

A SPANISH THREE MODEL UNIT ON FOOD:
A TEACHING PHILOSOPHY WITH COMPLEMENTARY INSTRUCTIONAL PRACTICES

by

CHELSEA L. COX

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Approved by:

Major Professor
Dr. Douglas K. Benson

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Abstract

In this report, I present my personal teaching philosophy and the instructional practices that I believe best contribute to a successful second language classroom. Comprising the teaching philosophy chapter are sections concerning: the role of the instructor, the three parameters of post-method pedagogy, the maximization of learning opportunities and minimalization of perceptual mismatches, the need for negotiated interaction, the promotion of learner autonomy, the teaching of higher order thinking skills, the advantages of contextualized input, and the development of students' cultural consciousness. The instructional practices chapter describes my approach to grammar instruction, vocabulary instruction and the implementation of authentic texts. To conclude, I offer a model five-day lesson plan, complete with structured pedagogical activities, contextualized to the theme of food, which will integrate the ideas and concepts discussed in the philosophy and practices chapters.

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Chelsea L. Cox

Preface

Defining one's personal teaching philosophy is advantageous in that it reflects the teaching style, values and beliefs of an instructor. As a teacher's responsibilities are quite numerous, a personal philosophy prioritizes certain aspects of teaching over others. The following report is an overview of my personal teaching philosophy and my best instructional practices with some related activities for classroom use. Obviously this essay cannot encompass all the values and beliefs that I hold with regard to my role as an instructor and the teaching of a foreign language, but it does serve as an indication of the aspects that I find most essential in creating the best possible foreign language learning experience for my future students. I believe it will become evident how the macrostrategies of my teaching philosophy are interwoven, both mutually and within my instructional practices and activities. My ultimate goal is to create autonomous, communicatively-competent students, who are empathetic to the target culture and well-versed in the skills of listening, speaking, reading and writing. This report illustrates how I hope to achieve that goal.

Chapter 1 - Personal Teaching Philosophy

In the following pages, I delineate my own philosophy, which includes not only my opinion on the teacher's role in the classroom, but three post-method pedagogical parameters and macrostrategies, or the "guiding principles derived from historical, theoretical, empirical and experiential insights related to L2 learning and teaching" (Kumaravadivelu, 2003, p. 38), that I find most essential for a successful learning environment. In the sections that follow I will define the various aspects that comprise my personal philosophy and demonstrate the significance of integrating each one into the foreign language classroom.

Role of the Teacher

Three perspectives on the role and function of teachers are discussed by Kumaravadivelu (2003): passive technicians, reflective practitioners, and transformative intellectuals. The passive technician is likened to a conduit, "channeling the flow of information from one end of the educational spectrum (i.e., the expert) to the other (i.e., the learner) without significantly altering the content of information" (Kumaravadivelu, 2003, p. 8). As such, technicians adhere to accepted pedagogical assumptions without creating and exploring their own ideas regarding language teaching and learning. Reflective practitioners, on the other hand, stress the importance of creativity and artistry, believing that teachers continue to learn beyond the diploma and throughout their careers. They continuously seek to better themselves as instructors and to maximize the learning potential of both them and their students (Kumaravadivelu, 2003, p. 11). Transformative intellectuals, who are characterized by a strong sociopolitical consciousness and a commitment to action for the betterment of the world, "strive not only for educational advancement but also for personal transformation," and seek to change lives both in and outside the classroom (Kumaravadivelu, 2003, p. 14). These three perspectives demonstrate salient features; essentially each one improves upon the previous point of view. The transformative intellectual subsumes the favorable characteristics of the reflective practitioner who has, in turn, adopted the positive aspects of the passive technician; thus the perspectives exist more "as relative tendencies, with teachers leaning toward one or the other at different moments," rather than polar opposites (Kumaravadivelu, 2003, p. 16-17).

After determining his or her preferred role, the instructor can then determine upon what areas to focus, what goals to set for him- or herself and his or her students, and what activities to develop in order to meet those goals. This will also generate some consistency in the instructor's overall teaching style. If he or she tries to be a passive technician one week and a transformative intellectual the next, the teacher sends mixed signals to students about what their own roles and objectives are in the classroom. Should they just repeat what the teacher has lectured to them or should they form an opinion and defend it? Are they there to memorize or are they there to think? By explicitly advocating any of the three perspectives, the teacher defines his or her teaching style which reduces confusion for him- or herself and his or her students.

Personally, I view my teaching style as always manifesting, at the very least, the practices and characteristics of a reflective practitioner and frequently featuring those of the transformative intellectual. I do not visualize myself as representing the transformative intellectual teaching style constantly, primarily because I plan on teaching high school or first and second-year college students. In dealing with a generation that, as a whole, knows more about the realities of various television shows than the realities in which they live, I believe that continuous transformative intellectualism will potentially overwhelm them with the many sociopolitical issues of our world today. Therefore, my style will expose students to these issues and provide them with opportunities for action and for self-directed education while ensuring that they never experience cognitive overload.

The practices and ideals of reflective practitioners and transformative intellectuals take form in various ways. Tasks or activities in which students understand the real-life applications of what they learn are essential because they generally engage and interest them. If the students merely regurgitate information in order to pass the class, neither they nor society benefits. As David Hansen says, teaching is a "form of public service" (Hansen, 1995, p. 2) and as such the teacher should work, not to receive a paycheck, but to enrich the lives of students and their surrounding communities. It is difficult to prepare students for life after school if instructors are not attentive to students' expectations and needs. For instance, students need to learn course content, but not all students learn and understand in the same manner. Therefore, even though the teacher has established a specific teaching style, he or she must employ a variety of activities and tasks in class in order to accommodate the various student learning styles, as will be discussed later in this report. However, students' needs do not always pertain to the classroom. If a teacher

were to notice a student's rapid drop in grades or sudden change in appearance and/or behavior, it is the responsibility of the teacher to carefully confront the student and offer assistance. By investing themselves in students' lives and genuinely caring about their development, educators provide a more comprehensive learning experience and better prepare students for the post-education world.

Three Post-Method Parameters

Post-method pedagogy, advocated by Kumaravadivelu, is an answer to teachers' dissatisfaction with the implementation of a single method or theory (e.g. the Grammar Translation Method, the Direct Method, Communicative Language Teaching, or the Natural Approach) in their foreign language classrooms. It allows instructors to become more autonomous, forming their own personal theories by amalgamating various teaching techniques from personal experience, pedagogical research, and multiple language acquisition theories. Furthermore, in this post-method framework, instructors should be principled pragmaticists, focusing "on how classroom learning can be shaped and reshaped by teachers as a result of self-observation, self-analysis, and self-evaluation" (Kumaravadivelu, 2003, p. 33).

The three parameters of post-method pedagogy serve as indispensable conditions for the instructor when assimilating macrostrategies into the classroom. The first parameter, particularity, stresses the need for relevance and individualization. No two classes are the same, so my teaching principles and strategies should accommodate the contexts characteristic of my students, my school, my city, state and nation, as well as my own professional values and beliefs. By sensitizing my approach to students' needs and contextualizing my classroom practices, I present my students with knowledge and lessons tailored specifically for them, in hopes of helping them reach their maximum potential. Careful observation and reflection are, therefore, necessary, not only to meet the condition of particularity, but that of practicality as well. This second parameter suggests that a theory of practice should be *generated* through practice. By experimenting, reflecting upon that experimentation, and adjusting my practice based on reflection, I can use my experiences as a teacher to develop practices best suited for my language classrooms. My perspective on teaching should never be static, but constantly revised in order to create a better learning environment for my students. By expanding upon practice and considering issues that exist beyond the confines of the classroom, I create the conditions for

meeting the third parameter: possibility. The foreign language classroom is ideal for the exploration and definition of sociocultural and sociopolitical topics, primarily due to the interaction of and comparisons between multiple languages and cultures. Investigating power and dominance struggles in the historical and modern realities of the target culture countries allows for students' deeper understanding of the particular beliefs and values of those countries. Another goal of the parameter of possibility is that, while studying the target cultures, students reevaluate their own beliefs and values and are able to further develop their individual identities.

Learning Opportunities and Perceptual Mismatches

Keeping the three parameters in mind, I turn to the ideas of maximizing learning opportunities and minimizing perceptual mismatches. Unfortunately, these two macrostrategies are largely overlooked in pedagogical texts and, as a result, in second language classrooms, unless instructors learn from experience. When a potential learning opportunity or a perceptual mismatch (a miscommunication of some sort) slips by unnoticed, this hinders the students' education. Thus, the first step in solving these issues is recognizing such occurrences. Once aware of the learning opportunities and mismatches that may take place in the classroom, an instructor can carefully and thoroughly prepare relevant questions and appropriate classroom management strategies in order to better discern and capitalize on such instances. Importantly, instructors must realize that the lesson will at times divert from their plans. They must, therefore, be flexible and responsive to classroom interactions, a key to creating learning opportunities *from* perceptual mismatches.

