LANGUAGE LEARNING WITH A PURPOSE: IMPROVING LANGUAGE ACQUISITION
BY INCLUDING AN END GOAL

By

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Abstract

The research project addressed in this paper concerns whether or not language acquisition is improved when students have a goal such as travel and/or a specific project to complete for which the second language would be necessary or of great assistance. Research both academic and empirical demonstrated that having a goal for which to aim did substantially improve students’ success in language learning and acquisition. Key influences for this paper were the pedagogy in Pedagogy of Freedom (Freire, 1998), instruction in Roberto Bahruth’s “Painless Spanish”, and linguistic themes and instruction methods in Essential Linguistics: What Teachers Need to Know to Teach ESL, Reading, Spelling, Grammar (Freeman & Freeman, 2014). The author developed a language learning program which upon completion includes travel to a Spanish speaking country where the proposed class will contribute to effecting change in that community with lasting positive results for both its inhabitants, and the program’s students.
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Introduction

Language has always been something I’ve learned easily, while I know that many people feel that they are poor language learners. Although most are required to take courses in languages other than English while growing up in the United States, many do not successfully acquire another language, and/or do not feel confident in their abilities, and cease trying to learn and use a second language. I’ve always known that I wanted to travel, which I believe added to my persistence and ease of being able to learn another language.

Once I had an opportunity to study abroad through a program at the University of Montana, I already had a fair grasp of the Spanish language, but we had an orientation class beforehand which focused on the region to which we would be traveling, Oaxaca, OAX., Mexico. Research on high-impact educational practices such as Service Learning and Capstone Courses consistently have better results than traditional methods in rates of student retention and student engagement (Anaissie, et al. 2014). I believe that this model helped the students in the class of all levels be motivated to succeed in learning the language, with the added factor of being able to live within the community, interact with the people and come with an understanding of this ecology.

Upon entering this program, it has not been my plan to work in the public school system; rather, I’d prefer to tailor a program to adults. I’ve been considering many possibilities for a structure and format, and in so doing have realized that I also have many professional relationships which could be leveraged in order to create not only a language learning program, but one that could include travel as well as a project which would have a lasting effect on the community in which we would have focused, and ultimately would visit. This program is called “Semillas: Language + Purpose”, and is a language learning and service travel organization. In this paper I will examine how learning with a goal in mind increases the student’s ability through intrinsic
motivation to acquire and retain the language. I’ll lay out how I’ll create a program in which adults can fulfill corresponding goals of language learning as well as service-oriented travel. Additionally, I will discuss my philosophy and approach as it relates to teaching, curriculum design, pedagogical approach and assessment.

**Philosophy**

I will implement democratic measures in bilingual education; in direct contrast to the traditional methods with which I was taught my second language. I say this not because it wasn’t effective, but because it is not shown to be effective for the majority of people (Hadley, 1986; Krashen, 1989). An environment must be established where open communication, interaction & dialectical learning are a normal state. Equity is key for student development, including a sense that their respective backgrounds, identities and experiences are valued and accepted (Garcia, 2008). It is important that students experience equal participation; that they do not feel that the teacher or other students dominate the conversation, nor do they feel unnecessarily compelled to say something if they do not wish to do so. Collaborative descriptive inquiry is a pedagogical practice described by Garcia and Traugh (2002); one where students put their voices opinions and texts alongside each other, and all have the ability to share, question, comment or discuss without interruption. There is a delicate balance and skill needed in order to be able to orchestrate an open discussion, but a directed one with at least a goal for what is to be learned in mind.

My classroom will be student-centered, and conversation although directed, would remain flexible so that new ideas and threads of thought could be explored as they emerge organically. In this way, it builds a natural motivation for students to learn and explore ideas which are
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important to them. The students in this case would have initial enthusiasm in the desire to be able to communicate once the group travels to our destination. In order to do this, they learn from each other and from me, in a role not unlike an apprentice. To communicate effectively, one must gain knowledge not only of the language, but also how to use it effectively in a cultural context through authentic activity (Freeman & Freeman, 2011). The program would prepare students in this way, both through language, and contextual understanding.

Audience

My target audience is adult language learners. Adults are a much more willing and enthusiastic student base as they have elected to spend their money to attend my program. Adults also come with a variety of experiences and ideas about how language learning takes place, and should take place. For that reason, I will want to set the tone for the class, including making them feel at ease with one another. People learn about language through language and its use, so discussion will be paramount to our success (Freeman & Freeman, 2014). I’ll discuss in more detail the approaches specific to an adult student base later in the paper, but it is important to acknowledge the pre-existing ideas, ways of thinking, and patterns of learning which accompany these language learners. We will begin class setting the tone in English as a way to orientate students with the format, and I would later transition into Spanish with very simple vocabulary and exercises to start, building in complexity as the class advances in skill and comfort levels. My role would similarly transition from leader to guide in this process.
Setting

I will hold classes in a rented or leased space. The class size would be small; 5-10 people, so a suitable space in Boise would likely cost $500 monthly. A central, preferably downtown Boise location would be ideal for the student base of adults who likely work in town, and have free time and the financial ability to enter this program. Meridian could be an option, but the demographic I’m seeking would have grown children or none, given the time and travel requirements of the class; that said, Boise is apt a more successful target area.

