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 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,
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,
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
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
Developing Spanish Project Based Curriculum

There have been many misconceptions and questions as to why Spanish-speaking students need to 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 to 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.,
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

<table>
<thead>
<tr>
<th>Week</th>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Project Based Learning Curriculum</td>
<td>Textbook Curriculum</td>
</tr>
<tr>
<td>Regular</td>
<td>Students took notes on regular accents notes (see Appendix I)</td>
<td>Students took notes on regular accents notes (see Appendix I)</td>
</tr>
<tr>
<td>Accents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>Textbook Curriculum</td>
<td>Project Based Learning Curriculum</td>
</tr>
<tr>
<td>Irregular</td>
<td>Students took notes on exception (irregular) rules (See Appendix I)</td>
<td>Students took notes on exception (irregular) rules (See Appendix I)</td>
</tr>
<tr>
<td>(exceptions) accents</td>
<td></td>
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</tbody>
</table>

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).

![Pretest Week 1](chart)

**Figure 1. Group 1 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

<table>
<thead>
<tr>
<th>Day</th>
<th>Daily Schedule</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>• Pretest on accents (walk in ticket/bell ringer activity)</td>
<td>• Give 10 minutes for Pretest</td>
</tr>
<tr>
<td></td>
<td>• Take notes on accents, three main rules (aguda, llana, esdrújula)</td>
<td>• Ask students what the quiz was about (mention topic) &amp; ask why it is important to know about the accents</td>
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<td></td>
<td></td>
<td>• Read the driving questions for the lesson</td>
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<td></td>
<td></td>
<td>• Mention pretest is a form to measure learning done throughout unit</td>
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<td></td>
<td></td>
<td>• Students need to take notes on accents to use as a guide/reference for project (see appendix I slides 1-13)</td>
</tr>
<tr>
<td>Day 2</td>
<td>• Bell ringer activity</td>
<td>• Give students bell ringer activity displayed on board (review the rules on ppt slides 14-17)</td>
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<td></td>
<td>• Introduce Game activity project #1</td>
<td>• Introduce and go over project</td>
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<tr>
<td></td>
<td>• Divide students into groups</td>
<td>• 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)</td>
</tr>
<tr>
<td></td>
<td>• Pick roles</td>
<td>• Once in groups, students should pick roles, then be working on the outline (one per group)</td>
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<tr>
<td></td>
<td>• Brainstorming/outline</td>
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</tr>
<tr>
<td>Day 3</td>
<td>• Group work (outline)</td>
<td>• Students will come in and continue working with their group on the outlines (20 minutes)</td>
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<td></td>
<td>• Outline turn in</td>
<td>• Students will have 20 minutes to read through the two other groups’ outline and make comments (positive/constructive feedback)</td>
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<tr>
<td></td>
<td>• Peer reviewed</td>
<td>• 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</td>
</tr>
<tr>
<td>Day</td>
<td>Daily Schedule</td>
<td>Notes</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Day 4</td>
<td>• Group work</td>
<td>• Students will begin creating game project. Students should have brought supplies and should begin working on the project</td>
</tr>
<tr>
<td>Day 5-8</td>
<td>• Group work</td>
<td>• Students should be continuing making project</td>
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<tr>
<td>Day 9</td>
<td>• Last day for group work</td>
<td>• Students will have today as the last day to work on games/projects</td>
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<tr>
<td></td>
<td>• Trial run</td>
<td>• Students will have a trial run (within group) to work out any last minute kinks</td>
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<tr>
<td></td>
<td>• Turn in project</td>
<td>• Students should be turning in project materials (have everything needed for presentation)</td>
</tr>
<tr>
<td>Day 10</td>
<td>• Presentations</td>
<td>• Students will demonstrate &amp; play each others games (~35-45 minutes)</td>
</tr>
<tr>
<td></td>
<td>• Posttests</td>
<td>• Students will then take a posttests</td>
</tr>
</tbody>
</table>

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.
Table 3. Unit Activities by Day for Exceptions Accents

