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THE UTILITY OF TEACHING-DEVICES

Continued from December

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COMBINED AIMS-AND-AUDITING CHART

(To save space, the squares for the days of the week and the space for "Remarks and Conclusions" are here omitted. They would naturally come to the right of the last item given under the headings.)

<i>Purpose</i>	<i>No.</i>	<i>Device</i>	<i>Aim of exercise</i>
<i>Reënforcement of grammatical principles.*</i>	1.	Place the proper articles before 10 given nouns.	<i>Articles</i>
	2.	Substitute the indefinite articles for the definite articles in a given passage: and vice-versa.	
	3.	Give 10 examples of words beginning with stressed <i>a</i> or <i>ha</i> , and require proper articles in sing. and plu., and with and without preceding adjective.	
	4.	Give the plu. of each noun in one of the short vocabularies of the grammar.	<i>Nouns</i>
	5.	Change sing. nouns to plu. and plu. nouns to sing. in a given passage.	

*These devices relate to Spanish.

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	6.	Teacher writes a list of incomplete nouns, with their meanings: class adds proper terminations.	
	7.	Write list of 5 or 10 nouns of irregular gender and have class indicate the gender.	
	8.	Have class change sing. nouns in -z to plu., and give sing. for plu. nouns in -es.	
	9.	Teacher gives a list of 10 words ending in -es, -is, and -as, and asks for the plural or singular.	
	10.	Give a list of 10 adjectives ending in a consonant and request the formation of the feminine.	<i>Adjectives</i>
	11.	Give 6 adjectives ending in -an, -on, -or, and ask for the feminine.	
	12.	Choose an adjective which has been giving trouble. Write 10 sentences in which the adjective should be used, but employ a dash in place of the adjective. Have the class supply the correct form of the adjective.	
	13.	Write 10 sentences in Spanish with the necessary adjectives in English. Have the class substitute the proper Spanish adjectives.	
	14.	Give 10 adjectives to which various augmentative and diminutive endings may be appended. Have the class supply the endings. The teacher should give the English meanings of the desired Spanish forms.	
	15.	Write 10 phrases with apocopated adjectives incorrectly used. Have the class correct.	

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	16.	Give series of 5 geographical adjectives in each series, with omitted endings. Have the class try to supply the endings.	
	17.	Ask for a complete list of the conjunctive and disjunctive pronouns and then give random English meanings for which the proper Spanish forms are to be given rapidly.	<i>Pronouns</i>
	18.	Use of the personal pronouns with specific prepositions such as <i>con</i> , <i>para</i> , <i>detrás de</i> , <i>sin</i> .	
	19.	Substitution of possessive pronouns for possessive adjectives in 10 sentences.	
	20.	Replacing of a noun phrase with a pronoun in 10 sentences: e.g., <i>Yo hablaré con su tío (con él)</i> .	
	21.	Teacher gives 10 sentences in Spanish in which the pronoun and the verb are in English. Students are to substitute the Spanish forms.	
	22.	Teacher gives a list of a dozen pronouns of all sorts and asks students to accent where necessary.	
	23.	Teacher gives list of 10 adjectives and asks class to form adverbs from them.	<i>Adverbs</i>
	24.	Teacher gives 10 sentences having dashes and requires students to supply <i>aquí</i> , <i>allí</i> , <i>ahí</i> , <i>acá</i> , and <i>allá</i> according to the context.	
	25.	Replace dashes by subjunctive or indicative in 10 short sentences of this type: <i>Yo me alegro de que él—hoy: Yo te digo</i>	<i>Subjunctive</i>

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		<i>que no lo—</i> . The infinitive of the verbs needed (<i>llegar, creer</i>) should be given.	
	26.	A series of 10 sentences in which the proper endings are to be added to incomplete verbs so as to show sequence of tenses.	
	27.	Teacher asks students to bring in as many different diagrams of the sequence of tenses as possible and has some of them put on the board.	
	28.	Ten affirmative sentences to be made negative.	<i>Negatives</i>
	29.	Ten interrogative sentences to be made negative.	
	30.	Five affirmative sentences to be made interrogative and five to be made both negative and interrogative.	<i>Interrogative form</i>
	31.	Students are asked to prepare diagrams of all grammatical points susceptible of being diagrammed, such as orthographic changes, position of adjectives, position of object pronouns, uses of <i>ser</i> and <i>estar</i> , etc. Each is assigned a topic and his diagram is put on the board.	<i>Diagrams</i>
	32.	Memorizing of 15 High Points of Grammar. (NOTE: A suggested list of these High Points is given further on.)	<i>High Points</i>
	33.	The use of the Ebbinghaus or omitted word and phrase method in all possible connec-	<i>Ebbinghaus method</i>