Funding

Based on my research with similarly structured ventures in the area, I would need to charge approximately $3000 for the program which essentially pays the rent for my facilities and the students’ airfare to our destination. I have checked into grants and fund matching organizations, and estimate that I would be able to receive just over $200,000 should my program be comparably successful as others such as Vivid Roots and Global Service Partnerships; the owners of whom I’ve interviewed. This would allow me to plan out the program for approximately 4 to 5 years’ time with personal salary and business related expenses. (Bostrom, 2015); (Soll, 2015).

Goal/Project

I’ve been in communication with several similar ventures in the community, and will plan to work in partnership with Vivid Roots, an organization which funds and works with organizations such as the Rotary Club for access to clean water in different areas such as Guatemala and Ecuador. They have completed projects in both of these areas, and I believe something similar could be accomplished in conjunction with a language learning program. I’ve also connected
with Kelli Soll, owner of Global Service Partnerships, a program through which younger students travel to Belize and work for a week assisting students there create books in English as part of a national initiative to improve English literacy in the country. She has been extremely successful in this undertaking, and I see the potential for a joint partnership with this business. Finally, I’ve been in contact with Puentes owner Trudy McGavin as I’ve found that there is a very similar program in place with this local school, and will work to continually diversify the Semillas program to include different trajectories as more connections are made. As an evolutionary program, I would have the option to have students enroll in more than one series as the program speaks to their personal path to language and service.

Section 1: Curriculum

The word curriculum comes from the Latin word *currere*, meaning to run or proceed. Curriculum can be explicit, or very “visible” as far as structure, or it can be implicit, or “hidden”. In general, it is a set of ideas which are to be conveyed by a teacher to her or his students. Structured curriculum is typically intended to be used in what Freire (1998) refers to as a “banking system” format; typical of institutions, which is intended to produce or reproduce a desired manner of thought and understanding.

I will create a curricular format which is adaptive and responsive based on the student population and greater surrounding community. It is important that the curriculum be relevant, interesting, creative, and multimodal in its practice. Generally, a teacher is required to use certain texts, and meet certain standards, but that is not to say that they cannot be questioned and problematized through critical analysis. In this way, not only do students explore these texts, but they are able
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to examine what is intended to be taught, and what is actually being taught, or the “hidden curriculum” (Snyder, 1973). Since I will not be held to any set curriculum, a benefit of teaching adults, as well as one of creating and co-creating a curriculum with the students, we will grow to have equal participation in choosing what we discuss and why. As students, many times people are not asked to be active participants in the learning process, rather passive subjects upon which the information is imposed. Freire (1998) talks about how a “proper” classroom is one in which the student/teacher division is no longer relevant. All parties are engaged, sharing, and learning from one another. We do not come in as clean slates, nor should we leave having only a unidirectional experience.

I will first find out what students know, what is familiar to them, and then building upon that knowledge so that they may reconcile new knowledge with prior knowledge & experiences through contextualization (Adelman Reyes & Crawford, 2012). In order to do this, I will give the students a questionnaire which will assess their status, as well as personal goals for the program. This questionnaire is attached as Appendix A.

Vygotsky (1962) talked about zones of proximal development, or the process of “scaffolding” by which the student uses stepping stones of knowledge in order to gain and reconfigure to reach higher levels of understanding. Learning occurs through bridging and schema building; meaning that people build upon images and meaning that they’ve already come to understand in order to weave new meaning thereupon those existing structures (Garcia, 2008). We all pass through a stage of “me want cookie”, and later progress to use more advanced forms such as “I would like to eat a cookie”. Vocabulary building is key at first and throughout the learning process, and one that is revisited time and again. For literacy to occur, and once a solid amount of vocabulary has been built, the teacher must “break the code”, or demonstrate how roots and conjugations occur,
in a simple sense. It is helpful to use a form of demonstration, participation in composition and understanding, and then releasing the process to the students to later be critiqued and refined. Freeman & Freeman (2014) talk about a curriculum cycle which includes a build up, modeling and deconstruction, moving to joint construction and later independent construction by the student.

An important aspect in literacy is to give students “choice, voice, and time”; that is to say, they are active in electing which texts or materials to examine, they are given a chance to express what they are learning, and/or how they are processing the new knowledge, and time in class to read or explore information. A good teacher will aim just beyond the students’ current understanding and comfort zone, but not reaching such a frustration level in content so that students become disinterested and disengaged.

