. Su hermano Nico es _____.
3. Todos los que somos de _____ somos americanos.
4. La libra esterlina es la moneda inglesa. ¿Hablastú el _____?
5. Felipe es de _____, él es mexicano.

Decide if the following have an accent, if so, mark it.

Word Classification

1. capitan _____
2. dragones _____
3. leon _____
4. reaccion _____
5. poblacion _____
6. dragon _____

Tilde

El uso de la tilde normalmente ♦ cuál es la **última letra** de la palabra, y depende de sólo **dos factores**: ♦ cuál es su **sílaba fuerte** (la que tiene el acento oral). La tilde funciona como signo de excepción a dos NORMAS de acentuación oral. Las normas son: La palabra que termina en **vocal, n o s*** suele enfatizar la sílaba penúltima (antes de la última).

P.ej: *programa, mente, casi, supongo, tribu, salen, canciones* (aquí se subraya la sílaba fuerte).

La palabra que termina en **consonante (excepto n o s*)** normalmente enfatiza la última sílaba:

P.ej: *azul, caracol, perfil, brutal, amar, profesor, conocer, feroz, avestruz, ajedrez, usted, salud, David*.

Las palabras que NO SE CONFORMAN a las normas llevan tilde para indicar su **excepcionalidad**.

- » **consonante** final (salvo *n o s*) con sílaba fuerte **penúltima**: *árbol, azúcar, Gómez, huésped*.
- » **vocal** final (o *n o s*) con sílaba fuerte **última**: *publicó, Perú, café, papá, dieciséis, canción*.
- » todo caso de sílaba fuerte **antepenúltima**: *público, cómoda, íbamos, espíritu, dámela, élite*.

Estos factores de LETRA FINAL y SÍLABA FUERTE explican la mayoría de las tildes, independiente-mente de su categoría gramatical (sustantivo singular o plural; verbo pretérito o presente, etc.). Hay además una regla fonética y unas convenciones que sí dependen de factores gramaticales:

Para **romper el diptongo** que naturalmente forman dos vocales contiguas, hay tilde en la vocal **débil** (*i, u*) para evitar que se convierta en semivocal: *país, baúl, oído, continúe, río, búho*.

Los **pronombres demostrativos** suelen llevar tilde para distinguirlos de los **adjetivos demostrativos**. Es práctica común y útil, aunque hoy día la Real Academia Española dice que ya no es requisito:

éste 'this one'

ése 'that one'

aquéél 'that (remote) one'

este (año) 'this (year)'

ese (año) 'that (year)'
'that (remote)'

aquel (año) (year)'

Entre **pronombres**, para separar **relativos** de **interrogativos y exclamativos**, éstos usan tilde:

qué 'what?'

quién 'who?'

cómo 'how?'

cuál 'which (one)?'

cuánto 'how much?'

cuándo 'when?'

dónde 'where?'

que 'that, which'

quien 'who(ever)'

como 'as'

el/la/los/las/lo cual 'which, that'

cuanto 'as much'

cuando 'when'

donde 'where'

Para contrastar **homófonos** (palabras distintas que tienen la misma pronunciación):

dé 'give'

mí 'me'

sí 'yes'

él 'he'

de 'of'

mi 'my'

si 'if'

el 'the'

sé 'I know; be!'

tú 'you'

más 'more'

sólo 'only'

se 'oneself'

tu 'your'

mas 'but'

solo 'alone, lonely'

Anteriormente unas palabras monosilábicas llevaban tilde; ya no: *fue, vi, dio, pues, bien, dios, fe, ti...*

Nota: Los adjetivos que llevan tilde, la mantienen al hacerse adverbios con el sufijo *-mente*:

difícil > *difícilmente*

estúpido > *estúpidamente*

hábil > *hábilmente*

fácil > *fácilmente*

rápido > *rápidamente*

inútil > *inútilmente*

**n* y *s* se apartan de las demás consonantes por su uso en el plural de los sustantivos (*casas*s) y como sufijo verbal (*come*s, *come*n).

Ejercicios de tilde

Colocar tilde donde haga falta. El subrayo indica la sílaba **FUERTE** (tónica).

- | | | | | |
|------------------------|----------------------------|----------------------------|---------------------------|-----------------------|
| 1. <u>escritorio</u> | 20. <u>exámenes</u> | 39. <u>cesped</u> | 58. <u>sonrie</u> | 77. <u>estatua</u> |
| 2. <u>automovil</u> | 21. <u>cambio</u> | 40. <u>idiotia</u> | 59. <u>sonrio</u> | 78. <u>irlandes</u> |
| 3. <u>autoridad</u> | 22. <u>cambio</u> | 41. <u>nacion</u> | 60. <u>jovenes</u> | 79. <u>tonteria</u> |
| 4. <u>durisima</u> | 23. <u>petroleo</u> | 42. <u>canciones</u> | 61. <u>joven</u> | 80. <u>naufragio</u> |
| 5. <u>hipocrita</u> | 24. <u>silaba</u> | 43. <u>individuo</u> | 62. <u>arbolito</u> | 81. <u>fotocopia</u> |
| 6. <u>autopista</u> | 25. <u>ladron</u> | 44. <u>lloron</u> | 63. <u>arboles</u> | 82. <u>maizal</u> |
| 7. <u>boligrafo</u> | 26. <u>miercoles</u> | 45. <u>averigüe</u> | 64. <u>amplio</u> | 83. <u>maiz</u> |
| 8. <u>alegria</u> | 27. <u>teorico</u> | 46. <u>averigüe</u> | 65. <u>amplio</u> | 84. <u>reuniones</u> |
| 9. <u>alergia</u> | 28. <u>farol</u> | 47. <u>lapices</u> | 66. <u>calcetin</u> | 85. <u>republica</u> |
| 10. <u>rapidamente</u> | 29. <u>holgazan</u> | 48. <u>graduao</u> | 67. <u>caracter</u> | 86. <u>rapido</u> |
| 11. <u>maquina</u> | 30. <u>actitud</u> | 49. <u>esporadicamente</u> | 68. <u>vio</u> | 87. <u>sintetico</u> |
| 12. <u>continuo</u> | 31. <u>literaria</u> | 50. <u>cañon</u> | 69. <u>cuidadosamente</u> | 88. <u>holandes</u> |
| 13. <u>continuo</u> | 32. <u>peticion</u> | 51. <u>carnaval</u> | 70. <u>espontaneo</u> | 89. <u>actuo</u> |
| 14. <u>continuo</u> | 33. <u>fui</u> | 52. <u>explicamelo</u> | 71. <u>tenis</u> | 90. <u>satelite</u> |
| 15. <u>publico</u> | 34. <u>estabamos</u> | 53. <u>tuvieramos</u> | 72. <u>esporadico</u> | 91. <u>despacio</u> |
| 16. <u>publico</u> | 35. <u>espontaneamente</u> | 54. <u>fosforo</u> | 73. <u>gramatica</u> | 92. <u>calendario</u> |
| 17. <u>publico</u> | 36. <u>debil</u> | 55. <u>dormitorio</u> | 74. <u>actriz</u> | 93. <u>festejo</u> |
| 18. <u>razones</u> | 37. <u>hacia</u> | 56. <u>residencia</u> | 75. <u>actuan</u> | 94. <u>festejo</u> |

