

## How to use *Spanish 2* (2nd edition) after teaching first-year students with *Spanish 1* (3rd edition)

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The first BJU Press *Spanish 1* textbook was published in 1993 when communicative language teaching (CLT) was beginning to replace Audiolingualism as the prevailing foreign language methodology. At the time, most foreign language textbooks followed an approach to language learning that focused heavily on students' learning grammar rules through a series of drills that culminated in some sort of "communicative" activity.

BJU Press's *Spanish 1* materials loosely followed a hybrid audiolingual-CLT approach by including smaller segments of vocabulary presented primarily in dialogs followed by one or two grammar topics that students practiced. The practice emphasized accuracy of form over meaning.

When our *Spanish 2* textbook was published in 1996, it adopted an approach much more in line with CLT principles. Although the second-year text continued to rely on drills as a primary way to practice new material, the progression of drills from mechanical to communicative was much better developed. Consequently, the approach of the *Spanish 2* textbook is much more focused on communication than the previous editions of *Spanish 1*.

Since the 1990s great strides have been made in foreign language methodology. In the past thirty years, researchers in the field of second language acquisition have learned a great deal about how second languages are learned and how language instructors can apply SLA principles to classroom teaching in order to help students more effectively communicate in a second language rather than simply memorizing facts about how the language operates. Additionally, the creation of national standards in foreign language education and the rise of proficiency testing have revolutionized foreign language methodology.

The third edition of BJU Press's *Spanish 1* textbook, ¡*Nuevos amigos!*, reflects this major paradigm shift in its methodology. This new edition endeavors to follow best practices in the field by presenting vocabulary and grammar topics in context, maintaining a focus on meaning in all activities, and following a structured-input to structured-output approach to language learning. Additionally, the national standards have informed the organization of content by including an appropriate emphasis on all three modes of communication (interpretive, presentational, and interpersonal) and the integration of the three *Ps* of culture (products, practices, and perspectives) throughout the text. Finally, biblical worldview has been strengthened through an emphasis not only on the biblical mandate to love God and neighbor as guiding principles of a Christian's daily life but also through a biblical evaluation of history and culture.

Considering the significant paradigm shift that has informed the development of ¡*Nuevos amigos!*, the following factors should be considered when transitioning from BJU Press's *Spanish 1* (3rd edition) to *Spanish 2* (2nd edition):

### I. Content

Grammatical and vocabulary content in *Spanish 1* (3<sup>rd</sup> ed.) align with and often exceed the expectations of *Spanish 2* (2<sup>nd</sup> ed.) and, consequently, do not present any significant obstacle to transitioning between editions.

#### A. Grammatical structures

1. *Spanish 2* (2<sup>nd</sup> ed.) includes a comprehensive review of most of the material covered in *Spanish 1* (2<sup>nd</sup> ed.). The only topics that *Spanish 2* does not explicitly review are

greetings, farewells, courtesy expressions, telling time, and general expressions that facilitate basic exchanges of information.

2. Chapters 1–4 of *Spanish 2* review all the major topics presented in Chapters 2–11 of the new edition of *Spanish 1*, but the presentation of those topics is more quickly paced. Although the number of topics has been reduced between the second and third editions of the *Spanish 1* text (past tense has been removed from the third edition), the new edition develops more fully the topics presented and employs research-based strategies in both the presentation and the practice to help students acquire those language functions.
3. *Spanish 1* (3rd ed.) also includes more recycling of previous topics. Since review is spread methodically throughout the first-year text, students will have more opportunity to reinforce in practical communicative exchanges grammatical content previously studied, resulting in better retention of the material.

#### B. Vocabulary

1. The *Spanish 2* text assumes that students already possess sufficient basic vocabulary to be able to carry out simple exchanges of information such as greetings, farewells, and basic social courtesy expressions. It also assumes students possess a knowledge of vocabulary related to school, classes, and school-related activities. However, vocabulary related to family, daily activities, food, restaurants, shopping, and daily routines are all reviewed in *Spanish 2*.
2. The third edition of *Spanish 1* provides more vocabulary on topics related to students' daily lives than did the second edition text, and in many cases it presents students with more vocabulary on those topics than the *Spanish 2* (2nd ed.) contains. Although some new vocabulary words appear in the *Spanish 2* text, teachers may want to refer back to the vocabulary of corresponding topics from the *Spanish 1* (3rd ed.) text to provide students with more lexical content to supplement review in the first four chapters.

