

A COMPARISON OF SELECTED SYLLABI  
FOR THE TEACHING OF SPANISH IN  
THE ELEMENTARY SCHOOLS

by

445

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TABLE OF CONTENTS

	PAGE
INTRODUCTION . . . . .	1
The Problem. . . . .	2
Importance of the Study. . . . .	2
Source of Data and Procedures Used . . . . .	4
Definitions of Terms . . . . .	5
Limitations of the Study . . . . .	5
REVIEW OF RELATED LITERATURE . . . . .	6
FILES in the United States. . . . .	6
Cultural objectives. . . . .	6
Linguistic objectives. . . . .	7
Method of instruction. . . . .	8
Materials. . . . .	9
Vocabulary . . . . .	10
Summary. . . . .	10
SYLLABI USED IN THIS STUDY . . . . .	11
Selection of Syllabi . . . . .	11
Stated Purpose of Syllabi. . . . .	11
Objectives of the Programs Presented in the Syllabi. . . . .	13
Teaching Methods Used in the Syllabi . . . . .	14
WORD, IDIOM, AND CULTURAL ITEMS LISTS. . . . .	16
Analysis of Composite Word and Idiom Lists . . . . .	17
Analysis of Cultural Items Lists . . . . .	17

	PAGE
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . . . .	19
Summary. . . . .	19
Conclusions. . . . .	20
Recommendations. . . . .	21
BIBLIOGRAPHY . . . . .	23
APPENDIX A. COMPOSITE WORD LIST . . . . .	25
APPENDIX B. COMPOSITE IDIOM LIST. . . . .	47
APPENDIX C. CULTURAL ITEMS LISTS. . . . .	50

## INTRODUCTION

The general provisions of the National Defense Act of 1958 set forth the Congressional policy that the mastery of foreign languages by talented young men and women is essential to the defense of the United States.<sup>1</sup>

In the last decade renewed interest has been focused on modern foreign language programs in American schools. But with our country's growing awareness of the importance of foreign languages for the national interest has come the conviction that the place to begin instruction in them is in the elementary grades.

Foreign language programs in the elementary schools of the United States show a phenomenal growth. It is estimated that now there are more than two million American elementary school children studying a foreign language in grades kindergarten through eight. The programs for acquiring the language skills vary from pilot classes offered to selected children in one grade or one room, to city-wide programs offered to all children and articulated from kindergarten through the university.<sup>2</sup>

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<sup>1</sup>Robert F. Roeming, "Foreign Languages as Weapons of Defense," The Modern Language Journal, 46:299, November, 1962.

<sup>2</sup>Stanley Levenson, "Preparing for FLES-The Study Group Approach," The Modern Language Journal, 46:94, February, 1965.

The growing practice of beginning instruction in a modern foreign language in the elementary school has created a need for many classroom teachers to become oriented to a whole new field of methodology and materials. The teaching of foreign languages in the elementary schools, referred to as FLES, has produced great public enthusiasm resulting in the demand for teachers and materials rapidly increasing each year.

In view of the interest in FLES and the great demand for teaching materials, it seemed that a study to examine and evaluate recent materials available for Spanish teachers in elementary schools would be of value.

#### THE PROBLEM

Statement of the problem. It was the purpose of this study to examine, study, and evaluate, in the light of criteria which evolved from the review of literature, four syllabi now being used in the FLES program in Spanish. It was hoped that this research would help teachers of FLES to meet the needs of their students.

#### IMPORTANCE OF THE STUDY

Although a revival of interest in teaching modern foreign languages in the elementary schools was well under way by 1948, it was in 1952 that the FLES program received

new impetus when Dr. Earl J. McGrath, the U.S. Commissioner of Education, vigorously advocated teaching foreign languages in the elementary schools. In May, 1952, in an address before a convention of modern language teachers in St. Louis, Dr. McGrath stated:

For some years I unwisely took the position that a foreign language did not constitute an indispensable element in a general education program. This position, I am happy to say, I have reversed. I have now seen the light and I consider foreign languages a very important element in general education... Only through the ability to use another language, even moderately, can one really become conscious of the full meaning of being a member of another nationality or cultural group. It is in our national interest to give as many of our citizens as possible the opportunity to gain these cultural insights. Educators from the elementary school to the top levels of the university system ought to give immediate attention to this matter.<sup>3</sup>

The enthusiastic endorsement of FLES by Dr. McGrath, an educator in a position of national prominence, greatly encouraged the development of new programs. With the increasing emphasis on FLES, teachers are faced with the problem of selecting materials for teaching a modern foreign language in the elementary grades. Many teachers who are entering this field have not had the opportunity to investigate the materials already published.

Teachers in FLES should have available studies and evaluations of recent materials published for teaching

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<sup>3</sup>William R. Parker, The National Interest and Foreign Languages, U.S. Government Printing Office, Washington D. C., 1954, p. 83.

foreign languages in the grade school. This examination of the syllabi should aid teachers in FLES in selecting the materials which will best meet the needs of the children engaged in the program.

#### SOURCE OF DATA AND PROCEDURES USED

The literature. A review of related literature of all available material at the following libraries was made: Kansas State University, Kansas University, and Wichita State University. Material was also made available by the Educational Annex of the Manhattan Public Schools. From this review of literature, criteria were evolved for evaluating four syllabi now being used in the FLES program.

Four syllabi with recent publication dates in use in the FLES program were examined. Each syllabus was studied to determine the stated purpose, the objectives of the program, and the teaching method used.

An item by item check of every Spanish word, idiom, and cultural item in the four syllabi was made. Tabulations were compiled of these items. The four syllabi were compared for similarity of size and subject of vocabulary and cultural items. This comparison might be used by teachers as a basis for evaluation of the material.



## DEFINITIONS OF TERMS

Cultural Items. In this study, cultural items apply to animal sounds, games, riddles, verses, rhymes and jingles, songs, and proverbs.

FLES. The initials are an abbreviation for the teaching of Foreign Languages in the Elementary School.

Foreign language. This term is herein used to refer to the Romance and Germanic languages, mainly Spanish, French, and German.

Idioms. Expressions which are not translated word for word from one language to another are referred to as idioms.

Syllabus. As used in this investigation, syllabus applies to a course of study or a text book.

## LIMITATIONS OF THE STUDY

Although an examination of other phases in the teaching of foreign language and all the material already published would probably be of value, this study was limited to four syllabi now being used in the teaching of Spanish in the elementary schools. In the selected syllabi only objectives, teaching methods, vocabularies, and cultural items were examined.

## REVIEW OF RELATED LITERATURE

Understanding among the peoples of the world is one of the great challenges of our day. Language differences, and the difficulties they may create, are among the big barriers that block the course of understanding. In increasing numbers the elementary schools are teaching foreign languages with the purpose of raising a generation of American citizens who can communicate with their fellow man in a language other than their own.

Since 1952 the FLES movement has received public support from national leaders, educators, organizations, and community leaders. Mrs. Newton P. Leonard, President of the National Congress of Parents and Teachers, wrote, "I can promise you this, on behalf of the largest semiprofessional educational organization in America, parent-teacher members will wholeheartedly support whatever steps should be taken to help our children learn another language early."<sup>1</sup>

### FLES IN THE UNITED STATES

Cultural objectives. The principal objectives for the teaching of a foreign language should be cultural and linguistic. Gatenby stated:

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<sup>1</sup>Lucille Leonard (Mrs. Newton P.), "Languages for Our Children," School Life, 35:83-84, March, 1953.

The benefits which accrue to a child who learns a second language are at least two types, linguistic and cultural, insofar as these can be separated. Objectives of a course to teach the child a second language should be to communicate these benefits efficiently and with pleasure.<sup>2</sup>

All of the beliefs and behavior patterns which a group of people living together share are their culture. One of the greatest and far-reaching benefits of teaching a second language in the elementary school is the change toward something broader than the mono-cultural orientation. In learning to speak the language, the pupil is learning to use the tool that transmits the culture of those to whom the language is native. The primary objective is not to teach cultural facts but to produce more cultural orientation by active participation in a different cultural pattern.<sup>3</sup> Patterns of culture behavior center around focal areas of activity, including materials, artifacts, recreation, use of time and space, social groups, and communication through the language.

Linguistic objectives. Since the guiding principle in the teaching of real Spanish is a situation which is natural to the child, no simplification of the language should be introduced. The utterances are kept short and confined to the

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<sup>2</sup>E. V. Gatenby, "The Natural Process of Language Learning," Foreign Language Bulletin No. 44, March, 1956, p. 3.