19. examen 38. hacia 57. fabrica 76. peaton 95. evalúes

Clave de respuestas

1. escritorio	20. exámenes	39. césped	58. sonrío	77. estatua
2. automóvil	21. cambió	40. idiota	59. sonrió	78. irlandés
3. autoridad	22. cambio	41. nación	60. jóvenes	79. tontería
4. durísima	23. petróleo	42. canciones	61. joven	80. naufragio
5. hipócrita	24. sílaba	43. individuo	62. arbolito	81. fotocopia
6. autopista	25. ladrón	44. llorón	63. árboles	82. maizal
7. bolígrafo	26. miércoles	45. averigüé	64. amplio	83. maíz
8. alegría	27. teórico	46. averigüe	65. amplío	84. reuniones
9. alergia	28. farol	47. lápices	66. calcetín	85. república
10. rápidamente	29. holgazán	48. graduó	67. carácter	86. rápido
11. máquina	30. actitud	49. esporádicamente	68. vio	87. sintético
12. continuo	31. literaria	50. cañón	69. cuidadosamente	88. holandés
13. continuo	32. petición	51. carnaval	70. espontáneo	89. actuó
14. continuó	33. fui	52. explícamelo	71. tenis	90. satélite
15. publicó	34. estábamos	53. tuviéramos	72. esporádico	91. despacio
16. público	35. espontáneamente	54. fósforo	73. gramática	92. calendario
17. público	36. débil	55. dormitorio	74. actriz	93. festejo
18. razones	37. hacia	56. residencia	75. actúan	94. festejó
19. examen	38. hacía	57. fábrica	76. peatón	95. evalúes

Acentuación

Nombre _____ Grado: _____ Fecha: _____

Clasifica las siguientes palabras en *agudas* (A), *llanas* (Ll), *esdrújulas* (E) o

sobresdrújulas (S).

Justifica, para cada una, la clasificación.

1. sumiso

2. espectáculo

3. estrella

4. papel

5. véndemelo

6. corazón

7. teléfono

8. maravilla

9. entrégaselo

ACENTUACIÓN

Nombre _____ Grado: _____ Fecha: _____

Acentúa ortográficamente las palabras que lo requieran.

- | | |
|----------------|-----------------|
| 1. comentaselo | 8. Ortiz |
| 2. lapicero | 9. historico |
| 3. examenes | 10. tuvieron |
| 4. libreta | 11. sigueme |
| 5. rehen | 12. parrafo |
| 6. geografia | 13. aeronautica |
| 7. cantar | 14. aereo |

Subraya la sílaba tónica de cada palabra. Luego, indica si es *aguda* (A) o *llana* (Ll).

- | | |
|----------------------|-----------------------|
| _____ 1. sigiloso | _____ 9. comino |
| _____ 2. cartera | _____ 10. represa |
| _____ 3. anaquel | _____ 11. manzana |
| _____ 4. computadora | _____ 12. temblor |
| _____ 5. sacapuntas | _____ 13. capataz |
| _____ 6. albañil | _____ 14. perejil |
| _____ 7. perseguir | _____ 15. computadora |
| _____ 8. pasaje | _____ 16. celular |

ACENTUACIÓN

Nombre _____ Grado: _____ Fecha: ____

Rodea la sílaba tónica y coloca la tilde donde sea necesario.

- | | |
|--------------|-------------------------|
| 1. elipsis | 11. nube |
| 2. violencia | 12. otorrinolaringologo |
| 3. nacio | 13. helicoptero |
| 4. tunel | 14. almirante |
| 5. forceps | 15. zapato |
| 6. espatula | 16. musica |
| 7. seguira | 17. embarazo |
| 8. laberinto | 18. televisor |
| 9. boveda | 19. almohada |
| 10. huesped | 20. jamas |

Lee las siguientes oraciones y coloca la tilde en las palabras que lo requieran.

1. La clase de Matematicas es mi favorita.
2. Las cenizas volcanicas afectaron a toda la comunidad.
3. Caminabamos por la playa cuando comenzaron a caer rayos.
4. Los generos literarios es mi tema favorito.
5. El niño corrio por todo el parque por más de una hora.

6. No sé si caminar o correr en el 10K.
7. Yo estudio en la mejor universidad del estado.
8. La semana entrante tengo que estudiar para muchos exámenes.