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		tions to test grammatical reactions.	
	34.	Teacher writes 20 words, some divided correctly and some incorrectly. Pupils revise and explain.	<i>Punctuation, accentuation, and syllabification</i>
	35.	Twenty words to be properly accented, with emphasis on <i>esdrújula</i> words.	
	36.	Class looks over a page of Spanish and comments on significant examples of punctuation, syllabification, and accentuation.	
<i>Increase and recognition of words</i>	37.	From time to time, teacher gives lists of 10 or 20 related words, such as months, colors, days, directions, trees, birds, animals, minerals, geographical terms, trades. Pupils recite one or more of these lists whenever called on.	<i>Words by association</i>
	38.	Students are asked to select from some lesson a dozen words having the same derivation as certain English words.	
	39.	Students give short lists of English words related in form and meaning to Spanish words: e.g., study, <i>estudio</i> ; verdant, verdure, <i>verde</i> .	
	40.	Students give 10 sets of words of contrasted meanings (antonyms): e.g., <i>pobre, rico; pequeño, grande</i> .	
	41.	Students give 10 sets of synonyms.	
	42.	Teacher gives type-word and student uses this as basis for other associated words: e.g., <i>zapato, zapatilla, zapatón, zapatero, zapatería</i> . This device is	

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		especially valuable in associating the thing with the craftsman or vender and the place of selling or manufacturing or the name of the trade.	
	43.	Students prepare a classified list of all <i>new</i> words in the lesson or in several lessons, grouping together masculine nouns, feminine nouns, adjectives, pronouns, verbs of the first, second, or third conjugation, etc.	
	44.	Review of the short vocabularies in the grammar or of important new words in one or more pages of the reader.	<i>Rapid drill in vocabulary</i>
	45.	Vocabulary-match, conducted like spelling match, with captains, sides, and scorers.	
	46.	Teacher uses with rapidity "flash-cards" having a Spanish word at one end and an English word at the other end.	
	47.	Teacher hands out pictures or postcards and asks students to be prepared at the next lesson to name in Spanish every object and every action.	<i>Addition to vocabulary with the aid of concrete objects</i>
	48.	Students are requested to keep scrapbooks of pictures clipped from newspapers and magazines and to hand them in periodically with every object and action tagged in Spanish. An exhibition of these scrapbooks may be held, thus inculcating neatness.	
	49.	Models of mechanical toys, such as trains, automobiles, and the like are kept in a central place and students are assigned the	

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		labelling of parts. The verb corresponding to each active part of the mechanism may be required along with the noun. After the models have been tagged, students will make an extended description of each, both in writing and orally.	
	50.	Give a list of 10 infinitives of different conjugations and have students underline the stems.	<i>Infinitives</i>
	51.	Have students look up a dozen infinitives in the vocabulary, give their meanings, and use them in sentences.	
	52.	Ask for 5 infinitives made from nouns and 5 nouns made from infinitives: e.g., <i>telégrafo</i> , <i>telegrafiar</i> ; <i>descubrir</i> , <i>descubrimiento</i> .	
	53.	Assign 5 infinitives and have class form the future and the past future (conditional) from them.	
	54.	Have students change present to past tense, etc., in a given paragraph of reading.	<i>Rapid handling of tenses</i>
	55.	Write such tenses as the present subjunctive, etc., on the board, omitting the significant vowel, and have students supply the vowel: e.g., <i>que tú com-s</i> ; <i>que yo hub-se</i> .	
	56.	Write a short list of sentences with the verb in the infinitive. Ask students to change the infinitive to the proper tense, according to the context.	
	57.	Choose a passage in reading and have students read, changing, as they go along, the singular	<i>Drill in endings</i>

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		verbs to plural or the plural to singular, at the same time making other necessary changes.	
	58.	Write the <i>endings</i> of verbs on the board and have students fit assigned verbs to them and give the meaning: e.g., <i>-ieron</i> : "Apply it to <i>haber</i> ." " <i>Hubieron</i> , they had."	
	59.	Give both orally and in writing lists of varied verb-forms: have students identify each form and translate.	<i>Identification of verb-forms</i>
	60.	Conjugate entire phrases, making any changes necessary to the sense: e. g., <i>Yo saldré mañana con mi hermano</i> .	<i>Conjugation</i>
	61.	Assign two or three verbs to students and have them conjugate the various tenses successively: that is, when one has finished the present tense of his verb, the other takes up his present tense, etc. It is best to choose verbs of different conjugations. Pronunciation, repetition, competition, and saturation for the rest of the class are important by-products of this device.	
	62.	Synopses of verbs.	
	63.	Conduct a verb-match on the same principles as a spelling-match.	
<i>Emphasizing thought-content.</i>	64.	Teacher reads random passages of review translation: students translate rapidly.	<i>Translation</i>