<sup>3</sup>Estefania D. Chavez, My Experiences and Methods Teaching Spanish, (Los Angeles: William F. Lewis Publishing Co., 1940), p. 3.

situation. The problem of language learning is the acquisition of speech patterns rather than words. In teaching Spanish the emphasis should be on the greatest possible manipulation in realistic context of as much of the vocabulary as can be readily assimilated in the time available.<sup>4</sup>

Method of instruction. In determining the method used in teaching a foreign language, three factors were considered: the ideals, national and local, that prevail marking the general trend of education; the characteristics of the individual teachers; and, the type of pupil.<sup>5</sup>

The viewpoint of a nation, which has a great foreign commerce and deals with countries speaking different languages, toward learning and teaching language would be different from the viewpoint of a nation largely economically self-sufficient with little interest in world affairs.

A teacher with an assertive personality may be successful with a certain method while a mild-mannered teacher may fail with the same method. The personality, physique, and training of the teacher are factors which affect the success of the method used. Groups of students show variation in ability due to differences in age, previous preparation, temperament, and life plan.

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<sup>4</sup>Gatenby, op. cit., p. 6.

<sup>5</sup>Lawrence A. Wilkins, A Handbook of Teaching Spanish, (Chicago: Benjamin H. Sanborn and Co., 1947), pp. 93-109.

In view of these factors to be considered, it would seem bold to state that any one method yet devised is the best method to be followed in all cases.<sup>6</sup>

The audio-lingual method is the primary method used in the FLES programs. The successful teacher will be the one who has received training in the audio-lingual approach. He will present the new work aurally and orally and will follow the sequence of language learning which is listening, speaking, reading, and writing. The teacher must realize that a language is a habit forming and not a fact subject. He studies national and local needs in regard to Spanish and analyzes his own strong and weak points as well as those of his pupils. The teacher then evaluates his own method which he applies with resourcefulness and good judgment.<sup>7</sup>

Materials. After the objectives and methods have been determined, the materials should be selected. It is an accepted principle, that teaching is most effective when dealing with things that are within the range and experience of the pupils. The material should be designed to revolve around a living situation which the child can understand and in which he can take part.<sup>8</sup>

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<sup>6</sup>Chavez, op. cit., pp. 62-69.

<sup>7</sup>Wilkins, op. cit., pp. 10-18.

<sup>8</sup>Edmond A. Meras, A Language Teacher's Guide, (New York: Harper and Bros., 1962), p. 111.

The topics introduced for speaking or reading must be a close counterpart of his experiences. They should center around his daily activities, home, school, sports, and amusements.

Vocabulary. The vocabulary should be based upon daily life situations; it should be introduced not as detached words, but as a connected story.<sup>9</sup> The main objective is vocabulary in use for speaking and understanding. A good criterion to follow in establishing a vocabulary for a first year course of study would be to group carefully the most elemental activities of the student at a given age, and to determine the vocabulary essential to the "living" again of each activity in the new language.<sup>10</sup>

Summary. In the review of related literature there seemed to be an agreement for certain cultural and linguistic objectives; that the method used should be the one which best meets the situation; that the material selected should deal with things that are within the range and experience of the pupils; and, that the vocabulary should be based upon daily life situations. These criteria could be used as a basis for study and evaluation of material available for the teaching of Spanish in the elementary school.

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<sup>9</sup>Ibid. p. 77.

<sup>10</sup>Chavez, op. cit., pp. 36-41.

## SYLLABI USED IN THIS STUDY

Four syllabi now being used in the FLES program in Spanish were selected for examination, study, and evaluation.

### SELECTION OF SYLLABI

The four syllabi used in this study were selected for three reasons:

1. All four of the syllabi have been used successfully at the fourth and fifth grade levels.
2. A recent publication date.
3. Each syllabus was a pupil's textbook (many elementary language syllabi have only a guide for the teacher).

The syllabi were:

1. Brady, Agnes Marie. Mi Libro de Español. Columbus: Charles E. Merrill Books, Inc., 1965.
2. Brooks, Robert. (and Editorial Staff) Primer Curso. New York: Holt Rhinehart and Winston, 1964.
3. Langford, Walter M. (Parnell and Raymond) Me Gusta Leer. Boston: Allyn and Bacon, Inc., 1961.
4. Muñoz-Plaza, César A. Getting to Know Spanish. Boston: D. C. Heath, 1965.

Hereafter, the syllabi will be referred to as CEM, HRW, AB, and DCH.

### STATED PURPOSE OF THE SYLLABI

The purposes of each of the syllabi as stated by the authors are described in the following paragraphs.

The author of the CEM syllabus defined her purpose as:

It is hoped that with the aid of Mi Libro and this guide, each teacher will develop her approach to teaching Spanish in the grades in such a way that the pupils will learn to speak it and to enjoy it at an age when it is natural and easy for them to learn a language. Each of the lessons contains something about the people, history, and culture of the countries whose language they are learning. As a result of this learning experience, some children may really come to know people of neighboring lands and may help to build a world that is more peaceful and understanding.<sup>1</sup>

The HRW syllabus stated:

The purpose of the course will have been fulfilled if the pupils learn to use several hundred authentic Spanish sentences and phrases with an understanding of their communicative function in a number of real social situations.<sup>2</sup>

The AB syllabus stated its purpose:

The Elementary Spanish Series is an attempt to encourage the development of an elementary Spanish program which is meaningful and appealing to the children, and which will introduce them, according to their departmental level, to the Spanish language.... They can, in this way, become increasingly aware of the vital relationships which they have with the peoples of other lands and promote more effectively the good will and human understanding so necessary in our day.<sup>3</sup>

The DCH syllabus briefly stressed its purpose:

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<sup>1</sup>Agnes Marie Brady, Mi Libro de Español (Teachers Edition), (Columbus: Charles E. Merrill Books, Inc., 1965) p. TGI.

<sup>2</sup>Robert Brooks (and Editorial Staff), Primer Curso (Teacher's Manual), (New York: Holt Rhinehart and Winston, 1964) p. xii.

<sup>3</sup>Langford, Walter M., Me Gusta Leer (Teacher's Edition), (Boston: Allyn and Bacon, Inc., 1961), p. iii.



This program aims ultimately at the ability to understand and speak Spanish fluently and with accuracy.<sup>4</sup>

OBJECTIVES OF THE PROGRAMS  
PRESENTED IN THE SYLLABI

The four syllabi agreed on only one objective. All in some way stated that the chief goal of teaching language to elementary school children is to converse in Spanish and to understand the spoken language.

The CEM syllabus had conversations that were developed in such a way that the children can use, reuse, and interchange the phrases that they have learned in order to fit a great many situations. Another objective of this course of study was to present a picture of normal, contemporary life of Spaniards and Spanish Americans. This objective was realized by the wealth of cultural information which was incorporated into the Spanish lessons.

In the HRW syllabus the primary objective was the skill of understanding and speaking the language. Varied situations were used effectively to present conversation. This textbook did not state a cultural objective.

The AB course of study relied mostly on stories and questions for teaching the children to converse in Spanish.

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<sup>4</sup>Muñoz-Plaza, César A., Getting to Know Spanish (Teacher's Edition), (Boston: D. C. Heath, 1965), p. ix.

This syllabus contained cultural material in the stories.

The main objective of the DCH syllabus was the development of the listening and speaking skills. Dialogues centered around everyday occurrences in the life of the elementary school child were the core of the program. Cultural objectives were not mentioned in this course of study.

#### TEACHING METHOD USED IN THE SYLLABI

All of the syllabi agreed that the direct or aural-oral method should be used in teaching Spanish to elementary school pupils. This method can be best explained in the words of Estefanía Chavez, "Never saying any Spanish sound that has not first been heard; never reading any Spanish word that has not been first heard, then said; and never writing any Spanish that has not been heard, spoken, and read."<sup>5</sup>

All of the textbooks stressed the spoken language. Pronunciation of Spanish sounds and words were to be learned through imitation of the teacher, tapes, or records. The CEM and AB syllabi included pronunciation drills to be used by the children.

The HRW and DCH syllabi placed great stress on learning

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<sup>5</sup>Chavez, op. cit., p. 31.

the basic structural sentences and phrases by much imitation and repetition. The DCH vocabulary was limited and there was much use of the basic words. The HRW syllabus offered a complete set of tapes which presented the basic structural patterns in a variety of voices.

The CEM syllabus emphasized the aural-oral approach with many varied conversations and dialogues based on daily life situations. The lessons also embodied much cultural information.

Both the AB and CEM textbooks included selections for reading after the pupils had become accustomed to the spoken word.

## WORD, IDIOM, AND CULTURAL

### ITEMS LISTS

The composite word list contains the Spanish words used in the four syllabi studied. In this tabulation, which is included in Appendix A, the items are arranged alphabetically. The abbreviations at the top stand for Charles E. Merrill Books Inc., Allyn and Bacon Inc., Holt, Rhinehart and Winston Inc., and D. C. Heath and Co. The Spanish word is listed and an (x) in the column indicates that the word has been used in the syllabus.

The singular and plural forms of nouns are listed under the singular form; the gender and number of adjectives are listed together under the singular masculine form; proper nouns are omitted. Each verb form is listed separately.

