

First, an acknowledgement that my Spanish skills are not where I'd like them to be. Getting up to speed after a twenty year break, does not have an overnight cure. And especially not in a situation where every contact with the language has to be instigated by me. I have been pursuing various strategies; I'm taking an advanced writing class at Southeast Community College, I have been reading out loud daily using a variety of books, from children's books to youth fiction to poetry to adult, and now finally I think I've made contact with a "conversation partner." Reading out loud helps, but as Swain asserted you need to have output as well as input. The class is good in that it gives me an opportunity for output in a somewhat realistic setting, but it really isn't enough time to work on the gaps in my knowledge. Realistically, what I need is an immersion situation.

My level of fluency has been a source of much difficulty for me. I have to continually remind myself that this class is not a Spanish language class, that I'm here to learn about teaching, but I'm constantly questioning whether it wouldn't have been beneficial to wait to take this class after I felt more confident in my speaking abilities. On the other hand, being in the very midst of being a language learner myself, I'm doubly interested in the features of various strategies and learning how best to learn/teach a language.

For this grammar microteaching, I chose to focus on prepositions. I believe these are essential words that students need to know and need to be comfortable with early on. I chose six terms to be the meat of my lesson: a la derecha (to the right), a la izquierda (to the left), adentro (inside), afuera (outside), encima de (on top of), and abajo de (below). I was trying to follow the rule of 7 plus or minus 2 chunks. I debated adding more terms, such as "in front of", "behind",