The Social Experience of Learning Teaching: 
A Qualitative Study of the Ann Arbor Languages Partnership (A2LP) 

By 

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A dissertation submitted in partial fulfillment 
of the requirements for the degree of 
Doctor of Philosophy 
(Educational Studies) 
in the University of Michigan 
2017 

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DEDICATION

Para Sofía...

Y para todas las mujeres que buscan una vida diferente y un espacio en la academia.

To Sofía...

And to all the women who want a different life and a space in academia
ACKNOWLEDGEMENTS

The main argument of this dissertation study states that learning is engrained in social experience. I believe my trajectory in the Educational Studied Doctoral Program is the best example of the social nature of learning. The process that culminates with this dissertation study could not have been possible without the contribution of so many people. I am infinitely grateful for having them during this journey:

- My advisor and mentor Professor Donald Freeman who has supported me unconditionally, who has challenged my thinking and enriched my scholarship, and who has been there for me even remotely to share a meaningful conversation.
- Professor Maria Coolican who has been a wonderful mentor, supervisor, colleague and friend. Doctor Coolican, you have gone above and beyond to support me and help me become a better scholar and a better person.
- The members of the dissertation committee, Professor Mary Schleppegrell, Professor Chauncey Monte-Sano, and Professor Teresa Satterfield, whom in different moments in time have offered wise advise, great ideas, and support to continue growing as a female scholar. It has been an honor to have the opportunity to learn from you.
- My dear friends Florencia, Sania, Anne, Carrie, and Susanna. I have no words to thank you for your friendship. I admire your strength, wisdom, and kindness. I am here today, because of you.
• My friends and colleagues Martha and AC, who spent hour editing this manuscript and helping me in improving my writing skills.

• My family and friends in Chile, who have believed in me every single day and who have encouraged me to follow this different path. I am always grateful!

• The Chilean government and the Becas Chile program, who awarded me with the Beca Bicentenario scholarship, so I could pursue doctoral studies at the University of Michigan.

• Finally, but definitely not least, John, who has given me love, support and encouragement beyond what I ever imagined. John, you have been there for me when I needed you the most.
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ABSTRACT

This study investigated learning teaching in the Ann Arbor Languages Partnership (A2LP), a partnership between Ann Arbor Public School District and the School of Education at U of M to bring Spanish instruction to elementary classrooms. A2LP prepares undergraduates from different programs, called Apprentice Teachers (ATs), for Spanish teaching.

The theoretical framework suggests learning teaching is a socially rooted process, taking place as learners internalize their programs’ social activity. This activity is organized around common understandings or ‘social facts’ functioning as frameworks of reference for participants, who through their use make sense of their experiences and organize their practice.

The study explored: a) What are the ‘social facts’ characterizing the activity of A2LP?; b) How do the Apprentice Teachers in A2LP use ‘social facts’ over time to make sense of their experiences?; c) How do the Apprentice Teachers in A2LP conceive of second language teaching and use those conceptions in organizing Spanish teaching?

A qualitative approach, with participant observer perspective was adopted to understand from participants’ perspectives the experiences of learning second language teaching. Data collection involved “naturally occurring texts” by instructors and ATs during 2014-2015. A grounded analysis was conducted examining instructional materials and ATs’ responses to seminar prompts.
In-depth analysis of naturally occurring texts from an eight-ATs sample was conducted using APPRAISAL analysis, capturing how through the use of language ATs presented their ideas, feelings and values towards second language teaching.

Findings shown ‘social facts’ of A2LP representing four themes: a) roles of ATs; b) practices of Spanish teaching; c) elementary students’ language learning; and d) positive/productive classroom climates. As ATs made sense of their experiences learning teaching and teaching Spanish, they adopted different perspectives following a curve of learning and increasing participation, going from a focus on the individual to a focus on the complexity of second language teaching and learning.

APPRAISAL analysis shown emerging patterns in the ways ATs with a similar profiles oriented their teaching, defined their responsibilities and organized teaching. Four orientations to teaching were identified: the attention to students’ needs; ATs’ personal grow as teachers; the procedures of teaching; and collaboration between ATs
CHAPTER I

Introduction

The Origins of a Study on the Processes of Learning Teaching

The interest in understanding the processes behind learning teaching began almost a decade ago in my home country, Chile. In 2007, I was hired by one of the top two schools of engineering in the country to develop initiatives for the improvement of engineering teaching practices and to work directly with faculty members who were interested in transforming their own teaching and advancing student learning. Early on in this work, I started to hear the same kind of concerns: “I know about structures, concrete, and materials…I don’t know about learning objectives, teaching strategies, and assessment. Would you help me learn about that?” After a few semesters working with one professor in particular, he used terms such as learning objectives, instructional activities, and teaching strategies as if they were his own terms. His practice in the classroom was different, and his students noticed the difference and welcomed the transformations.

Years later, while studying as a doctoral student in Educational Studies, I began working as a graduate student instructor in the Ann Arbor Languages Partnership (A2LP). The A2LP is a collaborative partnership between the Ann Arbor Public School District and the University of Michigan School of Education that provides Spanish language instruction to third and fourth graders through undergraduate students from different programs and departments at the University of Michigan. These undergraduate
students are prepared for Spanish teaching in a scaffolded weekly seminar, while at the same time they teach Spanish in Ann Arbor public elementary schools. In this context, I noticed some characteristics that reminded me of my work at the School of Engineering. First, the participants in the A2LP bring a passion for the Spanish language, a desire to work with young learners, and an interest and commitment to giving back to the community through service. Nevertheless, they are new to classroom teaching. As with the School of Engineering faculty, and many other teaching preparation experiences, the majority of these students had no formal preparation in teaching. Second, like the professor at the School of Engineering, the A2LP undergraduate students seemed to have learned how to transform what they knew about Spanish into something that was learnable by their students.

These experiences led me to wonder how. How do they, the School of Engineering faculty and the A2LP undergraduate students, learn to do the work of teaching? More importantly, what are the teacher education experiences, in which they participate, providing in order to facilitate their processes of learning teaching?

Although the situations described above inspired my personal interest in understanding the processes of learning teaching and for conducting the study presented here, they raise questions that transcend my personal case. Experiences like the ones described above raise questions that are central to the field of teacher education in epistemological, methodological, and practical terms. These are questions such as: How do teachers learn to do what they do in the classrooms? How can the processes of learning teaching be studied? How can teacher education advance the learning of those who teach in the classrooms?
Overview of the Study

A common characteristic in the two experiences described above is that in both learning teaching happened in the context of a collective and collaborative experience. This learning was part of their participation in social activity around teaching and learning. That is the core argument behind this study. Learning teaching is a socially rooted process, taking place as learners negotiate and internalize the social activity of the preparation program (Freeman, 2016; Lantolf, 2000; Lantolf & Johnson, 2007). This basic premise—learning teaching as a socially rooted process—describes any kind of learning experience. At the same time, the nature of the subject of learning creates particular circumstances and distinctions. In the case of learning second language teaching, the nature of language, functioning as content and as the process of teaching, differentiates this process from learning teaching in the context of other subject matters. It creates a set of particular circumstances for the preparation of second language teachers and therefore demands learning opportunities that account for the isomorphic nature of language in second language teaching.

If social activity is central in understanding the processes of learning teaching, then a theoretical framework is necessary to explain how social activity functions and how it informs the research design behind this investigation. Freeman (2016) proposes a theory of second language teacher education that argues that the activity of a community is organized around a set of common understandings or ‘social facts’. These social facts function as semiotic tools representing what is taken as true by a community and delineating what is central and definitional for its members. In this sense, the use of these facts defines what the community does and who are its members. In the context of the
social activity of a community, social facts function as a framework of reference for its participants. Through their *use of social facts*, the participants in a community of activity make sense of their experiences and organize their practice. As participants internalize the social facts of the community they *rename* their experiences, *reconstruct* their practice, and position themselves as legitimate members of the community (Freeman, 1993; Freeman, 1996b; Freeman, 2016).

Considering this conceptual framework, the study presented here was designed around three research questions:

**RQ1**: What are the ‘social facts’ that characterize the activity of the A2LP?

**RQ2**: How do the participants in the A2LP use the ‘social facts’ over time to make sense of their experiences participating in Seminar and teaching Spanish in elementary classrooms?

**RQ3**: How do the participants in the A2LP conceive of second language teaching and use those conceptions in organizing their Spanish teaching practice in elementary classrooms?

To answer the research questions a qualitative approach (Maxwell, 2005; Merriam, 2009) was taken, with a participant observer perspective centered on describing and understanding the social activity of the A2LP and the experiences and ideas of its participants with regard to learning second language teaching. The participant observer perspective provided the opportunity to make visible aspects of the social activity of the A2LP that would not be evident for an outsider of this community.

Two complementary approaches were taken to explore the activity of the A2LP and the learning experiences of the participants: *representational* and *presentational*
approaches (Freeman, 1996a). The first approach considers words as a representation of people’s internal worlds. This representational approach focuses on what the participants say as a vehicle for understanding their experiences. The second approach focuses on how participants use language to present their experiences and themselves, contributing to a comprehensive understanding of their worlds.

Although adopting a sociocultural perspective to study the processes of learning teaching is not new, this study contributes to the understanding of how different semiotic tools available in the activity of the program mediate the learning of second language teaching. It does so by identifying what are these semiotic tools and how they are used to make sense of experience. The nature of the program in which the study was situated opened opportunities to explore the processes of learning teaching while the members of the A2LP participated in the activity of teaching in Ann Arbor elementary classrooms.

**Overview of the Chapters**

In following chapters I present the theoretical framework and literature supporting my study. Then, I describe the different characteristics of the A2LP as the setting for the study. Next, I describe the methodological perspective adopted in the study including the methods for data collection and data analysis. Finally, I discuss the findings of this investigation, presenting insights and conclusions from the study.

Chapter II presents the conceptual framework supporting this dissertation study and provides an overview of the research on three central topics. First, it examines the contributions of different scholars in the field of teacher education concerning the processes of learning teaching in preservice teacher education programs. Second, it provides a closer look at the literature regarding the sociocultural origins of learning and
situated nature of this process. It also examines the role that participation in social activity plays in the preparation and development of preservice teachers. Third, it discusses the particular nature of learning second language teaching based on Freeman’s (2016) argument which proposed that learning second language teaching resembles in many ways the process that preservice teachers undergo while learning teaching in the context of other subject areas. However, the nature of language, as both the content to be taught and the means of teaching it, transforms this process into a form of learning teaching with its own characteristic features.

The conceptual framework and literature discussed in Chapter II informs this study in two ways. First, it provides a theoretical perspective to understand the processes of learning teaching and the role that social interaction, context, and learning opportunities play in it. This theoretical perspective informed the design of the study. Second, it provides a framework to understand the design and different characteristics of the setting in which the study is situated, the A2LP.