Strategies for maximizing learning opportunities and minimizing perceptual mismatches include: working with students to formulate learning objectives; asking purposeful, effective questions; and establishing routines. Perceptual mismatches often occur either when students misunderstand the instructor's objectives or have their own objectives. By providing students with questionnaires and feedback forms or by truly listening to their questions, suggestions and comments in class, teachers not only work with students in formulating new learning objectives, but also maximize learning opportunities and minimize perceptual mismatches in the process. Well-conceived, purposeful queries also maximize learning opportunities by focusing conversations and eliciting student participation. However, instructors should be prepared to adapt questions or create new ones spontaneously in order to accommodate the particular

situation. Regrettably, teacher questioning can also cause perceptual mismatches, but with patience and attentiveness, questions can also backtrack in order to resolve the mismatch. Mismatches may also occur when students do not understand task instructions. Instructors must always be prepared and quick-thinking as they will likely have to explain the material and activities in various ways, at times going so far as to actually model the task rather than just instructing the students on what to do. Another way to reduce the number of mismatches is to structure lessons into warm-up, new input, sequenced practice, and cool-down segments, creating a sense of routine. Also, the recycling of the formats of previous activities and exercises, spiraling into new information, could make the transitions between segments much smoother and less confusing. This familiarity (not monotony!) promotes a positive environment in which students feel confident in asking questions and raising concerns, investing in their own education.

Personally I feel that these two macrostrategies are incredibly important, if not the most important macrostrategies, because I want my students to absorb as much as they can from every single class period. Sometimes it is a silly or simple phrase, fact or concept, something that I did not plan on “teaching” that day, but it is embedded in their minds. For this reason, maximizing as many learning opportunities as possible (without sacrificing the required curriculum!) is crucial to students’ academic experience. Because so many learning opportunities arise from perceptual mismatches and because they can “make or break” a class, it is crucial that instructors are aware of and know how to manage of them.

Negotiated Interaction

Maximizing learning opportunities and minimizing perceptual mismatches would not be possible without negotiated interaction, or the teacher-student, student-student interactions that take place in the classroom. By applying Halliday’s (1985) three macrofunctions of language, Kumaravadivelu (2003) explains that interaction is, at the same time, an example of three different activities. It is a textual activity that depends on linguistic and metalinguistic features for understanding; it is an interpersonal activity that utilizes sociolinguistic features for sustaining communication, and it is an ideational activity that includes the participants’ own ideas and experiences (p. 102). By interacting textually, interpersonally and ideationally, students become active participants in their education and consequently, “the input will be made

more meaningful to the learners because of their own personal involvement in the negotiation process” (Brooks, 1991, p. 1115). In this sense, it is not appropriate for students to receive a lecture in a language class; I must instead communicate with them and pursue the expression of their ideas, opinions and topics of interest in order to produce linguistic, conversational and social learning opportunities.

In order to create an environment conducive to negotiated interaction, I will implement several classroom management strategies. First, I will be attuned to students’ linguistic capabilities and will modify input accordingly in the form of “teacher talk” which is characterized by slower speech, clear pronunciation and articulation without distortion of the language, and simplified/known vocabulary and grammatical features (Kumaravadivelu, 2003, p. 103). In order to minimize perceptual mismatches and sustain communication, I will also promote the use of comprehension checks, confirmation checks, and clarification requests. Respectively, these conversational tools are used when: the speaker seeks to determine whether or not the listener has understood the message; the speaker wants to verify whether or not he or she understood the other’s meaning correctly; the speaker requests help or more information in order to understand the other’s meaning (Long, 1981). Another tactic known as scaffolding occurs when a more-proficient speaker helps less-proficient speakers complete a task that they normally would not be able to finish on their own. Scaffolding is quite important in second language classrooms as it “is not something that happens *to* a learner as a passive recipient, but happens *with* a learner as an active participant” (Saville-Troike, 2006, p. 113, italics as in original). Finally, it is crucial that I allow my students multiple opportunities to talk, that I facilitate rather than deter their involvement, and that I relinquish some of my control over discussions to allow for their contributions and promote learner autonomy and enhanced linguistic development.

Learner Autonomy

The macrostrategy of learner autonomy is vital because it is relevant to all aspects of students’ lives, not just language learning. If the instructor establishes the right expectations, grants certain freedoms and provides students with adequate psychological and strategic preparation, I believe the second language classroom can serve as an excellent venue for developing autonomy. However, it is worth clarifying what autonomy is *not*: complete

independence, context-free, or available in all situations. In other words, it is still necessary for students to work with others; for teachers to consider needs, wants, personalities and educational environments; and for instructors to direct and manage certain stages of the learning process (Kumaravadivelu, 2003, p. 134). Kumaravadivelu identifies two complementary views on learner autonomy which he delineates as the narrow view and the broad view. The former, or academic autonomy, facilitates student discovery of their learning potential while the latter, liberatory autonomy, allows for student discovery of their human potential (Kumaravadivelu, 2003, p. 141). For my own foreign language classroom, I will advocate both types of autonomy. Thus my students should learn how to: make appropriate decisions, think critically, strive for academic achievement, utilize various learning strategies, determine their strengths and weaknesses, assume responsibility for their learning experiences, recognize life's sociopolitical influences and impediments, and, as mentioned above, discover both their learning and human potential (Kumaravadivelu, 2003, p. 133, 141). In essence, learner autonomy signifies that, with the appropriate guidance, students can manage their educations, their lives and themselves.

Various techniques are available to instructors who desire autonomous students. For starters, with regard to participation, responses, homework, grades, and other forms of evaluation, the instructor must establish expectations that require superior academic achievement and effort. Once such standards are set, students will habitually rise to meet them. From there, teachers should periodically reserve some class time to confer with students, either by class discussion or questionnaires, about course materials, activities and objectives. As for actual lessons, as asserted by Felder and Henriques (1995), "students learn more when information is presented in a variety of modes than when only a single mode is used" (p. 116). It is therefore necessary to balance multiple instructional methods that accommodate various learning styles, such as: the sensing and intuitive; the visual and verbal; the active and reflective; the sequential and global; and finally, the inductive and deductive styles. Not all learning styles can be accommodated in one lesson, but strategies to reach all styles can be employed throughout the course by: contextualizing new material to the students' lives; balancing concrete and conceptual information; incorporating formal training and open-ended unstructured learning; using visuals frequently; occasionally assigning repetitive drills; allowing students time both to reflect and to work with others; and presenting material both inductively and deductively (Felder & Henriques, 1995, 28-29). Instructors can also educate students on the numerous learning strategies available

to them, which combined with the determined learning styles should greatly increase the autonomy students have in their scholastic endeavors. Finally, it is up to the instructor to ensure that activities both stimulate critical thinking, through debate, reflection, or discussions, and that they feature sociopolitical concerns, allowing students to form their own opinions and ideas regarding such issues.

Higher Order Thinking Skills

In order to assist students in their transition from high school to college level courses or even from undergraduate lower-division second language courses to upper-level culture and literature courses, teachers must foster the development of higher order linguistic and intellectual skills. Williams, Lively and Harper (1994) note that, for progression's sake, students need to "express and support opinions and judgments, draw analogies and express the relations between the analogous entities, develop coherent discourse and organize it so that it reflects the underlying rationale of their position" (p. 405).

To demonstrate one potential approach to the advancement of critical thinking skills, Williams et al. (1994) propose a revision of Bloom's *Taxonomy of Educational Objectives*. Bloom had established a pyramidal organization schema that presented six hierarchical levels, consisting of, from bottom to top, knowledge, comprehension, application, analysis, synthesis, and evaluation. The last three, the upper level thinking skills, are defined in the article. Analysis is dissecting the hierarchy of and/or the relationships between specific ideas and explicitly communicating said breakdown; synthesis involves elaborating on the formation of a whole from individual parts or pieces; and evaluation refers to the quantitative and/or qualitative decisions regarding the value of particular ideas (Williams et al., 1994, p. 407 - 408). In congruency with the shape of the pyramid, more class time is typically spent on the lower half of the pyramid than the critical thinking skills in the upper half. Recognizing that students are able to acquire new knowledge while analyzing, comprehend while synthesizing and apply ideas and information while evaluating, Williams et al. (1994) restructured Bloom's pyramid into a diamond, thus shifting both the focus and the amount of class time toward the higher level skills (p. 406). Because knowledge and comprehension can be achieved simultaneously with higher linguistic and intellectual skills, I feel it would be foolish not to incorporate such activities in my foreign language classroom. Furthermore, as a teacher, it is my responsibility to prepare students for life

after school; and the critical thinking skills presented here will be necessary in both their careers and day-to-day lives. These are the tools that will help them become autonomous learners.

Contextualized Input

Personally, I believe context is vital in language learning, for without it, our students may form language structures perfectly but fail to achieve coherence and cohesion. Context will greatly assist students in mastering and managing what I consider the “subtleties” of the L2 and therefore, as Kumaravadivelu (2003) so wisely advises, “we must introduce our learners to language as it is used in communicative contexts even if it is selected and simplified for them; otherwise, we will be denying an important aspect of its reality” (p. 204). The four contextual realities mentioned by Kumaravadivelu (2003) account for the sentential/ intersentential understanding and cohesion of “linguistic context;” the stress, intonation and other prosodic features of “extralinguistic context;” the self-explanatory “situational context” which includes time, location, and participants; and finally the cultural norms of “extrasituational context” which affect interpretation (pgs. 205-212).

