

For my contribution to Clear Creek Elementary's new bilingual program, I propose to take part in the IU volunteer teacher training, which will take place prior to the volunteer's participation in the bilingual program. The goal of this training workshop is to provide the undergraduate volunteers with a brief overview of TBLT principles while also demonstrating a sample task which will be developed for later use in the classroom. My role in the workshop will be to provide the volunteers with an example task. First, I will carry-out the task as if they were my elementary-age students at the start of the workshop to give them an immersive overview of the experience. In line with TBLT principles, the main focus of the task will be communication. Specifically, I have designed a task based around the verbs *ser* and *tener* and vocabulary related to describing hair length and color as well as physical height. The goal is implicit acquisition of these structures and lexical items during a communicative task in which students are asked to describe themselves and one another. By doing so, the students will be using present-tense indicative forms of the verbs *ser* and *tener* while also using the vocabulary items in a meaningful context.

The task I have created was designed with specific criteria in mind. First, the pre-task phase was designed to be very input heavy. Teaching young children requires a great amount of exposure to modified input by the instructor. During the pre-task, then, the instructor will describe several cartoon drawings of people with clear, obvious features. In order to stay entirely in the target language, the photos selected present contrasts to one another. This way, students are given the opportunity to infer the meaning of a word with evidence as to what the word *does not* mean. Furthermore, the instructor need not rely on direct translation to convey meaning. The photos were selected to provide objective examples of hair color and height, thus ruling out problematic real-world referents which may be viewed relatively or which may not fit into a clear category that all students can agree on. The pre-task phase then shifts from photo description to instructor description. At this stage, the students are not providing output, but are observing further descriptions which may be less objective than the initial photos. I have suggested that *yes/no* questions can be implemented at this stage to begin student involvement.

The during-task phase will consist of student descriptions of one another. This phase will still be predominantly led by the instructor and will consist of more *yes/no* questions which will then lead into content questions which elicit key vocab from the students. Throughout the task, the instructor will be encouraged to use as many different subject pronouns as possible so that students are exposed to all verb forms. The during phase is reliant on the participation of the students, making it more meaningful for them. The task cannot be completed if they do not respond to the questions and provide the appropriate vocabulary items.

Finally, the post-task phase will consist of the class and the instructor describing one volunteer student in full. After the students respond to the instructor's questions, the instructor will repeat the group-crafted sentence and then have the class repeat it back.

At the workshop, I will then ask the volunteers what they noticed about their experience as students, drawing their attention to some of the key features of a TBLT lesson. After this, Lindsay and Laura will provide more information on TBLT and child language acquisition. Following their explanation, I will carry out the task a second time in order for the volunteers to observe the task with their newly gained knowledge of TBLT. This will allow them to solidify some of the principles and to carry-out their lessons with intent. Finally, I will demonstrate ways in which the task can be modified for different groups of learners, showing them the adjustments that can be made as they teach in the future. The materials will be shared with the volunteers via Box.

How to describe yourself and your classmates

For: elementary age, beginner learners

Pre-task (5-7 minutes)

Instructor role: provide students with the simple, cartoon depictions of people. Describe them to the students using the target vocabulary (hair color, hair length, height). The photos are organized so that you can contrast hair color/length and height with other hair colors/lengths and heights. By describing one or more photo, you are able to use both singular and plural third person forms of *ser* and *tener*.

Student role: students will be observing and listening during the initial phase of the pre-task.

Pre-task continued-

Instructor role: shift the activity from the photos to the other instructor in the room. Using the same vocabulary and verb forms, describe the other instructor to the class. Use the photos, or yourself to contrast the meaning of the target vocab. At this stage, first person forms (singular and plural) are used.

Student role: at this phase, some student interaction is appropriate. You may ask students *sí/no* questions, such as; “¿Tiene pelo largo?”, “¿Tiene pelo rubio?”. This will gauge their initial comprehension of the vocab items. Furthermore, this transfers nicely into....

During-task (10-13 minutes)

Instructor role: shift the activity from the instructors to the students themselves. Begin by asking *sí/no* questions while describing different students. The questions can become more elaborate at this stage (¿Quién más es alto? ¿Quién más tiene pelo negro?). Finally, shift into content questions (¿Cómo es Sam? ¿Es alto o bajo? ¿Qué color es el pelo de Sam? ¿Es rubio o negro?). Continue including yourself in the descriptions to elicit *nosotros* forms.

Student role: this phase is reliant on active student participation. In order to complete the activity, students must respond to the instructor's questions. They will be responsible for providing the target vocab items.

Post-task (5-7 minutes)

Select a volunteer and have this student come to the front of the classroom. As a class, the students will describe this student using the target vocabulary. They will respond to the content questions by providing the target vocabulary. Then, have them repeat the complete sentence you have constructed together.

Instructor: Clase, ¿Mary es alto o bajo?

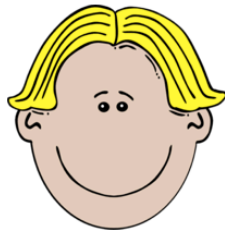
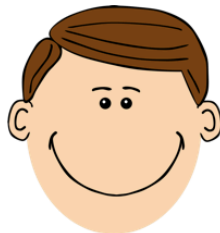
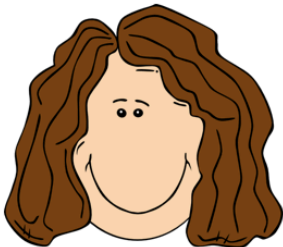
Students: ¡Bajo!

Instructor: ¡Muy bien! Mary es bajo. ¡Repitamos!

Instructor and students: ¡Mary es bajo!

Time permitting, select a second volunteer and repeat the post-task.

Materials (available in PPT format on our Box site)



Key vocabulary:

el pelo

rubio

castaño (café, marrón)

negro

corto

largo

bajo

alto