Appendix D. Week 1 Posttest**Acentuación 1**

- Divide the following words into syllables
- Underline the stressed syllable
- Write the type of word that it is (aguda, llana, esdrújula or sobreesdrújula)
- If needed, write the accent mark

dormitorio

camiones

bolígrafo

excelente

zapatería

prométeselo ojea

aburrimiento

esquiar

playa

zangano

dale

responsabilidad

cuatro

camiones

importante

ridículo

camión

antiguo

Appendix E. Week 2 Pretest

Nombre: _____ fecha: _____

Acentos

Coloca los acentos en las siguientes frases:

Diálogo 1:

Diego: Hola buenos días
Jacinta: Hola que tal
Diego: Bien gracias y tu
Jacinta: Mas o menos
Diego: Mucho gusto
Jacinta: Igualmente
Diego: Adios
Jacinta: Hasta luego

Diálogo 2:

Manuel: Hola buenas noches
Ignacio: Hola como estas
Manuel: Horrible. Estoy cansado
Ignacio: Yo tambien
Manuel: Como te llamas
Ignacio: Me llamo Ignacio y tu
Manuel: Me llamo Manuel
Ignacio: Encantado. Nos vemos
Manuel: Hasta manana

Diálogo 3:

Ricardo: Buenos días
Laura: Buenos días
Ricardo: Como esta usted
Laura: Bien y usted

Diálogo 4:

Esteban: Hola buenas tardes
Carla: Buenas tardes
Esteban: Que tal
Carla: Regular

Ricardo: Muy bien

Laura: De donde es
usted

Ricardo: Soy de Venezuela

Laura: Encantada. Hasta
pronto

Ricardo: Nos vemos

Esteban: Vale

Carla: Como se llama su
perro

Esteban: Se llama Benito

Carla: Me gusta el
nombre!

Esteban: Gracias

Carla: Adios

Esteban: Chao

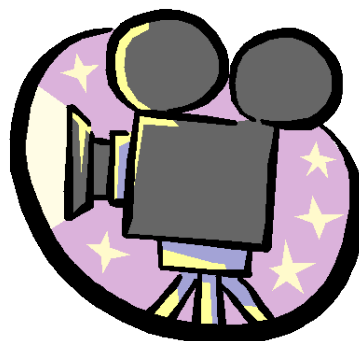
Appendix F. Week 2 Project-¡Tirate a Actuar!



¡Tirate a actuar!

Los acentos diacriticos
proyecto

❖ Vas (en grupos



pequeños) a crear un skit en que usaras las palabras diacríticos y practicarás la pronunciación de las palabras con acento. La mejor manera de entender dónde se coloca la tilde, es por medio de hablar y practicar la pronunciación.

- ❖ Usarás el vocabulario en que haz tomado notas (todas las palabras) para crear diálogos en tu skit. Necesitarás tener por lo menos tres personas en tu grupo. Escogeran su tema de los temas escrito abajo y llenaran un “storyboard” para planear su proyecto y después escribirán sus líneas en papel. Ningun grupo puede tener el mismo tema.
- ❖ El día de la presentación, usarán fichas (flashcards) para leer sus líneas de su skit. Para puntos extra, pueden traer decoraciones o “props” (incluye vestuario, accesorios, etc.) para enriquecer su skit.
- ❖ Para la escritura en papel, no pueden usar sus celulares o computadoras para ayudarlos a escribir el borrador (draft), tendrán que usar sólo sus notas y conocimiento sobre las tildes y las reglas. Es buena práctica para que puedan aprender



escogeras el tema

Paso 1: repasar las reglas de las 29 excepciones (palabras diacriticos)

Paso 2: Escogeras un grupo de no más de 4 personas. Llenarás un storyboard con tu grupo,



Paso 3: Crearán líneas de su skit nuevo cada semana

Paso 4: tendrán dos semanas para crear y revisar sus líneas en su pápel. Igual para practicar la pronunciación

Paso 5: presentar su skit con sus compañeros

Temas/ideas: en la escuela, en la oficina del doctor, en el supermercado, de viaje a México, en una fiesta tradicional (quince, navidad), en una reunion familiar, en la casa de tus tios, te peleaste con tu amigo/amiga, un post en las redes sociales, un partido de fútbol, en un concierto, en un restaurante, filmando un video, etc.

Appendix G. Week 2 Worksheets-La Tilde Diacrítico

Nombre _____

Período _____

Fecha _____

Actividad Acento diacrítico y no diacrítico

1ro. Lea cuidadosamente cada oración.

2do. Acentúe las palabras según las reglas de acentuación ortográfica.

1. Dime si te acuerdas aun de mi.
2. No se como ni porque volo el canario de su jaula.
3. ¡Que noble es el que se sacrifica por otros!
4. ¿Con quien me has confundido?
5. Fue a la casa, vio a su padre y le hablo de ti y no de mi.
6. Entregaselo a el o damelo a mi.
7. Si me llamas de noche, aun de noche respondere.
8. ¿Con que quieres te: leche, limon, azucar...?
9. Creias que este era mas atractivo que aquel.
10. ¿Que piensas tu?
11. Le han informado que ese estudiante vive en el decimoquinto piso de este edificio.
12. Solo vino Juan solo.
13. Tu conducta desvirtua tus logros.
14. Aquellos jovenes llegaron con estos.
15. Estudio muchísimo porque quiso superarse.
16. Desconocia el porque de tu reaccion.
17. No se cuando regrese.
18. No te dijo cuanto costaba el libro.
19. El quiere mas te.
20. El señor quiere mas te.
21. El joven quiere mas cafe.
22. Se verán mañana o pasado mañana.
23. ¡Cuan humano eres!
24. Deje de decirme: “Deme.”