**Lesson Plans**

Lessons will of course vary depending on the student population, their levels of knowledge and comfort with Spanish, as well as our goal and other factors. I’ve seen and experienced many levels of instruction, and will draw on those which are most effective based on empirical and research studies. I will include 3 levels; Beginner, Intermediate, and Advanced examples which I will detail, and for which I will also attach lesson plans as demonstrations.

**Beginner Level Lessons**

For the beginner level of instruction, and on the first day, my goal will be to engage students, let them begin hearing and experiencing Spanish, and starting to feel comfortable with the language as well as each other. One method which accomplishes this would be to gather a compilation of photos which I will use to describe the image to the class, and pass the photos around. For this
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lesson in particular, I would include a focus on our goal voyage; searching specifically for images from the region, and ones that may be discussed to an extent and be problematized. I will use “yes/no” questions for people at first, in the pre-production stage.

Another beginner activity is interviews, or “entrevistas”, with which I will model several questions and answers about myself while writing these on the board; then turning to students, asking and receiving their answers and writing them on the board in the same format. This will assist students to move into intermediate fluency as they will be able to see and hear the words, learning common questions and answers one would use in an introductory setting.

Beginner Lesson Plan: Entrevistas (Please See Appendix B)

Intermediate Level Lessons

For an intermediate level lesson, we will either employ numbers and estimation or engage in Total Physical Response (TPR), a type of activity (Asher, 1977), in which the participants are engaged both physically and mentally. In either of these scenarios, students would be active and engaged in the production of knowledge.

For a numbers and estimation lesson, I would use dice or another physical representation of numbers such as marbles, beans, or cards. I will ask students to guess or estimate how many of that item it would take to reach a certain amount, or fill a space. Rolling dice is a classic game which requires prediction and continuous processing in order to reach the result. Using marbles or beans to estimate how many it would take to fill a space is another way to use these abilities.

Some TPR activities could include a “Simon Says” style activity where students are asked to move different body parts in a certain fashion, while paying attention to whether or not they
should actually do so. I could also do an activity to determine likes and dislikes, or “preferencias”; asking all who like or dislike certain things to move to the center of a circle, or step out of the circle. These are great activities to use well into a class to invigorate energy levels, as well as switch up a typical context of sitting, reading, discussing and the like.

**Advanced Level Lessons**

For advanced level activities, I will present a poem, play a song or perhaps use an image or play. If there were associated words, I would provide the written copies so the class could follow along. The next component will include the students writing about the medium as a reflection and later discuss the themes generated. In this way I will use a Cognitive Academic Language Learning Approach (CALLA) as developed by Chamot & O’Malley (1993); a technique for teaching older students with English as their first language. The content would be age appropriate, and use academic language, with a focus on developing language in the process of studying. We could write small pieces on the board to critique and examine the structure of the language, and how morphemes, or prefixes and suffixes work as they can be of great help in assessing meaning (Freeman & Freeman, 2014). The best way to build vocabulary is through extensive reading and class discussion. It would follow a process of oracy or reading aloud, vocabulary which is implicit, a review of structure, and dialogue with a gradual release of responsibility to the students for our selected reading material (Escamilla et. al., 2014).

For an example of an advanced level lesson, I’ll use the song “Me gustas tú” by Manu Chao (2001). This song has always been helpful to me when I think about backwards verbs such as “gustar”, in which the verb conjugates based on the object, not the subject as they normally do. This is a very common verb, but one that is different, so it helps to have a mental reference such
as this song when using it. Not only can this serve as a fun grammatical reference, but we could also discuss several pieces in vocabulary, social issues such as drugs, and even the topic of HIV as Manu Chao has the virus and other songs indirectly address some of the emotional side of the condition.

**Advanced Lesson Plan: Música, Gramáticas, y Analísis (Please See Appendix C)**

All lessons would, of course take their own shape depending on discussion to which the students would contribute their own opinions, experiences, knowledge and additional related pieces. Students would learn about language while using language; both are equally important, and the results are magnified in both competence and correctness in so doing (Freeman & Freeman 2014).

**Section 2: Pedagogy**

Freire (1998) says “there is no teaching without learning”; it is important for the teacher to be critical of their self, and always be seeking to improve and hone the pedagogy to adapt and be relevant to each class. He also talks of the unfinishedness of every individual, which in turn means that it is a constant process, and says that “our capacity to teach arose from our capacity to learn”. This cyclical view is transformational and authentic; it is one I wish to reflect upon as I embark on the vocation that is teaching. The subject matter would be of high relevance, interconnecting the world and the word (Freire & Macedo, 1998), and looping this back so that the students can fully invest their identities into their academic development (Cummins, 2006).
I would deliver the class in Spanish so the students would be able to hear and build vocabulary, and try not to fall back on English. Garcia (2008) talks about language as an ecology; that is to say vocabulary can function as an understanding unique to the people who speak it. Certain words can conjure a landscape or a meaning of a culture which is untranslatable to other languages because the spirit of the word or phrase is so intertwined with the minds of its speakers. Language has a psychological and linguistic component, whereby the wishes and power of the speakers determine their roles. Translanguaging or code-switching (Freeman & Freeman, 2014) could be used to help develop the students’ feelings of competence, but would only be used when necessary.