Chapter III describes the A2LP as the setting in which this study is situated. This description facilitates the distinction of this program from conventional teacher education initiatives and from initiatives that have been described as “alternative routes” to teacher education. In this chapter, I also discuss the reasons why this context represented a rich opportunity for the study of the processes of learning second language teaching.

Chapter IV describes the methodological perspective adopted in the study, participant observer approach, and the methods of data collection and data analysis. In describing the methodological decisions taken in this qualitative study, the chapter addresses two complementary approaches: the *representational* and *presentational*
approaches. The first approach focuses on what people say as a vehicle for understanding their experiences. The second approach focuses on how people use language to present their experiences and themselves, contributing to a comprehensive understanding of their worlds.

Chapters V, VI, and VII present the findings of this study. Chapter V responds to Research Question #1 describing and discussing the common understandings that characterize the activity of the A2LP; how these common understandings are used by the participants of the A2LP; and how they function in the processes of learning second language teaching. The findings presented in this chapter indicate that the activity of the A2LP is organized around four broad themes: the experiences of becoming and developing as participant of the A2LP; b) the different aspects involved in Spanish teaching; c) the elementary students’ language learning; and d) the construction of a positive/productive classroom climate.

Chapter VI responds to Research Question #2 deepening the understanding of the processes of learning second language teaching, by taking a closer look at how the participants of the A2LP make sense of their experience as they use the common understandings or ‘social facts’ of the program. The findings described in this chapter indicate that the participants of the A2LP adopt different perspectives to make sense of their experiences, and these perspectives demarcate a curve of learning and increasing participation.

Chapter VII responds to Research Question #3 discussing the ideas of eight participants selected for an in-depth analysis regarding their Spanish teaching in different elementary classrooms. These ideas were provided in naturally occurring texts and
analyzed using tools from Systemic Functional Linguistics (SFL). In these texts, the participants presented the aspects of second language teaching they valued, the aspects that seemed to challenge them, and the ways in which they explained their decisions and actions in the elementary classrooms in which they taught. The findings indicate that the participants had different orientations to teaching, underscoring different aspects of second language teaching and their roles as Spanish teachers in the classrooms.

Finally, Chapter VIII presents insights and conclusions from the study. It discusses the potential implications of these conclusions for the conceptual understanding of the processes of learning teaching as well as the ways of researching these processes. Finally, it discusses the ways in which teacher educators and practitioners design and implement opportunities for learning teaching.
CHAPTER II
Conceptual Framework and Literature Review

Overview

This study focuses on the processes of learning teaching in preservice teacher education experiences for second language teaching. Throughout this and other chapters I use the form ‘learning teaching’ rather than the infinitive form ‘learning to teach’. Although using this form may make my writing convoluted, the choice of this form is deliberate and purposeful. As Lampert (2010) suggested, “the infinitive form [learning to teach] can suggest that the action is to occur in the future, after something is learned, while the form teaching allows us to hold out the possibility that learning also occurs while doing the work” (p. 21). This distinction is relevant for the argument of the study, centered on the idea that learning teaching is a socially rooted process, which takes place as learners participate in settings where teaching and learning are the core of the social activity.

In this chapter I present the conceptual framework supporting this dissertation study by providing an overview of the research on three central topics associated with my focus of investigation. First, I outline the contributions of different scholars in the field of teacher education concerning the processes of learning teaching in preservice teacher education programs. These contributions are central to the argument of this study as they build the path to understanding the role that social interaction, context, and learning opportunities play in learning teaching. Second, I discuss in further details the
sociocultural origins of learning and the situated nature of this process. I do so by
describing the mechanism behind transforming social activity into internal function, and
therefore, the role that participating in social activity plays in the preparation and
development of preservice teachers. Third, I discuss the particular nature of learning second
language teaching and provide an overview of the literature in this field,
primarily sustained in a sociocultural perspective. I follow the argument of Freeman
(2016) and propose that learning second language teaching resembles in many ways the
process that preservice teachers undergo while learning teaching in the context of other
subject areas. However, the nature of language, as both the subject matter to be taught
and the means of teaching, transforms this process in a form of learning teaching with its
own characteristic features.

Learning Teaching in the Context of Preservice Teacher Education

Perspectives on Learning Teaching. Questions regarding what teachers should
know in order to do what they do, and in which settings this knowledge should be
developed, have been consistent in the field of teacher education. For instance, John
Dewey (1904,1965) discussed the relationship of theory and practice in learning teaching
as well as the affordances and constraints of different approaches to teacher education
such as the apprenticeship and the laboratory. The examination of the process that
preservice teachers undergo for learning teaching, represented by the consolidated
research on ‘learning to teach’ and ‘teacher learning’, however, is relatively new

Three perspectives –the process-product, cognitive, and sociocultural—have
characterized the research on learning teaching since the 1970’s. All of them have
focused on the question: *How do teachers learn to teach?* Yet, they have studied different aspects of this topic (Russ, Sherin, & Gamoran Sherin, 2016; Shulman, 1986a).

The ‘process-product’ research conducted during the 1970s and 1980s tended to conceptualize teaching according to a set of observable behaviors and pedagogical actions where the purpose was to identify the relationships between these actions and student achievement (Rosenshine, 1983). Learning teaching, then, implied incorporating those behaviors and pedagogical actions to later use them in the classroom (Rosenshine, 1983; Shulman, 1986a). This line of research also considered that teachers needed to be provided with discrete amounts of knowledge and skills, and these knowledge and skills were then easily transferrable and applicable to any teaching context (Feiman-Nemser & Remillard, 1995; Shulman, 1986a; Shulman, 1986b). However, given its focus on teachers’ behaviors, the process-product research did not offer insights regarding the internal processes taking place in teachers’ minds while learning teaching. Many scholars argued that the field’s understanding of this central aspect was limited and that more specialized research was needed in this area (Feiman-Nemser, 1983; Feiman-Nemser & Remillard, 1995; Shulman, 1986a). For instance, Feiman-Nemser (1983) argued that the field’s knowledge about the process of ‘learning to teach’ was scattered and insufficient:

There are studies of teacher socialization and teacher development. There is research on teacher education and teacher training at both the preservice and inservice levels. There is a body of literature on staff development and school improvement. There are autobiographies and descriptive accounts by teachers about their teaching experiences over time. From all these sources together, one
begin to construct a general picture of how someone learns to teach and improves at teaching over time. Rarely is this topic addressed directly, however, and what we know is far from adequate (p. 151).

During the mid-1980s, the increased interest in studying human cognition, driven by the cognitive sciences, moved the focus of the research on teacher learning from the actions and behaviors of teachers to teachers’ ways of thinking and different forms of specialized knowledge. This new ‘cognitive’ perspective on teacher learning studied teachers’ mental structures and put an emphasis on describing the different categories of specialized knowledge that are important for teaching (Kennedy, 1991; Shulman, 1987). In this line of research, one of the most influential contributions was the introduction of the notions of ‘pedagogical content knowledge’ and ‘pedagogical reasoning’ by Lee Shulman (Shulman, 1986b; Shulman, 1987). This form of knowledge for teaching was defined as “the ways of representing and formulating the subject that make it comprehensible to others” (Shulman, 1986b, p. 9), while pedagogical reasoning involved a cycle of thinking and action “taken from the point of view of the teacher, who is presented with the challenge of taking what he or she already understands and making it ready for effective instruction” (Shulman, 1987, p. 14). In this sense, learning teaching involved understanding the structure of subject matter and developing habits of reflection to appropriately represent knowledge and ground pedagogical decisions and actions, thereby transforming knowledge into something useful and usable for teaching in specific contexts (see for example, Ball, Thames, & Phelps, 2008; Monte-Sano & Budano, 2013).

Such perspective on subject matter, as something to be transformed according to a pedagogical purpose, had been previously suggested in Dewey’s chapter on “The Unity
of Subject Matter and Method” in “Democracy and Education: An Introduction to the Philosophy of Education” (Dewey, 1919). From Dewey’s point of view, the dualistic viewpoint that separated subject matter from method, conceiving the former as a ready-made taxonomy of facts and principles and the latter as just the way in which this set of facts and principles is presented to the students, appeared to be fundamentally erroneous. Subject matter does not exist as a recognizable entity in the world. It is the result of the submission of scattered observations to a method of organization, and most importantly, of transformation with the purpose of creating meaning. In the same way, method is always in reference to a subject matter. It is the organization of subject matter towards purpose and meaning (Dewey, 1919).

In the early 1990s, and influenced by the cognitive perspective, Mary Kennedy explicitly proposed an agenda for research on ‘teacher learning’ founded on the notion of ‘teachers as active learners of teaching’ and challenging the notion of learning as passive accumulation of knowledge (Kennedy, 1991). Kennedy defined teacher learning as “a function both of the teacher-learner and of the learning experience itself” (p.2). Conceptualizing teacher learning in this way implies recognizing that teachers, as any other active learner, interpret their new experiences in consideration of what they already believe, have experienced, and know. These ideas function as a framework of reference to interpret and assess new situations.

In the case of teaching, unlike other professions, preservice teachers bring to their different teacher education programs years of experience as students, observing different teachers and developing ideas around teaching, learning, and schooling (Grossman & McDonald, 2008; Kennedy, 1991). This phenomenon, defined by Lortie (1975) as the
‘apprenticeship of observation’, implies that teachers make sense of the experiences they encounter in teacher education programs by negotiating them with their prior knowledge and experiences of teaching. As Lortie (1975) emphasized, teachers’ prior experiences play a powerful role in modeling their conceptions of teaching and learning. Many times these previous notions constrain their ability to consider alternative views.

In summary, the cognitive perspective on learning teaching emphasized the dynamism of the different aspects of the activity of teaching. It highlighted the reasoning process behind pedagogical decisions and actions, and it considered teachers as active learners of teaching.

There are two important implications derived from this cognitive perspective on learning teaching that are central for the argument of my study. First, if teachers need to transform what they know and make it ready for effective instruction, as Shulman suggested, then the nature of what they know—the nature of subject matter—has a relevant influence on how they transform it for their students. In the context of this study, this implication reinforces the idea that in the preparation of second language teachers, the nature of language, as both the subject matter and the means for teaching, creates a set of circumstances that are different from the ones characterizing the preparation of teachers of other subject areas and disciplines. Second language teachers need to create learning opportunities for their students where both content and means are comprehensible and usable.

In the same way that the nature of subject matter influences how teachers transform what they know for their students, the characteristics of the settings in which they will be teaching also influences the kinds transformations and adaptations they will
be undertaking in order to advance student learning. Therefore, in order to fully understand the processes of learning teaching one needs to consider the nature of the subject matter and the features of the contexts in which teaching takes place.