25. Cuando termines, dejámelo saber.
26. Cuando termines, me lo dejas saber.
27. No le diste el sí sin pensarlo, ¿verdad?
28. Dígame como sabe eso.
29. Necesitaran 2 o 3 dólares.
30. Pensaba siempre donde estarías.
31. Siempre que te pregunto como, cuando y donde, tu me respondes: “Quizá, quizá...”
32. Quería verte lo más pronto posible.
33. Esto no le convenía.
34. Él está harto de tantos problemas matemáticos.
35. Tenía veintidos años cuando murió.
36. Sí, me gustaría ver la ópera este viernes si es Aida.
37. Dime donde nos encontraremos.
38. ¿Que te parece si nos encontramos en el Café Sevilla a las seis?
39. Estaré allí a las 6 o a las 7.
40. Te iras directamente de tu casa.
41. Tal como se espera, estás harto de esto, eso y aquello.
42. Aquí todo cuesta un ojo de la cara.
43. Celebrarás el aniversario decimoquinto el año próximo.
44. Así nacemos yo, tú, ese y aquel.
45. Hablo rápidamente esta mañana con el director.
46. Yo siempre hablo rápidamente contigo.
47. No sé si él pueda contar con Hector Juan, María y Juan Miguel.
48. Adiós, te veré mañana en el salón.
49. No sé si dijo a o u.
50. Cantaron con todo su corazón.

La Tilde Diacrítica

Escribe una oración utilizando cada uno de los monosílabos.

1. de

2. dé

3. se

4. sé

5. tu

6. tú

7. mi

8. mí

9. mas

10. más

Circula la alternativa correcta.

1. Busqué la ropa (mas / más) apropiada para la actividad.
2. Ellos (se / sé) conocieron en la ciudad de París
3. (De / Dé) todas las frutas que he probado, mi preferida es el mangó.
4. (Si / Sí) tuviera dinero, me iría a viajar en el verano.
5. (El / Él) último día de clases, nos reuniremos en la casa de una amiga.
6. El cuento puede ser acerca de (tu / tú) experiencia universitaria.
7. Conoces cosas de (mi / mí) que poca gente sabe.
8. (Mas / Más) de diez años han transcurrido desde que nos conocimos.
9. (Se / Sé) que tienes mucho potencial académico y artístico.
10. (Mi / Mí) familia es muy unida y alegre.

Completa el siguiente texto utilizando los monosílabos correctos. Se pueden repetir.

Escoge entre los siguientes:

mas o más de o dé el o él tú o tu si o sí mi o mí sé
o se te o té

Ayer _____ ofrecí una taza de _____ inglés, pero me dijiste que _____ las infusiones, preferías _____ café. Lo que _____ no sabes es que mancha los dientes, y _____ lo tomas en grandes cantidades, produce insomnio. Para _____ es una obligación prevenirte. _____ lo puedes eliminar, mejor. _____ prudente y escucha _____ consejo.

Estás a tiempo y al que te lo _____ dile que no lo beberás. _____ quieres _____ ayudo a buscar la manera _____ sustituirlo por algo _____ saludable.

Lee el siguiente cuento, circula los monosílabos que ameriten colocar la tilde diacrítica y colócala.

El oso generoso

Había una vez una familia de osos que vivía en el Polo Norte. El bebé oso deseaba para Navidad una pelota de color rojo; él se había portado tan bien que recibió en Navidad más de una pelota, pero no era feliz y se sentía tan solo que decidió regalarle una a su hermana mayor. Él sólo quería que su hermana jugara con él.

Explica la función de cada uno de los monosílabos ennegrecidos.

1. No me gusta el **té** frío.

2. **Tú** compras la leche y yo te hago el café.

3. Sé **más** cuidadoso la próxima vez.

4. **Si** quieres ir conmigo solo me lo tienes que decir.

5. Estudié mucho para el examen, **mas** no me fue muy bien.

6. Iré a **tu** casa si me invitas.

7. Él es **el** me va a comprar el celular que quiero.

8. **Sí**, quiero ir a la playa contigo el fin de semana.

9. No **te** quiero preocupar, pero no he estudiado para el examen de mañana.

10. No sé quién es **él**.

Nombre: _____ Fecha: _____ Periodo: _____

APUNTES

DEFINICIONES

El acento diacrítico se usa para diferenciar palabras que se escriben y se pronuncian igual pero que tienen significado diferente. Estas palabras no siguen una regla general de acentuación sino que se tienen que memorizar.

SIN ACENTO	EJEMPLO	CON ACENTO	EJEMPLO
de (Preposición)	Nosotros venimos de Guatemala.	dé (Forma del verbo dar)	Quieres que te dé las instrucciones?
el (artículo)	Yo tengo el libro de biología en casa.	él (Pronombre personal)	Miguel es mi hermano. Él es muy inteligente.
mas (Significa "pero".)	Quiero perder peso, mas no tengo mucha fuerza de voluntad.	más (adverbio de cantidad)	Este año voy a ser más dedicado con mis estudios.
mi (Pronombre o adjetivo posesivo)	Te voy a recomendar a mi dentista.	mí Pronombre personal.	Este regalo es para mí.
se Pronombre personal	El niño se quiere bajar de la cuna.	sé (Forma del verbo saber.)	Yo no sé cuál es tu color favorito.

EJERCICIO PRELIMINAR

Escoge la palabra correcta según el contexto en el enunciado. Utiliza los apuntes de esta lección para contestar.

- Miguel viene (de / dé) Guatemala. Por eso quiere que Ud. le (de / dé) respeto a su bandera.
- Mañana tengo que verme con (el / él) para dar una vuelta por (el / él) barrio.
- El paciente se recupera cada día (mas / más), (mas / más) todavía debe seguir las instrucciones del médico.
- Jessica es (mi / mí) mejor amiga. Hace cosas especiales sólo para (mi / mí).
- Ellos (se / sé) quieren casar pero yo no (se / sé) cuándo.