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	65.	Translation at sight.	
	66.	One pupil reads Spanish while another, with book closed, translates.	
	67.	Students look over a selection in verse and write in Spanish prose what the selection contains.	
	68.	Teacher writes passage on board with incomplete sentences or words: students complete and translate.	
	69.	The lesson in composition is written on the board. Selected students go to the board and make corrections, also jotting down the number of errors. The teacher then comments on the original and on the corrections.	<i>Composition</i>
	70.	The teacher reads random passages of review composition. The class translates orally.	
	71.	The teacher asks for the translation into Spanish of ten very short sentences, each illustrating the same grammatical principle.	
	72.	Students look over a page at sight and then, closing books, write the salient points in English or in Spanish. A time-limit is set for the inspection of the page.	<i>Grasping thought in word or sentence groups</i>
	73.	The teacher dictates a list of unconnected words which can be formed into an intelligible sentence. The students compose the sentence: e. g., <i>edad meses después cuarentisiete pocos la de a años murió</i> (<i>Murió pocos</i>	

Purpose	No.	Device	Aim of exercise
		<i>meses después a la edad de cuarentisiete años</i>). The desired sentences should, of course, be quite simple.	
	74.	Teacher reads a very short passage in Spanish. The students try to repeat it accurately. They then summarize it in English.	
	75.	One student writes a question in Spanish and passes it to his neighbor. The latter rapidly writes the answer. A time-limit is set. The teacher collects the papers and reads some of them. (The whole class may be occupied in this at the same time).	
Practice in oral or conversational work.	76.	The use of <i>cuestionarios</i> based on known material, such as the reading for the day.	Development by means of leading questions
	77.	Students form commands based on subject-matter read or made up by the teacher.	
	78.	Students form questions appropriate to <i>answers</i> or affirmations made by the teacher, thus getting practice in the use of questions.	
	79.	Teacher gives a key-word or phrase dealing with known material, and the students form sentences, using it correctly: thus, <i>el tonto</i> , or <i>jirafa</i> , referring to the stories in Roessler and Remy's reader.	
	80.	Students look over a map and give a short, connected description.	Original and extended oral or conversational development
	81.	Students write a description of their class-room, house, etc.	

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	82.	Students tell a story or describe connectedly while looking at pictures or postcards.	
	83.	Students develop in detail the content of a Spanish sentence, expanding the sentence into a paragraph or more.	
	84.	Students give orally, or write on the board, a summary in Spanish of the lesson.	
	85.	Teacher reads anecdote or story in Spanish. Students re-tell it in Spanish.	
	86.	Conversation between students on known subject-matter.	
	87.	Students tell a well-known story or fairy-tale such as that of <i>Cenicienta</i> or <i>Romeo y Julieta</i> , each student giving a fact or two in satisfactory sentences and carrying the story forward. The teacher may write the unknown words on the board before the story is begun.	
	88.	Teacher gives a list of the principal words of a story. The students tell the story in connected form.	
	89.	A story, partly in words and partly in pictures, like examples in the <i>Gente Menuda</i> section of <i>Blanco y Negro</i> , is worked out and then related coherently by the students.	
	90.	Teacher assigns a topic and students orally develop a series-unit.	
	91.	Students tell what they see from the window.	
<i>Fine points in oral mechanics.</i>	92.	Assignment of a short poem to be memorized as a standard of pronunciation and an aid to pronunciation.	<i>Discrimination in pronunciation, spelling, voice-</i>

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	93.	The parts which occur on a page or two of a play are assigned to students, and they commit them to memory for dramatization at the next lesson.	<i>inflection, and spirited reading</i>
	94.	A short play is assigned for dramatization and after a month or two is presented in class, at an opportune moment when the learning of detail has become so congested that a respite will be a most helpful relief. Students without parts may be asked to serve as prompters and critics.	
	95.	Ordinary dictation.	
	96.	Teacher gives dictation rapidly; class takes it down in abbreviated longhand and then reads it in full.	
	97.	Teacher dictates passage with many incorrect forms. Class corrects.	
	98.	Teacher dictates and asks those who know English shorthand to take the dictation in shorthand. The shorthand pupils then put the dictation on the board simultaneously with some who have used longhand. (Surprisingly good results may be obtained, precisely because shorthand and Spanish are largely phonetic. This is an excellent stimulus for students interested in Spanish commercial work.)	
	99.	Students spell in Spanish words pronounced by the teacher.	
	100.	Teacher spells in Spanish and students tell the words.	