The second implication of the cognitive view on learning teaching addresses the dialectic relationship between learner and experience. Given that knowledge and skills do not develop independently from the context in which they were acquired, as described by Lortie’s ‘apprenticeship of observation’, new knowledge and skills are also not independent from the experiences and learning opportunities offered in teacher education programs. These experiences and opportunities have the potential to transform how teachers conceive of and practice teaching (Grossman & McDonald, 2008; Monte-Sano, 2011). This implication is also central to this study. It suggests that in investigating the processes of learning teaching, close attention must be paid to examining the experience itself and the learning opportunities offered to the learners of teaching.

Although focused on teachers as individual actors, the cognitive perspective foregrounded the *situated* character of learning teaching and the role that sociocultural factors play in this process. The cognitive perspective highlighted the specialized knowledge required for teaching, the active role of the teacher, and her/his experience in the creation of meaning. Finally, it also highlighted the importance of attending to the learning opportunities available in the preparation programs to support preservice teachers in learning teaching.

Influenced by the contributions of anthropology and sociology, a third perspective on learning teaching started to gain prominence in the late 1990s, the *sociocultural* perspective (Lantolf, 2000; Russ et al., 2016). This perspective is usually connected with
the work of Lev Vygotsky and his followers (e.g. Presseisen & Kozulin, 1992; Rogoff, 1995; Wertsch, 1985; Wertsch, 1991), regarding the sociocultural origins of learning. It is also associated with the theories of situated cognition and the ideas around the situated character of human activity, represented by the work of Lave and Wenger among others (e.g. Brown, Collins, & Duguid, 1989; Lave, 1996; Lave & Wenger, 1991; Wenger, 1998). The central premise of this perspective states that human activity, thinking included, is deeply rooted in context, culture, and history. In this sense, teaching is not a collection of behaviors, or the result of teachers’ individual thinking. Rather, it is an activity embedded in social interaction, in a specific context, time, and place (Lave, 1996; Wertsch, Río, & Alvarez, 1995). In the context of the study of learning teaching, this perspective illustrates that teaching is a social practice. Recognizing how preservice teachers learn this practice means understanding the social experiences where they participate. It also means understanding the context of their interactions with others and in which they are situated. Finally, it also means understanding their interactions with conceptual tools and artifacts (Johnson, 2009; Lampert, 2010; Lave, 1996; Wertsch, 1991).

One of the lines of research on learning teaching, inspired by the sociocultural perspective on learning, explores the features of the learning experience created in teacher education programs to advance preservice teachers learning. In this line of research and practice, the nature and quality of the learning opportunities offered to preservice teachers is considered central, because learning teaching is considered to be grounded in social interaction and social activity. In the section below, I will briefly outline the central ideas behind this approach.
Opportunities for Learning Teaching in Preservice Teacher Education.

During the late 1990s, a line of research and practice in teacher education moved its focus to examining and transforming the learning experiences offered to preservice teachers by emphasizing *practice* as the core of the curriculum of teacher education (Ball & Forzani, 2009; Cochran-Smith & Lytle, 1999; Shulman, 1998). This perspective stresses the role that context and experience play in learning teaching for preservice teachers. This practice-based perspective on teacher education advocates a purposeful, systematic, and strategic organization of the learning opportunities offered to preservice teachers. These learning opportunities need to reflect the task and activities of teaching. They also need to provide settings where preservice teachers not only talk about teaching but develop knowledge by rehearsing the actual work of teaching (Ball & Forzani, 2009). When learning opportunities for preservice teachers are organized around practice, it has the potential to make teaching, and its complexity, visible for preservice teachers. These opportunities can represent teaching in ways that highlight the aspects of this work that preservice teachers were not able to see from their perspective as students during their ‘apprenticeship of observation’. They can also provide preservice teachers with opportunities to practice the kinds of thinking, reasoning, and communicating used in teaching thereby bringing them closer to the ways in which teaching unfolds in authentic classrooms (Ball, Sleep, Boerst, & Bass, 2009; Ball & Forzani, 2009; Lampert & Graziani, 2009).

The practice-based approach informs this study in conceptual ways. It provides evidence for the central role that the social activity of teacher preparation programs play in the preparation of preservice teachers and their learning processes. It also informs this
study in practical ways by offering a framework to understand the design of learning opportunities in the A2LP, the setting for this study. Although the A2LP is not designed as a conventional teacher education program, which I will explain further in the next chapter, it is designed as a “scaffolded preparation to teach Spanish.” Thus, it follows the principles behind the practice-based approach to teacher education by offering a purposeful, systematic, and strategic organization of the learning opportunities made available to the undergraduate students as learners of second language teaching.

In the section below, I will outline some of the core features of this perspective which inform this study.

**The practice-based approach for teacher education.** Traditional preservice teacher education program curricula tended to divide foundation courses, which provided disciplinary knowledge for teaching, from method courses, which supported the development of strategies and tools for teaching (Grossman, Smagorinsky, & Valencia, 1999; Grossman, Hammerness, & McDonald, 2009). While both types of courses are important for learning teaching, this separation left preservice teachers with the work of establishing connections and meaningfully organizing what they had learned. At the same time, this separation constrained teacher educators’ opportunities for presenting teaching in its complexity and for supporting preservice teachers in organizing knowledge, skill, and identity in the processes of learning teaching (Grossman & McDonald, 2008; Grossman et al., 2009b).

Having acknowledged this divide, the practice-based approach attempted to integrate knowing and doing, seeing them as essential elements of practice and challenging the idea that in learning teaching, practice is the opposite of theory (Ball et
al., 2009; Ball & Forzani, 2009; Grossman et al., 2009b). Some of the common initiatives generated by advocates of the practice-based approach interpreted practice in these terms, arguing that supporting preservice teachers in learning teaching required offering them opportunities to experience central aspects of the profession (Ball et al., 2009; Grossman et al., 2009a; Grossman et al., 2009b). These initiatives proposed organizing the learning experiences of teacher education around a set of ‘core practices’ or ‘high leverage practices’ that would advance the processes of learning teaching for preservice teachers (e.g. Ball & Forzani, 2009; Ball et al., 2009; Grossman et al., 2009b). Although there are some nuances in their definition, ‘core practices’ and ‘high leverage practices’ refer to those practices that appear frequently in the everyday experience of teaching. These are practices that: may be enacted across different curricular approaches; are accessible to preservice teachers learning; and enable them to gain understanding of their students and their own work. These practices also have a grain size that allows preservice teachers to manage them, and yet, they preserve the integrity and complexity of teaching. Lastly, these are practices that have been studied and associated with the improvement of student learning (Ball & Forzani, 2009; Forzani, 2014). These principles have been foundational for the design and implementation of teacher education experiences in different subject matters and in different levels (see for example, Ball et al., 2009; Kazemi, Franke, & Lampert, 2009; Kazemi, Ghousseini, Cunard, & Turrou, 2016; Lampert et al., 2013; McDonald, Kazemi, & Kavanagh, 2013).

This practice-based approach provides insights to understanding and addressing some of the challenges faced in the context of the A2LP. Learning teaching requires opportunities where learners are able to grasp and experience teaching in all its
complexity. However, many times a direct practice in authentic settings, like the one experienced by the participants of the A2LP, are overwhelming. This may prevent learners from seeing critical aspects of teaching that remain implicit, precisely because of the intricate and complex nature of the profession (Feiman-Nemser & Buchmann, 1985; Grossman et al., 2009). As such, the opportunities for learning teaching need to deliberately foreground critical aspects of teaching that tend to remain hidden to preservice teachers and their prior experiences as students. This is especially relevant in the case of the A2LP, where the participants’ teacher preparation experience is usually limited to the A2LP seminar.

The work of Grossman et al. (2009a) proposed the creation of ‘pedagogies of practice’, organized around faithful “representations of practice” that are explicit in what they make visible to preservice teachers. These representations require breaking teaching down into its essential constituents in order to facilitate learning—what the authors call “decompositions of practice”—and provide opportunities to systematically and purposefully rehearse core aspects of teaching in what the authors call “approximations of practice” (Grossman et al., 2009a).

In a similar way, the work of Lampert and Graziani (2009) and Lampert, et al. (2013) discussed the ways in which preservice teachers can be prepared for the challenging work of ambitious teaching\(^1\). The authors emphasized that teaching is a context bound or situated experience which demands teachers make decisions on the spot and tailor them to particular students. If teacher education programs want to support

\(^1\) Ambitious teaching is defined as “teaching that deliberately aims to get all kinds of students—across ethnic, racial, class, and gender categories—not only to acquire, but also to understand and use knowledge, and to use it to solve authentic problems” (Lampert & Graziani, 2009 p. 492).
preservice teachers in learning teaching, then they need to identify and work around a stable set of practices that are available to preservice teachers learning. They suggest organizing these teacher education experiences around instructional activities, cycles of enactment, and teaching investigations. The instructional activities should specify how a teacher, subject matter, and diverse students would interact around authentic problems and address how materials of instruction would be used. It should also specify how the space would be arranged and how the teacher would move around the room. In other words, these activities would instantiate examples of teaching that are deliberately selected, rehearsed and analyzed, offering preservice teachers opportunities to develop a repertoire of routines of interaction and instructional relationships. These routines are elements that serve as a stable and reheasable backdrop for the emergent work of responding to student thinking and participation. These reheasable practices function as tools that preservice teachers draw on when they make those in-the-moment decisions while attending to the individual students in their particular contexts (Lampert & Graziani, 2009; Lampert et al., 2013).

The A2LP Seminar is structured as a sequenced learning opportunity inspired by the ‘cycle of enactment and investigation’ defined by Lampert, et al. (2013). The seminar emphasizes the enactment and improvement of critical aspects of the practice and the development of habits of reflection and communication about teaching. This is done through a sequence of instructional interactions between instructors and students, followed by rehearsals of teaching practices, and finally by the provision of feedback that is grounded in evidence collected during enactment.

In summary, this approach focuses on identifying and representing the kinds of
interactions that teachers and students have in authentic classrooms through their practices and activities. The practice-based approach to teacher education emphasizes not only the active role of preservice teachers as learners of teaching, but it also emphasizes the central function that social interaction, experience, and the ways in which experience is organized, has in learning teaching. In this sense, learning teaching is a socially rooted process. It occurs as learners participate in the social activity of the preparation program while negotiating their previous conceptions of teaching with the principles, practices, tools, and common understandings of their programs.

**The Social Origins of Learning Teaching**

In this section I discuss in further detail learning teaching as a socially rooted process and how this process takes place within social activity. To do so, I rely on the literature representing the sociocultural perspective, historically associated with the ideas of Lev Vygotsky and his colleagues (e.g., Leont’ev) and successors (e.g., Luria, 1976; Wertsch, 1991; Lantolf, 2000; Presseisen & Kozulin, 1992). I also rely on the contributions of the literature on situated cognition, represented by the work of Lave and Wenger (e.g., Lave & Wenger, 1991; Lave, 1996; Wenger, 1998).