<table>
<thead>
<tr>
<th>Day</th>
<th>Daily Schedule</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>• Review Bell ringer</td>
<td>• Review the three main rules by doing a bell ringer activity (slide 17 of ppt)</td>
</tr>
<tr>
<td></td>
<td>• Pre &amp; Posttests results</td>
<td>• Share the results of the pre- and posttest. Present results by sharing data and the increase in student learning</td>
</tr>
<tr>
<td></td>
<td>• Pretest #2</td>
<td>• Take notes on exceptions (first set) (see appendix I slide 19-28)</td>
</tr>
<tr>
<td></td>
<td>• Notes on exceptions on accents</td>
<td></td>
</tr>
<tr>
<td>Day 2-6</td>
<td>• Project #2-creating a skit</td>
<td>• Students will be presented the role playing project</td>
</tr>
<tr>
<td></td>
<td>• Groups</td>
<td>• Students will get into groups, pick topic and fill out storyboard sheet</td>
</tr>
<tr>
<td></td>
<td>• Storyboard</td>
<td>• No group shall have the same topic</td>
</tr>
<tr>
<td></td>
<td>• Pick topic</td>
<td></td>
</tr>
<tr>
<td>Day 7-11</td>
<td>• Storyboard sheet (day 7 only)</td>
<td>• Day 7-students will finish storyboard templates</td>
</tr>
<tr>
<td></td>
<td>• Write lines</td>
<td>• Days 8-11 students will free write lines, no focus on accent marks, just simply write lines for script</td>
</tr>
<tr>
<td>Day 12-21</td>
<td>• Script work</td>
<td>• Free write for script</td>
</tr>
<tr>
<td>Day 22-25</td>
<td>• Peer review</td>
<td>• Students, once finished writing script lines, will sit and highlight all the exceptions words used in script</td>
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<tr>
<td></td>
<td></td>
<td>• Students will then use context clues of lines to determine if the highlighted words need accents or not</td>
</tr>
<tr>
<td>Day 26-28</td>
<td>• Rehearsals</td>
<td>• Students will rehearse skits, decide what props are needed and sign up for order to present</td>
</tr>
<tr>
<td></td>
<td>• Presentation sign ups</td>
<td></td>
</tr>
<tr>
<td>Day 29-30</td>
<td>• Presentation of skits</td>
<td>• Students will present skit in groups to classmates</td>
</tr>
<tr>
<td></td>
<td>• Posttest #2</td>
<td>• Students will take a posttests on day 30</td>
</tr>
</tbody>
</table>

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.

![Percentage scores of Pre- and Post Assessments](image)

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

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

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

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

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 about 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

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

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

<table>
<thead>
<tr>
<th>Bored</th>
<th>Confusion</th>
<th>Time</th>
<th>Pre &amp; Posttests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were bored and over doing this unit</td>
<td>Students did not understand the exceptions rules, after learning there</td>
<td>3 standard rules to accent marks vs. 29 exception rules, not enough time to</td>
<td>Week 2 pre- and posttest were not asking students to do the same thing,</td>
</tr>
</tbody>
</table>
March is one of the longest months of the school year, students were burned out. There 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 posttests required students to look at sentences to identify missing accent marks. The week one pre- 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.
References


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Lattimer, H, and Riordan, R. (2011) Project-Based Learning Engages Students in Meaningful Work. Middle School Journal, 43(2),18–23.,

doi:10.1080/00940771.2011.11461797


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.
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 mejorar 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 escogerá que rol quieren tomar (secretario/a (1), editadores creativos/as (2), proveedoras/es (2), presentadoras/es (3) y demostrador/as (2)**

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

EJERCICIO

¿Esdrújula?

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

1. arabe
2. acido
3. organo
4. catalogo
5. talento
6. barbaro
7. comico
8. espiritu
9. estomago
10. arido
11. absurdo
12. bodega
13. garganta
14. articulo
15. hermano
16. aguila
17. capitulo
18. comodo
19. oscuro
20. ejercicio
21. epoca
22. locura
23. zapato
24. estupido
25. batalla
26. silaba
27. semestre
28. vacante
29. ventaja
30. exacto
31. lagrima
32. visible
33. anillo
34. logico
35. platano
36. enemigo
37. gallina
38. linea
39. minimo
40. llamada
41. madera
42. metodo
43. panico
44. instinto
45. palabra
46. pajaro
47. refresco
48. peligro
49. verano
50. sabado
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. sill  
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
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 niño
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)

<table>
<thead>
<tr>
<th>Ejemplos:</th>
<th>ma / pa</th>
<th>ga / to</th>
<th>gen / te</th>
<th>pa / la / bras</th>
<th>im / por / tan / te</th>
<th>ár /bo / les</th>
<th>in / glés</th>
<th>pri / me / ro</th>
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<tbody>
<tr>
<td>mapa</td>
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According to where the word carries it’s 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**
- público (pú/ 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