Communication is only effective if the four contexts are understood and integrated; thus, it is logical that instructors teach language within the four contexts. First, teachers can probe students’ existing content schemata, or their background knowledge and expectations regarding specific themes, objects and situations (Hadley, 1999, p. 149). Not only will this establish a context for the lesson, it will make the lesson more meaningful to them, thus engaging their participation. By activating the students’ formal schemata, or their knowledge of discourse structures, for different types of texts, teachers can make the text input more readily comprehensible (Hadley, 1999, p. 149). Perhaps the most obvious means of contextualizing input is to provide authentic discourse, which demonstrates coherence and cohesion in addition to all four language contexts. This is achieved by utilizing larger sections of newspaper and magazine articles, radio broadcasts, television shows, and other authentic sources. As Hadley (1999) formulates it, “learning and practicing language in meaningful contexts is more appealing to both students and teachers than learning isolated bits of language” (p. 144). Acting in guided role-plays and writing storylines are examples of activities in which students have the opportunity to produce extended turns of contextualized language. Thus, with contextualized activities, exercises and tasks, students are not only making connections between form and

function, they are learning new information and ideas regarding the target culture. As discussed below, learning the target language in a cultural context is crucial for a more profound understanding of the language and its use in particular situations.

Cultural Consciousness

The rapid globalization of our world today makes it highly inadvisable, indeed hardly possible, to avoid exposure to other cultures and ways of thinking. Because culture greatly affects language use, comprehensibility, and human relationships, I want my students to at least have an understanding of, if not an empathy towards, the target culture. In the study of culture, it is generally recognized that there are two components. Culture with a capital C is the perceptible “MLA culture” of great music, art and literature. Culture with a lowercase c, on the other hand, is the intangible “BBV culture” of beliefs, behaviors and values (Hadley, 1999, p. 349).

I promote a learning experience which encompasses both MLA and BBV in accordance with Hadley’s (1999) recommendation, (p. 349). I also hope to assist my students in developing a “critical cultural consciousness” or the recognition that no one culture is wholly good or wholly bad (Kumaravadivelu, 2003, p. 271). Ortuño (1991) suggests applying her slightly modified version of the Kluckhohn model in foreign language classrooms in order to demonstrate the similarities and differences between any two cultures (p. 449). She explains Kluckhohn’s three basic assumptions that shape the variant beliefs and behaviors of the world’s cultures:

First, a limited number of common human problems exist for which all peoples at all times must find solutions. Second, while there is variability in solutions of all problems, it is neither random nor limitless within a range of possible solutions. And third, all alternatives to all solutions are present in all societies at all times but are differentially preferred. (Ortuño, 1991, p. 450)

I want my students to understand these three assumptions and to recognize that no one culture is better than another despite any differences (due to the cultures’ particular circumstances and situations) they might have in solving life’s common problems. The advantage of this framework is that it provides a logical, if generalized, explanation for a culture’s values, beliefs and behavioral patterns and allows students to explore some differences and similarities between their culture and the target culture in a safe, rational environment.

As before, students' participation and contributions along this discovery path are vital. Kumaravadivelu (2003) says that students as well as teachers should be recognized as cultural informants (p. 40). This means that their ideas, perspectives and even stereotypes can drive critical thinking and reflection. With regard to the latter, Vande Berg (1990) posits that discussing the target culture's stereotypes of the United States will, in turn, encourage students to recognize and abandon their own stereotypes regarding the target culture and its people (p. 518). Hopefully, reflection on one's own beliefs and practices will occur as a result of these cultural activities and discussions.

Chapter 2 - Instructional Practices

The principles and macrostrategies that constitute my personal teaching philosophy guide and influence my instructional practices. These practices must work in parallel to develop students' communicative competence which consists of grammatical, textual, illocutionary and sociolinguistic competencies. This means that students not only learn the linguistic code of the L2, but that they understand how to organize discourse, to solve problems with the language and express ideas, and to develop a sensitivity to the language's natural shape, including dialects and idioms. To encourage their communicative competence and to conduct my foreign language course in the best way possible, I believe that an integrated approach is necessary. In this type of approach, the skills of reading, writing, speaking and listening are taught together along with cultural appreciation in order to maximize the learning experience for students. Hadley (1999) stresses the need for a more comprehensive approach, "This integration of skills is essential for attaining higher levels of proficiency as well as for addressing the goals of language study that have been articulated in the [National] Standards for Foreign Language Learning" (p. 182).

Grammatical Instruction

The role of explicit grammar instruction has been continuously debated in the history of language teaching, but it is now widely accepted that some form of grammar instruction is necessary for attaining higher-level proficiency in the target language. In reviewing forms of grammar teaching, Nassiji and Fotos (2004) assert that "among the essential conditions for acquisition of grammatical forms are (1) learner noticing and continued awareness of target forms, (2) repeated meaning-focused exposure to input containing them, and (3) opportunities for output and practice" (p. 137). In order to assure learner noticing and awareness of forms, I will implement an implicit approach to grammar teaching, which, as Kumaravadivelu (2003) explains, is based on helping learners to discover grammatical rules for themselves by detecting underlying patterns and forming hypotheses (p. 185). Implicit grammar teaching allows for plenty of negotiated interaction because students collaborate with each other and the instructor in order to ascertain grammatical rules, in turn creating more learning opportunities because students question and debate throughout. An implicit approach must also be highly

contextualized, which will provide communicative meaning and potential situations of use for the grammatical structures; thus developing several competencies at the same time (e.g. grammatical along with textual, illocutionary or sociocultural).

Fortunately, various means of implicit grammar teaching are available to foreign language instructors. For instance, the “interactional feedback” approach is founded on the idea that interactional strategies such as repetitions and the aforementioned clarification requests, comprehension checks and confirmation checks, help students to recognize linguistic/pragmatic problems, which then pushes them “to intentionally modify their output in order to produce more accurate and comprehensible utterances” (Nassajij & Fotos, 2004, p. 132). “Discourse-based analysis” is an implicit approach that provides grammatical forms in context by supplying learners with abundant examples of contextualized usages of the target structure and asking them to articulate their observations on its use to promote the establishment of form-meaning relationships (Nassaji & Fotos, 2004, p. 136). Communicative, grammatical activities (such as role-plays) of the “focus on form” approach are also more implicit than explicit because learners are more preoccupied with meaning than with grammatical forms. “Textual enhancement,” which includes any sort of visual or oral emphasis on a particular form, makes target structures salient helping students notice them and could be combined nicely with other approaches such as discourse-based analysis. In integrating more student-centered, implicit grammar approaches in my classroom, I provide to my students multiple means of discovering grammatical patterns and articulating them.

Vocabulary Instruction

Learning foreign language vocabulary traditionally brought to mind lists and lists of L2 vocabulary paired with the most suitable L1 equivalent (most suitable because there is not always a direct translation). These lists usually stem from an overall unit theme, but presenting vocabulary in this way fails to provide an acceptable range of actual definitions or uses of a term, at least ones that students can communicate in the L2. This is why it is crucial to contextualize vocabulary and more specifically, teach students the skill of circumlocution, or the ability to express a term’s meaning with a number of other known words; “Native speakers of any given language regularly employ circumlocution whenever vocabulary creates breakdown. Yet somehow, we have ignored that fact and left our students ill-prepared to handle such L2

situations” (Berry-Bravo, 1993, p. 371). Instead teachers may demand that students look up the L1/L2 translation or become walking, talking dictionaries themselves. There is a major problem with this scenario. Because students invest so little effort in the common “instant translations” provided by instructors after hearing “How do you say ...?” new vocabulary items seldom take root in their active lexicons (Berry-Bravo, 1993, p. 372). Circumlocution, on the other hand, facilitates students’ retention of vocabulary items and this retention combined with the actual skill of circumlocution assists students in achieving higher levels of proficiency.

Lexical breakdown is not only a conversational dilemma, but it hinders cultural learning opportunities as well. As cited in Berry-Bravo (1993), Kramsch points out that in the common “¿How do you say ...?” format, a student may not “realize that the difficulty is not a missing vocabulary item, but a whole way of viewing the world” (p. 372). Oftentimes, there is not a direct translation from L1 to L2 due to cultural and linguistic differences. Fortunately, however, by its expressive and explicative nature, circumlocution allows students to evade breakdowns while at the same time gaining insight into the fundamental cultural differences and nuances of the second language.

