

My approach to world language lessons: being a bridge

2024-11-13

My goal is to act as a bridge for students.

I aim to influence and encourage students, and I connect them to the next steps while building language proficiency, cultural competence, and general skills that will serve them beyond the classroom.

My Spanish lessons follow ACTFL guiding principles to focus meaning and communicative activities.

Within these meaning-driven language lessons, I integrate the 5 C's of Language Education.

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Communication in more than one language for a variety of situations.

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Creating cultural competence.

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Making connections with other disciplines.

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Making comparisons between cultures and languages.

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Engaging communities at home and abroad.

A practical example: Backward design structure

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Identify desired results...

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THEN determine acceptable evidence...

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THEN plan learning experiences and instruction.

We want to learn -ar verb conjugations in the present tense.

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Acceptable evidence: Given an infinitive, the student can **produce a sentence** using the correct form of a verb and **generalize** this ability to novel words.



¿Qué hace el cocinero?

Verbo: cortar

Desired response:

(El cocinero) corta la cebolla.

[Communication: interpersonal]

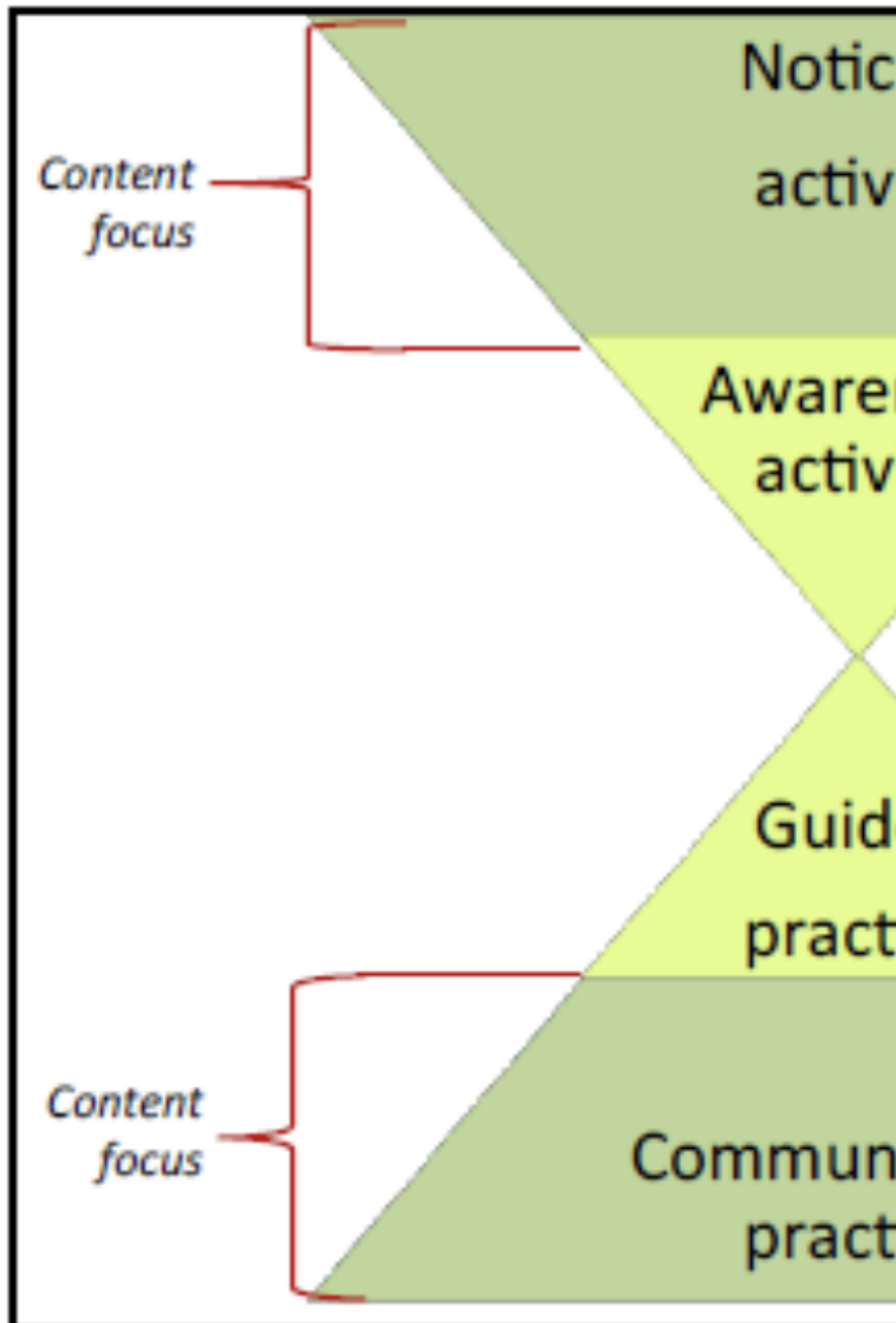


¿Qué hace el cocinero?

Verbo: llorar

Desired response:
(El cocinero) llora.

.footnote[*Communication: interpersonal*]



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An example: Let's cook!

1. Introduce authentic cultural material (a recipe in Spanish).

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2. Do an interpretive activity.

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3. Zoom in on the grammatical aspects of the material.

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4. Do guided practice.

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5. Check for understanding with the acceptable evidence activity.

.footnote[Communication: interpersonal, interpretive; connections; culture; comparisons]

Ingredientes:

250 g de carne molida	
1 cebolla morada	
2 dientes de ajo	
100 g de queso cheddar rallado	
2 cucharadas de chile en polvo	
½ cucharadita de comino	
200 ml de salsa de tomate	
200 ml de agua	



Veamos un vídeo. Mientras el hombre del vídeo cocina, fíjate en el orden de cada etapa y cambia las instrucciones que aparecen a continuación:

Intrucciones:

1. Echa la salsa de tomate.
2. Agrega la carne.
3. Cocina las cebollas.
4. Mezcla el comino con el chile en polvo.
5. Echa el agua.
6. Corta las cebollas. |

.footnote[*Communication: interpersonal*]

Actividad metalingüística

Nota las terminaciones:

Agrega la carne.

Cocina las cebollas.

Corta las cebollas.

Mezcla el comino con el chile en polvo.

Echa el agua.

Echa la salsa de tomate.

Agrega viene del verbo **agregar**:

Agrega - agregar

He adds - to add

¿Cómo se dice “to cook” en español?

Desired answer: *cocinar*

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.footnote[Comparisons]



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General Lesson Structure

Based on the ACTFL Contemporary Lesson Plan Template (2021)

50 minutes

Warm up: A brief review of the content of the previous class. (10 minutes)

New Thematic Introduction: Demonstration and walk through of the topic of the day. (10 minutes)

Guided and communicative Practice: Group or individual guided practice with feedback. (20 minutes)

Cool down: A review of the relevant topic and reiteration of the major takeaways. (10 minutes)

Conclusion

I am eager to act as not just an instructor, but a bridge for students to connect them to new resources and paths forward.

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I want to give back to my home state: I have been privileged and gained many unique experiences in my work.

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My research specialized in second language acquisition and I make research-based innovations in my teaching.

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If desired, I can supervise or involve students in undergraduate research.