Mine would be a transformative pedagogy; one including collaborative discussion which would enable students to relate curriculum content to their individual and collective experiences while also analyzing broader social issues relevant to their lives. We would use problem posing, a Freirian technique of the rationalist orientation to discuss ways that social maladies could be alleviated through various forms of democratic participation and social action, including the goal for which we aim with each session of the class and the program. Cummins (2000) talks about combining pedagogy and philosophy, or making social justice into social practice; it is this idea which is at the heart of my program, and one from which I’ve benefitted through this Master’s program.

Section 3: Assessment

Even though my program will not include an element of standardized testing, there will be present a rigor and expectation that students will work hard, take risks, and be responsible for their accomplishments in language development. This rigor doesn’t only apply to the students,
but also to myself; metacognition is important, and includes matching thinking and problem solving, clarifying the purposes for what is being taught and learned, and monitoring comprehension through self-questioning, and taking corrective action where needed (Dermody & Speaker, 1995). Assessment must be meaningful, valid, formative and constant in order to be effective.

Chomsky (1975) makes the distinction between competence and correctness; saying that grammar is merely a model of linguistic competence of the fluent native speaker. Performance may not indicate competence, as a student may have several issues, or affective filters such as nervousness, tiredness or the context may simply be unfamiliar to them (Krashen, 1985). Besides a generally inviting environment in the classroom, it will be important to take all actions in order to minimize these affective filters for the students. Native speakers may not always or ever speak with grammatical correctness, depending on context, socioeconomic status, or proficiency in the structural system of their language, but they will have a strong communicative competence; or know what to say, to whom, when, and in what circumstances. Depending on the goal of the learner, this communicative competence may be more important than being grammatically correct. It is important to teach students learning strategies in order to obtain strategic competence (Canale & Swain, 1980). These “survival mechanisms” can include gestures, movements, facial expressions, and the use of cognates. Spanish shares thousands of words as cognates with English, so there is a very high likelihood that attaching a suffix to an English word may produce the appropriate Spanish term, however not always. Effective learners will be willing to take this risk, and it is something that I will encourage in class!

Krashen (1989) discusses the difference between language acquisition and language learning in his Second Language Acquisition or SLA Hypothesis. Learning refers to knowledge one would
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use in order to pass an exam – and quickly forget thereafter. Acquisition is knowledge which occurs less consciously, and leads to increased performance in the long run, as it also coincides with higher levels of motivation and engagement. I would be assessing myself alongside these indicators, and adjusting my approach to assist with improved understanding; shooting for comprehensible input (Krashen, 1989), or digestible amounts of knowledge for the students.

In order to assess, I would take a systematic natural approach involving observation of language behaviors, and analysis of performance samples both in class activities, and papers turned in by the students. The data obtained would inform decisions made in curriculum, as well as adjustments to our focus in order to accommodate areas of need in literacy growth (Carrasquillo & Hedley, 1993). Observation would occur both formally and informally via watching students interact in small groups, as well as more formal read-alouds and writing exercises performed in class. I would document my observations for each student for myself in order to track progress, and tailor teaching to individuals through activities in class, journals, and reading materials. Journaling, guided reading, and in-class writing on the board with collaborative correction and discussion are very valuable when performed in an open supportive environment where students are integral in their growth, and do not feel that they are being judged (Freeman & Freeman, 2011).

Conclusion

A project by a group called Impact Labs at Stanford University put together a website which talks about students ‘declaring a mission’ instead of declaring a major (Anaissie, et al. 2014). This is a good way to look at how I’d like this program to function, and is a major overarching theme to my philosophy, pedagogy, curriculum, and assessment. If we look at the world, we’ll
find that multilingualism is not a rarity with the exception of the United States, so we know that humans are capable of knowing many different languages. The issue is that there has long been an aversion to actually teaching multiple languages in a natural way. Many people graduate from school as monolinguists, feeling defeated, and as though they are not skilled at learning languages. This is not for the lack of wanting to be capable of speaking multiple languages as I’ve found in my conversations with many people. What they need to understand is that language is uniquely human and very natural; they simply need the right setting and manner in which to acquire and learn other languages.

The most important factor for language acquisition, or any skill, is to be motivated to learn. Not only will a goal increase that motivation factor, but the environment and methods employed at the Semillas program will ensure success for the students. Through collaboration, an equitable group environment, and carefully planned curriculum, students would bridge pre-existing knowledge, ideas and experience into new ones. We will learn about language through language and its use, along with modeling, supportive instruction and a critical pedagogy.