Such simple phrases as “it’s a person who...” or “it’s a thing for...” will jump start students’ circumlocution skills. For further development, circumlocution fortunately lends itself to entertaining linguistic activities, whether implementing an adapted version of “21 Questions” or asking student groups to create their own definitions of lexical terms and then asking the rest of the class to provide possible answers. However, as most of these activities are speaking/listening activities, Berry-Bravo (1993) significantly points out, “In addition to such oral/aural practice, teachers should provide written assignments which allow students to progress at an individual pace” (p. 373). These activities can include grids in which students label items person, place, thing, or idea. Alternatively, each student can write out their own definitions for ‘x’ number of words, use them in sentences and bring them to class to compile a complex, contextualized vocabulary list for every student. An added advantage is that the student-created definitions are more contextualized, more comprehensible, and more accurate than those found in the translation-based dictionary.

Authentic Texts

Learning language within a cultural context and using implicit grammar and vocabulary strategies (such as those described in the previous two sections) creates the need for new ways of helping students extract meaning from classroom texts. The use of authentic texts is therefore adamantly promoted in foreign language classrooms as they provide contextualized use of the target language as well as a glimpse into the target culture. Shanahan (1997) stresses the importance of an integrated textual approach that facilitates the acquisition of language, culture, and literature. Elaborating on Shanahan's ideas, Benson (2002) encapsulates the role of literary texts in language and cultural acquisition by explaining that cultural aspects, necessary for real-world meanings and applications of the target language, are established through literature (p. 74). Shanahan (1997) improves upon the accepted notion of classroom texts, broadening it to include film, television, advertising, and music (p. 171). By expanding the types of text that I integrate into daily lessons, activities that facilitate reading, writing, listening and speaking skills become simple to create and adapt.

In selecting and teaching future texts, I need to adhere to the macrostrategies I have laid out for myself, particularly that of minimizing perceptual mismatches. Authentic texts, although excellent sources of genuine and contextualized native speech, could be problematic for beginning L2 students. These mismatches most commonly occur in two ways, the first of which takes place when a student's limited knowledge of the L2 linguistic system is not up to par with the linguistic input provided by the text. The second type of mismatch transpires when a student's limited knowledge of the target culture's norms, values, and experiences hinders the comprehension of the text (Shook, 1997, p. 236). Instructors must guide students through these mismatches using strategy-based reading tasks, as Shook (1997) explains:

Since beginning foreign language readers do not share the necessary language and cultural background with the author to fully comprehend the text's linguistic and cultural information, instructors need to guide their students strategically in order to overcome this lack of shared background, assumed in literary texts, building from that which is known to that which is unknown. (p. 238)

When utilized appropriately, the students' pre-existing linguistic and cultural knowledge (also known as schemata) from their native culture can serve as a spring-board for diving into the new information regarding the target culture. Pre-reading tasks will activate the appropriate schemata

(native, target, or both); reading tasks will then develop comprehension of the text by building upon the schemata; and post-reading tasks will either confirm prior predictions or accommodate new information into the learner's schemata (Shook, 1997, p. 239). The post-reading tasks can branch off into students' areas of interest, maximizing the learning opportunities of the class.

With regard to text selection, I must also consider Kumaravadivelu's three pedagogical parameters, asserting that the selected texts are relevant to my particular situation, that my selections are influenced by previous practical experiences, and that the texts inspire students to examine their own identities as well as the target culture. I will allow for student contributions, because as Benson (2002) maintains, "even young beginners can utilize a wealth of life experience and a knowledge of discourse types, situations, and reading strategies to draw inferences from such texts" (p. 75). Their participation and thoughtful consideration of the texts promotes learner autonomy and creates multiple learning opportunities. Discussion of a text's meanings and outcomes encourages not only the acknowledgement of others' perspectives, but negotiated interaction as well, whether working in pairs, small groups or as an entire class.

Chapter 3 - Structured Pedagogical Activities

The selection of classroom activities and exercises greatly influences language acquisition, as it will determine what students learn about the target language and culture and how they learn to use their L2. In structuring and selecting a lesson's activities, Ballman (1996) recommends that teachers ask themselves three questions:

- 1.) In this lesson, what major theme or topic (e.g. family, daily routine) will be developed?
- 2.) What kinds of thematically related tasks (e.g., interviews, picture descriptions) do I want my students to be able to carry out?
- 3.) In order to perform these tasks, with what vocabulary, grammar, and cultural information do my students need to be familiar? (p. 37)

For students, this provides a common theme which in turn establishes the ever-important, albeit somewhat broad, context within which they can manipulate and work with the language.

Ballman (1996) also suggests that the instructor work backwards, by first determining the pedagogical goals, the unit theme and a related culminating task (p. 43). The instructor should then scrutinize the goals, theme and task in order to determine all aspects (including but not limited to grammar, vocabulary, cultural knowledge, contexts and procedures) that students will need to know, understand and manipulate for successful completion of the goals and task. Once the necessary components are demarcated, the instructor finds and/or creates corresponding activities and exercises. Next, the teacher structures and sequences the activities (throughout the activity itself, the day and the week) in such a way as to move from content/tasks that students already know toward content/tasks that they have yet to learn.

Following Ballman's procedure, the instructor chooses, either on his/her own or by following a textbook, the overarching unit themes, which will unquestionably incorporate the target culture in some way. The week's tasks must incorporate various activities and exercises that address the four skills (i.e. speaking, listening, writing and reading), several learning styles (i.e. auditory, visual, etc.), and different levels of group work (i.e. individual, partner, small group and whole class) while still respecting the macrostrategies and instructional practices outlined in chapters one and two. The teacher should allow for student input and suggestions in

determining sub-themes and areas of exploration to encourage them to take part in their educational endeavors and promote learner autonomy. Furthermore, while answering Ballman's questions, it is important to consider Kumaravadivelu's parameters of particularity, practicality and possibility. This means that lessons must accommodate the particular needs and goals of the students while still providing them with the language skills and knowledge necessary to function in the target culture; lessons will be modified and improved upon as the result of new experiences; and lessons will allow students to explore their own sociopolitical consciousness and identities using the target language. Another essential consideration is whether or not the selected tasks and activities promote textual, interpersonal and ideational interaction by involving the students linguistically, sociolinguistically, and personally. Finally, the instructor should take care to select and create several highly-structured and several open-ended activities, exercises and tasks that maximize the students' learning opportunities, but that are not so confusing as to cause mismatches.

In sequencing activities and tasks, it is helpful to determine a daily routine, such as Ballman's (1996) daily format which includes: *Setting the Stage* – focusing attention and sparking interest; *Providing Input* – introducing new vocabulary, grammar, or cultural information; *Guided Practice* – students work with the new input in a specific task; *Review* – a cool down activity to end the day (p. 38). This daily structure, followed in the one week lesson plan below, begins with a warm-up/ review (i.e. a brainstorm exercise, a mingling activity, or a review of homework) which allows the instructor not only to stimulate student brain activity, but to review information covered in previous lessons in preparation for the day's new content. The new grammar, vocabulary and cultural content are presented by means of the implicit strategies (i.e. interactional feedback, discourse analysis, and circumlocution) and authentic texts discussed in chapter two. The guided practice period of class offers, through various activities and exercises (i.e. vocabulary classification tables, paragraph adaptations, or small group/ class discussions of cultural topics), students the opportunity to experiment with and manipulate the language. Ideally all activities and exercises are entertaining, engaging and stress-free, but instructors should take special care to ensure that the review session at the end the day incorporates entertaining implementation (i.e. memory concentration game, picture description exercise, or a website exploration), of practiced forms, in which students feel relaxed and comfortable in their mental cool down. Alternatively, the review section of class could be used

for explaining homework and future group projects, if need be. The establishment of a daily routine helps minimize perceptual mismatches between the instructor and the students, while establishing stability and consistency. Stability and consistency do not, however, signify that the routine be static and rigid but rather, in keeping with the parameter of practicality, recombined and/or reinvented in order to avoid monotony. Finally, it provides a format that the instructor can follow in preparing all lessons, making the lesson-planning process slightly easier.

One Week Lesson Plan with Activities

In this section, I outline a week's worth of lessons in order to demonstrate a potential model lesson structure and provide examples of the types of activities and tasks that I have promoted. This particular unit is appropriate for students of Spanish 3, either in a high school or university setting. The format will essentially follow that of Ballman (1996), in which students work first with what they know and gradually move on to explore the unknown. Following her ideas outlined in the questions above, I *first* outlined the objectives, the theme and the culminating task. At the unit's end students are expected to be able to do the following, as applied to the theme of food: define in their own words and identify food-related vocabulary; correctly use and identify direct object pronouns; understand that what people eat is strongly correlated to their cultural and religious beliefs and practices; and know how to present Spanish and Spanish-American recipe directions both orally and in writing. The theme, "*La comida*" (food) has a corresponding culminating task: students will perform in a role-play activity, pretending to prepare a Hispanic recipe on one of the Food Channel's television series. Working backward from this culminating activity, the week's tasks will include:

1. matching food-related vocabulary to corresponding photographs;
2. categorizing food and drinks by cognitive operations;
3. defining cooking vocabulary in students' own words (circumlocution);
4. understanding and describing recipes;
5. recognizing and describing the various roles food has in a culture and understanding and describing the ways said roles are manifested in the United States' and target cultures;
6. learning the grammatical structures necessary for processing the materials and tasks: object pronouns, present and command tense forms, and impersonal 'se.'