Nombre: _____
Fecha: _____ Periodo: _____

EJERCICIO 41

Instrucciones: Escoge la palabra correcta según el contexto en el enunciado. Utiliza los apuntes de esta lección para contestar.

11. Cuánto (mas / más) tenemos que esperar para que llegue el siguiente autobús?
12. Tengo que regresar a (mi / mí) casa para apagar la televisión.
13. El otro día vino (el / él) gerente de contabilidad a la oficina del director.
14. En (mi / mí) opinión, la clase de español es muy divertida.
15. Para (mi / mí), la clase de español es muy divertida.
16. El doctor me recomendó que te (de / dé) una dosis diaria de medicamento.
17. Roberto sabe todo lo que pasó anoche. (El / Él) vendrá a darnos la noticia.
18. Saldremos esta noche para casa de tu abuela, (mas, más) no quiero que te portes mal.
19. Por (mi / mí) cuenta corre que este año vamos a aprender (mas / más) español.
20. (El / Él) próximo lunes iremos a comprar (mi / mí) nuevo coche.

APUNTEa

DEFINICIONES

El acento diacrítico se usa para diferenciar palabras que se escriben y se pronuncian igual pero que tienen significado diferente. Estas palabras no siguen una regla general de acentuación sino que se tienen que memorizar.

SIN ACENTO	EJEMPLO	CON ACENTO	EJEMPLO
si Conjuncion y nota musical	Si vienes a mi casa, prometo hacerte de comer.	sí Adverbio afirmativo	Le dije que sí iba a la fiesta con él.
te Pronombre personal y reflexivo	Quieres que te preste mi lápiz?	té sustantivo (Infusión, bebida.)	Cuando estoy enfermo, me gusta tomar té verde.
tu (Pronombre posesivo)	Vamos a ir a tu casa este fin de semana.	tú (Pronombre personal)	Cómo te llamas tú?
aun Adverbio. No se acentúa con los significados: hasta, también, incluso.	Todos estudiaron para el examen final, aun los estudiantes menos dedicados.	aún Adverbio. Lleva acento cuando puede sustituirse por todavía.	Los vecinos aún no han regresado de sus vacaciones.
o Conjunción	Quieres salir en el primero o en el segundo tren?	ó Conjunción (Se utiliza entre dígitos)	Quieres 3 ó 4?

solo	Este fin de semana me quedaré solo porque	sólo	Sólo necesito veinte dólares más para comprarme mi próxima computadora.
Adjetivo que puede dignificar: soledad	mis padres salen de vacaciones.	Adverbio que puede significar: únicamente.	

EJERCICIO PRELIMINAR

Escoge la palabra correcta según el contexto en el enunciado. Utiliza los apuntes de esta lección para contestar.

11. El maestro dijo que (si / sí) nos portamos bien (si / sí) nos dejará salir temprano para el recreo.
12. (Te / té) gustaría ir a tomar un café o un (te / té) la próxima semana?
13. (Tu / tú) perro es muy inquieto, pero (tu / tú) le tienes mucha paciencia.
14. (Aun / Aún) no terminaba el juego cuando los jugadores celebraban victoria.
15. El número de tu departamento es el el 3 (o / ó) 4?
16. Yo (solo / sólo) quiero que me dejen (solo / sólo) para estudiar.

Nombre: _____

Fecha: _____ Periodo: _____

EJERCICIO 42

Instrucciones: Escoge la palabra correcta según el contexto en el enunciado. Utiliza los apuntes de esta lección para contestar.

1. No creo que (tu / tú) tengas el valor para pedirle que sea tu novia.
2. Si tan (solo / sólo) pudiera saber inglés.
3. Ya sea que vayamos al cine (o / ó) al teatro, seguro que nos divertiremos.
4. (Te / Té) tengo que contar un secreto.
5. Debemos aprovechar la oportunidades (si / sí) se nos presentan fácilmente.
6. El (te / té) de sábila es muy bueno para desintoxicar el cuerpo.
7. Te sigue molestando (aun / aún)?
8. El niño no quiere estar (solo / sólo) porque le da miedo la oscuridad.
9. Prefieres que (te / té) ponga 2 (o / ó) 3 cucharadas de azúcar en el (te / té)?
10. Digámosle a (tu / tú) padre que (solo / sólo) necesitamos cinco dólares.

Nombre: _____

Fecha: _____ Periodo: _____

EJERCICIO 43

Instrucciones: Escoge la palabra correcta según el contexto en el enunciado.

1. Siento que (tu / tú) ya no me tienes confianza.
2. (Si / Sí) no estás conmigo no podré vivir.
3. No (se / sé) por dónde vive Jonathán.
4. Para pasar el examen (solo / sólo) tienes que estudiar mucho.
5. Quiero decirte que te amo desde lo (mas / más) profundo de (mi / mí) ser.
6. Quieres un (te / té) para los nervios o quieres que te (de / dé) uno para el dolor de cabeza?
7. Para (el / él), las canciones (mas / más) bonitas son los boleros.
8. Estoy preocupada porque (aun / aún) no he enviado las invitaciones para la boda.
9. Quieres uno (o / ó) dos trozos de tocino?
10. Usted (se / sé) puede servir todo lo que quiera.

Nombre: _____

Fecha: _____ Periodo: _____

EJERCICIO 44

Instrucciones: Escoge la palabra correcta según el contexto en el enunciado.

