

Spanish I

Unit 2 Lesson Plan

Unit 2 objectives:

- Target task: Greet others in Spanish
- Real discourse examples (input-based tasks)
- Introducing ourselves
- Strategies for when we don't understand

Measures for achieving learning objectives (task-based assessment):

1. Video of you introducing yourself in Spanish with a classmate
2. Three written strategies, with explanations, that language learners can use in the case of a communication breakdown (interaction strategies when we don't understand)
(These should go in your learning e-portfolio)

Materials:

- 5 Handouts
 - Vocabulary and Phrases
 - Task 1: Meeting others
 - Strategies for when we don't understand
 - Transcript of Audio
 - Final assessment task and rubric: Introducing yourself to someone in Spanish
- 1 Audio Clip (greeting and meeting a new person)
- 4 Videos (1– An example of TÚ; 2 – An example of USTED; 3 – Student example 1; 4 – Student example 2)
- Community Leader Video by FIU grad Nixandra Alexandra
- Community Leader Video by FMU student Akil Rose

Plan

I. Welcome any new students to the class (ask them to speak with me afterwards for course intro)

II. Warm-up

- Teacher opens the class with Unit 2's Community Leader Video by FIU undergraduate student Nixandra. Teacher leads a short discussion on some of the points Nixandra made on the benefits of learning Spanish.
- "Last week we learned about the following key concepts (write on board):
 1. *Raciolinguistic ideology*
 2. *Translanguaging*
 3. *Afrolatinidad / Afrolatinx*
- Please take three minutes and define/discuss what these are with your partner (pair students up).

- (Class discussion and sharing). Why is being aware of raciolinguistic ideology important for our own language learning? Remember in the video we watched when the girls said to Gadiel: “Hold up, you speak Spanish? You’re not Black?” What are their underlying (unconscious) beliefs?
- The focus of *our* class will be on Blackness as a critically important social and cultural agent in the formation of culture in the Hispanic world.
- Remember, this course follows a task-based methodology. Over the semester, you will collect your accomplished tasks in an online, learning e-portfolio (discuss). All tasks will always be due by the end of the week. However, for this first unit, since people are still adding the class, you will have until the end of this week – two weeks total.” [Note to Teacher – Teacher determines the schedule based off of class’s needs].

III. Target task: Greeting others in Spanish, introducing yourself

- For each weekly unit, I will set up you to successfully accomplish one real-world task. At the end of this week [or unit], you will do this task by recording yourself successfully greeting another classmate and introducing yourself. You will also be able to describe strategies for when you don’t understand what speakers are saying – and how to compensate for this in a conversation.

PEDAGOGICAL TASK 1:

Pre-task

- Teacher says to students: “I’m going to play an audio clip for you all now of two people meeting each other for the first time. It’s ok if ya’ll don’t understand! Let’s listen.”
- Teacher plays the **Audio file: greeting and meeting a new person**
- “Did anyone recognize any words at all? Any words that they know?” (Teacher invites students to share).
- Teacher passes out **Handout Transcript of Audio**. “Ok chicos, I am going to play the audio again, and this time, we’re going to read along with a transcript.”
- Teacher plays the audio file a second time. Teacher asks students to try and deduce what each line in the transcript means.
 - Focus on Form: “Note how much the Cuban American speaker does aspiration (a breath in place of the /s/). That in-breath is actually his way of pronouncing the /s/. This is a very common way of producing the /s/ in Caribbean Spanish: “Mi[h] padres son de Cuba.” You almost don’t hear his /s/. But it’s there!”
- Teacher then passes out **Handout Vocabulary and Phrases**.
- Teacher reviews with students the handout, discussing common phrases and ‘chunks of language’ to introduce oneself and say hello
- “Latin greetings – sometimes can involve kiss on the cheek, a hug, a handshake. What do your cultures do?”
 - [Note to Teacher – model the way that YOU do it in your culture, and then bring the students in – ask them how they do it or have seen it be done in their communities. Think of a professional environment, interaction with someone at the bodega, etc. Shake hands, hello. Mark a note on ‘register’ and ask them to think about what is appropriate according to register.
 - For example, Afrolatinos can sometimes greet as African Americans do. “Dap it up” as an embodiment can be cross-cultural.

- Take care too to be cautious of those who are or are not comfortable with physical touch. Ensure that students have agency in what is imposed or not; that they're not leaving behind their own cultural or linguistic practices].

Task

- Teacher passes out **Handout Task 1**. “You all are now going to do a task. Your task is to go around the room and introduce yourself to five different people. Write down their names and where they are from. (You all can use Handout 1 for help!). *Be prepared to show your completed handout when you finish the task.* When you finish, I will call on a couple of people at random to 1) tell me the new names of people they met and where they are from and 2) to re-do the task with one person. You will have five minutes.” Teacher confirms that everyone understands. Those who might not be able to get up and move around the room can have others come to them.
 - Students do the task (Teacher participates and also monitors, giving linguistic support)
 - Task report: Teacher calls on students at random to share whom they met. Teacher models this first by going to students, saying their names and where they are from (e.g., DeShawn es de Miami, Rachel es de las Bahamas, Savannah es de Tallahassee, etc.). Teacher supports students in sharing for the task report.