There are three premises associated with the idea of learning as a socially rooted process that frame the core argument of this study. The first premise proposes that human cognition is the result of a process of internalization of social activity. This is to say that learning implies the internal reconstruction of a function that originally was part of social interactions. The implication for this study is that studying the processes of learning teaching begins by recognizing the interactions, practices, and activities of the setting in which learners are situated.
The second premise proposes that the process of internalization of social activity is mediated by the sociocultural context in which humans are situated, particularly by culturally constructed tools and semiotic systems, the most important of which is language. This premise indicates that in the context of learning teaching, language functions as a tool, although not exclusively, to transform teachers' conception of teaching, transforming their actions in teaching as well. Thus, studying the processes of learning teaching requires the recognition of the technical and symbolic tools mediating the internalization of the activity of teaching.

The third premise framing the argument of this study proposes that learning emerges from a process of increasing participation in the activity of a community. In this sense, learning is an integral aspect in the process of belonging to a community, acting and participating as the members of the community do. In the context of the processes of learning teaching, this premise implies that learning teaching cannot be reduced solely to the mastery of discrete strategies and behaviors. Learning teaching implies becoming a member of the teaching community, being recognized by others and participating in the activity of teaching. In the sections below, I expand the ideas associated with each of these premises.

**Internalization of social activity.** Humans are first and foremost social beings, who from the beginning of life are immersed in organized social activity. In this sense, any human action is situated in social activity and cannot be separated from the cultural-historical moment in which it takes place (Rogoff, 1995; Wertsch et al., 1995). This premise is central in the work of Vygotsky (1978) who proposes that participation in social activity is the process that allows human cognition to develop. While other
theories of cognitive development recognize the importance of social factors in the development of mental functions, Vygotsky’s approach emphasizes that sociocultural settings are the primary and determining factor in the development of higher psychological functions (Presseisen & Kozulin, 1992; Vygotsky, 1978; Wertsch, 1991). As Lantolf and Appel (1994) suggest, in Vygotsky’s theory “development does not proceed solely, or even primarily, as the unfolding of inborn faculties, but as the transformation of these innately specified processes once they intertwine with socioculturally determined factors” (p.5). This conceptualization of human development implies that in order to understand how individuals learn, one needs to refer first to the social activity in which that learning takes place. In the case of this study, a sociocultural conceptualization of learning means that investigating the processes of learning teaching is an endeavor that starts by investigating the social activity of the preparation program.

In the work of Vygotsky (1978) the transformation of interpersonal functions into intrapersonal ones is explained by the process of ‘internalization’. This process involves the internal reconstruction of an external function. In other words, the movement from an operation that originally started as part of social activity to the reconstruction of that operation internally. In Vygotsky’s (1978) words:

Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and the formation of concepts. All higher functions originate as actual relations between human individuals (p. 57).
This movement, from the social interpersonal context to the internal structure, marks the beginning of humans’ control over their own behavior. In this sense, the internalization of social activity is not the direct copy of a socially organized function. In the process of internalization, the activity itself is changed in structure and function (Lantolf, 2000; Lantolf & Johnson, 2007; Vygotsky, 1978). One of Vygotsky’s classic examples presents the process of internalization in these terms. Vygotsky described the movement from a child’s attempt to grab an object to the act of pointing. The child’s unsuccessful attempt to grab the object is interpreted by the mother as a gesture of pointing. The meaning of the grabbing movement as a gesture of pointing, and its intention, is assigned by the mother in the social interaction. As a newly interpreted gesture, pointing generates an action not in the object itself, but on the mother, who makes the object reachable to the child. Later, the child recognizes the effect that his movement had on the mother and begins to understand this movement as pointing. The grabbing movement has been transformed into the gesture of pointing, and the internal structure of the child has been transformed as well, giving space to a new form of self-regulated behavior. The gesture of pointing was first constructed in the social activity between mother and child, and later reconstructed as an internal operation in the child (Vygotsky, 1978).

Applied to the processes of learning teaching, the internalization of social activity means that the teaching practices represented in teacher education programs get their meaning in the social interaction between teacher educators and learners of teaching. These practices are later internalized, reconstructing the repertoire of teaching actions in the learner and transforming the possibilities of decision making into the classrooms.
The action of using popsicle sticks to call on students is one example. When rehearsed and analyzed in the teacher education experience, it acquires meanings that go beyond the random act of picking sticks from a box. Using popsicle sticks becomes a tool to call on a diverse pool of students. It conveys the message that students have equal opportunities to contribute and participate. Furthermore, it even becomes a way of strategically organizing the participation of the students. These meanings and others are internalized, changing, not only the way in which the learner of teaching will call on her students, but also the conceptions of how teachers and students interact in the classroom. Additionally, it changes the conception of how equitable opportunities of learning are distributed, and thus, how teachers can strategically organize the activity of the classroom to advance student learning.

**The Role of Language in Internalization and Learning.** One of the fundamental premises in Vygotsky’s theory of the development of higher psychological functions, is that human cognition is *mediated* (Lantolf & Appel, 1994; Lantolf, 2000). In this sense, the knowledge of the world is mediated by the sociocultural context in which humans are situated. These sociocultural contexts provide culturally constructed tools and semiotic systems, the most important of which is language, to participate in social activity (Johnson, 2009; Lantolf, 2000). Through their use of tools and labor activity, humans change their possibilities of action. In they same way, they also use symbolic tools, primarily language, to mediate and regulate their relationship with others and with themselves and consequently transform the nature of those relationships (Lantolf, 2000). The analogy between technical tools and symbolic tools, however, does not capture the whole function of symbolic tools in
human development (Vygotsky, 1978). Language and other kinds of sign systems transform individuals’ worlds in a different way. While the technical tools are oriented to transform the external world, symbolic tools are internally oriented, transforming the cognitive structure of the individuals. As in the example of the act of pointing, the gesture has a symbolic meaning that has no direct influence on the object. Rather, it influences the internal structure of the child and the interpersonal relationship with the mother.

In the context of learning teaching, language functions as one tool to transform teachers’ conceptions and actions in teaching. For instance, the A2LP teaching strategy ‘positive narration’ packages a set of individual actions taken by the teacher to describe the positive behavior of a student. The idea is to promote desired actions to the rest of the students while maintaining a positive and productive classroom climate. The use of this label within the social activity of the preparation program has no immediate effect on specific classrooms. However, the use of the label transforms the internal structure of the learner of teaching, for whom using this symbolic tool can organize future actions as well as be used to communicate with other members in the program. It may later have an effect on the specific classrooms in which she teaches.

**Situated Cognition and Social Activity.** The theory of situated cognition, represented by the work of Lave and Wenger among others (see for example, Brown et al., 1989; Lave, 1996; Lave & Wenger, 1991; Wenger, 1998), emphasizes the idea of learning as increasing participation in communities of practice. Learners inevitably participate in communities organized around specific sociocultural practices. Learning becomes a process of increasing participation towards the internalization of those
practices and towards the construction of an identity as a member of the community that holds those practices as definitional. This process is what Lave and Wenger (1991) have called ‘legitimate peripheral participation’. The authors argue that “learning, thinking, and knowing are relations among people in activity in, with, and arising from the socially and culturally structured world” (Lave & Wenger, 1991p. 51). In this view, learning is not only situated in practice as a distinguishable entity located in a specific place. Learning is an integral part of social practice and any attempt to conceptualize it as an abstract decontextualized process overlooks a central feature of this process.

In her work “Teaching, as Learning, in Practice” Lave (1996) addressed her research on the Vai and Gola tailor’s apprenticeship in Liberia. She also described another example of apprenticeship, the learning of law practitioners in mosque schools in 19th-century Egypt. These two examples of apprenticeship, removed from the traditional 20th-century public schooling in the U.S., allowed her to explain what it means to conceptualize learning as a socially situated practice. In both apprenticeship experiences, learning appeared as an aspect of participating in socially situated practice. Lave goes further to say that these experiences of apprenticeship showed that “it was not just the informal side of life that was composed of intricately context-embedded and situated activity: there is nothing else” (Lave, 1996 p. 155. emphasis added).

This conceptualization of learning proposes a fundamental distinction between learning and instruction. Although learning can take place where there is instruction, this does not mean that intentional instruction is in itself the factor that explains learning. Such a distinction is central to conceptualizing the processes of learning teaching. It implies that learning teaching is more than acquiring skills and mastering best practices
via instruction in teacher education programs. Learning teaching involves “learning “what teachers do” […] adopting the identity of a teacher, being accepted as a teacher, and taking on the common values, language, and tools of teaching” (Lampert, 2010 p. 29).

**Learning Second Language Teaching**

In this chapter thus far, I have addressed the ideas of different theoretical perspectives with regard to the processes of learning teaching in preservice teacher education programs. I have adopted a sociocultural perspective to argue that learning teaching, actually learning in general, is a process situated in social activity. Learning teaching is a process which takes place as learners participate in a community organized around teaching and learning, negotiating previous conceptions and experiences of teaching, and progressively internalizing the principles, practices, tools, and common understandings of the preparation programs. This participation is an active form of membership to the community, a way of becoming and being recognized as a member of the community. Ultimately, this process transforms learners’ own identity and the community itself. These ideas create the theoretical framework for this study. These are also the ideas that frame the study of social activity in the A2LP, the setting for this study. However, as a program dedicated to support the learning of second language teaching, the A2LP has features that are particular to second language teacher education.

The conception of learning teaching described above holds true in different teacher education experiences and for different subject matters and disciplines. However, depending on the subject to be taught or the content of teaching, learning teaching implies a different process with new distinctions and nuances. This duality has been
described by Donald Freeman (2016) through the phrase “the same things done differently.” This phrase illustrates the following argument. While preparing preservice teachers for second language teaching resembles in many ways the process of preparing preservice teachers for other subject matters (i.e. “the same things”), learning second language teaching is not simply a specific version of learning teaching in general terms. This is when the “done differently” part takes place. The differences come from the nature of the subject matter: language. In the case of second language teaching, the subject to be taught is at the same time the means used to teach it in the classrooms. In many cases, it is also the means used in the preparation programs while preservice teachers learned to teach it. In other words, learners work with second language as the subject and as the process of teaching. This ‘isomorphism’ described by Freeman (2016) creates a set of particular circumstances for the preparation of second language teachers and therefore demands learning opportunities that account for the isomorphic nature of language in second language teaching. In this sense, second language teacher education needs to prepare teachers to create learning opportunities for their students where both subject matter and means are comprehensible and usable.