11. Durante (el / él) último capítulo, el príncipe (se / sé) enamora de la princesa.
12. Dile al doctor que (si / sí) seguí sus instrucciones como (el / él) me lo pidió.
13. Ruben iba (solo / sólo) por la calle cuando vio el accidente.
14. La próxima vez que esto ocurra, quiero que me llames a (mi / mí).
15. (Si / Sí) supieras cuanto (te / té) tengo que contar.
16. Eres (tu / tú) el ganador del premio mayor.
17. Se esta tarde (aun / aún) no has terminado (tu / tu) deber, no podrás ver la película con nosotros.
18. Uno (de / dé) cada diez estudiantes tiene dificultades con la lectura.
19. Las dos respuestas son correctas pero una tiene (mas / más) sentido que la otra.
20. Los doctores (aun / aún) no han encontrado la cura del cáncer.

Nombre: _____

Fecha: _____ Periodo: _____

EJERCICIO 45

Instrucciones: Escoge la palabra correcta según el contexto en el enunciado.

1. ¿Por dónde queda (el / él) mercado de ropa de segunda?
2. ¿Puedes venir ahora (o / ó) lo dejamos para después?
3. Piensa en (mi / mí) cuando (te / té) pongas triste.
4. Llámale a Laura (si / sí) vas a llegar tarde a la escuela.
5. (Se / Sé) todo sobre las abejas africanas.
6. (Aun / Aún) la gente (mas / más) culta ignora muchos de los problemas sociales que (se / sé) presentan a diario en el país.
7. (Solo / Sólo) ten fe.
8. Hoy por ti y mañana por (mi / mí).
9. (Si / Sí) te gusta el color rojo, ponte esta blusa (de / dé) manga larga.
10. Para (mi / mí) corazón basta tu pecho. Y para (tu / tú) libertad bastan mis alas.

Nombre: _____ Fecha: _____ Periodo: _____

APUNTES

DEFINICIONES

El acento diacrítico se usa para diferenciar palabras que se escriben y se pronuncian igual pero que tienen significado diferente. Estas palabras no siguen una regla general de acentuación sino que se tienen que memorizar.

SIN ACENTO	EJEMPLO	CON ACENTO	EJEMPLO
de (Preposición)	Nosotros venimos de Guatemala.	dé (Forma del verbo dar)	Quieres que te dé las instrucciones?
el (artículo)	Yo tengo el libro de biología en casa.	él (Pronombre personal)	Miguel es mi hermano. Él es muy inteligente.
mas (Significa "pero".)	Quiero perder peso, mas no tengo mucha fuerza de voluntad.	más (adverbio de cantidad)	Este año voy a ser más dedicado con mis estudios.
mi (Pronombre o adjetivo posesivo)	Te voy a recomendar a mi dentista.	mí Pronombre personal.	Este regalo es para mí.
se Pronombre personal	El niño se quiere bajar de la cuna.	sé (Forma del verbo saber.)	Yo no sé cuál es tu color favorito.

EJERCICIO PRELIMINAR

Escoge la palabra correcta según el contexto en el enunciado. Utiliza los apuntes de esta lección para contestar.

- Miguel viene (de / dé) Guatemala. Por eso quiere que Ud. le (de / dé) respeto a su bandera.
- Mañana tengo que verme con (el / él) para dar una vuelta por (el / él) barrio.
- El paciente se recupera cada día (mas / más), (mas / más) todavía debe seguir las instrucciones del médico.
- Jessica es (mi / mí) mejor amiga. Hace cosas especiales sólo para (mi / mí).
- Ellos (se / sé) quieren casar pero yo no (se / sé) cuándo.

Nombre _____ Fecha _____

tilde diacrítica

- | | |
|---|----------------|
| 1. Efrén salió de comparas, _____ no le alcanzó el dinero. | mas más. |
| 2. Quiero _____ empanadas de pollo. | más mas. |
| 3. Mi madre se fue _____ compras. | de dé |
| 4. Mi hermanita _____ miró en el espejo. | se sé |
| 5. “Yo solo _____ que nada _____” dijo el famoso filósofo. | se sé |
| 6. Yo no _____ muchas cosas de mi hermana. | se sé |
| 7. Temprano se escribe con _____. | te té |
| 8. ¿Vino usted con _____ traje rojo? | el él |
| 9. Solo quiero tomar un _____ helado. | te té |
| 10. _____ mamá está en Medellín con _____ mamá. | mi-mí tu-tú |
| 11. Las notas musicales son do-re-_-fa-sol-la-_-. | mi-mí si-sí |
| 12. ____ auto es muy pequeño, el mío es ____ grande.
más | tu-tú mas- |
| 13. ____ eres el único culpable de lo que me ha pasado. | Tu Tú |
| 14. ¿Está nevando _____? | aun aún |
| 15. Me casaré _____ sin la aprobación de mi madre. | aun aún |
| 16. Anita vino a visitarnos _____ quiso.
porque | porque |
| 17. Creo que miguel se siente _____. | solo sólo |
| 18. _____ me buscas cuando me necesitas. | Solo Sólo |
| 19. _____ paciente me decía mi abuelo. | Se sé |
| 20. _____ tienes que traer ____ propia comida.
tú | Tú tu Tu |

Appendix H. Week 2 Posttest

La Tildre Diacritica

Lee cada una de las oraciones y coloca las tildes necesarias.