Day One

Setting the Stage

As these lessons are intended for third-year Spanish students, the teacher can expect that students will have some general knowledge about food and its vocabulary in the target language from their previous classes and life experiences. For the first day of the unit, it is beneficial to start with a quick brainstorm in order to activate student schemata and prepare them for the week's activities and topics. For example, an acceptable question could be “¿*Qué puede decir o indicar la comida sobre la persona que la come?*” or “What can the type of food that someone eats say about him or her?” It may be necessary to jump-start the discussion by providing an example or leading situation, for instance, asking what types of foods are generally eaten on Thanksgiving and then asking what that indicates about the person who eats a Thanksgiving meal (such as where they live). Discussion should generate many ideas, some of which might be one's: religion and/or beliefs, holidays, ethnicity, locality, social class, physical shape, self-opinion about appearance, activities in which the person partakes, or even allergies.

Providing Input

Having activated student schemata, the instructor begins to present the new information. In this part of the lesson, the teacher sets a shopping bag filled with different grocery items in front of the class and asks them to help sort the groceries according to the meal at which they are generally eaten, *el desayuno*, *el almuerzo*, *la merienda*, o *la cena* (breakfast, lunch, snack or dinner). Make sure to point out that there could be more than one answer. Of course, there are other ways to sort the groceries, for example, by storage (refrigerator, freezer, cabinets) or by food groups (meats, fruit, veggies, beverages). The latter, however, will be used in another activity in the guided practice section. As the instructor retrieves and names each grocery item from the bag, the students categorize it. After sorting all the items, the teacher calls each student to put one or two grocery items back into the bag (make sure there are enough items that even the last student has more than one choice, or alternatively, pull items back out and reuse them).

Guided Practice

The instructor distributes the writing exercise (Appendix C) and divides the class into groups of three or four, instructing them to classify the food items according to the category that

best fits. After the majority of the class has finished, the instructor can select several of the more difficult vocabulary items, assure that the students understand it and have categorized it correctly, and answer any questions they may have. Then, break groups down into partners and have them ask each other the following questions:

- *¿Cuál es tu bebida favorita?* (What is your favorite drink?)
- *¿Comes carne? ¿Si sí, cuál es tu carne favorita? ¿Si no, por qué no?* (Do you eat meat? If yes, what is your favorite meat? If no, why not?)
- *¿Te gustan las legumbres? ¿Cuáles son tus favoritas?* (Do you like vegetables? Which are your favorites?)
- *¿Te gustan las frutas? ¿Cuáles son tus favoritas?* (Do you like fruit? Which are your favorites?)
- *¿Qué tipo de comida prefieres? Por ejemplo: comida china, italiana o mexicana.* (What is your favorite type of food? For example: Chinese, Italian, or Mexican)
- *¿Qué pides en un restaurante/ ¿Qué te gusta comer en un restaurante?* (What do you order in a restaurant? Or what do you like to eat at restaurants?)

Choose several students to share with the class what they learned about their partner.

Review

End the lesson with an entertaining game like “Concentration,” in which the students match the Spanish vocabulary to pictures and not English translations. All cards (Appendix D) are flipped face down in a random order and students flip up two at a time in order to find the matching picture for each vocabulary item. If the student completes a pair, he or she takes another turn. If not, the next person in the circle takes a turn and so on, until all cards have been matched. The person with the most pairs wins!

Day Two

Setting the Stage

Start a warm-up with the students using the vocabulary from the previous day in a sort-of mingling exercise. The students’ task is to find someone who has eaten the food and/or drunk the beverages listed and write his or her name in the blank. First person to finish “wins” (applause, candy, or perhaps a bonus point on the homework?). On the sample mingle sheet (Appendix E)

the food or beverage item is listed on the left so that the sentence structure includes the direct object pronoun. In keeping with the textual enhancement strategy described in the grammatical instruction section, the direct object forms have been typed in bold font. This will help lead directly into the Providing Input section.

Providing Input

After completing the mingling activity, ask the students to examine the sentences on their sheets. What do they notice about them? What do they think the bolded forms represent? What is the purpose of the form? Then guide them in finding the connection between the direct object pronouns and their gender/number agreement with the noun. Take care to check for comprehension. Draw attention to the placement of the direct object pronoun before the verb. Provide new examples of sentences with direct objects and ask the students to rewrite them using the direct object pronoun. Ask a few volunteers to read their answers aloud.

Guided Practice

In this section, the instructor should divide the students into small groups and distribute the brief narration (Appendix F). Read the narration as a class and check for comprehension of vocabulary and the story. Then instruct the students to replace the direct objects with their corresponding pronouns where they believe necessary. To prevent the students from replacing the direct objects without actually reading the text for content, the forms are *not* textually enhanced in this activity. Therefore, the instructor should inform them that the story should have eight pronouns. These pronouns should replace the following direct objects: *un plato de los chopitos, un plato de los chopitos, una botella de vino, nuestros menús, el cubierto, la comida* and *la cuenta* (a plate of fried squid, a plate of fried squid, a bottle of wine, the fried squid and the wine, the menu, the silverware, the food and the check). Once they have finished, ask several individuals (preferably those who didn't read their answers in the provided input section so as to include everyone) to provide their group's answer for a particular sentence, sharing the direct object pronoun they implemented and the word they replaced, and then reading the altered sentence.

Review

Ask the students to find a partner and then pass out the “set the table” activity (Appendix G). Students are to work together with their partner, filling in the first blank with the correct direct object pronoun and the second blank with most logical vocabulary item. Check with the students to see if there are any questions over the vocabulary items on the table or the instructions. After the pairs have finished the five questions, review the answers as a class.

Day Three

Setting the Stage

Begin the day reviewing pictures of words that the students already know, such as *carne asada*, *pan quemado*, or *papas fritas* (roast, burnt toast, or French fries). Then divide them into groups and provide each group with two or three words of cooking terminology (Appendix H). The goal here is that students will learn the cooking vocabulary necessary for their role-play at the end of the week. Working cooperatively as a group and, of course, speaking only in Spanish, students will write out brief definitions of each vocabulary item using their own words. Remind students to use the circumlocution phrases such as “*Es la acción de...*” (“It’s the action of...”). After five minutes or so, one student from each group will read one of their definitions and the rest of the class will guess a possible term. The next group will do the same until all definitions have been read. When a group finishes, they write their definition on the board so the class can copy all the definitions for later study.

Providing Input

In order to review the direct object pronouns from Day Two, display on the computer or the overhead projector the *chile verde con carne* recipe (Appendix I), showing part one only. Working together as a class, have the students modify the sentences using direct object pronouns as they did the day before. After successful alteration of the review sentences, ask them what they notice about the verb forms and what sort of situation they would anticipate finding the *tú* form (mother talking to her child, two friends, a grandfather and grandson?). Project part two onto the screen and ask the students to explain the differences between the recipe instructions from part one and those from part two. Once they have identified the formal command forms and relevant contexts of use, rewrite the sentences using the direct object pronouns. Repeat the steps

for part three, explaining that with *se impersonal* the pronoun is positioned between *se* and the verb. Remind (because they have presumably seen *se impersonal* before) students that if an object receives the action, the verb plurality corresponds with the direct object but if a person receives the action, the verb is always singular. Explain that, while they may hear the *tú* or the *usted* forms in spoken cooking directions, the *se impersonal* is always used for written recipes.

Guided Practice

Hand out the *comida rápida* excerpt (Appendix J) to each student. Read through the text as a class, with either the instructor or a volunteer reading aloud. Then working with a partner, the students' task will be to identify which word (or concept) each bolded direct object pronoun represents. Review the activity as a class, have various students explain their answers.

Review

As a cool down, open up the McDonald's website and ask the class to share what first comes to mind when they think of this particular fast food restaurant. (Please note that this activity has been adapted from the more extensive microstrategy suggested by Kumaravadivelu (2003, p. 66)). Ask them what types of food they expect to eat there. Then explain that McDonald's is one of the most widely-known global corporations and they have achieved that status by adapting their restaurants and particularly their menus to reflect the cultural, religious and dietary preferences of different countries. Demonstrate this fact by showing them the online menus of some of the Spanish-speaking countries. Ask if they see potential challenges for McDonald's in serving and accommodating such a vast array of countries. For homework, have them research the different McDonald's websites, choosing a Spanish-speaking country and another country (not the U.S.), focusing on the restaurant's sensitivity to local dietary customs. They should be prepared to share menu's similarities and differences with the U.S. menu and discuss how it might reflect the country's particular cultural and religious practices and beliefs.

Day Four

Setting the Stage

Open by having the students share the information that they found. Ask which countries they researched and if there were any details that surprised them. After every student has shared

at least one new fact, the instructor should, as Kumaravadivelu (2003) suggests, “ask your students to share their views on why McDonald’s has to be culturally and religiously sensitive, and how it manages to do so” (p. 67).

