

Unit 2: Debrief, Reflection, and Application

In this Unit, we are provided with opportunity to learn basics of Spanish language by knowing simple grammar rules like, 'Spanish nouns and adjectives have gender, even it is an inanimate object'. Also I came to know about the rule that how adjectives that end in "e" or in "l" can be either feminine or masculine. I find that the online assessment quizzes here in online medium after every teaching step of Spanish language rule is same like the conventional language teaching formative quizzes or tests.

Like every systematic process we can teach and learn the language vocabulary by using appropriate strategies by using the right tools and techniques. During my Spanish learning through online medium of Unit 2 of this course, there are some strategies which helped me to initiate and enhance my language vocabulary learning.

Gathering words with most accurate pronunciation and meaning, for the Unit 2.1 activities 1, 2.1 A1 and 2.1 A2 I looked into Google translator and Online English/Spanish dictionary to get the meanings of my gathered words. This helped me in developing the sentences in Spanish language having understandable meanings.

To learn new words in context by using the topics which are of interest to people from almost every walk of life. Learning in context means being exposed to new words through reading or listening. This enables the learner to naturally run across unfamiliar words and learn their meanings. Research shows that people learn words best when they see them used in context, so seek out opportunities to learn new words from sources such as:

1. Books and magazine or news articles
2. Online videos, TV shows and films
3. Audiobooks
4. Textbooks, which usually provide lists of words and texts to help you practice them
5. Talking with a conversation partner or friend

The Topics chosen for the Unit 2 activities are based on Art and Artists and daily life basics which are mostly the mutual interest topics for people from every walk of life. In this Unit 2, the videos and the suggested Magazine articles and other sources like Wikipedia and Google article sources helped me in getting the information regarding the Latino painters and sculpture artists. From these sources I got the required information and then focus on the vocabulary related to translate my acquired information in Spanish.

The forum discussions conducted by all the members of this course also help in increasing my Spanish language vocabulary as every person used the different words and different styles. The forum discussions focused on the Spanish language morphology by discussing the different words elements and inflections for determining the gender, adjectives, nouns and even number (singular/plural) , this really help in developing my Spanish vocabulary based on grammatical rules.

Through Unit 2 modules, I get well familiar with the strategies and tools which I can use for teaching the vocabulary to my students in an online class. The use of interest based topic discussion forums for exchanging and sharing target language basic to advance level vocabulary usage along reading material and video/ audio listening material in target language, all these techniques will be used by me as a language teacher.

Students can face the challenges in remembering the meaning and spellings of language words which can be fixed through frequent practice of target vocabulary by using in context. Also the difficult lexicons and advance level phrasal verb understanding and usage can create a hindrance in learning language vocabulary for students.

Among the four basic language learning skills, listening is the primary receiving skill which is associated with the comprehension of actual message received by the language learner.

Strategies that Helped Me to Navigate the Listening Comprehension

Listening and predicting: In an active listening it is vital that the learner should be able to comprehend the narration simultaneously and due to the understanding of new words feels enable to predict the meaning of words as well as semantics of text. Further the difficult or new words meanings can be additionally taught by teacher for the accurate learning.

Experiencing the Task: If the provided material and guide lines are appropriate and clear then it can increases the chances of smooth execution and productivity of learning activity and task. So my task experience become fruitful due to good and logical provided teaching material.

Listening & Note-taking: During listening activity the note- taking skill helped me in gathering the important points and information discussed by the speaker. This later help me in recalling and employing the acquired information logically and appropriately.

How would you describe your comfort level with the task? Why?

The task was quite well suited and logical source for understanding the target topic easily and clearly. Starting from the basic introduction to listening and watching videos and later vocabulary building of Spanish language, all the tasks, activities and material build my confidence that I can learn Spanish language.

Framework for Listening Lesson

RASA of Julian Treasure, provides the five simple tools (silence, mixer, savoring, listening positions, and acronym) for developing the expert listening skills.

Chunking the lessons in Scaffolding techniques is elucidated by Monica Brady- Myerov which help in developing and focusing on the ideas imparted in any engaging listening activity.

Strengthening the vocabulary and grammar of language through developing the better listening skills by focusing on all four modules i.e. listening, reading, writing and speaking is presented impressively by Akshay Swaminathan.

These methodologies work effectively in their own ways in achieving learning goals.

Example

In my lesson, I facilitated my students through scaffolding technique by providing them visual aids, mutual class discussion opportunity and pause- ask questions and pause review practice.

RASA (Receive, Appreciate, Summarize & Ask) in an Online Activity

Activity: Listen – Learn the literary aspects of story

1. Play the audio narration of story ‘Gift of Magi’ for students by using the authentic material from American English website: <https://americanenglish.state.gov/four-skills-resources>
2. Through class discussion (student /teacher participation) different events of story in sequence along prose elements like Setting, Plot, conflict and resolution will be pointed out.
3. Story scenes pictorial descriptions and tabular sequence of story events will help in summarizing the whole story and conclude the lesson by resolving queries from class

Receiving: Students focus on listening and noting down the main points of story.

Appreciating: In an on-line medium it’s difficult to detect the students’ appreciation, but student can be asked to write down the new and difficult words on mutual chat board of online class.

Summarizing: Main points of the story narrations will be summarized through story scenes pictures and tabular description of story events.

Asking: Lesson related queries get addressed through student-student discussion as well as student-teacher QA session, in which teacher will assess the understanding level of students for the conducted activity.

The reading activity provide me an authentic reading experience. First the attractive pictures grab my attention and give me some understanding about the topic and relevancy of text attached to these pictures. The text, title, headings and few familiar words help me scanning and getting slight idea about the information discussed. I re-read the text, noted down the main words unknown to me whose meanings I looked into dictionary. Different words like paintro and blanko helped me in making association and providing contextual meaning as English has word painter resembles in sound and meaning to Spanish word. So, I found this activity bit more time consuming yet productive and informative way of teaching/ learning language.

ADEILL Presentation

The Principles of Effective Advertising were quite prominently observed in this ADEILL presentation. If I apply these principles on my witnessed teaching/learning of Spanish language through the activities of this unit I will say that in the authentic teaching material the catchy colors , dazzling tone and attractive image lines of paintings and sculptors involve the

ATTENTION grabbing principle which not only enhanced the INTREST of reader to get curious but also feel DESIRE to know more about the creator of artistic mater pieces. The information about the author with his photograph and the visible timeline and social media links proved the CREDIBILITY of published article. The overall ACTION of article is well presented for arousing the curiosity of audience to go through this literary piece. All these elements will be consider by me while using the authentic appealing material for teaching language to my students in an online medium.

Also my knowledge about the different dimensions and elements for making online participation got enhanced as I developed the rubric which can be apply in both face to face and online teaching mediums.

In the end I got a chance to complete a draft of transition ideas about possibilities to deliver the same material of face to face class in an online class.