

## 19: 7th WorldLanguage Conjugations PostInt

Speaker 1: How were you effective in communicating the purpose of the lesson?

Teacher: I was effective by constantly .... not constantly, but by reminding them, why do we need to learn this. Because we want to be effective communicators. We want to make sense. I think it was one of the girls in the back, she's very knowledgeable or understanding of this ... she wants to make sense. She's like, "does that make sense" "am I being a clear communicator?". I think trying to constantly remind them of that, that's why we're doing this. We don't want to sound terrible in Spanish, we don't want to sound confusing.

In other lessons, we've also talked about, a big mistake that we could make. We could actually try to insult ourselves and make a joke that way, but if we didn't conjugate the verb correctly, we could end up insulting someone else.

Speaker 1: Which parts of your instructional practice were most effective supporting students to meet the learning objectives? Why?

Teacher: Definitely using the white words, trying to do that. Instant feedback, having everyone participate. I think walking around the room is something I have to do because, there's always going to be students that look like they're on task, but when I go up to them, it's like "okay you're halfway there, let's get the rest of it finished", or one of the young boys was completely off task, and if he knows that I'm checking up on him, then he'll definitely try and be engaging. He's very bright, and he gets it. Sometimes I think he just wants to know that he's noticed, and so walking around the room helps them continue.

Speaker 1: What role did organizations play in the lesson (planning, classroom set-up)?

Teacher: A huge part, if I didn't think about the materials and have it [00:02:00] set up for them in the beginning, I think a lot of time is wasted. We only have 45 minute classes, so because of our bell schedule, I think that part of my effectiveness in teaching is because I try to get the day ready at the beginning of the day. They have all their materials out. I did write out the lesson, I had the targeted infinitives prepared before hand, that I wanted them to know. I'm not directly teaching them that mezclar means to mix. We're kind of just introducing it, then in tomorrow's lesson you're going to see ... we're actually going to use that phrase. Let's mix the salsa now, so, vamos mezclar la salsa.

They're going to learn, instead of my directly telling them, this is what this means, they are going to try very functionally internalize the vocabulary. I think it's a much more natural way. I'm also proud of the way that they have been able to ... especially with the places. I've never taught of them any of the vocabulary before hand, but they really knew what they were saying, or where the people are going to in their partner worksheets, because they were using

their [inaudible 00:03:13]. I tried to tell them, be a critical thinker, use your common sense, this sounds like what in English. With that they ... this is a very brave group of students also. They're willing to make mistakes, willing to take risks. I think that always is ... it will set the language learner apart if they have that attitude of "let's just try it" and have fun and to be honest ...

Speaker 1: How do you think the lesson went with regards to student engagement?

Teacher: I wish I would have ... we actually have a song that we usually will sing in the middle of the lesson. It totally slipped my mind to play it. That's usually [00:04:00] one of the tricks I use to get them to stand up, sit back down. I think today was ... went really smoothly because they had their white board and we had ... we didn't have any blank time. There was always an activity or a way for them to be on task, so that really helps them to stay focused, when they know what their suppose to do. Even in the transition, using the cards, pulling those playing cards out, and having to figure out who's the highest, who's the lowest. That keeps them focused on...

Speaker 1: How do you think students found this lesson meaningful and relevant?

Teacher: I think that they want to have conversations. They really want to learn Spanish. Because it's an elective, it is their choice to be here, out of the electives available at the school. The students are personally engaged. I think always being able to make that choice ... even when I have to teach content, I always try to find ways to give students a choice so they can take ownership. If there's that shared power, even between the teacher and the students, then things can go a lot more smoothly, then if it's I said "do this, do it now".

I think that the fact that they want to be here, that they made the choice always sets the tone while ... I always try to give encouragement. Sometimes it sounds like ... I feel like sometimes it sounds like a grandma, "other kids can find this difficult but not you guys". It's not something that I normally I say only to this class. I say it to all my classes in different context, but it's just ... for me I know whenever my grandma would be like, "I never had to do that". It would all of the sudden like "really, you think I'm doing a such a good job". So I try to bring in that kind of encouragement.

Something [00:06:00] else our school has really been highlighting on, which I find very interesting, is telling kids "oh, you're so smart", versus "you worked really hard". So I'm really trying to focus that when I do give praise, I'm praising for a choice that they made, instead of praising them for a inequality. My mentor teacher use to tell me don't praise a kid like, "good girl", "good job". You give them encouragement, very specific. I'm trying to specifically say "oh, I noticed how you wrote that conjugation correctly", or "I noticed that you chose this ending, instead of this ending, and that's a correct choice", instead of saying "good job, good conjugation", because just the fact that they can make a choice empowers them more than other types of compliments.

Speaker 1: How would you like to develop this lesson in the future?

Spanish Teacher: Literally for tomorrow, I'm going to take the vocabulary and the grammar structure, and we're going to apply it to cooking. Today we kind of stopped at using the word, Ir, to go, in explaining where someones going. Tomorrow we're going to take it to say our intent. So when we're making salsa tomorrow, we're going to say "what are you going to do now", "now I am going to mix the salsa". It's going to be the same subject pronouns, same infinitive, with some of the er words we introduced today.

We're also going to change the seating arrangement, instead of pods, we're going to make cooking groups, all centered around the demonstration cooking table, so everyone can see. The teachers modeling is always important. That is something I can tell, at the end of the day, I have to remind [00:08:00] myself, I've done this twice, I need to do it again. I need to show them, this is how we cut a tomato. Always modeling it can always make a huge difference for the students ... doing that. Then in the future, this is actually leading up to our restaurant unit, where students are going to be able to order food proficiently, from a menu, in Spanish.

They'll have to learn a lot of these food, understand these verbs and how to conjugate them to say what they want, and have a conversation at the table. Even if there was a problem, how they could express their problem politely, and then get the help that they need. That is what this quarter is building up to. Right now we're just at the sentences. In quarter three though, they'll be having their conversations.