**Opportunities for Learning Second Language Teaching.** As Johnson (2009) suggests, the opportunities offered to preservice teachers for learning second language teaching are contingent on how language is defined, and how it is instantiated in the instructional practices of the teacher education programs. This means that different conceptions of language are operationalized in different forms of second language teacher education, offering to learners different experience of preparation (Freeman, 2016; Johnson, 2009).
In the field of second language teacher education, these conceptions language have frequently tried to respond to the public discourse around second language teaching. The public discourse has been sustained on the assumption that teaching involves the transmission of what the teacher knows. Under this premise, if someone knows something, then she or he also knows how to teach it. This conception is even more prevalent in the context of language teaching. The public discourse usually considers that when someone knows how to speak a language, then someone knows how to teach it (Johnson, 2009; Richards, 2008). From this perspective, those who are “native speakers” of a language are prepared to teach it to others.

The field of second language teacher education, however, has seen this approach as an oversimplified view of second language teaching. In response, the field has attempted to define a knowledge base for second language teachers, founded on the disciplinary knowledge of linguistics and second language acquisition. This disciplinary view of second language teaching is predicated on a conception of language that portrays it as a stable, neutral, and regularly organized hierarchical system, with clear rules that can be learned and transferred to other learners. From this perspective, if teachers develop deep a theoretical understanding of the syntactic, phonological, and morphological rules that govern language, then they can consciously support the learning of second language in their students (Tarone & Allwright, 2005). This perspective somehow simply seems to be a more sophisticated version of the first view in that it also assumes that teaching involves the transmission of knowledge. This view argues that preservice teachers need to be provided with a deep knowledge of what language is, and
they will be able to teach a second language (Freeman & Johnson, 1998; Johnson, 2009; Richards, 2008).

Creating opportunities for learning second language teaching under these perspectives is problematic for two reasons. First, because a focus on providing preservice teacher with disciplinary knowledge regarding what language is, how it works, and how it is acquired, does not account for a central function of language: language is used to construe meaning in socially negotiated interactions. As Johnson (2009) reminds:

Language functions as a psychological tool that is used to make sense of experience, but also as a cultural tool in that it is used to share experience and to make sense of those experiences with other, thus transforming experience into cultural knowledge and understandings (p. 3).

This is not to say that supporting preservice teachers in understanding how language functions is superfluous work. Yet, centering the preparation of second language teachers in this kind of disciplinary knowledge does not prepare teachers to do the work of transforming what they know into something useable and useful for their students, particularly as new participants of social activity using a second language (Freeman, 2002; Freeman, 2016; Johnson, 2009). The second reason why this view of learning second language teaching centered on mastering the subject matter is problematic is because it overlooks the process by which preservice teachers actually learn to use language in teaching (Freeman, 2016). In this sense, this perspective does not offer preservice teachers the tools needed to create a practice where language is used as the means for teaching and interacting with students.
A Theory of Learning Second Language Teaching. In his book Educating Second Language Teachers, Donald Freeman (2016) proposes a design theory of teacher education that functions both as an explanation of how second language teachers learn to do what they do in the classrooms and as a proactive way of planning and evaluating teacher education practices. This design theory conceives teacher education programs as communities of activity around teaching and learning. Situated in these contexts, preservice teachers negotiate their previous conceptions and experiences around language, teaching, and learning while using the tools and learning opportunities available in the community (see for example, Freeman, 1993; Freeman, 2002; Freeman, 2016). These tools and the opportunities to use them, which are available in the preparation programs, function as a framework of reference to rename preservice teachers experiences and to reconstruct their practice.

Freeman (2016) argues that the communities of activity are organized around a set of common understandings or ‘social facts’. These facts define what is central and definitional for the group. Social facts define “the facts of the matter” —what is taken as true by a group or community—and [...] ‘the facts that matter’ in that they are centrally important and definitional for the community” (Freeman, 2016, p.16). As participants use the social facts of the community to organize what they do, they also define themselves as members of the community. In this sense, social facts define ways of seeing the world and ways to be seen in the world.

Two parallel social processes take place in the process of becoming a member of a community: ‘articulation’ and ‘explanation’. The process of ‘articulation’ relates to how individuals work to become fully recognized participants in a given community of
activity. Articulation involves acting as if the individual was a full member of the community. In this participation in activity learning is an integral part. By acting as a member of the community the participants of a community of activity learn what the community is and what is does (Freeman, 2016).

The process of ‘explanation’ indicates that what the individual does or says is no longer remarked on by others in the community. It means that the individual’s participation fits the ways of being in the community and therefore is no longer recognized as a newcomer participant. By using the social facts of the community, which are considered appropriate by the community, the individual has been defined as a member of the group.

Freeman’s (2016) theory of second language teacher education functions as a conceptual framework for this study. It informs the design of the study as well as the analysis of findings. In the lines below, I present a summarized version of the theory, using the words of the author, followed by ideas around the way in which the theory connects with my study.

Part one:

Teacher education provides tools and opportunities to use them, which allow participants to rename their experiences and thus to (re) construct what they do (their practices) as users of language who also are teaching it. The tools are the social facts of the teacher education environment. People participate in this environment on two levels simultaneously: They do certain things (activities) and then come to think in certain ways about what they do. These ways of doing and of thinking constitute communities (Freeman, 2016, p. 229).
Part two:

To join, participate, and to be taken as a member of a new group on these two levels, individuals articulate what they do (their experiences) in terms that make sense to the group by using their social facts. Over time, using these social facts becomes second nature to explain what they do. In this way, an individual is part of the group when these articulations are no longer remarked on; the social facts blend in and are accepted as explanations by the group (Freeman, 2016, p. 230).

Applied to the setting of this study, this framework suggests that the A2LP, as a scaffolded experiences dedicated to preparing students for second language teaching, is also organized through a recognizable set of ‘social facts’. Those facts name ‘the facts of the matter’ – the different aspects and features of Spanish teaching and young learners language learning. It also names the ‘the facts that matter’ – the roles, relationships, and practices that promote the learning of second language teaching for the participant of the program and for the young elementary students learning the Spanish language.

The use of the social facts of the A2LP demarcates and orients what the participants do in the classrooms and what the instructors do to prepare these participants. These facts represent a set of values and beliefs regarding second language teaching as well as the concrete practices regarding Spanish teaching within the program. In this sense, the facts organize the activity of the members of the A2LP and defines them as recognized members of the community.
As the undergraduate students who participate in the A2LP enter the program, they start to articulate what they do with the social facts of the program. They use the social facts in ways that help them make sense of their experiences as learners of second language teaching in the A2LP Seminar and as Spanish teachers in the elementary classrooms. Over time, the use of social facts is natural for the participants who understand their use as explanations of what the A2LP is and does.

In the following chapter, I explain the characteristics and practices of the A2LP as a community dedicated to promoting language learning for elementary students in Ann Arbor Public Schools and to advancing the learning of second language teaching for undergraduate students who participate in the program.
CHAPTER III

Research Setting. The Ann Arbor Languages Partnership (A2LP)

Overview

In this chapter I describe the setting in which this dissertation study is situated, the Ann Arbor Languages Partnership (A2LP) program. I describe its characteristics and the reasons why this context represented a rich opportunity for the study of the processes of learning second language teaching.

The A2LP is a collaborative partnership between the Ann Arbor Public Schools District and the University of Michigan School of Education that began in 2008 with the common goal of promoting language diversity, learning and achievement in the District’s schools, opening opportunities to explore new forms of clinical teacher preparation in languages at the University of Michigan.

As anticipated in Chapter II, the A2LP is designed as a "scaffolded preparation to teach Spanish" where undergraduates from different programs and departments at the University of Michigan are prepared to teach Spanish in a weekly seminar. At the same time, they teach Spanish in Ann Arbor public elementary schools. In this sense, the contributions of the literature on preservice teacher education presented in Chapter II inform some of the features and characteristics of the A2LP, but they do not map directly on to the nature of the program. At its core, the program is oriented to supporting the learning of second language teaching although it is not designed to prepare second language professional teachers. Nevertheless, the literature and the conceptual
framework presented in Chapter II do relate to the underlying conceptions of learning teaching held by the A2LP. Particularly, the practice-based approach to teacher education presented in Chapter II offers a framework to understand the design of learning opportunities in the A2LP. The A2LP follows the principles behind this approach by offering a purposeful, systematic, and strategic organization of the learning opportunities made available to the undergraduate students as learners of second language teaching.

The A2LP was defined by its designers as a collaborative effort bringing together the needs, strength, and resources from its partners, the school district, and the university. The program aimed to extend language diversity, and support children’s learning and social participation in school, local and global communities, by building a clinical teacher preparation program in language teaching (Freeman, Coolican, & Graves, 2011a). In this sense, the A2LP has the twin goals of promoting language learning for elementary students and to advancing the learning of second language teaching for undergraduate students participating in the program. To achieve these purposes, the A2LP provides Spanish language instruction to third and fourth graders through undergraduate students from different programs and departments at the University of Michigan. A weekly seminar prepares these undergraduates for Spanish teaching while at the same time they teach Spanish in Ann Arbor public elementary schools.

During the sixth year of the program—the 2014-2015 academic year—data for this study were collected. Although some of the features of the program during the 2014-2015 academic year differ from the 2009-2010 academic year, the main characteristics and principles of this scaffolded learning and teaching experience have persisted over time. Before describing the different elements that characterize the program in the year
when data were collected, I provide an account of the origins and evolution of the Partnership that led to its characteristics during the 2014-2015 academic year.

**The Origins of the Partnership**

The genesis of the A2LP is linked to the transformative processes undertaken since 2007 by the school district and the university, respectively. These processes created complementary needs and interests in both participants that were addressed through their collaborative partnership. In 2007, in the context of a significant national economic downturn and a persistent gap in academic achievement among different groups of students, the Ann Arbor School District initiated a process of participatory planning, involving the wider community in the creation of a new strategic plan for the district. One of the main commitments in this plan was to enhance current curricula to prepare students to be successful in a global society. Two explicit objectives derived from this goal: the need to strengthen the attention to diversity—including language diversity—to support all students in the district, and the commitment to extend instruction in additional languages in elementary schools (Freeman, Coolican and Graves, 2012a).

At the same time the district was in the process of creating the new strategic plan, the university was also engaged in a careful examination of its efforts in teacher education. This examination emphasized the recognition of teaching as complex relational work (Cohen, 2011; Lampert, 2010) and the need for providing beginning teachers with opportunities to learn this work in and from practice (Ball & Cohen, 1999; Ball & Forzani, 2009; Cohen, Raudenbush, & Ball, 2003). Acknowledging these aspects of teaching demanded an understanding of how this work could be articulated in
learnable and assessable classroom practices (Lampert, 2001). This acknowledgement also demanded the reconsideration of the roles of faculty, teachers, and others who might support the learning of teaching as well as the ways in which classrooms function as setting for professional learning (Freeman, 2009).