Ultimately humans are inquisitive in nature, and have a tendency to theorize in practical ways (Marland & Marl, 1997). Most people are seeking to learn, and do so in meaningful ways, and it is programs such as the one outlined in this work, as well as the similar ones in existence which offer those opportunities. Not only will I as a teacher be able to facilitate this journey through constant self-examination, reflection and refinement, but I will do so along students with similar goals in their path to communicative and linguistic competence. In closing, I found this Francis Bacon (Bacon & Patrick, 1948), quote which sums up nicely the journey of education and experience to be had in the Semillas program: “Travel, in the younger sort, is a part of education; in the elder, a part of experience.”
REFERENCES


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Appendix A - Questionnaire

Semillas: Language + Purpose
Questionnaire

1. Why are you interested in participating in the Semillas program?

2. Do you already know some Spanish?
   a. If so, what level would you say you are:
      i. Beginner – I know a few words and phrases, but cannot conjugate verbs
      ii. Intermediate – I know some words and can conjugate verbs, but need to work on vocabulary and complexity
      iii. Advanced – I am fairly comfortable having a conversation with someone in Spanish, and can ask directions, order food, etc.

3. Do you have any special skills or understandings which you would like to bring to the program? For example, you are a dietician and would like to offer your knowledge to the population we’ll be serving; you have participated in projects involving the installation of water filtration systems; you have other experience which would be an asset to the program’s goals for the community which we will visit, etc. Please describe:

4. How did you hear about Semillas?
CONTENT AREA: Conversation & Vocabulary - Interviews

LEVEL: Beginner

CLASS DESCRIPTION: Adult class, various genders, primarily English-speaking, middle-class demographic

LANGUAGE(S) the lesson will be conducted in: Spanish

1. BACKGROUND KNOWLEDGE:

- What do I know about my students? This might include student interests, skills, abilities, traditions, or routines, as well as special needs. What background knowledge do my students need to engage in this lesson?

  Background knowledge will vary by class. I will assess the interests, skills and background knowledge of each class using the questionnaire provided to each student upon enrollment.

- What skills do my students need to engage in this lesson?

  Students will need the ability to observe and model the format presented both verbally and written in order to answer the questions posed. They will also need to develop skills in observing possible cognates with known languages in order to gain vocabulary through contextualization.

- What assumptions am I making about what my students already know or can do?

  I will assume that all students are able language learners who are motivated to acquire another language since they’ve chosen to enter my program. I will also assume that they are people interested in the betterment of another community and society as a whole since our ultimate goal is to gain a better understanding of another culture, and the mutual enrichment to be obtained after having traveled to said community.

2. THE BIG PICTURE (Leads to the development of your rationale)

- What is the Big Idea for this lesson? Big Ideas include concepts or conceptual processes, linchpin ideas, topics, overall objects, or goal statements.

  The big idea for this lesson is for students to become acquainted with one another, as well as to gain a comfort level with hearing and using the Spanish language. Since I will first model the format, they can then use what they heard and what is shown on
the board to communicate their individual responses, and begin negotiation for meaning in order to successfully interact in Spanish.

- How does this lesson contribute to the goals of education or uphold your philosophy of education?

This lesson is a starting point, and utilizes democratic processes with open communication and interaction as well as the ability to experiment with language in order to orientate themselves with the new language. The topic is student-centered, which lends itself to engagement and intrinsic motivation; the central factor in successful language acquisition.

- What does this lesson contribute to student learning that is important?

The lesson will set the tone for a collaborative environment in which to explore and learn language, as well as contribute to the greater purpose of the program.

- What do I want my students to know and understand?

I want students to know basic conversational questions and responses, and begin to see structures within the Spanish language as well as build vocabulary.

- How does this lesson utilize the strengths of linguistically diverse students?

Students with more than one language will be able to use existing knowledge of structure to observe how roots, conjugations and placement function within the Spanish language.

3. CONTENT STANDARDS

**Standard:** 1 – Planning; 2 – Instructing; 5 – Language Proficiency; 6 – Learning; 7 – Content (See Appendix D)

**Goal**

Gain vocabulary and a level of comfort with speaking in Spanish

**Objective(s):**

Students will be successful in using Spanish to convey and understand information about themselves and others in a question/answer format.
4. ACADEMIC LANGUAGE DEMAND

- What key content and processing vocabulary will students need to understand and use to participate in this lesson?

They will use Spanish questioning formats and descriptors in order to answer questions which are previously modeled for their reference. I would assist them in vocabulary needs for this exercise, encouraging attempts before giving them the answers or words.

- What language skills will students be using? (listening, speaking, reading, writing) What will that look like?

Students will be using listening, speaking and reading skills; modeling the example to be shown initially.

- What language functions will be used in this lesson? In other words, what is the purpose of language use in this lesson? (Some examples of language functions are explain, inform, justify, compare, describe, classify)

Students will inform, describe and explain various aspects of themselves and their lives.

