

Class Participation Rubric for Spanish 2

Dimensions	4 Excellent	3 Satisfactory	2 Below average	1 Unsatisfactory
<i>Preparation for Class</i>	I always brought my materials and assignments to class. I am always ready to work without being reminded by the teacher. I always arrive on time and have no unexcused absences.	I usually brought all materials and assignments to class. I am usually ready to work and when the bell rings.	I frequently "forget" to bring required materials to class. (And/Or) I am often not ready to begin when the bell rings. I removed <i>chicle</i> after class began.	I frequently have to ask to borrow materials. I am rarely ready to begin when the bell rings. I "forget" to remove <i>chicle</i> .
<i>Frequency of Participation</i>	I actively participated in all activities and discussions with a positive attitude. I took risks. My presence made a positive impact on getting tasks done.	I showed interest in activities and participated, though sometimes passively rather than actively. I sometimes took risks. My presence generally made a positive impact on getting tasks done.	My participation during class activities was usually minimal. I showed little interest during class activities. I took few risks. My contribution to the class was minimal.	I seldom put forth any effort during activities. My presence in class had little or no impact on accomplishing tasks.
<i>Focused/on-task during activities</i>	I am always on task during pair and group activities the entire time.	I complete most group and pair activities in allotted time.	I sometimes need to be reminded to stay on task during group or pair activities OR I carelessly rush through activities.	I give minimum effort during pair and group activities and I am often off task.
<i>Attention and respect to others</i>	I actively listen when the teacher and fellow students speak in Spanish. I showed respect for my classmates and my teacher.	I actively listen when the teacher speaks in Spanish. I rarely got distracted attention when others spoke. I was never disrespectful of my classmates or teacher.	I sometimes listen when the teacher speaks. I was often distracted when my classmates or teacher spoke (And/Or) I was disrespectful at times.	I "tune out" when the teacher begins speaking in Spanish. I rely on other students to tell me what to do in English (And/Or) I was disrespectful and distracting to others.
<i>Use of Spanish in Class</i>	I stayed in Spanish the entire class period. I volunteered to speak and regularly answered questions in Spanish. I respond in Spanish to everyone.	I occasionally used English without attempting to express myself in Spanish first. I volunteered to speak and answer questions in Spanish.	I generally used more English than Spanish and needed to be reminded to speak Spanish (And/Or) I did not volunteer or answer questions much.	I almost exclusively use English when talking with the teacher and classmates or I speak as little Spanish as possible during class, pair (And/Or) group activities or I don't speak at all.

Spanish Class Interview Rubric Writing

G Orfield



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Basic Spanish for Nerds Guide Book: Spanish, language learning, learn Spanish, Spanish for beginners, Spanish textbook, Spanish study guide Matt Kingsley, Ditch the Frustration Learn Spanish the Smart Way Are you tired of language apps that feel like endless repetition Do you stare at Spanish grammar charts wishing someone would just explain it simply Have you dreamed of confidently ordering tapas understanding local conversations or simply feeling like you've truly cracked the code of a new language Then say adi s to confusion and hola to Basic Spanish for Nerds Guide Book This isn't just another language book This is your personal blueprint for understanding Spanish from the ground up designed specifically for logical curious minds We know you don't just want to memorize phrases you want to know why they work how they fit together and when to use them We've stripped away the fluff and the jargon leaving you with Crystal clear explanations Complex grammar broken down into logical easy to digest concepts A structured approach Building your Spanish knowledge step by step connecting each piece of the linguistic puzzle Practical real world examples Learn exactly how to apply what you've learned in everyday conversations No more guesswork Understand the patterns and rules so you can speak Spanish with confidence not just hope Fun engaging style Learning doesn't have to be boring We inject humor and relatable analogies to make even the trickiest topics stick Imagine the satisfaction of ordering your caf con leche like a local understanding a street conversation or finally expressing yourself clearly and naturally This book isn't just about learning Spanish it's about unlocking your brain's potential to master a new language efficiently and effectively Stop dreaming about speaking Spanish and start doing it Get your copy of Basic Spanish for Nerds Guide Book today and transform your language learning journey

Narrative Inquiry in Language Teaching and Learning Research Gary Barkhuizen, Phil Benson, Alice Chik, 2013-11-20 Narrative Inquiry in Language Teaching and Learning Research provides an entry level introduction to research methods using stories as data or as a means of presenting findings that is grounded in published empirical research within the field of language teaching and learning It discusses basic definitions and concepts in narrative inquiry explains how and why narrative methods have been used in language teaching and learning research and outlines the different approaches and topics covered by this research It also examines the different ways of eliciting analyzing and presenting narrative inquiry data Narrative inquiry offers exciting prospects for language teaching and learning research and this book is the first focused and practical guide for readers who are interested in understanding or carrying out narrative studies