These transformative circumstances, both at the school district and the university, were particularly generative for urging a partnership that would address the needs of extending instruction in world languages for the school district and for providing a new clinical setting to pursue new models and practices in teacher preparation for the university. The Partnership represented a unique design opportunity where each partner had a concrete need that was directly connected to its pertaining core mission and that was addressed by their collaborative effort (Freeman et al., 2011a).

The terms for their collaboration were established by both partners according to their needs and common goals. The district selected Spanish as the new language to be taught after surveying the community and considering that Spanish is the second dominant language in the United States. The selection of grade three as the starting point to introduce the new language was grounded on the recognition of this grade as one where elementary students have developed a basic level of literacy in English, which could function as a base for developing literacy in the new language (Ann Arbor Languages Partnership (A2LP), 2009). On the other side, the university selected the model of language instruction by teachers-in-training based on the experience that Freeman and colleagues had in the early 1990s with the Windham Partnership. This partnership brought together eight of Vermont’s rural elementary schools and the graduate language teacher education program at the School of International Training.
The common purpose of the Windham Partnership was to provide French and Spanish instruction by teachers-in-training to the eight schools, while at the same time these new teachers received support and supervision from mentor teachers in the elementary classrooms in which they taught. The model provided by the Windham Partnership functioned as a valid alternative that while proven to be feasible, offered as well an opportunity to anticipate different implementation issues, based on the learning accumulated from its operation in the 1990s (Freeman, Coolican and Graves, 2012a).

**The A2LP Spanish Language Curriculum: Parameters and Framework of Reference**

Once the initial terms of the Partnership were established, the university team in consultation with the district started the process of curriculum design. An important aspect in the design was to sustain the community’s interest and engagement to the new language curriculum. To achieve this goal, student progress in language learning needed to be transparent to the elementary students, their families, and the broader community. In this sense, the Spanish language curriculum needed to be “credible,” supporting students’ ongoing development of language competence, offering a sense of usability of the language for communication in authentic social interactions. Likewise, the curriculum needed to be “embedded” in the general school curriculum, avoiding the notion of second language learning as an add-on subject, limited to a selected group of students. The curriculum should offer then a sense of availability of the language to all the students for its use in different contexts and situations (Ann Arbor Languages Partnership (A2LP), 2009)
A third parameter for the design of the Spanish language curriculum involved what the authors have called a “teachable curriculum.” This curriculum had to connect the respective institutional goals of student language learning and teachers’ leaning of second language teaching considering two simultaneous circumstances. On the one hand, for the majority of the elementary students this would be their first formal learning experience with a second language. On the other hand, the curriculum would be enacted by undergraduate students who, for the most part, had no experience or formal training in language teaching. This aspect was particularly important since unlike conventional teacher education designs in which “student teachers” have an assisting role in the classrooms, usually under the direct supervision of “cooperating teachers,” in the A2LP design the teachers-in-training would have from the beginning a central role as the Spanish language teachers in the classrooms. The curriculum needed to be explicit about what the undergraduate teachers and the elementary students would say and do in each lesson, so that the new Spanish language teachers could ‘pick it up’ and teach it. In this sense, a “teachable curriculum” meant a set of scaffolded learning experiences oriented to support the learning of the elementary students as well as the learning of the novel Spanish language teachers who were going to be introduced into Spanish language teaching as they were teaching the Spanish language in elementary classrooms (Freeman, Coolican, & Graves, 2011b).

With these three parameters in mind –credible, embedded, and teachable curriculum—the process of creation and development of the Spanish language curriculum began in the fall of 2008, using as a foundational framework the A1 level indicators for language proficiency described by the Common European Framework of Reference.
(CEFR) (Council of Europe, 2001). This framework was consistent with the needs and parameters established in the Partnership, as a performance-based, internationally validated framework, coherent across multiple languages. The CEFR indicators were suitable to the parameters defined in the Partnership as they “describe in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (Council of Europe, 2001, p.1). With a focus on what learners “can do,” the CEFR indicators addressed the emphasis of the A2LP on supporting the elementary students’ ongoing development of language competence, facilitating communication in authentic social interactions. The CEFR A1 level indicators situate the learners as “basic users” of the language, functioning as a starting point for their ongoing development of language proficiency. Figure 1 presents the position of the CEFR A1 level indicators for language proficiency in the continuum of language learning.

Figure 1. Common European Framework of Reference Levels of Proficiency

The CEFR A1 level indicators provided as well a detailed description of the “communicative activities” in which the Spanish language teachers and the elementary students would engage to foster students’ basic understanding, speaking and writing of
the Spanish language (Council of Europe, 2001). This detailed description was particularly useful for the creation of units and lessons that the novice Spanish language teachers could take up and teach. In global terms the CEFR A1 level states that the learner:

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help (Council of Europe, 2001, p. 24)

The following table presents the CEFR A1 level indicators detailing expectations about what students “can do” as they develop understanding and learn to speak and write in the new language.

Table 1

<table>
<thead>
<tr>
<th>CEFR A1 level indicators: “Can do”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1 Level</strong></td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
</tr>
<tr>
<td>Listening</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>Spoken Interaction</td>
</tr>
<tr>
<td>Spoken Production</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Writing</td>
</tr>
</tbody>
</table>

| I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to | I can use simple phrases and sentences to describe where I live and people I know. | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my |
and clearly. I can ask and answer simple questions in areas of immediate need or on very familiar topics. name, nationality and address on a hotel registration form.

Source: (Council of Europe, 2001)

With this framework in mind the curriculum design team developed a set of units and lessons that “localized” the CERF A1 level indicators to be “embedded” in the global school curriculum. The design team linked the CEFR A1 level indicators to the social studies curriculum, which had an emphasis on the knowing of self, family, and community that was coherent with the goals of the Partnership and the emphases of the CEFR A1 level indicators.

In the summer of 2009 the A2LP piloted the lessons with a small group of undergraduate students who were the teachers-in-training and a group of elementary students participating in the district summer school. This pilot experience allowed the A2LP to refine and adjust the units and lessons to be launched during the 2009-2010 academic year, with the participation of 40 undergraduate Spanish language teachers who were trained in language teaching as they taught in 63 third grade classrooms (Ann Arbor Languages Partnership (A2LP), 2009).

The lessons created by the design team have varied over time in terms of content and sequence, yet they maintain a standardized structure characterized by an opening activity that includes greetings and a welcome song, active practice with Spanish vocabulary and basic social interaction in Spanish in the form of games and other hands-on activities, and a closing activity enacted through conversation and a good bye song.
The following table presents the sequence of units that characterized the A2LP Spanish language curriculum during the 2014-2015 academic year.

Table 2

<table>
<thead>
<tr>
<th>A2LP Spanish language curriculum for third and fourth grades. Year 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Grade Units</strong></td>
</tr>
<tr>
<td>Unit 2. Introductions: introducing self and others.</td>
</tr>
<tr>
<td>Unit 3. The Spanish alphabet: recognizing letters and spelling basic familiar words.</td>
</tr>
<tr>
<td>Unit 4. The numbers: counting by single digits and tens, basic calculations, and age.</td>
</tr>
<tr>
<td>Unit 5. Open unit: ATs can use this unit as an opportunity to account for scheduling issues like snow days or missed days.</td>
</tr>
<tr>
<td>Unit 6. The calendar: dates, days of the week, month, and birthdays.</td>
</tr>
<tr>
<td>Unit 7. The weather: weather patterns and seasons.</td>
</tr>
<tr>
<td>Unit 8. Descriptions: describing self and others (physical and personality traits)</td>
</tr>
<tr>
<td>Unit 10. The school II: classroom furniture.</td>
</tr>
</tbody>
</table>

**The Apprentice Teachers in the A2LP**

As explained above, the A2LP provides Spanish language instruction for elementary classrooms through the enactment of Spanish teaching by a group of undergraduate students from different programs and departments on campus. The model used to prepare these students, the ‘teacher-in-training’ model, is consistent with the particular characteristics of the A2LP, which creates a set of demands, practices, and activities that differ significantly from the ones characterizing conventional teacher
education programs. This model responds to the needs and goals of the partnership, providing new clinical setting to develop new practices for teacher preparation.

As in many other teaching preparation experiences, the participants in the A2LP are new to classroom teaching. The majority of these students have had no formal preparation in second language teaching either. Yet, given the features of this program, its participants differ from the ones in traditional teacher preparation programs in terms of their career interests, learning needs, and roles in the elementary classrooms. With regard to their career interests, unlike the “student teachers” in university teacher certification programs, the undergraduate students in the A2LP are not seeking state certification as elementary teachers, and the majority of them have career interests outside of teacher education. They bring into the program their passion for the Spanish language and for working with young learners, and their interest and commitment to giving back to the community through their service (Tijunelis, Satterfield, & Benkí, 2013). The learning experiences offered in the program need to recognize these interests by adjusting its practices to them in order to maintain the engagement and commitment of the participants with the program. The following table represents the main interests and ideas that bring the participants into the A2LP (quotes come from anecdotal accounts collected in the A2LP at the beginning of the 2014-2015 academic year):

<table>
<thead>
<tr>
<th>Main interest and ideas that bring participants to the A2LP</th>
<th>Anecdotal examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection and service to the community.</td>
<td>“I really want to connect to the local Ann Arbor community, and it makes me super happy that I can do it through Spanish (I'm a Spanish Major)”</td>
</tr>
<tr>
<td>Passion for language and working with young learners</td>
<td>“I love both Spanish and children, so this seems like a great program for me! I'm excited to get involved in the Ann Arbor community as well. I hope to make a real difference in the lives of these children”</td>
</tr>
</tbody>
</table>

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In terms of the learning needs of these beginning Spanish language teachers, a central feature of the A2LP is that the preparation in second language teaching happens almost simultaneously with the teaching of Spanish in elementary classrooms. Considering this feature, the preparation of these teacher needs to anticipate their immediate needs, offering carefully scaffolded training and continuous support for imminent Spanish instruction. Lastly, in terms of the roles taken in the classrooms by the undergraduate students participating in the A2LP, another central characteristic of the model used by the program is that these participants have the role of the sole Spanish language teacher in their elementary classrooms. Unlike the “student teachers” participating in conventional teacher education programs, who usually have an assisting role in classrooms led by a cooperating teacher, this role involves full participation as Spanish language teachers (Lave & Wenger, 1991). To enact this role, the undergraduate teachers require the provision of a “teachable” Spanish language curriculum articulated and presented in ways that allows them to pick it up and use it in their classroom instruction.