The idioms used in the vocabularies of the four syllabi are included in Appendix B. They are tabulated in the same manner and arranged alphabetically according to the main word in the expression.

Lists of the various cultural items are presented in Appendix C. The topics included in these lists are: animal sounds, games, riddles, songs, verses, rhymes and jingles, and proverbs. The cultural items are listed and an (x) in the column indicates that the cultural item has been included in the syllabus. The songs, games, and verses, rhymes and jingles are listed under the title or first line. The pro-

verbs are recorded according to the syllabi.

All of the songs in the syllabi were presented with the music. The directions for playing the games were given in the syllabi. An asterisk (\*) placed before a song or a game indicates that it was included in the teacher's edition of teacher's manual.

#### ANALYSIS OF COMPOSITE WORD AND IDIOM LISTS

The word list showed that there was a lack of agreement on the topics that should be studied in elementary school Spanish. In an estimated 1,898 word entries, there were only 145 words that were used in all four syllabi, while an additional 224 words were used in three of the four; and, an additional 400 words were included in two of the four syllabi.

A total of 128 idioms were used in the various syllabi, but only ten idioms were used in all textbooks; another thirteen idioms were included in three textbooks, and an additional thirty-four idioms were used in two of the syllabi.

#### ANALYSIS OF CULTURAL ITEMS LISTS

The cultural items lists also showed lack of agreement on the topics that should be used in elementary Spanish.

Of 138 estimated cultural item entries in the four syllabi, the CEM syllabus included sixty-seven items, the AB syllabus included forty, the HRW textbook contained fifteen, and the DCH textbook contained nineteen items.

The 138 cultural item entries included twelve animal sounds, thirty-one games, fourteen riddles, forty-one songs, twenty-six verses, rhymes, and jingles; and, fourteen proverbs.

None of the 138 items were used in all four syllabi and none were used in three of the four syllabi; however, there were three items that were included in two of the four textbooks. These three cultural items were, two songs and one proverb.

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Since Dr. Earl McGrath vigorously advocated the teaching of foreign languages in the elementary schools in his address to the modern language teachers in May, 1952, many studies have been made in the field of research under the FLES program. Since 1952 this movement has gained the respect and support from national leaders, countless educators, language enthusiasts, parents, and community leaders. FLES has earned a place in our educational system, however the teachers in FLES need to re-examine their program.

### SUMMARY

The four syllabi studied presented the Spanish language at the child's level and interest. All of the textbooks stressed the oral approach and the development of the speaking and listening skills. The four syllabi, however, presented a vast difference in both the size and subject of vocabulary to be used in the elementary school program. The total number of Spanish words used in each of the syllabi examined was CEM 1,304; AB 866; HRW 710; and DCH 322.

In studying these figures, the purpose and objectives of each syllabus should be considered. In addition to the linguistic objective, the CEM syllabus also stressed cultural orientation. This textbook contained a wealth of cultural information which was incorporated into the Spanish lessons.

The large vocabulary was used in fulfilling the cultural objective. The AB syllabus, which also stressed the teaching of Spanish culture, included many reading selections thereby requiring a large vocabulary. Both the CEM and the AB syllabi contained a large number of words to be used only as reading vocabulary. The HRW textbook emphasized the learning of several hundred basic Spanish sentences and phrases by the audio-visual-lingual method; the vocabulary was determined by this objective. The DCH syllabus had as its ultimate aim intensive audio-visual-lingual training. The textbook contained short dialogues to be memorized. The vocabulary was limited in order to attain the goal of auditory training, visual perception, and lingual ability.

#### CONCLUSIONS

This was a limited study as many other aspects and syllabi used in the teaching of Spanish in the elementary school were not taken into consideration. Therefore, this information was not presented with any implication that it is a complete study. However, it has been stressed that before selecting materials for the teaching of a foreign language, the teacher should establish the linguistic and cultural objectives. The method which seemed most appropriate was the aural approach. However, in choosing a method, the teacher must keep in mind the three factors to be considered: the



current ideals, national and local; the characteristics of the individual teacher; and, the type of pupils to be taught.

In selecting materials, it would be well for the teacher to remember that the vocabulary should be based upon daily life situations. It is an accepted fact that teaching is most effective when dealing with things that are within the range and experience of the pupils. The culture objective should be to reduce mono-cultural orientation by active participation in a different culture. The variance in words that are used should be a basis for the beginning teacher in the FLES program for evaluation of the materials which will best meet the needs of the pupils.

From the evaluation of this study, it appeared that the CEM syllabus would be most applicable in meeting the objectives previously described. Its objectives were linguistic and cultural. The linguistic objective was stressed in the conversations presented in varied situations, making it easy to use the aural-oral approach. The cultural objective was realized by the wealth of cultural information that was incorporated into the Spanish lessons. With the cultural material incorporated into the lesson, the pupils could actively participate in a different culture.

#### RECOMMENDATIONS

In view of the fact that there was such a great difference in the size and subject of vocabulary to be used in

the elementary school, it is recommended that there should be a greater coordination of elementary school Spanish programs throughout the nation, and that a word list be established for elementary school Spanish such as the Keniston list for the college level.

Many other problems and questions face the FLES program, such as teacher supply, teacher education and training, continuity of the foreign language programs from the elementary school through the college level.

It was hoped that the study of these four syllabi would encourage more intensive study of the issues that face the FLES program in the United States. Now that FLES has won a place in American education, we must strive constantly to improve and strengthen the program throughout the nation.

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APPENDIX A

APPENDIX A

COMPOSITE LIST OF SPANISH WORDS USED  
IN SELECTED SYLLABI

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
á (letter)	x	x	x	x	aguinaldo	x			
abajo	x	x			aguja		x		
abierto			x		ah	x		x	x
abra				x	ahí	x			x
abre		x		x	ahora	x	x		x
abrigo	x				aire	x	x		
abril	x	x	x	x	al	x	x	x	x
abrir	x	x			ala	x			
abuelo	x	x	x		albaricoque		x		
acá	x	x			albergar	x			
acabar		x			albricas	x			
acabarse	x				alcanzar	x			
aciete	x				alcemos	x			
aceituna	x				alcoba	x	x		
acera		x			(me) alegre	x	x		x
acerca de	x				alegre	x			
acercarse		x			alegría	x			
acertar	x				algo	x	x	x	
acierto	x				alguien		x	x	
acompañar	x				alguno	x			
acostarse	x		x		alma	x			
acuéstate	x		x		almuerzo		x	x	x
(se) acuesta			x		aló	x			
(te) acuestas			x		alrededor	x			
(me) acuesto			x		alto	x	x		x
adelante	x		x		altura				
además de	x				alumno	x		x	x
adiós	x	x	x	x	allá	x			
admirar	x				allí	x	x	x	
adónde	x			x	amabilidad	x			
agosto	x	x	x		amable	x	x	x	
agradable	x	x			amapola	x	x		
agricultor		x			amar	x	x	x	
agua	x	x	x		amarillo	x	x	x	
aguardar	x				ambulancia		x		
águila	x				americano	x			x

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
amigo	x	x	x	x	asistir	x	x		
amo		x			asociado	x			
amor	x	x			asta	x			
amaranjado			x		atención				x
ancho	x				atendiente	x			
andan	x	x			atrasado	x			
ando		x			atrevo	x		x	
angosto	x				aun	x		x	
anillo	x				ausente		x		
animal	x	x	x		auto	x			
antes	x	x	x	x	autobús	x	x		
antiguo	x				automóvil	x			
anunciar		x			avenida			x	x
anuncio		x			avión	x	x	x	
anzuelo		x			ay	x		x	x
año	x	x	x		ayer	x	x	x	x
apagar		x			ayuda	x	x		
apetito			x		ayudo			x	
aplauden	x				azteca	x			
aplicación				x	azúcar	x	x		
aprender	x	x			azul	x	x	x	x
(se) aprende	x				bádminton				x
aprisa	x				baila		x		
¡apúrate!				x	bailan	x	x		
aquí	x	x	x	x	baile	x	x		
árbol	x	x			baja	x	x		x
arco	x				bajada	x			
argentino	x				bajan		x		x
aritmética	x				bajo	x			
armar			x		balancearse	x			
armario	x				balboa	x			
armas	x				banco	x	x		
aro	x				banda	x			
¡arre!	x				bandera	x	x		x
arriba	x				bandido	x			
artista		x			bañarse	x			
as	x				baño	x	x	x	
asado			x		barato		x		
aseguro			x		barba		x		
aserrán	x				barbilla	x			
aserrín	x				barco		x		
así	x	x		x	barril	x			
asiento	x				¡basta!	x		x	
asiste	x	x			bastante		x		



WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
baste		x			bronquitis	x			
básquetbol				x	brusco	x			
bastón	x				brutal	x			
bebé	x				bueno	x	x	x	x
beben	x	x			buñuelo	x			
beber	x	x			burro	x	x		
bebida		x			busca		x		
béisbol	x	x	x	x	buscado			x	
belleza	x				búscalo			x	
bello	x	x			buscamos			x	
besado		x			busca		x	x	
biblioteca	x	x	x		buscar		x		
bibliotecaria			x		busco		x	x	
bicicleta	x	x	x		búsquense		x		
bien	x	x	x	x	buzón	x			
bigote			x		caballero			x	
bilingüe	x				caballito		x		
billete	x	x			caballo	x	x	x	
bis	x				cabello	x			
bizcocho	x				cabeza	x	x	x	x
blanco	x	x	x	x	cabra		x		
blusa	x	x	x		cacique	x			
boca	x	x			cacto	x			
bola	x	x			cada	x	x		
bolívar	x				cae	x	x		
bolo	x				café	x	x	x	
bolsillo	x	x			cafetería			x	x
bombonería	x				caja	x	x	x	
bombero		x	x		cajera			x	
bonito	x	x	x	x	calcetines	x			
borrador		x			calendario	x			
borrar		x			caliente		x		
bosque	x				calor	x	x	x	
bote			x		calvo	x			
botella		x			calzada	x			
brama	x				callar	x			
brasileño	x				calle	x	x	x	x
bravo	x				cama	x	x	x	
brazo	x	x	x		camará			x	
brilla	x	x			cambia				x
brillar	x	x			cambiado				x
brincan	x				cambiar (de)	x			
brinco	x				cambio		x		x
británico	x				caminan	x			

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
camino	x	x		x	cerca	x	x	x	
camión	x	x			cerdo		x		
camisa	x	x	x		cereal		x	x	x
campana	x			x	cerrada	x	x		
campanario	x				cesta		x	x	
campanilla		x			cielo	x	x		
campo	x	x	x		cién	x	x	x	
canadiense	x				ciento	x	x	x	
canal	x			x	cierto			x	
canción	x	x		x	cigarro	x			
candela		x			cinco	x	x	x	x
cansado	x				cincuenta	x		x	x
canta	x	x		x	cine	x		x	x
cantan	x	x		x	cinta	x			
cantar	x	x			círculo	x			
cantará	x			x	ciudad	x	x	x	x
canto	x				claro	x		x	
capacidad	x				clase	x	x	x	x
capital	x			x	clima	x			
cara	x	x		x	clocar	x			
¡caramba!	x	x			cocina	x		x	
caramelo	x				coche	x	x		
carne	x	x			codo	x	x		
caro		x	x		coge	x	x		
carretera	x				cogía	x			
carro	x				cohetes	x			
carta	x	x			cojuelo	x			
cartero			x		col	x			
casa	x	x	x	x	cola			x	
casi	x		x		colección	x			
casilla			x		colombiano	x			
catarro	x		x		colón	x			
catorce	x		x	x	color	x	x	x	x
caucho	x				coloreado	x			
cejas	x				columpio	x			
celebran	x				comba	x			
cena			x		come	x	x	x	
cenamos			x		comedor	x		x	
cenar			x		comer	x	x	x	x
ceno			x		comerciante		x	x	
censo			x		comes			x	
centavo	x	x	x	x	cometa	x			
centímetro	x				cómico	x			
central	x				comida		x		
centro	x	x	x	x	comienza	x	x		

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
comienzan	x	x			córdoba	x			
como	x	x	x	x	cornucopia	x			
cómo	x	x	x	x	core			x	
compasión	x				corro	x			
completar	x				correcto	x			
completo	x				corren		x		
cómpreme	x				correo		x	x	
comprar	x	x			correr	x	x		
comprará			x		corta	x	x		
compraré			x		cortar		x		
compra	x	x	x		cortés	x			
común	x				corto	x	x		
con	x	x	x	x	cosa	x	x	x	
condición			x		costa	x	x		
conejo		x			cosita			x	
confitería			x		cráneo	x			
confitero			x		cree	x			
confesar	x				creen	x			
conmigo	x	x	x		crema		x		
cono	x				creo			x	x
conoce	x	x	x		crespo	x			
conoces	x	x	x		croquis	x			
conozco	x		x		cruce	x			
conquistador	x				crúz	x			x
consistir	x				cruza		x	x	
consonant		x			cruzan		x	x	
constantemente	x				cuaderno	x		x	
constelación	x				cuadra		x		
consulta			x		cuadro	x		x	
contar	x	x			cuál	x		x	x
contento	x	x			cualquier			x	
contestan	x	x			cuando	x	x		x
contesto			x		cuándo	x		x	x
contigo	x	x			cuánto	x	x	x	x
contó	x				cuarenta	x	x	x	x
contiene		x			cuarto	x	x	x	x
contra	x	x			cuatro	x	x	x	x
copiar		x			cuatrocientos	x		x	
copo		x			cubano	x			
convencerse	x				cubierto	x			
conversación	x				cuchara		x		
corazón	x			x	cuchicheos	x			
corbata	x	x	x		cuchillo		x		
corcho	x				cuello	x			

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
cuenta	x	x		x	deber	x			
cuentan	x				debes			x	
cuéntelos		x			decimal	x			
cuento	x				decimos	x			
cuerda	x				decir		x	x	
cuerpo	x				decirle			x	
cuesta	x	x	x		decorar		x		
cuestan			x		dedo	x		x	
cuida			x		defender	x			
cuidado		x	x		dejame	x			
cuidan			x		dejo	x			
cuidar	x	x	x		del	x	x	x	x
cuidas			x		delantal	x			
cuido			x		delante (de)		x	x	
cultivar	x				delicioso			x	
cultivo	x				demanda	x			
cultural	x				demasiado		x		
cumpleaños	x	x	x		denso	x			
cumplir	x		x		dentista			x	
cuna	x				dentro	x	x	x	
curva	x				dependiente		x	x	
chaleco		x			deporte		x		x
chanclo	x				deportista				x
chaqueta	x	x			derecho	x	x		
charrasca	x				(se) desayuna			x	
cheque	x				(te) desayunas			x	
chica	x		x		(me) desayuno			x	
chicle	x				desayuno		x	x	x
chico	x		x		descompuesto	x			
chicharra	x				descubridor	x			
chileno	x				descubrir	x			
chiquillo	x				desde	x		x	
chiva	x				desea	x			
chocolate		x	x		deseo	x			
chófer		x			desear	x			
chula	x				desierto	x			
da	x	x	x		desmontable	x			
dame	x				despacho			x	
dan	x	x	x	x	despacio	x			
dando	x				despertarse	x			
dar	x	x	x		despiértate	x			
dará			x		después (de)		x	x	
darnos			x		detrás (de)	x	x	x	
de	x	x	x	x	despidiéndose	x			
debajo (de)	x	x	x		devolver	x			

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
di		x			(me) divertí		x		
día	x	x	x	x	(se) divierten	x	x		
diablito			x		(me) divierto	x			
diálogo	x				divirtiéndose	x	x		
diccionario	x				división	x			
dice	x	x	x		doblo		x		
dicen	x	x	x		doce	x	x	x	x
diciembre	x	x	x		docena		x		
diciendo	x				dólar	x	x		
dichoso	x				dolor	x	x	x	
diecinueve	x				domingo	x	x	x	
dieciocho	x				dominicano	x			
dieciséis	x				dónde	x	x	x	x
diecisiete	x				dormido	x			
diente	x	x			dormir	x			
diez	x	x	x	x	dormitorio			x	
diferencia	x				dos		x	x	x
diferente	x	x			doscientos	x		x	
difícil	x		x		doy	x			
diga	x	x	x		dudo			x	
dígame	x	x	x		duele			x	
digas	x		x		duelen			x	
digo	x				dueño			x	
dije	x	x	x	x	duerme	x			x
dijo	x	x	x		duermes	x			x
dile			x	x	duérmete	x			
dime	x		x	x	duermo	x			
din	x				dulce	x	x		
dinero	x	x		x	durante	x			
dio		x			durazno		x		
dirá			x		durar	x			
dirección		x		x	duro		x		
dirige		x			ea	x			
dirigir	x	x			echa		x		
dirijo			x		echan		x		
disco	x				económico	x			
discusión			x		edad	x			
disfrutando	x				edificio		x	x	
distancia	x				eh			x	
distinto	x				ejemplar	x			
distribuir			x		ejemplo	x			
distrito	x				ejercicio	x	x		
diversion	x				el	x	x	x	x
divertirse	x	x			eléctrico	x			