Using ESL Students' First Language to Promote College Success Andrea Parmegiani, 2019-01-15 Emerging from a critical analysis of the global power of English and how it relates to academic literacy and culturally responsive pedagogy this book presents translanguageing strategies for using ESL students' mother tongue as a resource for academic literacy acquisition and college success Parmegiani offers a strong counterpoint to the English only movement in the United States Grounded in a case study of a learning community linking Spanish and English academic writing courses he demonstrates

that a mother tongue based pedagogical intervention and the strategic use of minority home languages can promote English language acquisition and academic success

The Beliefs and Experiences of World Language Teachers in the US
Pamela M. Wesely, 2024-06-11 This book tells the stories of 15 world language WL teachers in the United States at elementary and secondary levels through rich descriptions of their lived worlds and experiences In depth interviews extensive observations learner interviews and document and environment analysis illustrate in detail how teacher beliefs relate to their practices and are mediated and moderated by their learners institutional demands equity and access to WL education and other factors The chapters provide a deep and robust explanation of individual teachers teaching lives and a cross contextual comparison of their experiences shining a light on the realities and demands of modern US schools Grounded in the research literature on language teacher beliefs and cognition this book takes the stance that all teaching is situated and contextual and that addressing teachers methods practices and knowledges in ways that are divorced from their setting and environment has serious limitations It offers fascinating insights for researchers language educators and pre and in service teachers with reflection questions at the end of each chapter to guide readers in drawing connections with their own practice interests and contexts

Spanish/English primary integrated curriculum. Language and literacy
Arellano Espitia, Mónica, Bradshaw Borge, Carmen Cecilia, Heather, Denise, Kinsella, Lisa, Orive, Andere, Smith Hanot, Madeleine, Vega Manjón, M^a Teresa, 2015

Issues in the Spanish-Speaking World Janice Randle, 2003-07-30 Spanish language classes now have a reference source to encourage critical thinking and debate important current topics in Spain Mexico and the rest of Latin and South America Issues in the Spanish Speaking World offers 14 original and engaging chapters each introducing a major issue in the headlines and providing pro and con positions for student debate papers and class presentations Highlights include the Basque question indigenous rights the Christopher Columbus controversy bullfighting and the war on drugs in Colombia Each chapter concludes with a Resource Guide and useful vocabulary to facilitate expression in Spanish

New to the LSP classroom? A selection of monographs on successful practices Martina Vránová, 2023-05-23 As Languages for Specific Purposes have always been defined as student oriented the rationale behind this volume is to use the rather neglected niche of the other necessary agent of language instruction and thus focus on the LSP practitioner This turn towards the instructor has been motivated by the fact that a great number of LSP practitioners enter their jobs without previous expertise They lack LSP education or they may not even have a background in applied linguistics This motivation has proven valid as many of the volume s contributors have faced this particular situation in their professional lives For insights into the LSP field and guidelines on the best practices they must rely on their colleagues who offer to share their experience through workshops conferences or papers which is what this volume provides The primary goal of this volume is to present considerations of what challenges LSP practitioners face and should be prepared for in their jobs and to provide practice tested methodological guidelines on such demanding teaching techniques as blended and flipped

learning or tandem learning All papers have been written by LSP practitioners and researchers in higher education Thus this volume provides both guidance and self reflection In other words it is written by experienced LSP practitioners for aspiring LSP practitioners about how they see themselves and what effort they make to meet the challenges of their jobs As proof that LSP practice is a global challenge papers have been collected from many European countries the USA Uruguay Even though most papers are naturally concerned with English being the lingua franca of today the collection also features guidelines for teaching Spanish French and Dutch for specific purposes Moreover the target disciplines these languages are taught for encompass business engineering sociology or medicine thus supporting the assumption of the universal character of problems LSP practitioners deal with