**Becoming an Apprentice Teacher in the A2LP.** The undergraduate students participating in the A2LP are called “Apprentice Teachers” (ATs). This title honors the kind of participation these undergraduate students have in the program, apprenticing second language teaching and enacting the role of the sole teacher of Spanish in their elementary classrooms. The ATs in the A2LP come from different programs and departments across campus. They have the common characteristic of either successfully
completing Spanish 277—the prerequisite course for minors and concentrations in Spanish or they are native or heritage speakers of Spanish. These incoming ATs commit to a year of preparation in a three-hour weekly seminar experience and to teaching 30-minute Spanish lessons twice a week in either third grade or fourth grade level classrooms in Ann Arbor public elementary schools. After a year of participation in the program, many of them return for a second and even a third year of teaching. This group of returning ATs participate in an adjusted experience that does not require their continuous involvement in the weekly seminar. For these returning ATs, the seminar experience has been substituted by a supervised project that supports continuous learning of second language teaching as well as the creation of productive partnerships with incoming ATs. This group of returning ATs are called ‘Leadership Apprentice Teachers’ (LATs), a name that derives from the emphasis in developing their skills as Spanish leaders in the classrooms and the potential relationships of mentorship that they develop with the new cohort of incoming ATs.

Incoming and leadership ATs are assigned to a grade level, third or fourth grade, in a specific school depending on their schedule availability and compatibility with other responsibilities and coursework at the U of M. The ATs teach in more than one grade-level classroom—usually two classrooms—depending on the size of the school. Typically, incoming and leadership ATs teach in pairs although in some cases ATs might be teaching alone when scheduling does not support pairing. The table below shows the number of ATs participating in the program and the number of schools and classrooms in which they taught during the 2014-2015 academic year when data for this study were collected.
Table 4

| Number of ATs, schools, and classrooms for the 2014-2015 academic year |
|------------------|-----------------|-------|
|                  | Apprentice Teacher (ATs) | Leadership Apprentice Teachers (LATs) | Total |
| Fall semester 2014 | 47               | 10    | 57    |
| Winter semester 2015 | 51               | 15    | 66    |
| Number of School |                  |       | 16    |
| Number of Classrooms |                |       | 77 (39 third grades and 38 fourth grades) |

The Preparation of ATs for Spanish Teaching

**The Seminar Experience.** One of the core features of the A2LP is the combination of almost simultaneous preparation in and enactment of Spanish teaching (Ann Arbor Languages Partnership, [A2LP], 2009). The preparation of incoming ATs takes place through a three-hour weekly Seminar that has been designed to accompany and support ATs’ development as Spanish teachers while they are teaching in Ann Arbor public elementary classrooms.

The design of the A2LP Seminar follows a structure of five steps that functions as a systematic scaffold for the learning of the ATs, inspired among other sources by the idea of “instructional activities” suggested by Lampert and Graziani (2009). As it is shown the following figure, this structure starts with a warm up activity oriented to focus ATs’ attention on the topics of the session and to elicit ATs’ experiences teaching in elementary classrooms. Following the warm up activity, the activity of the seminar is oriented to investigate different aspects of teaching, usually supported by a short lecture, a video of second language instruction or other instructional materials. The third step of the session involves cycles of enactment of teaching practices and strategies which is followed by feedback from peers and instructors (fourth step). In these cycles of
rehearsal and feedback, the ATs work in different types of groups, depending on the purpose of the rehearsal. Some sessions involve work in grade level teams whereas others involve work with teacher partners or other solo teachers in the same grade level. In other sessions the group work involves pairs of ATs teaching in different grade levels (third and fourth grade). Finally, the last step in this scaffolded experience is a debriefing oriented to connect different aspects of the teaching practice and reconstruct them as a meaningful whole.

![Image of Figure 2: Structure of A2LP Seminar sessions]

**Figure 2.** Structure of A2LP Seminar sessions

In addition to their preparation in Seminar, ATs receive individualized feedback after being observed three times each academic semester. Two of the three observations
are conducted by an A2LP instructor while the third one is designed to be conducted by the mentor teachers (MTs) in each classroom.

In the 2014-2015 academic year, Seminar sessions were conducted in two sections on Monday and Tuesday evenings. These seminar sessions were organized to support the process of learning second language teaching. Additionally, the sessions were organized to concretely guide ATs’ enactment of Spanish teaching by providing them with essential tools for teaching and opportunities to rehearse and receive feedback from peers and instructors. In this yearlong program, the seminar sessions during the Fall semester 2014 were conceived as an instance to facilitate ATs’ deep understanding of their role as Spanish teachers in the classrooms. It also aimed to provide them with the most essential tools and teaching moves to allow them to create productive learning experiences for third and fourth graders. The seminar sessions in the Winter semester 2015 were conceived as a space to deepen the development of teaching skills and to foster collaboration and sharing of experiences among ATs.

The twelve sessions of the Fall semester were organized to follow and support ATs growth as Spanish teachers. The sessions focused on the process of preparing teaching, on the learning and use of teaching practices to advance students learning, and on supporting collaboration and productive relationships in the classrooms to advance the learning of Spanish. Figure 3 presents the topics addressed in each Seminar session and their connection to assignments and other activities developed in the program.

2 Although during the 2014-2015 academic year there was an agreement between the Ann Arbor public school district and the A2LP program to offer mentor teacher the opportunity of commenting and providing feedback to the ATs in their classroom, many of the teachers didn't conduct this observation as it was perceived as an addition to their responsibilities.
The thirteen seminar sessions of the Winter semester 2015 were organized to deepen ATs’ understanding and consideration of the program’s core ideas. They were also organized to foster collaboration among ATs teaching in the same grade level by sharing experiences and ideas and working together to design and improve their teaching. During the 2015 Winter semester, the A2LP piloted a Seminar modality that included four independent sessions fully dedicated to work on designing activities for the upcoming lessons incorporating the learning generated during the rest of the seminar sessions. In these independent seminar sessions, grade level teams met to discuss and prepare their teaching. Together, they developed additional materials and activities and anticipated potential challenges in terms of elementary students’ language learning and
classroom management. Figure 4 presents the topics addressed in each Seminar session of the Winter semester and how they connected to assignments and other activities that evolved during the semester.

![Diagram of seminar sessions and assessment activities. Winter semester 2015](image)

Figure 4. Sequence of seminar sessions and assessment activities. Winter semester 2015

**The Seminar Assignments.** In addition to their active participation, during the 2014-2015 academic year, the ATs were required to complete a set of written assignments. These purpose of these assignments was to support the learning and growth of ATs in different stages of their participation in the program as well as to offer the instructors a window into ATs’ thinking and development as Spanish teachers in Ann Arbor public schools. The first assignment of the Fall semester, completed during the second and third week in the program, involved a scaffolded observation of the classroom and school environment in which the ATs taught. It also asked for a reflection of their
experiences during the first week of teaching. The ATs completed an inventory of different aspects of their classrooms such as characteristics of the classroom space, classroom routines, and characteristics of the students and mentor teachers’ work. Then, ATs were asked to reflect on their first week of teaching, comparing their first impressions and observations in the classrooms with their experiences teaching in the elementary classrooms. This reflection represented the different challenges they faced and the expectations they had for the year of teaching.

The second assignment of the Fall semester asked ATs to first reflect on the feedback received from others who observed their teaching and then to design a concrete plan for the improvement of their Spanish teaching. The plan addressed different dimensions of their practice: planning and preparation for teaching, working with the content, locating opportunities for participation and engagement of elementary students, and managing the classroom. Prior to submitting this assignment, ATs completed written tasks and group activities during the seminar sessions that supported their investigation and reflection on these specific topics. More specifically they completed a ‘gap analysis’ of their teaching, comparing across time their Spanish teaching in the four dimensions named above. They analyzed their teaching during the first week of teaching, at the present day, and their expectations for growth in the future.

During the Winter semester, ATs were required to complete two assignments, in addition to their written lesson planning work during the four independent Seminar sessions. The first assignment of the Winter semester, called ‘Overview design of your teaching’, required ATs to create an overview of the units to be taught during the semester. It asked them to detail learning goals for each unit, samples of activities to
work with elementary students, and major routines and procedures that the ATs wanted to reinforce in their classrooms. The purpose of this assignment was to support ATs in the design of their teaching in a comprehensive and timely way by anticipating important teaching decisions and adaptations of the curriculum to the needs of different classrooms.

The second assignment of the Winter semester and last assignment of the 2014-2015 academic year was the ‘Capstone Assignment’ (see Appendix A). Crafted as a portfolio, it asked ATs to provide evidence of their work as Spanish teachers across the year. In addition, it asked for their reflections and comments on their strengths and difficulties as Spanish teachers in the classrooms. The portfolio included five parts: a) an annotated sample of the “best” lesson plan/class, with comments on the *concrete reasons* why the lesson plan/class was considered successful; b) an annotated sample of the least successful lesson plan/class, with comments on the *concrete reasons* why the lesson plan/class was considered unsuccessful; c) an extended/edited version of the Teaching Philosophy prepared in previous seminar sessions; d) a list of the five things that would help an AT being the best Spanish teacher she or he could possibly be; and e) a conceptual representation of ATs development and learning in A2LP.

**Field Observations and Individualized Feedback.** With the purpose of offering targeted feedback after the enactment of teaching, ATs are observed in their classrooms three times each semester. The first and third observation are conducted by field instructors from the program. The second observation is conducted by the mentor teachers in each classroom. After each observation, the Apprentice Teachers receive written feedback and concrete suggestions for the improvement of their teaching. This written feedback is provided in a form that documents five core areas: preparation for
teaching, working with the content, promotion of student participation and engagement, and management of the class to promote student learning. This form is common to the observations conducted by field instructors and mentor teachers. After receiving their feedback, the ATs complete a task called ‘Observation response’ that provides opportunities to reflect on the received suggestions and to analyze the aspects of the lesson that were successful as well as those that need improvement. Appendix B includes the forms designed to provide feedback and to respond to it, respectively.

The A2LP Program as a Research Setting

As a research setting, the A2LP provided an opportunity to study the process of learning second language teaching as an integral and inseparable aspect of social activity (Lave & Wenger, 1991). The nature of the program offered opportunities to observe how the ATs learned essential aspects of second language teaching while doing the work of Spanish teaching in authentic elementary classrooms. It also provided opportunities to study the function that the activity of the community and its ‘social facts’ played in the construction of ATs’ teaching and how they used the facts of the program to make sense of their experiences in the classrooms.

This investigation was facilitated by the structure of the program where the different aspects of the experience of learning and enacting Spanish teaching were carefully scaffolded and “bounded” by the program. For instance, the ATs taught 30-minute lessons twice a week, usually in pairs, supported by a Spanish curriculum. The curriculum defined how ATs, elementary students, and content were to interact and how instructional materials were to be used to support those interactions. The ATs participated in a Seminar that was designed to promote the development of their practice,
but most importantly, to support them in making sense of the experiences they have
teaching in elementary classroom. Thus, the A2LP as a research setting provided
opportunities to study multiple aspects of the process of learning second language
teaching in feasible ways.