Language focus

- Teacher praises students and then says: “Ok chicos, let’s go over some of the grammar we just learned.”
 - El verbo SER – (Teacher writes conjugation on board and briefly explains it). “Soy Déborah, Eres DeShawn, Ella ES Michelle, etc. Y – SOY DE Cuba, ERES DE Miami, etc.)”
 - Pragmática: tú v. usted
 - Teacher gives a brief, explicit explanation of tú and usted and what they mean, why they are socially important and how our grammar changes (just slightly!)
 - “Look at your handout on vocabulary and phrases. When we use usted, the only difference is:
 - *¿Hola, cómo está usted?* (We just remove the s. Do not worry about why for now!). and: *Hola, ¿cómo se llama? ¿De dónde es?* (let’s write this down on our handout 1 in grammar points).
 - **Teacher plays 2 videos: An example of TÚ and an example of USTED.**
 - Practice:
 1. Hola, ¿cómo estás? ¿y tú?
 2. Hola, ¿cómo está usted? ... ¿y usted?
 (Practice this together as a group)

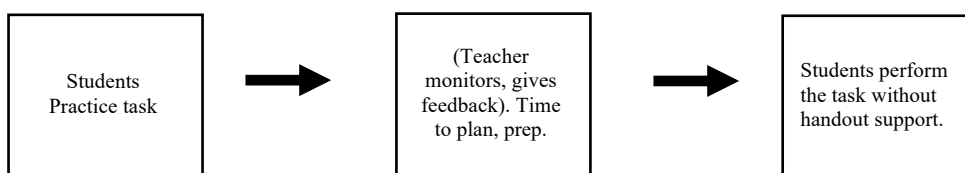
PEDAGOGICAL TASK 2: The real task.

Pre-task

- Teacher: “We are now going to prepare and practice for your final task – the task you will upload to your learning e-portfolio, and the task that I will assess you with.”

- “For your final assessment task, you all will record a video with another student in which you greet each other, introduce yourselves, ask where you are from, and then conclude the greeting in a socially appropriate way, such as “nice to meet you” (how do we say that in Spanish?).” Let’s see a couple of examples.
- Teacher plays **two Videos, Student example 1 and Student example 2**. These serve as models for the students.
- Let’s now see how you will be assessed for your video.
- Teacher passes out **Handout Assessment rubric for final target task** and reviews it with students.
- “For this final assessment task, I’m going to give you all a brief opportunity to practice here during class.” Teacher puts students into pairs.
- Teacher model the task with a student volunteer. Teacher asks students if anyone has any questions or doubts, and then leads them into doing the task:

Task cycle



Post-task / Language Focus

- Teacher provides Focus on Form as needed and confirms that students are not reading; but rather are speaking spontaneously. “Note – do not worry guys, this should be fun! And your videos will be short (probably 20-30 seconds!). This is your way of creating a self-assessment to measure and showcase your progress and real task accomplishment).”
- Students can be invited to perform their short task in front of the class.
- Teacher can let students record their final videos during class time, or, this is something that can be done outside of class time.
- (Teacher reminds students that they must upload it to their learning e-portfolio by the end of this unit).

IV. Strategies for when we don’t understand

- [Note to Teacher: this activity during class is optional. You can review it with your students in class or have students review on their own]
- Teacher passes out **Handout Strategies for when we don’t understand**. Teacher reviews it with students.
- Teacher leads discussion on how conversation fillers are done in their languages/cultures-linguistic varieties.
- Some additional chunks of language to help us:
 - *Perdón, no entendí.*
 - *¿Cómo?*
 - *¿Puede hablar más despacio por favor?*

- ¿Eh? ☺
- Teacher leads a practice on some of these in Spanish.
 - (Simulate –Teacher can ask a student to go up to the front of the class and introduce yourself/greet him/her. Then Teacher goes into a full Spanish language conversation (which the student will obviously not understand) and have him/her try out one of the strategies (this should be fun). ☺

V. This week's assignment

- **Upload your video to your learning e-portfolio.** (In case there was not time to finish/record the task video in class, Students can do this outside of class time). “This will be your final assignment for this unit! Everyone should have their e-portfolio websites completed by now.”
- **Complete any remaining tasks/assignments from Unit 1** (upload to the e-portfolio as required)
- **Writing assignment:** Based on what we just learned, write about and describe THREE strategies, in your own words, for what to do when you don't understand or when you have a breakdown in conversation. Upload this as a document into your learning e-portfolio.

VI. Teacher plays community leader video:

- Teacher plays second community leader video by Florida Memorial Student Akil Rose. See MI-BRIDGE website; Teacher can also collect videos from local community and/or ask students to contribute videos from their communities and families

VII. Class closure

Teacher leads a recap of what concepts we have learned in this unit. Teacher briefly asks students how to introduce themselves, how to greet others, and cross-cultural ways of greeting others. Teacher asks students to explain to them the verb *ser*, what verb conjugation is, and how to conjugate this verb. Teacher asks students to give them examples of tú and usted, and to reflect metalinguistically on what these mean and where. Finally, teacher recaps what the final task is for this unit, gives a reminder about the learning e-portfolio, and connects this lesson to the next one: ordering coffee. ☺