Resources in Education ,2001-10 Negotiating Portfolio Assessment in a Foreign Language Classroom Eva Ponte,2000 *Heritage Speakers of Spanish and Study Abroad* Rebecca Pozzi,Tracy Quan,Chelsea Escalante,2021-04-19 *Heritage Speakers of Spanish and Study Abroad* is an edited volume that provides emerging research on heritage speakers of Spanish in immersion contexts in theoretical empirical and programmatic terms This edited collection seeks to expand our understanding of heritage speakers of Spanish by incorporating research on their linguistic sociolinguistic and pragmatic development during and after a sojourn abroad by discussing the complexities of their identity formation and negotiation during immersive stays and by highlighting programmatic innovations that could be leveraged to better serve diverse learners in study abroad contexts This volume advances the fields of both heritage language education and research on immersion study in a variety of ways and will be of interest to scholars of applied linguistics sociolinguistics second language acquisition and educational linguistics especially those interested in study abroad programming and Spanish for heritage speakers

Tutoring Second Language Writers Shanti Bruce,Ben Rafoth,2015-12-12 *Tutoring Second Language Writers* a complete update of Bruce and Rafoth s 2009 *ESL Writers* is a guide for writing center tutors that addresses the growing need for tutors who are better prepared to work with the increasingly international population of students seeking guidance at the writing center Drawing upon philosopher John Dewey s belief in reflective thinking as a way to help build new knowledge the book is divided into four parts Part 1 *Actions and Identities* is about creating a proactive stance toward language difference thinking critically about labels and the mixed feelings students may have about learning English Part 2 *Research Opportunities* demonstrates writing center research projects and illustrates methods tutors can use to investigate their questions about writing center work Part 3 *Words and Passages* offers four personal stories of inquiry and discovery and Part 4 *Academic Expectations* describes some of the challenges tutors face when they try to help writers meet readers specific expectations Advancing the conversations tutors have with one another and their directors about tutoring second language writers and writing *Tutoring Second Language Writers* engages readers with current ideas and issues that highlight the excitement and challenge of working with those who speak English as a second or additional language

Graduate Students Becoming Qualitative Researchers Char Ullman,Kate Mangelsdorf,Jair Muñoz,2020-11-23

Through conducting an ethnographic study about doctoral students from traditionally underrepresented groups who are learning to conduct ethnographic research this volume offers unique insight into the challenges and experiences through which these students develop their skills and identities as qualitative researchers. Foregrounding the stories and perspectives of students from minority backgrounds including Latinx, Black, differently abled, and queer students, *Graduate Students Becoming Qualitative Researchers* identifies how the process of learning to conduct ethnographic research underpins doctoral students' success, confidence, and persistence in the academy. Chapters follow students during a one-year ethnographic research course during which they learn about ethnography and also conduct observations, write field notes, interview participants, and gather artifacts. Offering important pedagogical insights into how ethnography and academic writing are communicated, the text also tackles questions of access and diversity within scholarship and highlights barriers to first-generation and minoritized students' success, including impostor syndrome, stereotype vulnerability, and access to time, knowledge, and capital. This volume will prove valuable to doctoral students, postgraduate researchers, scholars, and educators conducting qualitative research across the fields of education and rhetoric, as well as the humanities and social sciences. It will also appeal to those interested in multiculturalism and diversity within the education sector.

The First Year of Teaching Jabari Mahiri, Sarah Warshawer Freedman, 2014-05-09 For first-year teachers entering the nation's urban schools, the task of establishing a strong and successful practice is often extremely challenging. In this compelling look at first-year teachers' practice in urban schools, editors Jabari Mahiri and Sarah Warshawer Freedman demonstrate how a program of systematic classroom research by teachers themselves enables them to effectively target instruction and improve their own practice. The book organizes the teachers' research into three broad areas corresponding to issues the new teachers identified as the most challenging. *The First Year of Teaching* offers an array of classroom scenarios that will spark in-depth discussions in teacher preparation classes and professional development workshops, particularly in the context of problem-based, problem-posing pedagogies.

Genders, Cultures, and Literacies Barbara J. Guzzetti, 2021-11-29 This volume brings together leading scholars in their fields who offer much needed and wide-ranging perspectives on the intersections of genders, cultures, and literacies. As incidents of racial and gender aggression grow in number and in global attention, it is essential to understand how racial and gender identities and their expressions interplay and influence literacy development and practice. Contributors examine how social identities intersect and are expressed in literacy practices across an array of school and out-of-school settings and discuss how gender and race are represented in individuals' multimodal practices. Chapters address such topics as the literacy practices of incarcerated fathers of color, Black girls' literacies, Indigenous students' cultural literacies, the writing practices of Latinx women for identity representation, and more. Ideal for scholars in literacy studies, gender studies, and cultural studies, this volume is a necessary and original update to the ways cultural, racial, and gender identities are viewed in current educational and sociocultural climates.