Providing Input

Now either hand out or display on an overhead projector the news article (Appendix K). As some of the words may be rather difficult for Spanish III, read the article as a class, taking several breaks to check for comprehension and understanding.

Guided Practice

Follow up the article by asking a couple of students to summarize the main issue in the article. Then develop the conversation by inquiring if McDonald’s has to give “complete” information to customers; why or why not? Would they themselves want to know the complete information; why or why not? See if the students can think of a food-related issue that would cause outrage in the United States. For example, what if chicken “McNuggets” contained bits of dog meat, man’s best friend? Finally, what is the difference between a vegan’s reasoning to not eat hamburgers and a Hindu’s reasoning? Do you see any similarities in their logic? And why is it considered acceptable to eat a cow but not a dog in the United States?

Review

End the day by explaining the unit project which will take place on the following day (it is advised that the instructor allow a day of in-class preparation, thus moving the role-play to day six, in order to give students an in-class work day and turn in their pronouns and “mistakes”). Provide them with the following contextual situation: a food channel is hosting a special on Spanish and Spanish-American recipes and their *lucky* culinary groups have been invited to share one of their favorite dishes. In groups of four or five, the students will pretend to prepare (using plastic/pretend food, Play-Doh, photos, or other ideas) a recipe of their choosing in front of the class. While “cooking,” the chefs are expected to provide a commentary of instructions, tips, and background information regarding the dish, such as: in which Spanish-speaking country is it enjoyed, what other foods are often paired with it, what time of the day is it eaten, is it eaten only on special occasions or all the time, and/or which groups of people enjoy it.

Ensure that the students understand that they will be graded on accuracy and authenticity; a stereotypical taco with a simplistic explanation that all Mexicans eat it, all the time, with rice and beans is unacceptable. Also, the grade will consider group cooperation, the quality of the description and directions along with the correct usage of vocabulary, articles, and direct object pronouns. Much like the *chile verde* recipe, groups will need to have at least three direct object pronouns in both the *usted* command form and the *se impersonal*. Also, to check for audience content comprehension, each group will include “three mistakes” in their presentation as suggested by Ballman (1996, p. 42). These errors may take the form of incorrect vocabulary (food items or cooking terminology) or illogical/ridiculous background information, such as “Southern Argentineans often enjoy this dish with a glass of wine and while riding elephants.” A written version of their presentation will need to be turned into the teacher (hence the need for an in-class work day), who will then compile a comprehension handout to pass out to the audience. Section one of the handout will have blanks next to the pronouns, to be answered with the replaced direct objects, and section two provides spaces for noting the three mistakes found in each presentation.

Day Five

Setting the Stage

The instructor may join in on the fun by acting as the host of the special, welcoming everyone to the first ever Spanish and Spanish-American Recipe Extravaganza and introducing the chefs as they come “on-stage” to present.

Extension Practice

Remind the “in-studio audience” that they need to listen for the direct object pronouns and mistakes while being respectful to the groups presenting. To determine the order of presentations, groups can volunteer, the instructor can assign numbers, or numbers may be drawn from a hat, depending on the teacher’s preference. To follow up, students can vote on which recipe they would most like to try and/or which recipe they would least like to try, explaining why or why not. (Although video-recording the role-plays is recommended for later viewing and grading purposes, it is not entirely necessary.)

Chapter 4 - Conclusions

What are the likely student outcomes that result from the lessons presented in this report? First, while participating in circumlocution-inspired activities and exercises like the memory concentration game and the definition guessing game, students develop food-related vocabulary, including specific food group affiliates and cooking terminology, while simultaneously negotiating meaning with fellow classmates. Implicit grammar strategies allow students to notice and detect for themselves the forms and patterns of direct object pronouns. In contextualized exercises, such as the Set the Table activity, the *chile verde con carne* recipe, and the role-play, students are then able to produce the grammatical forms through repeated exposure and opportunities for practice. Students explore the target culture's cuisine customs in the McDonald's international website homework and in the research/ write-ups that they prepare for the Spanish and Spanish-American recipe presentation. Also, in these two activities, students exercise their autonomy, taking part in their educational curriculum, by deciding for themselves which country and recipe they would like to research. In reading the McDonald's controversy article, the students are exposed to different religious beliefs and cultural values. The benefit of this authentic text is a step towards the "intellectual transformation" of the students' world views, allowing them to learn or relearn something about themselves, their personalities and their beliefs. This text also guides them to the realization that although citizens from around the globe do not always share the same everyday practices as the native culture, this does not signify that their reasons for doing so are illogical or unreasonable. Finally, the suggested discussion following this news article further develops the students' higher order thinking skills by having them synthesize the controversy, analyze their opinions and quite possibly reevaluate their beliefs. The implementation of this lesson plan, and others like it, gives instructors, me included, just cause in believing that our students will become autonomous, communicatively-competent individuals, who are empathetic to the target culture and well-versed in the skills of listening, speaking, reading and writing. In addition, they have practiced learning strategies that will allow them to continue their investigation of Spanish language and culture in the future.

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Appendix A - Curriculum Vitae

CHELSEA L. COX

18649 N. 42nd Avenue
Glendale, AZ 85308

785-202-1405
ccox@ksu.edu

EDUCATION

- M.A. **Spanish Second Language Acquisition**, Kansas State University, December 2011
Manhattan, KS
Comprehensive Exam: (Date and Focus)
- B.A. **Spanish**, Kansas State University, December 2009
Manhattan, KS
Honor's Thesis: "Where do I begin?!?" Instructional Advice for the First-Year Spanish Teacher in Preparing for a Beginner's Course
Honors: Summa Cum Laude, Phi Beta Kappa Honor Society; Phi Kappa Phi Honor Society Sigma Delta Phi Spanish Honor Society

CERTIFICATIONS

- Arizona Substitute Teacher

COURSES PREPARED TO TEACH

- Spanish (levels 1-3)
- Spanish Conversation
- Spanish Composition
- Introduction Spanish and Spanish-American Culture
- Introduction to Spanish and Spanish-American Literature

RELEVANT GRADUATE COURSEWORK

- Principles of Linguistics: Language Structure and Language Use, Fall 2011
- Foreign Language Pedagogy, Fall 2010
- Theories of Second Language Acquisition, Spring 2010
- Spanish and Spanish-American Culture and Literature in Second Language Learning, part I & part II, Spring 2009 and 2010

COMMUNITY SERVICE

Junior High Church Camp Counselor, Camp Lakeside, Summers 2007 - Present

- Volunteer a week each summer to guide scripture lessons and coach wacky games
- Keep 55+ junior high kids within "sight and sound" at all times
- Instill morals and life lessons in youth
- Offer year round guidance, advice, and listening to those who ask for it

Mission Trip, Honduras, January 2008 and 2010

- Spent two weeks in remote Honduran village
- Dug trenches and laid pipe for their first clean water system
- Paired with a Honduran *compañero*, met his and many other families
- Distributed hygienic and cooking supplies/items to families
- Due to language capabilities, shared different life experiences and established close relationships with Hondurans

3rd & 4th Grade Girls Basketball Coach, Manhattan REC, Spring 2007

- Coached practices and games
- Created drills and activities that allowed the girls to learn and have fun

UNIVERSITY SERVICE

Graduate Assistant, K-State Tilford Group for Multicultural Curriculum Transformation, January 2010 – September 2010

- Formatted the new Tilford Group Content Management Systems (CMS) website
- Co-wrote descriptions of site's components
- Searched for related resources and materials

PROFESSIONAL SERVICE

Marketing Assistant, K-State Research & Extension, August 2007- December 2009

- Formatted and updated numerous extension and campus websites using CMS
- Created flyers, brochures and catalogs regarding marketing items
- Wrote the monthly department newsletter and maintained department wellness page
- Loaded slides and other photographs for the new "Image Database" using Ares Software

TECHNICAL SKILLS

- Microsoft Office: Word, Powerpoint and Excel

REFERENCES

Dr. Douglas K. Benson, Professor of Spanish
Kansas State University, Manhattan, KS
(785) 532-1926, bensonml@ksu.edu

Dr. Mary T. Copple, Associate Professor of Spanish
Kansas State University, Manhattan, KS
(785) 532-1924, mcopple@ksu.edu

Patrick Melgares, Marketing Unit Leader for the Department of Communications
Kansas State University, Manhattan, KS
(785) 532-1160, melgares@ksu.edu

Appendix B - Sample Syllabus

SPAN 100: Spanish 100
Otoño 2012

Profesora Chelsea Cox
Oficina: _____
Horas de Oficina: _____

Email: _____
Teléfono: _____

COURSE DESCRIPTION

¡Bienvenidos a español uno! This Spanish I course, intended for nonnative, beginning speakers, uses an interactive, communicative approach to language instruction. Interaction between the instructor and students and between students themselves is crucial to language acquisition. As such, pair, small group, and whole class activities will be utilized whenever possible to accomplish a variety of exercises and tasks, including conversational, listening, reading, writing and audiovisual exercises.