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
elefante		x			escriba	x	x		
ella	x	x	x	x	escribanse		x		
ellos	x			x	escribe	x	x		
embajador	x				escribió	x			
emblema	x				escribo			x	
emocionante		x			escucha		x	x	
empalme	x				escuche		x		
emparedada			x		escudo	x			
empezó		x			escuela	x	x	x	x
empieza		x			ese	x	x	x	x
empleado		x	x		eso	x	x	x	x
empleo			x		esos			x	
en	x	x	x	x	espalda	x			
encantado			x		español	x	x		
encender	x	x			espera		x	x	
encima (de)	x		x		esperan		x	x	
encontrado			x		espere			x	
encuentran		x	x		esperen			x	
enero	x	x	x		esposo	x		x	
enferema		x	x		espuma		x		
enfermo	x				esquiar		x		
enfrente (de)	x		x		esquina	x		x	
ensalada			x		está	x	x	x	x
enseña	x		x		establo		x		
enseño			x		estación	x	x	x	
entonces			x	x	estado	x	x	x	
entra		x	x		estamos	x		x	
entrada	x				están	x	x	x	x
entran		x			estancia	x			
entrar		x			estar	x	x	x	
entre	x		x		estás	x		x	x
enviamos		x			este	x	x	x	x
enviar	x	x			esto		x		x
equipage	x				estómago	x	x	x	
equipo			x		estornudar		x		
era	x				estos			x	
eres	x		x		estoy	x	x	x	x
es	x		x	x	estrella	x	x		x
esa				x	estudia	x	x	x	
escalera		x	x		estudian	x		x	
escapar		x			estudiar	x	x	x	
escaparate	x				estudias			x	
escoges			x		estudio		x	x	
(se) esconde		x			excelente	x			
escondite	x				excepto	x			

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
existir	X				foto	X			
explicar	X				francés	X			
extendido	X				franja				X
extranjero	X	X			frase	X			
extremidad	X				fraternal	X			
fábrica		X			frente	X			
fácil	X				frío	X	X	X	X
facilitar	X				frontera		X		
falda		X	X		fruta	X		X	
falso	X				fue	X	X	X	
falta	X				fuego	X	X		
familia	X	X	X	X	fuera	X			
famoso	X				fuerte		X		
farmacia	X				fuerza	X			
farol	X				fumar	X			
favor	X	X	X	X	funciona	X			
favorable	X				fusil		X		
favorito	X		X	X	fútbol	X			X
fe	X				galope	X			
febrero	X	X	X		gallina		X		
fecha	X				gallo		X		X
felicidades	X				gana		X		
felicitación	X				ganado	X			
feliz	X	X			ganar	X	X		
feo	X				ganga		X		
fervor				X	garaje	X			
ferrocarril	X				garganta			X	
festejar	X				garra	X			
festivo	X				gasolina	X			
fideos		X			gasolinera	X			
fiebre			X		gastar	X			
fiesta	X	X	X		gatito			X	
figura	X			X	gato	X	X	X	X
fila	X		X	X	gaucho	X			
fin	X				general	X			X
flaco	X				generalmente			X	
flor	X		X		gente	X			
florero		X			geografía	X	X		
flotador		X			girar	X			
fondo	X			X	globo	X			
formado	X				glorioso		X		
forman	X				gobierno			X	
fortuna	X				golf				X
fósforo		X			golfo	X			

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
golpear		x			háganse		x		
gordo	x				hago	x	x		
gorjea	x				hallar	x			
gorra			x		hambre		x	x	
grabar	x				hará			x	x
gracias	x	x	x	x	has			x	
gramo	x				hasta	x	x	x	x
grande	x	x	x	x	hay	x	x	x	x
grandeza				x	haya	x			x
granero		x			he			x	
granja		x			helado	x	x	x	
granjero			x		henar		x		
grano	x				heno		x		
grazna	x				hermano	x	x	x	
gris	x	x	x		hermoso	x	x		
grita		x			héroe	x	x	x	
grupo	x				hielo		x		
guante	x		x		hierba		x		
guapo	x				hijo	x	x	x	x
guardia	x				historia	x	x		
guarde				x	hizo				x
guitar	x				hockey				x
guitarra		x	x		hogar				x
gusano		x			hoja	x		x	
(le) gusta	x	x	x	x	hola	x		x	
(les) gusta	x	x		x	hombre	x	x		
(me) gusta	x	x	x	x	homónima	x			
(te) gusta	x		x	x	honor	x			x
(nos) gusta		x			hora	x	x	x	x
(les) gustará		x			horario	x			
gusto	x	x	x	x	horizontal	x			
haber	x				horno			x	
habichuela		x			horrible			x	
habla	x		x		hospital	x	x	x	
hablar	x		x		hotel	x		x	
hablas	x				hoy	x	x	x	x
hablan	x	x			huerta	x			
(se) hablan	x				hueso	x			
hace	x	x	x		huevos		x	x	x
hacen	x				humano	x			
haces		x			humilde	x			
hacer		x	x		hurra	x			
hacienda	x				ibérico	x			
haga	x	x			idea	x	x	x	



WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
ideal	x				jabón	x	x		
idioma	x				jamás		x		
igual	x	x			jardín	x			
igualmente	x				jefe	x		x	
iluminar		x			jira	x			
imaginense		x			joven	x	x		
imagino		x			joyería				x
imita		x			juega	x	x	x	x
impermeable	x	x			juegan	x	x	x	x
importa	x		x	x	juegas	x		x	x
importante	x				juego	x	x	x	x
imposible		x			jueves	x	x	x	
inca	x				jugando		x		
incendio		x			jugamos			x	
independencia	x	x			jugo		x	x	x
india	x				juguemos				x
indica	x				juguete		x		
indigo	x				juguetería				x
indio	x	x			julio	x	x	x	
influenza	x				junio	x	x	x	
información			x		junto	x	x	x	
inglés	x				jurar	x			
insecto			x		justicia	x			
insignia	x				kilogramas	x			
inteligencia	x				kilómetro	x			
inteligente			x		la	x	x	x	x
intenso		x			labio		x		
interés	x				lacio	x			
interesante	x	x	x		lado		x	x	
interrumpo	x				ladra	x	x		
invernadera	x				ladrón	x			
invierno	x	x	x		lago	x	x	x	
invita	x	x			largo		x	x	
invitación		x			las			x	
invitar	x	x			lástima	x	x	x	
invitó	x	x			lata			x	
ir	x	x	x	x	latino	x			x
iris	x				lava			x	
irregular	x				lavamos			x	
irritado	x				lavan			x	
irse		x			(te) lavas		x	x	
isla	x				(me) lavo		x	x	
izquierda	x	x			le	x	x	x	
ja	x				lección	x	x		

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
lectura	x				lunes	x	x	x	
leche	x	x	x	x	luz	x			x
lechuga		x			(se) llama	x		x	
lee	x	x			(se) llaman	x		x	
leer	x				(te) llamas	x		x	
lees	x				(me) llamo	x	x	x	
legumbre		x	x		llano	x	x		x
lejos (de)	x	x	x		llanta	x	x		
lempira	x				llave		x		
león	x	x			llega	x	x	x	
les	x		x		llegado			x	
letra	x				llegamos		x		
(se) levanta	x	x	x	x	llegan	x	x		
(te) levantas	x		x	x	llegas			x	
(se) levantan	x			x	llego		x	x	
(me) levanto	x	x	x	x	llegué		x		
libertad	x	x			lleguemos			x	
libertador	x				lleno		x		
libra	x				llevado	x	x		
libre	x			x	llevan	x			
librería		x	x		llevas	x			
libro	x	x	x		llevo	x			
ligero		x			llora		x		
lila		x			llorando			x	
limón	x	x	x		lloras		x		
limpia			x		llores				x
limpian			x		llueve	x	x	x	x
limpias			x		lluvia	x	x	x	
limpio		x	x		madre	x	x		
lindo	x				madrina	x			
línea		x			maestro	x	x		
lista	x		x	x	magnífico	x			
listo	x	x		x	maíz		x		
litro	x				mal	x	x	x	x
lo	x	x	x	x	malo	x			
locutor			x		mamá	x	x	x	x
lodo		x			manejar	x			
longitud	x				manguera		x		
los	x	x	x	x	mano	x	x	x	
luchar	x				manzana		x		
luego	x	x	x		mañana	x	x	x	x
lugar	x	x			mapa	x	x	x	
luna	x				máquina	x		x	
lunar	x				mar	x			x

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
mariscal	X				milagro			X	
marrón	X		X		milímetro	X			
martes	X	X	X		mineral	X			
marzo		X	X		minuto	X	X		
más	X	X	X	X	mío	X	X	X	
mastil		X			mira	X	X	X	
maulla	X				miran		X	X	
máximo	X				mirando		X		
mayo	X		X		miras			X	
mayor	X		X		miro		X	X	
me	X	X	X		miró		X		
media		X	X	X	mismo	X	X	X	
medianoche		X			misterio	X			
medicina		X			miz	X			
médico		X	X		moda			X	
medida	X				modelo			X	X
medio	X	X			moderno	X			X
mediodía	X	X			modo	X			
medir	X				(se) moja		X		X
mejilla	X	X			mojado		X		
mejor		X	X		mojar				X
mejore			X		momento		X	X	
melón		X			monarca	X			
memoria	X				moneda	X			
menor			X		monetario	X			
menos	X		X	X	monta			X	
mensajero	X				montan			X	
mentira		X			montas			X	
mercado			X		monto			X	
mercancía		X			montaña	X	X		
merienda		X			montañoso	X			
mes	X	X	X		monte	X			X
mesa	X	X	X	X	moreno	X	X		
meter (se)	X				mortal	X			
métrico	X				mostrar		X		
metro	X				motor	X			
mexicano	X	X			movimiento	X			
mi	X	X	X	X	muchaño	X	X	X	
mide	X				muchísimo	X			
miedo	X	X			mucho	X	X	X	X
miembro		X			muelas			X	
miércoles	X	X	X		muerde		X		
mies	X				muestra	X	X		
mil	X		X		muestran	X	X		

