

into my own comfort zones by having them “produce text” instead of talking. And I happen to know that this isn’t an effective strategy for the long haul.

The next project was a worksheet where I had the students underline the preposition words. A simple task that showed me that they could recognize the spelling of the words that we had been discussing and it caused them to yet again pay attention to how the prepositions functioned in a sentence. After making their own sentences with cards, this sheet demonstrated more options that were made using the same words.

This was followed by the final worksheet, a depiction of “shelves” of various items, with a list of questions that could be answered by analyzing the arrangement of the items. There were two items depicted on this worksheet that weren’t explicitly taught in class. From my point of view, that gap in the students’ knowledge should not have prevented them from being able to perform the task. For example, one question was “¿Qué está a la derecha de la mochila?” (What is to the right of the backpack?) There were two “unknown” items and only one was situated to the left of another item. My students didn’t care for this much though. They felt that the words should have been explicitly demonstrated. In the future, I should either label the unknown items or ask specifically at that point if there are any questions. That would have given the students the opportunity to ask me “What is a mochila?” On the other hand, I was aware that in this room, there were various levels of abilities, and the classroom atmosphere was open to asking your neighbor for help, which I saw Le (the one complete beginner in the class) do.

I closed with asking the students if they felt they were able to describe the relative locations of various objects and congratulated them on a job well done.