5. OBJECTIVES

- What do I expect to see my students do as evidence of this understanding or knowledge?

I expect students to be able to respond or attempt to respond to the questions posed, using the example shown with my own responses.

- What do I want my students to be able to do as a result of this lesson?

I want students to be able to feel confident in basic question format as well as retain some new vocabulary gained through their and their classmates’ responses.

- What evidence might I obtain that my students are achieving this objective?

I would ask students to answer the questions again, and assess responses to see if they’ve gained comfort with responses and vocabulary at the beginning of the following class.
6. ASSESSMENT AND EVALUATION

As stated in the OBJECTIVE section, every lesson plan should at least address the following for each objective:

- What evidence might I observe or collect during the lesson regarding students' ongoing learning?
  
  I would observe students’ current vocabulary abilities, as well as their competence in negotiation for meaning.

- What specific tasks or activities might provide evidence that my students are achieving this objective?
  
  The interview activity will evoke participation by students which will demonstrate whether they have a base vocabulary for reference, and/or the willingness to try to use words, gestures, pictures, etc. in order to successfully communicate their responses.

- What evidence will I obtain that my students are prepared for further learning?
  
  I will observe the abilities and interactions demonstrated in class, and attend to any areas that appear to need further instruction before proceeding to other levels of instruction.

7. PROCEDURES AND LEARNING ACTIVITIES

- What will my students be doing?
  
  They will be observing a question/answer format, and then modeling by responding to the same questions with their own answers about themselves.

- How will my students be organized for this part of the lesson (e.g., whole class, cooperative groups, learning centers, working individually)?
  
  This will occur as a whole class.

- How am I accommodating the strengths [being positive again!] of my diverse students?
  
  I’ll be modeling and assisting as necessary for all students through the process.
• How will I get the necessary materials to the students, and how will I collect materials when they are finished with them?

N/A – the only materials required would be a board and writing utensil with which to write on the board for demonstration and recording of responses.

• What instructions do I need to provide, and how will I provide them?

I will not provide explicit instructions; I will model the activity, and then we will perform the same activity with each student, or a selection of students in the class.

• How will I know when my students are ready to move on to the next part of the lesson?

When students demonstrate a level of confidence in answering questions with adequate vocabulary, I will know that we can move to the next level of having them do the exercise independently.

• Do I have a back-up plan? What will I do if I have misjudged my students or the activity and things do not go as planned?

I would allow for gestures and use of drawings, and use of English as necessary, but we’d do the lesson more than once to observe progress.

• How will we transition from one part of the lesson to the next?

We will transition from observance (myself modeling the interview of myself) to a format of me asking questions and students responding. This could occur in a couple of different sessions with evolving levels of interaction and independent practice.
Semillas: Language + Purpose

Preguntas (Questions):

¿Cómo te llamas?
(What is your name?)

¿De dónde eres?
(Where are you from?)

¿Dónde vives?
(Where do you live?)

¿Tienes niños?
(Do you have children?)

¿Cuántos niños tienes?
(How many children do you have?)

¿Cómo se llaman?
(What are their names?)

¿Tienes mascotas?
(Do you have pets?)

¿Cuántas mascotas tienes?
(How many pets do you have?)

¿Cuáles tipos de mascotas tienes?
(Which types of pets do you have?)

¿Cómo se llaman?
(What are their names?)

¿Dónde has viajado?
(Where have you traveled?)
Appendix C – Advanced Lesson Plan: Música, Gramáticas, y Analísis

CONTENT AREA: Music, Grammar and Analysis

LEVEL: Advanced

CLASS DESCRIPTION: Adult class, various genders, primarily English-speaking, middle-class demographic

LANGUAGE(S) the lesson will be conducted in: Spanish

TOPIC or THEME

2. BACKGROUND KNOWLEDGE:

- What do I know about my students? This might include student interests, skills, abilities, traditions, or routines, as well as special needs. What background knowledge do my students need to engage in this lesson?

  Background knowledge will vary by class. I will assess the interests, skills and background knowledge of each class using the questionnaire provided to each student upon enrollment, as well as class and assignment observation and assessment.

- What skills do my students need to engage in this lesson?

  Students will need the ability to use listening skills, vocabulary attainment, and contextualization observation to gain an understanding of the song as well as how backwards verbs such as gustar function, and other patterns within music and poetry.

- What assumptions am I making about what my students already know or can do?

  I will assume that all students have a basic knowledge of Spanish vocabulary and some understanding of grammatical structure in the language. I will assume that they are capable of using visual and listening skills to ascertain meaning and partake in discussion regarding these observations.

8. THE BIG PICTURE (Leads to the development of your rationale)

- What is the Big Idea for this lesson? Big Ideas include concepts or conceptual processes, linchpin ideas, topics, overall objects, or goal statements.