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	101.	Regulation spelling-match, with captains, sides, and scorers.	
	102.	If a phonograph is available, the teacher uses the records, picks out phrases having a distinctly Spanish intonation, and drills several students at a time in imitating that particular intonation. If this is done often enough, something like Spanish intonation may be attained. (Teachers who may be interested in making Spanish sound like real Spanish would do a great service to the profession by experimenting and publishing the results. It may be that the number of type-phrases is limited and can be tabulated, and that foreign inflection can be taught either through some form of musical notation or through series of type-phrases arranged for the phonograph.)	<i>Voice and sentence inflection</i>
	103.	The teacher reads a passage that has life and calls on students to imitate exactly the swing which he gives to phrases and to sentences.	
<i>Idiomatic turns of expression</i>	104.	The teacher gives proverbs or idioms in English or Spanish and asks for genuine equivalents (not a literal translation).	<i>Idioms and proverbs</i>
	105.	Students give short lists of idioms, preferably of those associated with some key-word, such as a verb.	
	106.	Teacher recites part of a proverb and class supplies the rest.	

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	107.	Groups of students are asked, in rotation, to watch for idioms and to report at a certain time on those encountered during the week.	
<i>Manipulation of numbers and arithmetical processes.</i>	108.	Teacher dictates numbers in Spanish. Class jots down the figures and then recites them in Spanish.	<i>Rapid use of numbers</i>
	109.	Teacher writes figures on the board. Students write out the numbers in Spanish and read them.	
	110.	Rapid reading of hours, decimals, fractions, and rapid writing down of such items dictated by the teacher.	
	111.	Rapid drill in simple arithmetical operations. Teacher will do well to carry an elementary arithmetic in Spanish to class regularly. Numbers and verbs are the omnipresent factors in any language and should be practiced incessantly if the language is to be learned as a live thing.	
<i>Informational material.</i>	112.	Teacher reads short clippings from newspapers, magazines, reports of the Bureau of Foreign Commerce, etc., and has the class turn the passages into Spanish.	<i>Spain and Hispanic America</i>
	112.	Teacher presents each day in English or in Spanish one notable fact about the Hispanic countries.	
	114.	Teacher provides bulletin-board for the class. Each day, some	

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student is asked to post a useful notice connected with the Hispanic countries. The class is later asked to tell what the members saw on the bulletin board.

Comments:

1. These devices may be placed on filing-cards, each device occupying a separate card. The purpose of the device should be clearly indicated at the top of the card. Teachers could then select them in such groups as suited their needs.

2. These devices are appropriate for use throughout the year and are not meant to be employed merely for the lessons to which they correspond.

3. These devices are, of course, applicable to any language.

4. Some teachers may feel that devices involving *incorrect* usage are harmful. Undoubtedly they may prove so in beginning classes, but they have their legitimate place in advanced work and even in certain portions of elementary work.

CHART OF DEVICES BY YEARS

No attempt is here made to provide such a chart, but it is suggested that teachers observe which are plainly elementary devices and which are adapted chiefly to second, third, and fourth year classes. If the devices are written on filing-cards, the year can easily be indicated. If they are diagrammed on paper, the devices for each year may be grouped together.

LIST OF HIGH POINTS OF SPANISH GRAMMAR

(These are points which generally offer the most difficulty and require constant drill. No two teachers are likely to agree on the choice of points, and these are merely presented to stimulate thought).

1. Personal pronouns as objects of verbs.
2. Personal pronouns as objects of prepositions.
3. Change of subject commonly requires a finite tense then subjunctive, and not the infinitive, as in English.

4. Use of *se* for *le*, *les*.
5. Position of adjectives of color, direction, and nationality.
6. How to say *than*.
7. Use of the personal *a*.
8. Formula for ordinary conditional sentences.
9. Use of *ser* with a predicate noun.
10. *El de* and *el que* in place of *aquél de*, *aquél que*.
11. *Pero*, *mas*, and *sino*.
12. Apocopation.
13. Substitutes for the passive.
14. Sequence of tenses.
15. Uses of *ser* and *estar*.

In conclusion, it may be said that this treatment of devices is by no means exhaustive, either in the devices themselves or in their arrangement. It is to be hoped that others will develop some of the suggestions offered. Above all, let us not be afraid of teaching-devices. They are our tools.

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