1. Dile que te de la taza de te.
2. Tu sostienes tu libro, y yo, el mío.
3. Se mas cauteloso la próxima vez.
4. Si quieres que te diga que si, pregúntame.
5. Descansa si es preciso, mas no te apartes del camino.
6. Iré a tu fiesta si me invitas.
7. No se tu, pero yo voy a investigar si Marcos se llevó el dinero.
8. El es el mas inteligente del salón.
9. De los cinco hermanos, el es el menor.
10. Para mi, eres el mejor novio que mi hermana ha tenido.
11. El es un gran chico; el sabe lo que hace; el es mi amigo.
12. Yo tengo mi libro; el tiene el suyo.
13. El primer premio y el segundo son poco para él.
14. Tu recibirás tu parte como los demás.
15. Tu no tienes miedo, tu eres un valiente; tu eres un ganador.
16. Tu sabes bien lo que yo aprecio a tu padre y a tu madre.
17. A mi me gustó mucho tu regalo

Appendix I. Los Acentos PowerPoint

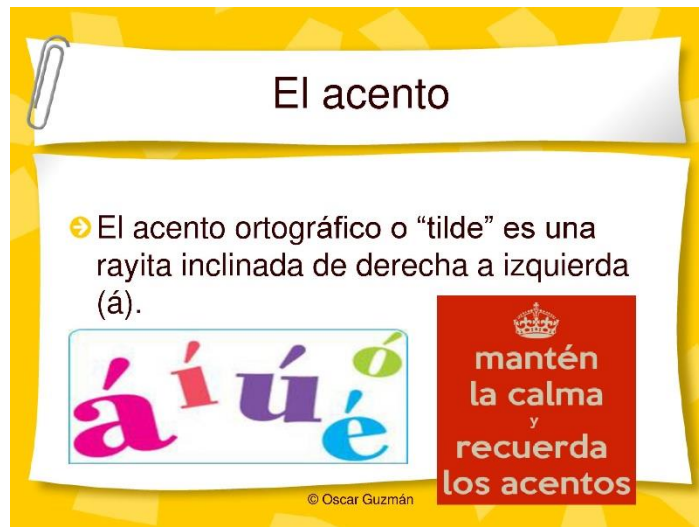


Los acentos

Reglas de acentuación escrita





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El acento

➔ El acento ortográfico o “tilde” es una rayita inclinada de derecha a izquierda (á).



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El acento

- Es muy importante saber colocar el acento ortográfico, pues su ausencia o presencia pueden cambiar drásticamente el significado de las palabras

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Más ejemplos

- ⇒ El significado de la palabra cambia según la sílaba acentuada:

⇒ Practico práctico practicó

⇒ Animo ánimo animó

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Reglas de acentuación

- Para los propósitos de acentuación, hay que contar las sílabas de derecha a izquierda:

➤ Miércoles

➤ Miér-co-les

↓ ↓ ↓
3 2 1

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Vamos a practicar

- José
- Jo(2) sé(1)
- Mariana
- Ma(3) ria(2) na(1)
- Josefina
- Jo(1) se(3) fi (2) na(1)

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Tres grupos de tildes

- Por la posición del acento escrito, las palabras en español se clasifican en tres grupos:
- 1) AGUDAS
- 2) GRAVES O LLANAS
- 3) ESDRUJULAS

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AGUDAS

- Regla #1 - última sílaba (SILABA #1)
- Si el acento se escucha en la sílaba #1, y la palabra termina en N, S o vocal, se escribe el acento en la sílaba #1.
- Ejemplos: violín, salón, francés, mamá.

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LLANAS O GRAVES

- Regla #2 - penúltima sílaba (SILABA #2)
- Si la palabra **NO** termina en N, S o Vocal, se escribe el acento
- Ejemplos: césped, cárcel, álbum, cáncer, lápiz.

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ESDRUJULAS

- Regla #3 – antepenúltima (SILABA #3)
- Siempre lleva tilde
- Ejemplos: historico, esdrújula, publico, tragico.

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Regla de las sobresdrújulas

- Regla #4
- Hay también palabras sobresdrújulas. Estas palabras pueden llevar el acento tanto en la sílaba #4 como en la #5, y son generalmente palabras formadas con un adjetivo y el sufijo -mente. La nueva palabra que se forma se llama adverbio.
- Ejemplos: débilmente, difícilmente, dramáticamente.

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➤ La manera más fácil y segura de saber si estos adverbios llevan acento es fijarse si el adjetivo del que se deriva lleva o no acento.

➤ Por ejemplo:

fácil =	fácilmente
principal =	principalmente
trágico =	trágicamente
anterior =	anteriormente

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PRACTICA #1

- ➔ Lean con cuidado las siguientes palabras. Algunas llevan acento escrito. Siguiendo las reglas, pongan acento escrito en las palabras que lo necesiten. Recuerden.....lean las palabras en voz alta para asegurarse de dónde va el acento.

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PRACTICA #1

- ➔ Aventura (palabra)
- ➔ A ven tu ra (separar en sílabas)
- ➔ A ven **TU** ra (donde se escucha el acento)
- ➔ A (4) ven (3) **TU**(2) ra (1) (determinar que tipo de palabra es)
Esta palabra tiene el sonido fuerte en la sílaba # 2, pero termina en vocal, entonces NO lleva el acento escrito.

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PRACTICA #2

- Rincon
- Rin con
- Rin (2) **CON**(1)

Esta palabra tiene el sonido fuerte en la sílaba CON (1), por consiguiente es una palabra aguda. Según la regla una palabra aguda que termine en N,S, o vocal lleva acento escrito.

Rincón!

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PRACTICA #3

Simpatico

- Sim pa ti co
- Sim(4) **PA** (3) ti (2) co(1)

➤ Esta palabra tiene el sonido fuerte en la sílaba #3, es una palabra esdrújula. Según la regla todas las palabras esdrújulas llevan acento.

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Repaso#1- sílabas (5 minutos)

Direcciones: Divide las próximas palabras en sílabas y encuentra la sílaba tónica (*donde pones estres en pronunciar*).

Ej. Agente- A-**GEN**-TE

1. Practica= **Prac**-ti-ca
2. Fabrica= **Fa**-bri-ca
3. Celebre= **ce**-le-brar
4. comenzar= co-men-**zar**

EL ACENTO (SÍLABA TÓNICA)

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Excepciones

- ➔ Las monosílabas no se acentúan A MENOS QUE haya otra monosílaba idéntica en forma pero diferente en significado. El acento en una de las monosílabas sirve para hacer la distinción entre ambas.