  The big idea for this lesson is for students to become acquainted with Spanish in a musical/poetic format, as well as begin to see how backwards conjugating verbs function.
• How does this lesson contribute to the goals of education or uphold your philosophy of education?

This lesson includes the use of students’ backgrounds and experiences upon which to build an understanding of the Spanish language. It also provides the opportunity to engage in a discussion of any ideas that arise from the topics in the song, about the artist, or the language.

• What does this lesson contribute to student learning that is important?

The lesson will provide a basis for discussion of conjugation of more complex verbs, as well as give students a mnemonic for the use, specifically of the common verb *gustar*.

• What do I want my students to know and understand?

I want students to know how to use more complex verbs which are common such as *gustar*. I also want students to feel comfortable with listening to music in Spanish and identifying patterns contained therein.

• How does this lesson utilize the strengths of linguistically diverse students?

Students with more than one language will be able to use existing knowledge of structure to observe how roots, conjugations and placement function within the Spanish language.

9. CONTENT STANDARDS

Standard:  1 – Planning; 2 – Instructing; 5 – Language Proficiency; 6 – Learning; 7 – Content (See Appendix D)

Goal

Increase awareness of grammatical and conjugative structure in Spanish,

Objective(s):

Students will be successful in using Spanish conjugation with more complex verbs, and also discussing thematic content in music or poetry.

10. ACADEMIC LANGUAGE DEMAND
11. OBJECTIVES

- What do I expect to see my students do as evidence of this understanding or knowledge?

  I expect students to be able to observe patterns and structure, as well as add their own experiences and knowledge conjured by the piece.

- What do I want my students to be able to do as a result of this lesson?

  I want students to have a greater understanding of the way conjugation works in Spanish, as well as to use listening and reading skills to pick out patterns in language.

- What evidence might I obtain that my students are achieving this objective?

  I would check in with the class on any terms with which they needed deeper understanding, then ask the class to write and discuss their thoughts, and experiences which relate to the song.

12. ASSESSMENT AND EVALUATION
As stated in the OBJECTIVE section, every lesson plan should at least address the following for each objective:

- What evidence might I observe or collect during the lesson regarding students’ ongoing learning?

  I would observe students’ current vocabulary abilities, as well as their level of ability to infer and relate to content based on discussion.

- What specific tasks or activities might provide evidence that my students are achieving this objective?

  Both the opportunity for students to write and discuss will demonstrate how much they may or may not understand the content being presented. Less writing and/or discussion could indicate an area of need for a particular student.

- What evidence will I obtain that my students are prepared for further learning?

  I will observe the abilities and interactions demonstrated in class, and attend to any areas that appear to need further instruction before proceeding to other levels of instruction.

13. PROCEDURES AND LEARNING ACTIVITIES

- What will my students be doing?

  They will be listening to a piece of music, and later writing and discussing their questions and thoughts regarding the piece and vocabulary, structures, and content.

- How will my students be organized for this part of the lesson (e.g., whole class, cooperative groups, learning centers, working individually)?

  This will occur as a whole class, as well as small discussion groups before returning to a whole class discussion.

- How am I accommodating the strengths [being positive again!] of my diverse students?

  I’ll be modeling and assisting as necessary for all students through the process.

- How will I get the necessary materials to the students, and how will I collect materials when they are finished with them?
Students will have notebooks with which to write their observations. I would use an electronic music playing device with which to listen to the piece, and provide a handout of the words for the music to each student.

- What instructions do I need to provide, and how will I provide them?

I would briefly discuss the verb *gustar* and how it functions differently than other verbs previously seen in class. I would let the class know that we’d be listening to a piece of music which demonstrates the verb’s use, as well as a little bit of background on the artist, Manu Chao, who is French, and has the HIV virus; information which we could also use in our discussion following listening to the piece.

- How will I know when my students are ready to move on to the next part of the lesson?

When students demonstrate a level of confidence in writing and discussion, we would be ready to move on to independent writing at greater length.

- Do I have a back-up plan? What will I do if I have misjudged my students or the activity and things do not go as planned?

I would go back to basic verb conjugation discussion, with diagramming, and again move to how some verbs work differently in comparison.

- How will we transition from one part of the lesson to the next?

We will transition from listening and discussion to students bringing in their own examples of verb conjugation either in a song, poem, or any sort of demonstration that they see the complexity of this function and can understand how it differs from regular verb conjugation.
¿Qué hora son mi corazón?
Me gusta los aviones, me gustas tú.
Me gusta viajar, me gustas tú.
Me gusta la mañana, me gustas tú.
Me gusta el viento, me gustas tú.
Me gusta soñar, me gustas tú.
Me gusta la mar, me gustas tú.

¿Qué voy a hacer? Je ne sais pas.
¿Qué voy a hacer? Je ne sais plus.
¿Qué voy a hacer? Je suis perdu.
¿Qué hora son mi corazón?

