

CLASSROOM OBSERVATION

Observer: Lissette Reymundi, Senior Lector I of Spanish, Spanish 130 course coordinator (third semester of Spanish)

Teacher: Tanya Romero González, graduate student. Dept. of Spanish and Portuguese.

Place: WLH 007. Yale University.

Time: Monday, October 28, 2011. SPAN130 class from 11:35 am to 12:20pm.

Subject: Lesson 5 Vocabulary: *Los viajes* [Taking a trip]

Prior to beginning class, Tanya asked the students if they had traveled during October Recess, where they had gone, and what they did there. She introduced herself at the beginning of class, explained that she is from Malaga, and asked if they knew anyone famous from Malaga.

She asked students to compare their answers from earlier activities. She orally went over Exercise 2. She clarified the difference between *pasaje* [ticket] and *tarjeta de embarque* [boarding pass]. She requests oral responses from Exercise 2 on the following page. She demonstrates the pronunciation of the word *congestionamiento* [traffic jam]. She demonstrates the pronunciation of the word *hotel* [hotel]. She shows three images related with the subject matter so the pairs use as much vocabulary as they can. Later, she asks them to write a sentence about the image individually. She reviews this orally.

She announces that they are going to view the Spanish-language trailer from the 1995 Quentin Tarantino film *Four Rooms*. She projects guided questions so that students pay attention to aspects related to the subject matter. She plays the trailer and the students orally answer the questions in pairs. She asks that the students give her their answers orally. Tanya explains the cultural aspects of American films being dubbed in Spanish in Spain.

She shows four movie stills that correspond to the guests from the four rooms. She divides the class into four groups. She assigns each group to one of the situations faced by the guests of one of the rooms, having students react orally to the predicaments as if they were the hotel bellboy. She gives them time to discuss their responses amongst themselves. She then asks one of the students to read their situation out loud, as well as to explain their solution. She assigns a past-tense writing activity about the situation in their previously assigned rooms. She asks them to write clearly, as their answers will be collected to be corrected. She asks one student from each group to read their response, and makes the necessary corrections.

Positive Aspects: Tanya is a native speaker of Spanish and, as such, her Spanish is perfect. She establishes good rapport with the class. She clearly states her objectives. She met her goal of practicing the vocabulary related to traveling and hotels. Tanya circulates amongst the students, correcting and explaining anything causing difficulty within the groups. This is particularly beneficial and productive so that students feel helped/supported and they retain these on-the-spot corrections.