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COMO.....

- | | | | |
|---------------|-----------------------|-------------|-------------------------|
| ➤ Aun= | even though | aún= | todavía, yet |
| ➤ De= | preposición | dé= | del verbo dar |
| ➤ El= | artículo (the) | él= | pronombre (he) |
| ➤ Mas= | but, however,
pero | más= | plus, more |
| ➤ Mi = | posesivo (my) | mí= | pronombre
objeto(me) |

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Y.....

- | | | | |
|--------------|----------------------------|------------|----------------------------|
| ➤ Se= | pronombre reflexivo | sé= | del verbo
saber |
| ➤ Si= | conjunción condicional(if) | sí= | afirmación(yes) |
| ➤ Te= | pronombre objeto (you) | té= | sustantivo(tea) |
| ➤ Tu= | posesivo (your) | tú= | pronombre
personal(you) |

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INTERROGATIVOS Y RELATIVOS

- ➔ Otro grupo de palabras que pueden o no llevar acento son los interrogativos que, quien, donde, cuando, como, que en ocasiones también sirven para relacionar unas oraciones con otras.


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EJEMPLOS

- ➔ 1. ¿Qué quieres?
- ➔ 2. No sé qué quieres.
- ➔ 3. No sé lo que quieres.
- ➔ 4. Quiero que te vayas.

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La #1 es una pregunta.

La #2 sigue a un verbo que pide objeto directo.

La #3 y #4 sirve para enlazar a dos partes de una oración.

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Quién

- ➔ 1. ¿Para quién es el regalo?
- ➔ 2. No me importa para quién sea el regalo.
- ➔ 3. Juanita, quien siempre llega tarde, llegó cargada de regalos.

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Cómo

- 1. ¿Cómo te quedó el arroz?
- 2. Nunca supe cómo hacía el arroz mi mamá.
- 3. No pudo hacer el arroz como le enseñaron.

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Dónde

- 1. ¿Dónde pusiste mi toalla?
- 2. No sé dónde quedo tu toalla.
- 3. Dejaba la toalla donde le daba la gana.

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Un detallito.....

- ➔ Si una vocal débil está antes o después de una vocal fuerte y tiene el acento prosódico, hay una separación. La combinación de una vocal débil con una fuerte que tenga el acento prosódico siempre lleva acento escrito.
- ➔ Ejemplo:
 - ➔ Ca/ í/ da, sa/lí/an, grú/a, rí/en, reí/mos

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Por último.....

- ➔ Otros casos de acentuación doble:
 - ➔ 1. Sólo (solamente, only)
 - ➔ 1a. Solo (solitario, alone)
 - ➔ 2. Por qué (pregunta, why)
 - ➔ 2a. Porque (razón, reason)
 - ➔ 2b. Porqué (the reason why)

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Appendix J. Story Board Map

Nombre: _____

Story Map

Título:	
Protagonistas:	Dónde tomar lugar:
Tema de tu obra:	
Problema:	
Eventos importantes:	
Final:	
Utilería necesaria:	

Appendix K. Rubric for Projects

Presentation Grading Rubric:

1. Names: _____

+ if did well (3)  O.K. 2) / - did not do this (0)

Spoke loudly and slow _____

Used good eye contact _____

Used all information _____

Kept focused _____

Total: _____/ 12

+ Group grade = _____/ 8

= _____/ **20**

2. Names: _____

+ if did well (3)  O.K. 2) / - did not do this (0)

Spoke loudly and slow _____

Used good eye contact _____

Used all information _____

Kept focused _____

Total: _____/ 12

+ Group grade = _____/ 8

= _____/ **20**

3. Names: _____

+ if did well (3)  O.K. 2) / - did not do this (0)

Spoke loudly and slow _____

Used good eye contact _____

Used all information _____

Kept focused _____

Total: _____/ 12

+ Group grade = _____/ 8

20/20 = A

19/20 = A

18/20 = A-

17/20 = B

16/20 = B-

15/20 = C

14/20 = C-

13/20 = D

12/20 = D-

11/20 = F

= ____ / 20

Worked well as a group: Circle one:

8 – Collaborated well to plan presentation, all members taking an equal part, creative, interesting, and
functioned smoothly in front of class

7 - Collaborated pretty well to plan presentation, most members taking an equal part, creative, interesting, and
functioned fairly smoothly in front of class

6- Collaborated O.K. to plan presentation, most members taking an equal part, creative, interesting, and
functioned O.K. in front of class

5 - Made some efforts to collaborate and gave a presentation, but there were some problems with group work or in front of class

Skit Rubric

RUBRIC	8	6	4	2	0
Content	Product fully relates to the content and shows understanding of that content	Product relates to most of the content and shows understanding of that content	Product relates to part of the content and shows understanding of that content	Product relates to part of the content but doesn't show understanding of that content	Product doesn't relate to the content
	4	3	2	1	0
Costumes and Props	Costumes and props were used at the proper times and appropriately	Most performers were in costume and props were used at proper times	Some performers were in costume, a couple of props were present and used a couple of times appropriately	Some of the performers were in costumes and only a couple of props were present but not used or used inappropriately	No costumes or props were used
Acting	Excellent stage presence with facial expressions and body movement; highly entertaining for the audience	Good stage presence with movements and some facial expressions; entertaining for the audience	Some movement while acting occurred; somewhat entertaining for audience	No movement or facial expressions and not entertaining for audience	Students refused to perform
Dialogue and Voice Projection	There is enough dialogue to bring the characters to life and it is always loud and clear when spoken	There is not enough dialogue but it is always loud and clear when spoken	Much more dialogue is needed but it was mostly loud and clear when spoken	Much more dialogue was needed and it was not loud and clear when spoken	Students refused to perform
Grade	/20				