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
muestras	x				noble	x			
muestro	x				noche	x	x	x	x
(se) mueve	x				nombrar	x			
muge	x	x			nombre	x			x
mugen		x			nopal	x			
mujer	x	x	x		norte	x	x	x	x
mundial	x				norteamericano	x			
mundo	x				nos	x		x	
muñeca	x	x	x		nosotros	x		x	x
murio				x	nota		x		
música	x				noticia		x		
muy	x			x	novcientos	x			
nac	x				novidades	x			
nacer	x	x			noventa	x		x	
nación	x				noviembre	x	x	x	
nada	x	x	x	x	nublado	x			
nadamos			x		nuestro	x			
nadan			x		nueve	x	x	x	x
nadando		x			nuevo	x	x	x	x
nadar		x			ñez	x			
nadas			x		número	x	x	x	x
nado			x		nunca			x	
nadie	x	x			o	x		x	x
naranja			x		obsequio	x			
naranjado	x	x	x		océano	x	x		
nariz	x				octavo		x		
narración				x	octubre	x	x	x	
necesario	x				ocurrir	x			
necesita		x		x	ochenta	x	x	x	
necesitan		x		x	ocho	x	x	x	x
necesito		x		x	ochocientos	x		x	
negocios	x				oeste		x	x	
negro	x	x	x	x	oficina				x
neña	x				oh			x	x
nene	x				oído	x		x	
nevada		x	x		oír	x	x		
nevando		x			ojalá			x	
nevar	x				ojo	x	x	x	x
ni	x		x		olé	x			
nieto	x		x		olvidos			x	
nieva	x	x	x		olla	x			
nieve	x	x			once	x	x	x	x
niño	x		x		onza	x			
no	x	x	x	x	operar	x			

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
oportuno	x				partido	x			
orden	x		x		pasa	x	x	x	x
oreja	x	x	x		pasado		x	x	
organización	x				pasan	x			x
original	x				pase		x		
ornamental	x				pasen			x	
oro	x				paseo		x		
oscuro		x			pasó	x	x		
otoño	x	x	x		paso	x			
otro	x	x	x	x	pasillo			x	x
oye	x				pasta		x		
paciente			x		pastel	x	x		
padecer	x				pastelería			x	
padre	x	x	x		pastor	x			
padrino	x				pastorcito	x			
paga	x	x			pata	x		x	x
página	x				patinar		x		
país	x	x	x		patio	x			x
pajarito	x		x	x	pato	x	x		x
pájaro	x				patria	x	x		x
palabra	x				patriotismo	x			
palo	x				pausa			x	
pan	x	x	x	x	pavimento		x		
panadero			x		paz	x			x
panecillos			x		peatón			x	
panamericano	x				pececito	x			
pantalones	x	x			pecho	x			
pantalla	x				pedazo		x		
pantomima	x				pedir	x	x		
pañuelo	x				pega	x	x		
papá	x	x	x	x	peinarse		x		
papaya				x	pelea	x			
papel	x	x	x		película	x			
paperas	x				peligro	x			
par				x	pelirrojo	x	x		
para	x	x	x	x	pelo	x	x		
paraguas	x	x			pelota	x	x	x	x
paraguayo	x				pena	x			
(se) paran		x			península	x			
(se) pararon	x				pensando		x	x	x
(se) parece	x	x	x		peonía		x		
pared	x	x			peor			x	
parque			x	x	pequeño	x	x	x	x
parte	x	x	x		(ha) perdido			x	
particular				x	perdió	x			

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
perdone			X		plumafuente	X			
perico			X		pobre	X	X	X	
permiso	X				pobrecito		X		
permities		X			poco	X	X	X	
pero	X	X	X	X	podemos		X	X	
perro	X	X	X		podría		X	X	
persona	X	X	X	X	poema	X			
pertenece	X	X			policía	X			
peruano	X				polo	X			
pesado		X			pollo		X	X	
pesar		X			pon	X			
pesca		X			pone	X	X		
peso	X		X		ponen	X	X		
pez	X	X			póngase	X	X		
piano			X		ponga	X	X		
pícar		X			pongo	X	X		
pico	X				por	X	X	X	X
píde	X	X			porque	X	X	X	X
píden		X			¿por qué?			X	X
pídes	X				portal	X			
pído	X				portero		X		
pie	X	X	X		portugués	X			
piedad	X				posada	X			
piel	X				posadero	X			
piensa	X	X			(se) posa	X			
pienso		X			posesión	X			
piernas	X				posible		X	X	
pierna	X	X	X		postrado	X			
piloto	X	X	X		postre			X	
pimienta		X			precaución	X			
pino	X				preceden	X			
pinta	X				precioso	X			
piña		X			prefiere		X		
piñata	X				prefieres		X		
piso		X	X		prefiero		X		
pista		X			pregunta	X	X	X	
pistola	X				preguntado			X	
pizarra	X				pregúntale				X
planta	X				preguntan		X		
plata	X				pregunto		X	X	
plátano			X		premio	X			
plátallo		X			prenda	X			
plato			X		prepara		X		
plaza			X		presenta	X			
plentitud				X					

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
presentación				x	(se) quedan		x	x	
presente	x		x		(se) quema		x		
presidente	x	x			queremos	x	x	x	
primavera	x	x	x		quería	x			
primero	x	x	x		querrás			x	
primo	x	x	x		quiere	x	x	x	
principal	x				quieren	x	x	x	
prisa	x	x	x		quieres	x	x	x	
prisionero	x				quiero	x	x	x	
problema			x		queso	x	x		
procesion	x				quetzal	x			
produce	x				quien	x	x	x	x
profesión			x		quieto		x		
profesor	x		x	x	quince	x	x	x	x
programa	x	x		x	quinientos	x		x	
progreso	x				quino	x			
prohibido	x				quinta	x			
pronto	x	x	x		quinto	x		x	
pronuncia	x				quise		x		
protege		x			quisiera		x	x	
protejo		x			quita		x		
provincia	x				radian	x			
próximo	x				radio	x	x	x	
publica			x		rama	x			
pudo	x				ramillete		x		
pueblo	x				rápido		x		
puede	x	x	x	x	rayo	x	x		
pueden		x	x	x	razón	x			
puedes	x	x	x	x	real			x	x
puedo	x	x	x	x	realidad				x
puede	x				rebuzna	x			
puente	x	x	x	x	recibe	x	x		
puerta	x	x	x	x	recibes	x			
pues	x		x		recibiendo	x			
pulgada	x				recoge	x			
pulmonía	x				recibí		x		
punto	x				recorre	x			
pupitre	x				recreo	x			
pureza	x				redondo				x
purpúreo	x				refrigerador		x		x
puso	x	x			regala			x	
que	x	x	x	x	regalo	x	x	x	
quebrantar	x				regalito			x	
(se) queda	x		x		regaña		x		
quédate		x							

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
regular		X			sabes	X	X	X	
reina	X	X			saca	X	X		
relación	X				sacan		X		
relámpago		X			sagrado	X			
relatar		X			sal		X		
reloj	X	X	X		sala	X		X	
repite	X	X			salida	X			
repito	X				sale	X	X		X
responde	X				salen	X	X		X
representa	X				salgo	X	X		
representan	X			X	salieron		X		
república	X			X	salimos	X			
reservación	X				sali r	X	X		
resfriado	X	X			salsa		X		
respuesta	X				salta	X	X		
restaurante		X	X	X	saltan	X	X		
revisa		X			saltando		X		
revista		X			saluda	X		X	
rey	X	X	X		saludo		X		X
rico	X	X	X		salvador				X
ríe		X			salvó		X		
rincón	X				sangre	X			
río	X	X			santo	X			
riqueza	X				sarampión	X			
risa	X				se	X	X	X	X
robar	X				seco		X		
roca	X				secretaria			X	
rodilla	X				secreto	X			
rojo	X	X	X	X	sedal		X		
rompí	X	X			según	X			
ropa	X	X	X		segundo			X	
rosa		X			seguramente		X		
rosada			X		seguro			X	
rosca	X				seis	X	X	X	X
rosbif			X		seiscientos	X		X	
roto	X				sello	X		X	
rubio	X	X		X	semana	X	X	X	
rueda	X				senador	X			
ruego	X	X			señala		X		
ruido	X	X			señor	X	X	X	X
rumba	X				señora	X	X	X	X
sábado	X	X	X		señorita	X	X	X	X
sabe	X	X	X		separado	X			
saben	X	X			septiembre	X	X	X	



WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
ser	x	x	x		sombrero	x	x		
será		x	x		somos	x	x	x	x
sería		x			son	x	x	x	x
serpiente	x				sonríe		x		
servicio	x				sonrisa		x		
servida			x		sopa			x	
servidor	x				sopla		x		
servirle			x		sorpresa		x		
sesenta		x	x		sosiego	x			
setecientos	x		x		sota	x			
setenta		x	x		soy	x	x	x	
sexto		x			su	x	x	x	x
sí	x	x	x	x	suave		x		
siempre	x	x	x		sube	x	x	x	
se sientan	x	x			submarino	x			
siéntate	x			x	sucio		x		
siente				x	sucré	x			
siento	x		x	x	sudamericano	x			
siesta	x				suelo	x	x		
siete	x	x	x	x	suena	x			
significa	x				sueño			x	
sigue		x			suerte			x	
siguiente		x			suéter			x	
silba		x			superficie	x			
silbato		x			supongo			x	
silencio	x				supuesto		x		
silueta	x				sur	x	x	x	
simboliza	x				surtido			x	
símbolo	x			x	tal	x			
simpático	x	x			también	x	x	x	x
sin			x		tamaño			x	
sino	x				tampoco			x	
sinuoso	x				tan	x	x	x	x
sirena		x			tangerina		x		
sirve	x				tanto	x		x	
sirvo				x	tarde	x	x	x	x
sistema	x				tarjeta	x		x	
sobre	x	x	x		tata	x			
sobrino			x		taza		x	x	
sol	x	x			te	x	x	x	x
solamente	x		x		teléfono	x	x	x	x
sólo	x	x			telégrafo	x			
sombra	x	x			televisar	x			

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
televisión	x	x	x	x	torero	x			
televisor	x				toro	x	x		
tenprano			x	x	torta	x			
tenedor		x			tostado			x	x
tendremos		x			total	x			
tenemos	x	x	x		trabaja		x	x	
tener	x	x	x		trabajar	x	x		
tengas	x				trabajaron		x		
tengo	x	x	x	x	trabajas	x		x	
tenis	x				trabajo	x		x	
tercero	x	x			traducción				x
terminar	x				trae	x	x		
ti			x	x	traer	x	x		
tía	x	x	x		traiga	x	x		
tibio	x				traigo	x	x		
tiempo	x	x	x		tráfico		x	x	
tienda	x	x	x		traje	x		x	
tiene	x	x	x	x	tránsito		x		
tienen	x	x	x	x	transistor	x			
tienes	x		x	x	transporte	x			
tierno		x			(se) trata	x			
tierra	x	x		x	trataré			x	
tinto	x				travieso		x		
tío	x	x	x		trece	x	x	x	x
tira	x	x			treinta	x	x	x	x
tiran	x	x			tren	x			
tirar	x	x			tres	x	x	x	x
toalla		x			trescientos	x		x	
tobillo	x	x			triángulo	x			
toca	x	x		x	trineo		x		
tocadiscos			x		trompo	x			
tocador	x				tronada		x		
tocho	x				tronco	x			x
todavía	x	x	x		trueno		x		
todo	x	x	x	x	tu	x	x	x	x
toma	x	x	x		tulipán		x		
tomamos	x				tumbar	x			
toman	x	x			tuna	x			
tomar	x	x			turno	x			
tomas	x		x		tus	x		x	
tomaste			x		tuso	x			
tomo	x	x	x		tuvo	x			
tonsilitis	x				tuyo	x			
tonto	x				último		x	x	x
torcer	x				un			x	x

WORD	CEM	AB	HRW	DCH	WORD	CEM	AB	HRW	DCH
unidad				X	ven	X	X	X	
unido	X				vendado	X			
unión	X				vende	X			
unir	X				vendedor		X		
universidad			X		vendemos			X	
uno	X	X	X	X	vendes			X	
uruguaya	X				vendo	X			
(se) usa	X				vendrás		X		
(se) usan	X				venga	X	X	X	
usado		X			vengo	X		X	
usted	X		X	X	venir		X	X	
uva	X		X		venta		X		
va	X		X	X	ventana	X	X	X	
vaca	X	X			ventanilla		X		
vacación		X			ventura	X			
vacío		X			veo	X	X	X	
vado	X				ver	X	X	X	
vajilla		X			verano	X	X	X	
valentía	X				veras	X		X	
vale	X				verás			X	
valor	X				verbo	X	X		
valle				X	verdad	X	X	X	X
vámonos	X	X			verde	X	X	X	
vamos	X	X	X	X	verla			X	
van	X	X	X	X	verso	X			
vaquero	X				vertical	X			
varios	X				ves	X			
vas	X	X	X	X	vestido	X	X	X	
vaso		X	X		vete	X		X	
veces			X		vez		X	X	
vecina	X	X	X		viajan	X	X		
vegetal	X				viajar	X	X		
vela			X		viaje	X	X		
veinte	X	X	X	X	viajero	X			
veinte y uno				X	victoria	X			
veinte y dos				X	viejo	X	X		
veinte y tres			X		viene	X	X	X	
veinte y cuatro			X		vienen	X		X	X
veinte y cinco			X		viento	X	X	X	
veinte y seis			X		viernes	X	X	X	
veinte y siete			X		villancico	X			
velita	X				vinculo	X			
velocidad	X				vinieron		X		
ve	X	X			Vino		X		



APPENDIX B

APPENDIX B

SPANISH IDIOMS USED IN THE VOCABULARIES  
OF SELECTED SYLLABI

IDIOM	CEM	AB	HRW	DCH
al principio	X			
ahora mismo		X	X	
¿Cuántos años tienes?	X		X	
el año pasado		X		
tener__años	X	X	X	
todos los años		X		
aquí tienes	X	X		X
por bien	X			
a casa	X	X		
en casa	X	X	X	X
tener dolor de cabeza	X			X
hace calor	X	X		
tener calor	X		X	
camino a la escuela			X	
¡caramba!	X	X		
ir al centro		X		
¡claro que sí!	X		X	
de todas clases		X		
¿De qué color es?	X	X		X
hora de comer		X	X	X
¿Qué hay de comer?				X
¡cómo no!		X	X	X
casa de correos	X	X	X	
¡creo que sí!				X
¡ya lo creo!	X		X	
tener cuidado	X			
es decir	X			
quieres decir	X			
de día	X			
todos los días		X	X	
tener dolor de dientes	X			
entrar en	X	X		
a eso de				X
eso es	X	X		
esperar que sí	X			
está bien	X	X	X	X
favor de + inf.	X			

IDIOM	CEM	AB	HRW	DCH
por favor	X	X	X	X
por fin	X			
por fortuna	X			
hace frío	X	X		
tener frío	X		X	X
de buena gana		X		
tener ganas de	X			
hacer girar	X			
dar las gracias		X		
con mucho gusto	X	X	X	X
de habla española	X			
tener hambre		X	X	
hay que		X		
¿Qué hay?	X	X		
hora de acostarte	X			
¿Qué hora es?	X	X	X	X
¿Qué importa?	X		X	
boca de incendios		X		
bomba de incendios		X		
jugar a	X	X	X	X
al lado de	X		X	
¿Qué lástima?	X	X	X	
pasar lista	X		X	
hay luna		X		
hasta luego	X	X	X	
el lunes que viene		X		
¿Cómo te llamas?	X		X	
me llamo	X		X	
se llama	X		X	
hasta mañana	X	X	X	X
por la mañana			X	
en medio de	X	X		
¡ojalá que te mejores!			X	
montar a caballo			X	
a lo menos			X	
tener miedo		X		
de nada	X	X	X	X
figura de nieve		X		
esta noche	X			
¿Qué hay de nuevo?				X
está con paperas	X			
en todas partes	X			
¿Qué pasa?	X	X	X	X
pasa	X			
pase usted	X	X		

IDIOM	CEM	AB	HRW	DCH
pensar en	x	x		
vamos de pesca		x		
caña de pescar		x		
con permiso	x			
por eso	x		x	
darse prisa	x			
date prisa	x	x	x	
de pronto	x		x	
en punto				x
tener razón	x			
la semana pasada		x		
señal de tránsito		x		
¿En qué puedo servirle?	x	x	x	
me siento bien				x
lo siento	x		x	
hay sol	x			
tener sueño		x		
por supuesto		x		
a mí también	x			
¿Qué tal?	x			
hasta la tarde				x
por la tarde			x	
hace buen tiempo	x	x	x	
hace mal tiempo	x	x	x	
hace mucho tiempo		x		
¿Qué tiempo hace?	x	x		
tener que	x	x	x	
ir en trineo		x		
vacaciones de verano		x		
vamos	x	x	x	x
vamos a ver		x		
a veces		x	x	
muchas veces			x	
¿Qué no ves?	x			
hasta la vista	x			
a ver	x		x	
de veras	x		x	
verdad		x		
es verdad	x	x		
en vez de	x			
otra vez	x	x		
hacer un viaje	x	x		
hace viento			x	
hay viento	x			
hacer volar	x			
ya voy			x	x