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

1. palabras
2. importancia
3. árboles
4. grande
5. pequeño
6. cuadrado
7. zapatería
8. decimal
9. marrón
10. libertad

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

<table>
<thead>
<tr>
<th>Word</th>
<th>syllabification</th>
<th>classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>antes</td>
<td>an/ tes</td>
<td>llana</td>
</tr>
<tr>
<td>diez</td>
<td>diez</td>
<td>aguda</td>
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<td>nor/ mal</td>
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<tr>
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<td>ra/ pi/ do</td>
<td>esdrújula</td>
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<tr>
<td>5.</td>
<td>zapato</td>
<td>za/ pa/to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>llana</td>
</tr>
<tr>
<td>6.</td>
<td>libreta</td>
<td>li/ bre/ ta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>llana</td>
</tr>
<tr>
<td>7.</td>
<td>ventana</td>
<td>ven/ ta / na</td>
</tr>
<tr>
<td></td>
<td></td>
<td>llana</td>
</tr>
</tbody>
</table>
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 París, 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. capitán ______________________
2. dragones _____________________
3. león _________________________
4. reacción _______________________ 
5. población ______________________  
6. dragn ________________
El uso de la tilde normalmente depende de sólo dos factores: ♦ cuál es la última letra de la palabra, y ♦ 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 (aqui 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, diecisésis, canción.
» todo caso de sílaba fuerte antepenúltima: público, cómoda, ibamos, espíritu, día melia, élite.

Estos factores de LETRA FINAL y SÍLABA FUERTE explican la mayoría de las tildes, independientemente 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’  este (año) ‘this (year)’
- ése ‘that one’  ese (año) ‘that (year)’
- aquél ‘that (remote) one’  aquel (año) ‘(year)’

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

- qué ‘what?’  que ‘that, which’
- quién ‘who?’  quien ‘who(ever)’
- cómo ‘how?’  como ‘as’
- cuál ‘which (one)?’  el/la/los/las/lo cual ‘which, that’
- cuánto ‘how much?’  cuanto ‘as much’
- cuándo ‘when?’  cuando ‘when’
- dónde ‘where?’  donde ‘where’

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

dé ‘give’  de ‘of’  sé ‘I know; be!’  se ‘oneself’
mí ‘me’  mi ‘my’  tú ‘you’  tu ‘your’
sí ‘yes’  si ‘it’  más ‘more’  mas ‘but’
el ‘he’  el ‘the’  sólo ‘only’  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:

\[
\begin{array}{ccc}
\text{difícil} & \rightarrow & \text{difícilmente} \\
\text{fácil} & \rightarrow & \text{fácilmente} \\
\text{estúpido} & \rightarrow & \text{estúpidamente} \\
\text{rápido} & \rightarrow & \text{rápidamente} \\
\text{hábil} & \rightarrow & \text{hábilmente} \\
\text{inútil} & \rightarrow & \text{inútilmente}
\end{array}
\]

\*n y s se apartan de las demás consonantes por su uso en el plural de los sustantivos (casa/s) y como sufijo verbal (comes, comen).
Ejercicios de tilde