Teaching and Researching ELLs' Disciplinary

Literacies Meg Gebhard, 2019-02-18 Written from a critical perspective this volume provides teachers teacher educators and classroom researchers with a conceptual framework and practical methods for teaching and researching the disciplinary literacy development of English language learners ELLs Grounded in a nuanced critique of current social economic and political changes shaping public education Gebhard offers a comprehensive framework for designing curriculum instruction and assessments that build on students linguistic and cultural resources and that are aligned with high stakes state and national standards using the tools of systemic functional linguistics SFL By providing concrete examples of how teachers have used SFL in their work with students in urban schools this book provides pre service and in service teachers as well as literacy researchers and policy makers with new insights into how they can support the disciplinary literacy development of ELLs and the professional practices of their teachers in the context of current school reforms Key features of this book include the voices of teachers examples of curriculum sample analyses of student writing and guiding questions to support readers in conducting action oriented research in the schools where they work

Socallt '04 Ute S. Lahaie, 2005 SOCALLT '04 is the sixth publication of the series documenting the sessions presented during the annual conferences of the South Central Association for Language Learning Technology SOCALLT This publication is a record of the sessions presented during the 2004 conference held at the San Jacinto College Central in Pasadena TX on 6 7 February 2004 All authors are current members of the organization The articles of these proceedings focus on a variety of issues such as new technologies for language learning the integration of technology into the foreign language curriculum the role of technology in the teaching and learning process language materials development and web enhanced language instruction

Learning and Using Conversational Humor in a Second Language During Study Abroad Rachel Shively, 2018-06-11 This book examines the use of conversational humor in a second language in the context of study abroad Using a longitudinal design naturalistic interactions and a language socialization framework the study investigates the ways in which study abroad students develop in their production of humor in second language Spanish and discusses how those developments are the result of language learning processes grounded in social interaction

Inventing a Classroom Kathryn F. Whitmore, Caryl G. Crowell, 1994 What are the patterns of teaching and learning that make a classroom holistic How do children invent oral and written language How do they create the culture and curriculum of a classroom How does the spirit of community and collaboration develop among children and teachers What are the relationships between literacy schooling and socialization as they form among the children These are a few of the broad questions that Kathy Whitmore and Caryl Crowell answer in this absorbing portrait of Caryl's third grade classroom the Sunshine Room Over the span of a school year we watch the students in this bicultural classroom within a bilingual working class neighborhood work and develop together as a community of learners It is the story of how the Sunshine Room like many whole language classrooms invents itself and how in this process the children themselves are continually inventing oral and written language culture and curriculum In two separate collaborative

voices the authors carry readers through several critical events in the life of the classroom the process through which the children and the teachers negotiate the curriculum the creation of a theme study about the Middle Ages and a vicarious experience of the Middle East war through children s literature and discussions On an individual level the deep friendship between Seaaira an English speaking child from the volunteer community and Lolita a bilingual Latina from the barrio is symbolic of the bicultural experience fostered in the Sunshine Room

Gendered Identities and Immigrant Language Learning Julia Menard-Warwick,2009 This ethnographic study of a California English as a Second Language program explores how the gendered life experiences of immigrant adults shape their participation in both the English language classroom and the education of their children within the contemporary sociohistorical context of Latin American immigration to the United States

Researching Second Language Classrooms Sandra Lee Mckay,2006-08-15 This text introduces teachers to research methods they can use to examine their own classrooms in order to become more effective teachers Becoming familiar with classroom based research methods not only enables teachers to do research in their own classrooms it also provides a basis for assessing the findings of existing research McKay emphasizes throughout that what a teacher chooses to examine will dictate which method is most effective Each chapter includes activities to help readers apply the methods described in the chapter often by analyzing research data Chapter I Classroom Research introduces the reader to major research purposes and research types as they relate to classroom research the distinction between quantitative and qualitative research the formulation of research questions and research designs and ethical issues in research Chapter II Researching Teachers and Learners presents research methods that can be used to examine teachers and learners attitudes and behaviors action research survey research interviews verbal reports diary studies case studies and ethnographies Chapter III Researching Classroom Discourse deals with methods that can be used to study the oral and written discourse of classrooms interaction analysis discourse analysis text analysis and ways to examine the social and political assumptions underlying the choice and presentation of content in second language teaching materials Chapter IV Writing Research Reports provides guidelines for both thesis writing and journal articles Researching Second Language Classrooms is an ideal text for TESOL research methods courses and an essential resource for inservice teachers who wish to undertake classroom research

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