APPENDIX C

## APPENDIX C

## CULTURAL ITEMS

ANIMAL SOUNDS	CEM	AB	HRW	DCH
be	x			
brrro	x			
clo	x			
co-co-rí, co,co rí				x
cot, cot, cot		x		
cuac	x			
guau	x			
jijá	x			
miau	x			
mu	x			
pío	x			
quí-ri-ri qui	x			

## CULTURAL ITEMS

GAME	CEM	AB	HRW	DCH
¿A qué hora me levanto yo?				x
Béisbol				x
*Boat Race to Spain		x		
*Directions to practice "ir"		x		
*Dodge-ball nine		x		
¿Dónde esta?				x
Estoy pensando en una capital				x
Estoy pensando en un deportista				x
Estoy pensando en una hora				x
*False accusation for ages			x	
*False accusation for "gustar"			x	
Fireman's Ladder		x		
*Follow the leader		x		
*Guessing game for names			x	
*Guessing game for telling time			x	
Juego de los Verbos	x			
Las muchachas brincan la cuerda	x			
Los Partes del Cuerpo	x			
*Pantomime of illnesses		x		
Pañuelo	x			
*Prendas		x		
Race track		x		
Relay game		x		
*Rocket race		x		
*Team game for action words			x	
*Team game for review of dates			x	
*Team game for review of objects			x	
Toll Bridge Game		x		
Totito (little squares)				x
Trip to Santiago		x		
*Visitors from Mexico		x		

## CULTURAL ITEMS

RIDDLE	CEM	AB	HRW	DCH
la camisa	X			
el carbón	X			
el cerdo		X		
cincuenta	X			
coche		X		
el huevo	X			
la lengua	X			
una marioposa	X			
la piña	X			
el plátano	X			
(la gallina y los huevos)	X			
el reloj	X			
las tijeras	X			

## CULTURAL ITEMS

SONG	CEM	AB	HRW	DCH
A la Rueda Rueda		X		
A las Américas	X			
Arroz con Leche			X	
Brinca la Tablita				X
Buenos Días			X	
Cantando Cantamos				X
Cantos para Pedir y Dar Posada	X			
*Carmen Carmela		X		
Cielito Lindo				X
*Cuánto Me Das Marinero		X		
Diez Niñitos				X
Duermes Tú	X			
Ea, Ea, Ea	X			
*El Hijo del Conde Cabra		X		
El Patio de mi Casa				X
*El Tortillero		X		
El Zapatero				X
Fray Felipe				X
Fray Martín		X		X
Himno Nacional de Chile		X		
La Campana	X			
*La Carbonerita		X		
La Española		X		
La Madrugada			X	
La Niña Que a Mi Me Quiera			X	
La Pájara Pinta		X		
*La Rueda de San Miguel		X		
Las Agachadas			X	
Las Mañanitas	X			
Lerón, Lerón				X
Los Maderos de San Juan	X	X		
Los Niños en Espana				X
Madre Mía	X			
Me Gustan Todos	X			
Mi Gallo				X
Pajarillo Barranqueño		X		
Para Quebrantar la Piñata	X			
Si Me Dan Pasteles		X		
Una Tarde Fresquita de Mayo		X		

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SONG	CEM	AB	HRW	DCH
Vámonos Pastores	x			
Voy a Cantar Como un Pez	x			
Yo Me Voy	x			

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## CULTURAL ITEMS

VERSES, RHYMES AND JINGLES	CEM	AB	HRW	DCH
Bi-i-bi el burro no está aquí		X		
El burro rebuzna	X			
El gallo canta	X			
El gato maulla	X			
El Niño de Queque		X		
El pájaro goreja	X			
El pato grazna	X			
El toro brama	X			
En el campo las vacas mugen		X		
Esta es Anita	X			
Esta es la señorita	X			
Estas son muchachas	X			
Este es Guillermo	X			
Estos son gatos	X			
Estos son muchachos	X			
Estos son perros	X			
La Bandera				X
La gallina cloca	X			
La piñata de esta noche	X			
La vaca muge	X			
Las cabras saltan		X		
Los gatos son bonitos		X		
Los perritos ladran		X		
Los Sentidos	X			
Mi Bandera Tricolor				X
Treinta días trae septiembre	X			

## CULTURAL ITEMS

The CEM Syllabus contains the following proverbs:

A buena hambre, no hay pan duro.  
A mal tiempo, buena cara.  
A mucho hablar, mucho errar.  
De noche todos los gatos son pardos.  
En boca cerrada no entran moscas.  
Haz bien, y no mires a quien.  
Lo que se aprende en la cuna, siempre dura.  
Más hace el que quiere que el que puede.  
Mas vale pájaro en mano que ciento volando.  
No hay rosas sin espinas.

The AB Syllabus contains the following proverbs:

Cuando el gato no está, los ratones bailan.  
El que da primero da dos veces.  
En la boca cerrada no entran moscas.  
Más vale tarde que nunca.



A COMPARISON OF SELECTED SYLLABI  
FOR THE TEACHING OF SPANISH IN  
THE ELEMENTARY SCHOOLS

by

GERALD M. RILEY

B. S., Kansas State University, 1941

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
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1966

It was the purpose of this study to examine, study, and evaluate, in the light of criteria which evolved from the review of literature, four syllabi now being used in the Foreign Languages in the Elementary School (FLES) program in Spanish.

A review of related literature of all available material at the following libraries was made: Kansas State University, Kansas University, and Wichita State University. From this review of literature, criteria were evolved for evaluating four syllabi now being used in the FLES program.

Four syllabi in use in the FLES program at the fourth and fifth grade levels, having recent publication dates, were examined to determine the stated purpose, the objectives of the program, and the teaching method. An item by item check of every Spanish word, idiom, and cultural item in the four syllabi was made. Tabulations were compiled of these items. The four syllabi were compared for similarity of size and subject of vocabulary and cultural items. The syllabi were:

1. Brady, Agnes Marie. Mi Libro de Español. Columbus: Charles E. Merrill Books, Inc., 1965.
2. Brooks, Robert. (and Editorial Staff) Primer Curso. New York: Holt Rhinehart and Winston, 1964.
3. Langford, Walter M. (Parnell and Raymond) Me Gusta Leer. Boston: Allyn and Bacon, Inc., 1961.
4. Muñoz-Plaza, César A. Getting to Know Spanish. Boston: D. C. Heath, 1965.

Hereafter, the syllabi will be referred to as CEM, HRW, AB, and DCH.

The composite word list showed that there was a lack of agreement on the topics that should be studied in elementary school Spanish. In an estimated 1,898 word entries, there were only 145 words that were used in all four syllabi, while an additional 224 words were used in three of the four; and, an additional 400 words were included in two of the four syllabi.

A total of 128 idioms were used in the various syllabi, but only ten idioms were used in all textbooks; another thirteen idioms were included in three textbooks, and an additional thirty-four idioms were used in two of the syllabi.

The cultural items lists also showed lack of agreement on the topics that should be used in elementary Spanish. Of 138 estimated cultural item entries in the four syllabi, the CEM syllabus included sixty-seven items, the AB syllabus included forty, the HRW textbook contained fifteen, and the DCH textbook contained nineteen items.

The 138 cultural item entries included twelve animal sounds, thirty-one games, fourteen riddles, forty-one songs, twenty-six verses, rhymes, and jingles; and, fourteen proverbs.

None of the 138 items were used in all four syllabi and none were used in three of the four syllabi; however,

there were three items that were included in two of the four textbooks. These three cultural items were, two songs and one proverb.

The four syllabi presented a vast difference in both size and subject of vocabulary to be used in the elementary school program. The total number of Spanish words used in each of the syllabi examined was CEM 1,304, AB 866, HRW 710, and DCH 322.

In the review of literature there seemed to be an agreement for certain cultural and linguistic objectives; that the method used should be the one which best meets the situation; that the material should deal with things that are within the range and experience of the pupils; and, that the vocabulary should be based upon daily life situations.

From the evaluation of this study, it tends to show that the CEM syllabus would be most applicable in meeting the objectives previously described. Its objectives were linguistic and cultural. The linguistic objective was stressed in the conversations presented in varied situations, making it easy to use the aural-oral approach. The cultural objective was realized by the wealth of cultural information that was incorporated into the Spanish lessons. With the cultural material incorporated into the lesson, the pupils could actively participate in a different culture.