This class will be conducted entirely in Spanish and students are expected to speak only Spanish during class time. Research shows that language acquisition requires a huge amount of input in the target language. It also shows that fluency and accuracy improve with practice. In order to maximize the amount of input and practice, it is necessary that everyone in the class speak only in Spanish.

REQUIRED TEXTS

- _____
- _____

OBJECTIVES

- At the end of the semester, the student should be able to:
- Describe him/herself and others with regard to studies, physical description, age, personality, and likes/dislikes
- Describe family relationships, resemblances, and interactions
- Express numbers 0 – 2000s
- Describe daily routines, schedules, and leisure activities in present and past
- Express simple and habitual activities and events in present and past
- Make comparisons
- Discuss food and drinks, eating habits and table manners
- Express feelings, emotions and reactions
- Give commands and instructions
- Express future plans and obligations
- Compare and contrast cultural aspects between the United States and Spanish-speaking countries.

DISTRIBUTION OF FINAL GRADE

Participation & Preparation (X points): This component evaluates your participation and preparation according, but not limited to, the following guidelines:

- 1) your willingness to use only Spanish in class;
- 2) your willingness to participate and contribute in class;
- 3) your cooperation in group and pair work;
- 4) your respect and attitude towards the class and your peers;
- 5) your preparation of assigned material and/or performance on short in-class quizzes.

Keep in mind that for everyone to fully benefit from this course, your active participations is necessary and therefore, required. Your grade will be determined every two weeks in conjunction with your instructor's judgment of your participation.

**Attendance is required so that everyone has the opportunity to learn through social interaction. However, understanding that some absences are unavoidable, you will be allowed five (5) class hours of unexcused absences without penalty. Six (6) absences or more results in a failing grade. Arriving more than 10 minutes late or leaving more than 10 minutes early may be registered as an absence. Documentation must be provided in cases of special or legitimate circumstances leading to absences and must specify days missed and reason for absence. Accepted documentation includes: doctor's note, accident report, notification from Dean or advisor for family or university obligations. Documentation must be brought to your instructor within one week of absence.

**Missed Assignments such as in-class compositions or exams can be made up without penalty as long as the instructor is contacted within 24 hours of the assignment date and acceptable documentation is provided. Failure to contact your instructor with 24 hours results in a zero for the missed assignment while failure to provide proper documentation results in a 30% penalty. If you know in advance that you will miss the assignment, please arrange a time with your instructor to make it up before the scheduled date. Otherwise the assignment must be made up within three days of the original date.

Speaking Tasks (X): During the semester, you will complete three graded oral tasks. Your instructor will provide you with the necessary details for each at the appropriate time. The purpose of these assignments is to assess your ability to communicate in Spanish according to the level of you class and the material covered.

**The Pair Oral Interview will last approximately 6-8 minutes. Each student will be graded individually according to his/her skills and participation with the pair/group, as indicated on the corresponding grading criteria.

**The Presentation will take place during the second half of the semester and will be during class. It will be given in pairs, on a choice of topics and will last approximately 4-5 minutes. Each student will be graded individually according to his/her skills and participation with the pair/group, as indicated on the corresponding grading criteria.

**The Role-Play will take place at the end of the semester with a group of 3-4 students and will last approximately 8-10 minutes. Each student will be graded individually according to his/her skills and participation with the pair/group, as indicated on the corresponding grading criteria.

Compositions (X): During the semester you will turn in two (2) formal compositions related to the topics studied in class. You will participate in a variety of pre-writing activities in class and at home to prepare you for this assignment. The compositions will be written in class. At the end of the class period, you will hand in your work to your instructor who will then grade it and give you feedback. You will be given the chance to review and correct your work to improve your grade by a maximum of one letter grade. The final version should be turned in with the rough draft on the dates indicated on the course schedule.

Exams (X): You will take 3 exams and 1 comprehensive (final) exam during the semester. These tests will integrate the components studied in class up to that point and will follow similar formats to the activities and exercises in which you have already participated. They will test you with regards to listening, reading, writing, vocabulary, grammar and culture. Exam dates are indicated on the tentative schedule page.

<u>FINAL GRADE COMPONENTS</u>		<u>GRADING SCALE</u>
Participation & Preparation	X	90-100% of the points..... A
Speaking Tasks	X	80-89.9%..... B
Compositions	X	70-79.9%..... C
Exams	X	60-69.9%..... D
<i>Total</i>	X	59.9% & below..... F

UNIVERSITY POLICIES

Academic Dishonesty: Plagiarism and cheating are serious offenses and may be punished by failure of the exam, paper, or project; failure of the course; and/or expulsion from the university...

Academic Accommodations: If you have any condition, such as physical or learning disabilities, which make it difficult for you to complete the work outlined on the syllabus or which require academic accommodations, please notify your instructor at the beginning of the semester so arrangements for those accommodations can be made.

QUESTIONS OR CONCERNS

If you wish to discuss a grade, initiate a meeting with you instructor within 10 days of the posting of the grade online. Always keep all of your graded work until the end of the semester for your own reference. Additional questions or concerns about the course should be addressed to your instructor first. Keep his/her email address and try to make an appointment during office hours. If a problem arises that you cannot resolve together, your instructor may refer you to one of the Spanish Coordinators.

Appendix C - Classification of Foods

Los alimentos: Organicen los siguientes alimentos según la categoría que conviene.

el agua	el plátano (la banana)	la leche	la habichuelas
el apio	el pollo	la manzana	las ostras
el batido de leche	el vino	la naranja	las uvas
el café	la carne de res	la papaya	las zanahorias
el cangrejo	la cebolla	la piña	los albaricoques
el durazno	la cerveza	la sandía	los camarones
el hígado	la chuleta de cerdo	la toronja	los guisantes
el mango	la horchata	las almejas	los rábanos
el pepino	la jamaica	las calabacitas	los refrescos
el pescado	la langosta	las fresas	los tomates

las bebidas	las carnes	el pescado/ los mariscos	las legumbres y las frutas

Appendix D - “Comida” Memory Concentration Game



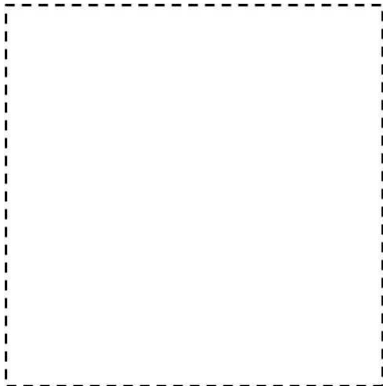
las carnes



las verduras,
las legumbres



las frutas



(extras)

Disclaimer: The photos shown in this activity were found through a search engine (Google). I have no claim or legal right over the photos. They are intended for educational purposes only.



el pavo



el jamón



el pollo



el cerdo



la carne de res



el atún



los mariscos



la langosta



el pescado



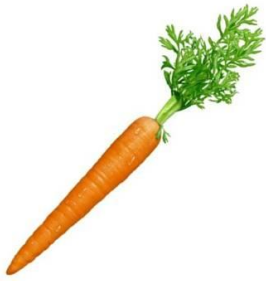
la harina



el panecillo (Es.),
el pancito (H.A.)



el pan tostado



la zanahoria



el champiñon (Es.),
el hongo (H.A.)



la espinaca



el pepinillo



los ejotes



el espárrago



el apio



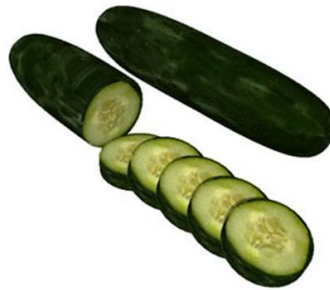
el (diente de) ajo



la cebolla



**los guisantes (Es.),
los chícharos (H.A.)**



el pepino



**el pimiento
(rojo, verde, amarillo)**



los camarones



el aderezo



la sal y la pimienta



la mantequilla



los postres



el pastel



el arroz



los frijoles



el tocino



el aceite



las especias



el azúcar



los refrescos



las papitas



las nueces



los batidos



**el vino
(blanco, rosado, rojo)**



la limonada



**el durazno,
el melcoton**



la ciruela



el albaricoque



la toronja



las frambuesas



las moras

Appendix E - Mingle Activity

¿Qué comiste/bebiste recientemente?

Busca personas que correspondan a las siguientes acciones recientemente. Escribe el nombre de la persona que corresponda en el espacio. No debe repetir nombres.

El café: _____ **lo** tomó esta mañana.

El jugo de naranja: _____ **lo** bebió esta mañana.

La comida china: _____ **la** comió recientemente.

Un refresco con cafeína: _____ **lo** bebió ayer.

La espinaca: _____ **la** comió recientemente.

Los camarones: _____ **los** comió recientemente.

Las uvas: _____ **las** comió recientemente.

La cerveza: _____ **la** tomó durante el fin de semana.

Appendix F - Direct Object Replacement Exercise

Instrucciones: Reemplaza los objetos directos con los pronombres correspondientes. Hay ocho casos en que se debe reemplazar un objeto directo.