#### C. Culture

1. The *Spanish 2* textbook presents culture in two ways: (1) basic readings about specific countries in the Spanish-speaking world; and (2) short readings about the cultural products, practices, and perspectives. Readings present information descriptively and do not usually include follow-up activities for discussion or biblical worldview evaluation.
2. The third edition *Spanish 1* textbook presents culture in three ways. First, each chapter includes one cultural article per chapter, highlighting one or more Spanish-speaking countries. These articles summarize key historical events and discuss important issues in those regions. Second, each chapter includes one reading describing cultural products, practices, and perspectives in the Hispanic world. These articles typically focus on the chapter theme. Both articles include discussion questions that often focus on critical thinking skills and biblical worldview evaluation. Finally, cultural information is infused throughout the vocabulary and grammar presentations as well as activities. The initial vocabulary presentation in each chapter include visual representations of objects and scenery from Spanish-speaking countries. These illustrations help the students gain an idea of what life looks like in the Hispanic world. In many of the grammatical presentations, as well as cultural products and practices are embedded into the dialogs and

readings as a way to help students begin to think about what life is like for Spanish-speakers. Culture is often also present on the activity level, especially when a cultural product, practice, or perspective affects the way that people communicate. These topics are often presented in a small box followed by application of that information into the communicative function the activity seeks to practice.

3. Although the *Spanish 2* text does not make any assumptions about cultural knowledge, teachers will notice that the *Spanish 2* text lacks the integrated approach to culture and may want to supplement each chapter with authentic texts and projects to help students continue to grow in their interest in the Spanish-speaking world.

## II. Methodology

The primary difference between the new *Spanish 1* and existing *Spanish 2* texts regards methodology. Although the second edition of *Spanish 2* maintained a good focus on communication and meaning, *Spanish 2* continues to be form-focused with many of the activities requiring little or no negotiation of meaning. Since the focus of *¡Nuevos amigos!* is on the development of the three modes of communication, teachers and students may find the adjustment to an older methodology to be the most challenging part of the transition. The following suggestions are designed to help the teacher know how to supplement *Spanish 2* in order to maintain a better focus on communication:

### A. Personalize content

When sample sentences are used to present new material, interact with the content by asking questions to relate the statements to the students' own experience. For example, when reading through the sentences on page 3, ask students questions such as *¿Quién canta en el coro en nuestra clase?* or *¿Quién tiene tarea esta noche? ¿En qué clase? ¿Llevas tus libros a casa todos los días?*

### B. Ask follow-up questions

Whenever the students complete an activity that focuses more on form than meaning, ask follow-up questions to get the students thinking about meaning. In the *Spanish 2* text the students will often complete questions with the correct form of the best verb. When reviewing the questions, don't simply have the students give the correct verb and form. Use interrogative words to get more information and review vocabulary. For example, for question 1 of activity 1 on page 5, once the students have given the correct answer of *busca*, ask *¿Dónde busca ella su libro? ¿En su mochila? ¿En la oficina? ¿En el salón de clase?*

### C. Compare and contrast

Some activities ask the students to complete a paragraph that narrates a mini-story about someone. These paragraphs typically ask students only to fill in the correct form of the verbs. These activities can easily be adapted by adding a second task to the activity, such as having the students compare and contrast the information with their own habits, comparing their answers with a partner, and then reporting a summary back to the class orally or in writing. For example, activity 7 on page 10 narrates what a normal day is like for a student. This activity could easily follow this proposed expansion.

### D. Supplement

When planning, try to supplement the material as much as possible to give students more opportunity to complete specific, real-life tasks in Spanish. Consult resources such as the NCSSEFL-ACTFL Can-do Statements (available online) for a list of tasks by proficiency level.