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

1. escritorio  20. examenes  39. cesped  58. sonrie  77. estatua
2. automvil  21. cambio  40. idiota  59. sonrio  78. irlandes
3. autoridad  22. cambio  41. nacion  60. jovenes  79. tonteria
4. durisima  23. petroleo  42. canciones  61. joven  80. naufragio
5. hipocrita  24. silaba  43. individuo  62. arbolito  81. fotocopia
6. autopista  25. ladron  44. lloron  63. arboles  82. maizal
7. boligrafo  26. miercoles  45. averigue  64. amplio  83. maiz
8. alegria  27. teorico  46. averigue  65. amplio  84. reuniones
9. alergia  28. farol  47. lapices  66. calcetin  85. republica
10. rapidamente  29. holgazan  48. graduo  67. caracter  86. rapido
11. maquina  30. actitud  49. esporadicamente  68. vio  87. sintetico
12. continuo  31. literaria  50. cañon  69. cuidadosamente  88. holandes
13. continuo  32. peticion  51. carnaval  70. espontaneo  89. actuo
14. continuo  33. fui  52. explicame  71. tenis  90. satelite
15. publico  34. estabamos  53. tuvieron  72. esporadico  91. despacio
16. publico  35. espontaneamente  54. fosforo  73. gramatica  92. calendario
17. publico  36. debil  55. dormitorio  74. actriz  93. festejo
18. razones  37. hacia  56. residencia  75. actuan  94. festejo
<table>
<thead>
<tr>
<th>Clave de respuestas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. escritorio 20. exámenes</td>
</tr>
<tr>
<td>2. automóvil 21. cambió</td>
</tr>
<tr>
<td>3. autoridad 22. cambio</td>
</tr>
<tr>
<td>4. durísima 23. petróleo</td>
</tr>
<tr>
<td>5. hipócrita 24. sílaba</td>
</tr>
<tr>
<td>6. autopista 25. ladrón</td>
</tr>
<tr>
<td>7. bolígrafo 26. miércoles</td>
</tr>
<tr>
<td>8. alegría 27. teórico</td>
</tr>
<tr>
<td>9. alergia 28. farol</td>
</tr>
<tr>
<td>10. rápidamente 29. holgazán</td>
</tr>
<tr>
<td>11. máquina 30. actitud</td>
</tr>
<tr>
<td>12. continuó 31. literaria</td>
</tr>
<tr>
<td>13. continuo 32. petición</td>
</tr>
<tr>
<td>14. continuó 33. fui</td>
</tr>
<tr>
<td>15. publicó 34. estábamos</td>
</tr>
<tr>
<td>16. publico 35. espontáneamente</td>
</tr>
<tr>
<td>17. público 36. débil</td>
</tr>
<tr>
<td>18. razones 37. hacia</td>
</tr>
<tr>
<td>19. examen 38. hacía</td>
</tr>
</tbody>
</table>
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 corrió por todo el parque por más de una hora.
6. No sé si caminare o correre en el 10K.

7. Yo estudio en la mejor universidad del estado.

8. La semana entrante tengo que estudiar para muchos examenes.
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  boligrafo
exelente  zapateria
prometeselo  ojear
aburrimiento  esquiar
playa  zangano  dale
responsabilidad  cuatro  camiones
importante
ridiculo  camion  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 dias
Laura: Buenos dias
Ricardo: Como esta usted
Laura: Bien y usted

**Diálogo 4:**

Esteban: Hola buenas tardes
Laura: Buenas tardes
Esteban: Que tal
Laura: Regular
<table>
<thead>
<tr>
<th><strong>Ricardo:</strong></th>
<th>Muy bien</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laura:</strong></td>
<td>De donde es usted</td>
</tr>
<tr>
<td><strong>Ricardo:</strong></td>
<td>Soy de Venezuela</td>
</tr>
<tr>
<td><strong>Laura:</strong></td>
<td>Encantada. Hasta pronto</td>
</tr>
<tr>
<td><strong>Ricardo:</strong></td>
<td>Nos vemos</td>
</tr>
<tr>
<td><strong>Esteban:</strong></td>
<td>Vale</td>
</tr>
<tr>
<td><strong>Carla:</strong></td>
<td>Como se llama su perro</td>
</tr>
<tr>
<td><strong>Esteban:</strong></td>
<td>Se llama Benito</td>
</tr>
<tr>
<td><strong>Carla:</strong></td>
<td>Me gusta el nombre!</td>
</tr>
<tr>
<td><strong>Esteban:</strong></td>
<td>Gracias</td>
</tr>
<tr>
<td><strong>Carla:</strong></td>
<td>Adios</td>
</tr>
<tr>
<td><strong>Esteban:</strong></td>
<td>Chao</td>
</tr>
</tbody>
</table>
Appendix F. Week 2 Project-¡Tirate a Actuar!

¡Tirate a actuar!

Los acentos diacríticos proyecto

❖ Vas (en grupos pequeños) a crear un skit en que usaras palabras diacríticos y practicaras 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

Paso 1: repasar las reglas de las 29 excepciones (palabras diacríticos)
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 papel. 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 reunión 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 Diácrítico

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.
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.
20. El señor quiere mas te.
22. Se veran mañana o pasado mañana.
23. ¡Cuan humano eres!
When you finish, let me know.

When you finish, you will let me know.

Did you say yes without thinking about it, right?

Tell me how you know that.

They will need 2 or 3 dollars.

I always thought you would be here.

Whenever I ask you how, when, and where, you answer: "Maybe, maybe..."

I wanted to see you as soon as possible.