Eva, Martín, Alex y yo llegamos a A Cantinella, nuestro restaurante favorito. Nos sentamos a una mesa muy buena en el rincón. Viene el mesero y nos pregunta si deseamos probar su nuevo aperitivo, un plato de los chopitos fritos. Soy la única que quiere un plato de los chopitos, pues no ordeno un plato de los chopitos fritos. Luego él nos pregunta si nos apetecería una botella de vino y esta vez, todos estamos de acuerdo que sí; pedimos una botella de vino. Mientras tomamos el vino, el mesero nos da nuestros menús. Examinamos nuestros menús un rato y después pedimos dos platos cada uno. Cuando viene el mesero con el primer plato nos damos cuenta de que falta un cubierto; él trae el cubierto en seguida. La comida sale riquísima y comemos toda la comida. Cuando terminamos, yo pido la cuenta. El mesero trae la cuenta rápidamente. Pagamos la cuenta y salimos muy contentos.

Appendix G - Set the Table Exercise

¿Ya pusiste la mesa? Mira el dibujo de la mesa y contesta las preguntas con el complemento directo correcto (lo, la, los, las) y escoge la palabras más lógica.

1.) *¿Dónde pusiste el vaso?*

- _____ puse a la izquierda de _____.
- a. la taza
 - b. la jarra
 - c. la cuchara

2.) *¿Dónde pusiste la cuchara?*

- _____ puse encima de _____.
- a. el cuchillo
 - b. la servilleta
 - c. el plato

3.) *¿Dónde pusiste el salero y el pimentero?*

- _____ puse al lado de _____.
- a. la cuchara
 - b. la jarra
 - c. la mantequilla

4.) *¿Dónde pusiste el cuchillo?*

- _____ puse entre la cuchara y _____.
- a. la taza
 - b. el plato
 - c. el vaso

5.) *¿Dónde pusiste el cuenco?*

- _____ puse delante de _____.
- a. el vaso
 - b. el tenedor
 - c. la taza



Disclaimer: The photos shown in this activity were found through a search engine (Google). I have no claim or legal right over the photos. They are intended for educational purposes only.

Appendix H - Circumlocution Activity

Los métodos de cocinar. Trabajando con su grupo, escriben en sus propias palabras la definición de cada palabra que recibieron.

ahumar:	asar:	asar en la parrilla:
cocinar al vapor:	dorar:	escurrir:
freír (i):	guisar:	hervir (ie):
picar:	revolver:	saltear:
sazonar:	pelar:	quemar:

Appendix I - Chile Verde Exercise

Parte 1:

2 libras de carne magra	1 cucharadita de sal
¼ vaso de harina	2-3 latas (4 onzas) de chile verde picado
1 cucharada de cebolla picada	1 vaso de cubito de caldo de carne
1-3 dientes de ajo	2 vasos de tomates (1 lata de 1 libra) con jugo

Cortas la carne en cubitos de una pulgada. Cubres **la carne** en la harina y doras **la carne** en la grasa caliente. Añades la cebolla y el ajo a la carne y salteas **la cebolla, el ajo y la carne**. Añades el cubito de caldo de carne, la sal, los tomates y los chiles verdes. Hierves **los ingredientes** a fuego lento hasta que la carne es muy tierna y la salsa es cocinada abajo – dos horas o más.

Mientras esperas **la sopa**, se puede preparar frijoles pintos, una ensalada de fruta y o tortillas calentadas, para otro platillo.

Parte 2:

2 libras de carne magra	1 cucharadita de sal
¼ vaso de harina	2-3 latas (4 onzas) de chile verde picado
1 cucharada de cebolla picada	1 vaso de cubito de caldo de carne
1-3 dientes de ajo	2 vasos de tomates (1 lata de 1 libra) con jugo

Corte la carne en cubitos de una pulgada. Cubra **la carne** en la harina y dora **la carne** en la grasa caliente. Añada la cebolla y el ajo a la carne y saltear **la cebolla, el ajo y la carne**. Añada el cubito de caldo de carne, la sal, los tomates y los chiles verdes. Hierva **los ingredientes** a fuego lento hasta que la carne es muy tierna y la salsa es cocinada abajo – dos horas o más.

Mientras está esperando **la sopa**, se puede preparar frijoles pintos, una ensalada de fruta y o tortillas calentadas, para otro platillo.

Parte 3:

2 libras de carne magra	1 cucharadita de sal
¼ vaso de harina	2-3 latas (4 onzas) de chile verde picado
1 cucharada de cebolla picada	1 vaso de cubito de caldo de carne
1-3 dientes de ajo	2 vasos de tomates (1 lata de 1 libra) con jugo

Se corta la carne en cubitos de una pulgada. Se cubra **la carne** en la harina y se dora **la carne** en la grasa caliente. Se añadan la cebolla y el ajo a la carne y se saltean **la cebolla, el ajo y la carne**. Se añaden el cubito de caldo de carne, la sal, los tomates y los chiles verdes. Se hierven **los ingredientes** a fuego lento hasta que la carne es muy tierna y la salsa es cocinada abajo – dos horas o más.

Mientras se espera **la sopa**, se puede preparar frijoles pintos, una ensalada de fruta y o tortillas calentadas, para otro platillo.

Appendix J - Comida Rápida

Comida rápida o chatarra, fast-food, junk-food y sus riesgos para la salud

Los cambios en los hábitos de alimentación de la población, **los**¹ que eran provocados por un ritmo de vida muy acelerado y estresante, han hecho que muchas personas se vean obligadas a muy frecuentemente alimentarse a partir de comida conocida como “fast food”, rápida o chatarra, hasta llegar a casos en **los**² que uno ni sale del automóvil para comerla³.

Alimentos como hamburguesas, hot-dogs (perritos calientes o panchos), batidos, patatas fritas, aros de cebolla fritos, pollo frito, pizzas y demás meriendas forman parte de la alimentación diaria de una mayoría de personas.



Con respeto a estos alimentos mencionados, es necesario aclarar que si estuvieras comiéndolos⁴ de manera esporádica, no representa ningún tipo de riesgo para nuestra salud. El problema se presenta cuando **los**⁵ comes de manera diaria o habitual. Al largo plazo, este tipo de alimentación, **lo**⁶ que es muy nutricionalmente desequilibrada, genera una carencia de nutrientes con demasiados efectos indeseables para nuestro cuerpo. Si trabajas para mantener una dieta balanceada, sin mucha comida rápida, puedes disfrutarla⁷ de vez en cuando. El mundo está lleno de comidas y meriendas saludables, ¡búscalas⁸!

1.) los: _____

5.) los: _____

2.) los: _____

6.) lo: _____

3.) la: _____

7.) la: _____

4.) los: _____

8.) las: _____

Adaptado de <http://www.zonadiet.com>

Appendix K - McDonald's Controversy

McDonald's confiesa

Jueves, 24 de mayo de 2001 - 10:37 GMT



La comida rápida es cada vez más popular en India.

El gigante de la comida rápida, McDonald's, expresó su arrepentimiento por no haberle proporcionado al público información "completa" sobre la manera en que cocina sus papas francesas.

En vísperas del inicio de una disputa legal multimillonaria, McDonald's admitió que pudo haber confundido a sus clientes sobre si las papas que sirven son vegetarianas o no, un asunto particularmente importante para los hindúes, que consideran la vaca un animal sagrado.

En 1990, McDonald's anunció con bombos y platillos que empezaría a fritar sus papas en aceite vegetal, lo que las haría aceptables para los vegetarianos que no comen alimentos cocinados en grasa animal.

Sin embargo, ahora se descubrió que se refería a sólo un paso en el proceso.

En Estados Unidos, las papas son pre-cocinadas en grasa animal antes de ser congeladas y enviadas a los restaurantes en todo el mundo donde las vuelven a freír.

Los hindúes americanos iniciaron un litigio legal demandando compensación por daños, la cual -alegantendría que ser millonaria.

En India, la revelación causó manifestaciones que culminaron con la garantía de la compañía de que el método de cocinar era estrictamente vegetariano.

McDonald's tiene casi 30 sucursales en India, donde venden hamburguesas de pollo, cordero y vegetarianas, pues el hinduismo prohíbe comer carne de vaca.

Excusas

Ahora McDonald's se ha dado por vencido. El sitio en internet de la corporación, en el apartado de nutrición, pide excusas a los clientes que sintieron que la información era incompleta.

Un portavoz de McDonald's dijo: "No nos creemos demasiado grandes como para no pedir perdón".

La compañía además agrega que en países predominantemente musulmanes pasa los estándares Halal pues no contiene sabores de cerdos o vacas.

Pero es dudoso que la excusa evite que los hindúes lleven el caso a los tribunales estadounidenses.

Los vegetarianos, por su parte, están divididos: unos, escandalizados, mientras que los otros señalan que el nombre "McDonald's" es sinónimo con carne - así que, se preguntan, "¿qué otra cosa esperaban los clientes?"

Sacado de <http://www.bbc.co.uk/mundo/>