Me gusta la moto, me gustas tú.
Me gusta correr, me gustas tú.
Me gusta la lluvia, me gustas tú.
Me gusta volver, me gustas tú.
Me gusta marijuana, me gustas tú.
Me gusta colombiana, me gustas tú.
Me gusta la montaña, me gustas tú.
Me gusta la noche, me gustas tú.

¿Qué voy a hacer? Je ne sais pas.
¿Qué voy a hacer? Je ne sais plus.
¿Qué voy a hacer? Je suis perdu.
¿Qué hora son mi corazón?

Me gusta la cena, me gustas tú.
Me gusta la vecina, me gustas tú.
Me gusta su cocina, me gustas tú.
Me gusta caminar, me gustas tú.
Me gusta la guitarra, me gustas tú.
Me gusta el reggae, me gustas tú.
¿Qué voy a hacer? Je ne sais pas.
¿Qué voy a hacer? Je ne sais plus.
¿Qué voy a hacer? Je suis perdu.
¿Qué hora son mi corazón?

Me gusta la canela, me gustas tú.
Me gusta el fuego, me gustas tú.
Me gusta menear, me gustas tú.
Me gusta la Corona, me gustas tú.
Me gusta Malasaña, me gustas tú.
Me gusta la castaña, me gustas tú.
Me gusta Guatemala, me gustas tú.

(x3)
¿Qué voy a hacer? Je ne sais pas.
¿Qué voy a hacer? Je ne sais plus.
¿Qué voy a hacer? Je suis perdu.
¿Qué hora son mi corazón? (x6)

Alabin, Alaban, Alabin bon ban (x2)
Obladi, oblada, obladidadada
Alabin, Alaban, Alabin bon ban.

<table>
<thead>
<tr>
<th>TESOL Standard/Domain</th>
<th>Referenced in Paper</th>
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</table>
| **Standard 1 - Planning:** Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement. | Page 6, Paragraph 2  
Page 8, Paragraph 1  
Page 9, Paragraph 2  
Page 10, Paragraphs 1 & 3  
Page 12, Paragraph 2  
Page 13, Paragraph 3  
Page 14, Paragraph 1  
Page 16, Paragraph 2  
Page 17, Paragraph 2 |
| **Standard 2 - Instructing:** Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions. | Page 5, Paragraphs 2 & 3  
Page 6, Paragraph 1  
Page 9, Paragraph 1  
Page 11, Paragraph 3  
Page 14, Paragraph 2  
Page 15, Paragraph 2  
Page 16, Paragraph 2  
Page 17, Paragraphs 2 & 3 |
| **Standard 3 - Assessing:** Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction “on the spot” and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners based on assessments of their learning. | Page 10, Paragraph 1  
Page 12, Paragraph 2  
Page 16, Paragraph 2 |
| **Standard 4 – Identity and Context:** Teachers understand the importance of who learners are and how their communities, heritages, and goals shape learning and expectations of learning. Teachers recognize the importance of how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing | Page 6, Paragraph 2  
Page 8, Paragraph 1  
Page 12, Paragraph 2  
Page 13, Paragraph 2  
Page 14, Paragraph 2  
Page 16, Paragraphs 2 & 3  
Page 17, Paragraph 2 |
| **Standard 5 – Language Proficiency:** Teachers Demonstrate proficiency in social, | Page 10, Paragraph 1  
Page 13, Paragraph 1 |
<table>
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<tr>
<th>Section</th>
<th>Description</th>
<th>Pages/Paragraphs</th>
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</thead>
<tbody>
<tr>
<td><strong>Business/Workplace and Academic English.</strong></td>
<td>Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a native speaker with some higher education.</td>
<td>Page 15, Paragraphs 1 &amp; 2</td>
</tr>
</tbody>
</table>
| **Standard 6 - Learning:** | Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom setting. They use this knowledge to support adult language learning. | Page 5, Paragraph 2  
Page 6 Paragraph 2  
Page 9, Paragraphs 1 & 2  
Page 12, Paragraph 2  
Page 13, Paragraph 2  
Page 14, Paragraph 2  
Page 17, Paragraphs 1 & 2 |
| **Standard 7 - Content:** | Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language course is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about. | Page 5, Paragraph 1  
Page 8 Paragraphs 1 & 3  
Page 11, Paragraph 4  
Page 13, Paragraph 3  
Page 15, Paragraph 2  
Page 16, Paragraph 1  
Page 17, Paragraphs 2 & 3 |
| **Standard 8 – Commitment and Professionalism:** | Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community and communities at large, and use these understandings to inform and change themselves and these communities. | Page 4, Paragraph 2  
Page 5 Paragraph 1  
Page 13, Paragraph 3  
Page 14, Paragraph 2  
Page 15, Paragraph 2  
Page 16, Paragraph 3  
Page 17, Paragraphs 3 |