This was not convenient for him.

He is tired of all those mathematical problems.

She was twenty years old when he died.

Yes, I would like to see the opera this Friday if it is Aida.

Tell me where we will meet.

What do you think if we meet in the Sevilla Cafe at six?

I will be there at six or seven.

You will go home directly.

As expected, you are tired of this, that, and the other.

Here everything costs an eye of the face.

You will celebrate your fifteenth anniversary next year.

This is how we are born: you, me, that one, and that one.

I talked quickly this morning with the director.

I always talk quickly with you.

I don't think he can count on Hector Juan, Maria, and Juan Miguel.

Goodbye, I will see you tomorrow in the salon.

I don't know if he said A or U.

They sang with all their heart.
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 dé osos que vivía en el Polo Norte. El bebe oso deseaba para Navidad una pelota dé color rojo; el se había portado tan bien que recibió en Navidad mas de una pelota, mas no era feliz y se sentía tan solo que decidió regalarle una a su hermana mayor. El sólo quería que su hermana jugara con el.

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. Estudíé 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**.
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 qué memorizar.

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

<table>
<thead>
<tr>
<th>SIN ACENTO</th>
<th>EJEMPLO</th>
<th>CON ACENTO</th>
<th>EJEMPLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>si</td>
<td>Si vienes a mi casa, prometo hacerte de comer.</td>
<td>sí</td>
<td>Le dije que sí iba a la fiesta con él.</td>
</tr>
<tr>
<td>Conjuncion y nota musical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>te</td>
<td>Quieres que te preste mi lápiz?</td>
<td>té</td>
<td>Cuando estoy enfermo, me gusta tomar té verde.</td>
</tr>
<tr>
<td>Pronombre personal y reflexivo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tu</td>
<td>Vamos a ir a tu casa este fin de semana.</td>
<td>tú</td>
<td>Cómo te llamas tú?</td>
</tr>
<tr>
<td>(Pronombre posesivo)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aun</td>
<td>Todos estudiaron para el examen final, aun los estudiantes menos dedicados.</td>
<td>aún</td>
<td>Los vecinos aún no han regresado de sus vacaciones.</td>
</tr>
<tr>
<td>Adverbio. No se acentúa con los significados: hasta, también, incluso.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>Quieres salir en el primero o en el segundo tren?</td>
<td>ó</td>
<td>Quieres 3 ó 4?</td>
</tr>
<tr>
<td>Conjunción</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
solo
Adjetivo que puede
dignificar: soledad

Este fin de semana
me quedaré solo
porque
mis padres salen de
vacaciones.

sólo
Adverbio que puede
significar:
únicamente.

Sólo necesito veinte
dólares más para
comprarme mi
próxima
computadora.

**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.
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.
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 decírtelo que te amo desde lo (mas / más) profundo de (mi / mío) 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.

NAME: _____________________ DATE: _____________________ PERIOD: _____________________

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 qué memorizar.

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

Más ejemplos

- El significado de la palabra cambia según la sílaba acentuada:
  - Práctico  práctico  practicó
  - Ánimo  ánimo  animó
Reglas de acentuación

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

Miércoles

Miér-co-les

3 2 1

Vamos a practicar

José

Jo(2) sé(1)

Maríana

Ma(3) ria(2) na(1)

Josefina

Jo(1) se(3) fi(2) na(1)
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

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.
**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.

**ESDRUJULAS**

- Regla #3 – antepenúltima (SILABA #3)
  - Siempre lleva tilde
  - Ejemplos: historico, esdrujula, publico, tragico.
Regla de las sobresdújulas

- **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.

- 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
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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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)

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.
### 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) |

### Y…...

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

EJEMPLOS

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

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.
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.

Dónde

1. ¿Dónde pusiste mi toalla?

2. No sé dónde quedo tu toalla.

3. Dejaba la toalla donde le daba la gana.
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

Por último…..

Otros casos de acentuación doble:

1. Sólo (solamente, only)
2a. Solo (solitario, alone)
2. Por qué (pregunta, why)
2b. Porqué (razón, reason)
2a. Porque (the reason why)
Nombre: ___________________________

### Story Map

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Titulo:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Protagonistas:</strong></td>
<td><strong>Dónde tomar lugar:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tema de tu obra:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problema:</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Eventos importantes:</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Final:</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Utillería necesaria:</strong></td>
<td></td>
</tr>
</tbody>
</table>
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
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

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