Moreover, the A2LP was a productive setting to study learning second language
teaching as an integral part of social activity because it allowed me, in my role as one of
the instructors in the program, to take an insider’s perspective capturing aspects of the
activity of the program that are visible to those who belong to the community.
CHAPTER IV

Methods

Study Design and Methodological Stance

This study is a qualitative investigation of the processes of learning teaching - specifically, the learning of second language teaching in the context of the Ann Arbor Languages Partnership (A2LP) - conducted from a participant observer perspective (Jorgensen, 1989). According to Jorgensen (1989) the methodological approach of participant observation focuses on the meanings associated with different phenomena as seen from the standpoint of insiders and or participants of a group. This methodological approach “seeks to uncover, make accessible, and reveal the meanings (realities) people use to make sense out of their daily lives” (p. 15).

As explained in Chapter III, the research setting for this study is the A2LP, a collaborative partnership between the Ann Arbor Public School District and the University of Michigan School of Education. This partnership is organized around the common goals of promoting language diversity learning and achievement in the District’s schools, and exploring new forms of clinical teacher preparation in languages at the University of Michigan (Freeman et al., 2011a). This setting was chosen because it provided an opportunity to study the process of learning second language teaching in a bounded context. In this sense, the nature of the program - a yearlong experience that combines learning and enactment of second language teaching in authentic classrooms - allowed for the collection and analysis of data in a comprehensive way, capturing
multiple aspects of the experience of the Apprentice Teachers (ATs) as learners of teaching and as Spanish teachers during their yearlong participation in the program. This research setting also provided the opportunity to explore the social activity of the program from an insider perspective as a participant observer. This aspect was central for the argument of the study, suggesting that learning teaching is a socially rooted experience.

The study has a qualitative approach (Maxwell, 2005; Merriam, 2009), with a participant observer perspective centered on describing and understanding the social activity of the A2LP and the experiences and ideas of its participants with regard to learning second language teaching. In this sense, the participant observer perspective provided the opportunity to make visible aspects of the social activity of the A2LP that would not be evident for an outsider. As Jorgensen (1989) suggests:

Through participant observation, it is possible to describe what goes on, who or what is involved, when and where things happen, how they occur, and why—at least from the standpoint of participants—things happen as they do in particular situations. (p.12)

Further details about this perspective will be provided later in this chapter in the section oriented on describing the role of the researcher.

**Research Questions**

This study examined the processes of learning second language teaching in the context of the A2LP. The core argument behind this study proposes that learning teaching is a socially rooted process, taking place as learners negotiate and internalize the social activity of the preparation program (Freeman, 2002; Freeman, 2016; Johnson,
In other words, learning teaching is not an individual process, but a process situated in social activity (Lave & Wenger, 1991). As Lantolf and Johnson (2007) emphasize in this respect: “[it] is not that social activity influences cognition, but that social activity is the process through which human cognition is formed” (p. 878). This basic premise – learning teaching as a socially rooted process — describes any kind of learning experience. At the same time, the nature of the subject matter creates particular circumstances and distinctions. In the case of learning second language teaching, the nature of language as both the content of teaching and the means for teaching differentiates this process from learning teaching in the context of other subject matters and disciplines. It creates a set of particular circumstances for the preparation of second language teachers and therefore demands learning opportunities that account for the isomorphic nature of language in second language teaching.

With regards to the nature of social activity, Freeman (2016) argues that the activity of a community is organized around a set of common understandings or ‘social facts’. These social facts represent what is taken as true by a community, delineating what is central and definitional for its members. In the context of the social activity of a community, social facts function as a frame of reference for its participants, who through their use make sense of their experiences and organize their practice. As participants internalize the social facts of the community they rename their experiences, reconstruct their practice, and position themselves as legitimate members of the community (Freeman, 1993; Freeman, 1996b; Freeman, 2016).

Considering this conceptual framework, this study was designed around three research questions:
**RQ1:** What are the ‘social facts’ that characterize the activity of the A2LP?

**RQ2:** How do the Apprentice Teachers in the A2LP use the ‘social facts’ over time to make sense of their experiences participating in Seminar and teaching Spanish in elementary classrooms?

**RQ3:** How do the Apprentice Teachers in the A2LP conceive of second language teaching and use those conceptions in organizing their Spanish teaching practice in elementary classrooms?

Two complementary approaches were taken to answer the research questions and to explore the activity of the program and the learning experiences of the ATs: the ‘representational’ and ‘presentational’ approaches (Freeman, 1996a). As proposed by Freeman (1996a), the first approach has traditionally considered that words are a representation of people’s internal worlds. In this approach “words are taken for their capacity to reveal what is in the users’ minds and therefore to represent their thinking” (Freeman, 1996a, p. 734). In other words, this *representational* approach focuses on what people say as a vehicle for understanding their experiences. The second approach focuses on how people use language to present their experiences and to present themselves, contributing to a comprehensive understanding of their worlds. This *presentational* approach takes into account how meanings and relationships are construed through the linguistic choices that speakers and writers make, offering evidence of the processes by which people define themselves and their experiences (Schleppegrell, 2007; Schleppegrell, 2012). Freeman (1996a) argues that both approaches are to a great extent inseparable. Language as a way of instantiating experience is always about something—a what—and it is presented through different linguistic choices—a how. Meaning is
construed through those linguistic choices, as people participate in everyday social life (Eggins, 2004; Halliday, 1985; Martin & White, 2005; Schleppegrell, 2007).

In this study, the representational approach was adopted for the purpose of understanding the social activity of the program, its characteristics, common understandings or ‘social facts’ (Freeman, 2016), and overarching themes. Data were drawn from different aspects of the Seminar experience, including the lesson plans and instructional materials designed by the instructors for preparing the ATs to teach Spanish in elementary classrooms, as well as from ATs’ responses to weekly seminar prompts, where they shared their ideas and experiences learning teaching and teaching Spanish to third and fourth graders. In this sense, the data collected in this study involved naturally occurring texts generated as the social activity of the program naturally unfolded during the 2014-2015 academic year. The written texts selected during data collection were generated with the intention of supporting the process of learning second language teaching, and not as a way of fulfilling research purposes. The data collected represents each seminar session of the 2014-2015 academic year and were produced by the instructors of the A2LP and the complete cohort of ATs participating in the Seminar. A grounded analysis, involving two cycles of open coding and axial coding (Strauss, 1987; Strauss & Corbin, 1990) was conducted with the purpose of characterizing the social activity of the A2LP by identifying its social facts, patterns of use, and overarching themes.

The presentational approach was adopted to understand how ATs presented themselves and their ideas, feelings, and values towards their own Spanish teaching in elementary classrooms, as they internalized the common understandings or social facts of
the A2LP. Data from a sample of eight ATs were collected. The ATs in the sample were selected according to their background of Spanish learning experiences and their career interests in and outside teacher education. A detailed description of the selection of this sample and the characteristics of each participant will be provided later in this chapter. Much like the data collected for the analysis of the social activity of the A2LP, the data collected from the sample of eight ATs were “naturally produced” during their participation in the program throughout the 2014-2015 academic year. The data collected included written texts which were completed as part of the assignments requested in the program and addressed ATs’ ideas and evaluations of their teaching in six specific lessons during the 2014-2015 academic year.

The analysis of these data was conducted using tools from Systemic Functional Linguistics (hereafter SFL). As Schleppegrell (2012) says: “SFL facilitates the exploration of meaning in context through a comprehensive text-based grammar that enables analysts to recognize the choices speakers and writers make from linguistic systems and to explore how those choices are functional for construing meanings of different kinds” (p. 21). In particular, the analysis was conducted using APPRAISAL analysis, which allows for the exploration of interpersonal meanings presented in texts as speakers and writer express attitudes and adopt stances (Martin & White, 2005; Martin & Rose, 2007; Schleppegrell, 2012).

Methods of Data Collection

Given that the goal of this study was to understand the process of learning second language teaching as it naturally unfolded in the social activity of the A2LP, the data collected involved samples of naturally produced texts. These data emerged from the
texts generated by the Seminar instructors of the A2LP (e.g. Seminar lesson plans, Seminar handouts) and by the ATs (e.g. responses to weekly seminar prompts, written assignments). To guarantee that the collection of data did not interfere with the regular functioning of the Seminar, and to assure that the participation in the study had no influence in the course grading process, data for the study were collected at the end of the 2014-2015 academic year, once the seminar sessions and grading process had concluded.

**Participants in the study.** Three different types of participants were the sources for the data considered in this study: a) the A2LP seminar instructors; b) the 2014-2015 cohort of ATs, and c) a group of eight ATs selected for an in-depth study.

**Seminar instructors.** During the 2014-2015 academic year the A2LP Seminar was conducted by two female seminar instructors. The lead instructor is also the director of the A2LP and a Clinical Assistant Professor at the University of Michigan School of Education. The second instructor is graduate student instructor as well as the researcher for this study. The 2014-2015 academic year was the second time that the second instructor had an instructional role in the A2LP Seminar.

The instructors of the A2LP Seminar met weekly to design the seminar lesson plans and instructional materials used in the seminar sessions. These naturally occurring texts were collected at the end of the 2014-2015 academic year as samples of the activity characterizing the A2LP Seminar.

**2014-2015 Cohort of ATs.** The Apprentice Teachers in the A2LP are undergraduate students coming from different programs and departments on campus who have the role of apprenticing second language teaching and acting as the sole teacher of Spanish in Ann Arbor elementary classrooms. These ATs have the common
characteristic of either successfully completing Spanish 277—the prerequisite course for minors and concentrations in Spanish—in addition to other coursework and learning experiences with Spanish or they are native or heritage speakers of Spanish.

During the 2014-2015 academic year the A2LP Seminar had 47 ATs participating during the Fall semester 2014 and 51 ATs participating during the Winter semester 2015. As part of their regular participation in the seminar sessions the ATs responded to opening and closing prompts in a shared on-line Google document called *Records of Our Teaching*, which was available for future reference. The responses to seminar prompts were anonymous. No direct identification of the respondent was considered in this study. The use of the responses collected in the document “Records of Our Teaching” for research purposes was authorized by the Director of the A2LP, given that no identifiers allowed for a direct association between the response and the respondent.

The following table shows the number of ATs participating in seminar sessions during the 2014-2015 academic year as well as demographic information.

Table 5

<table>
<thead>
<tr>
<th>ATs participating in the A2LP seminar during the 2014-2015 academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ATs</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fall semester 2014</td>
</tr>
<tr>
<td>Winter semester 2015</td>
</tr>
</tbody>
</table>

*Sample of a group of ATs.* For the purpose of conducting an in-depth analysis of the experiences of the ATs teaching in elementary classrooms, a group of eight ATs
participating in the A2LP during the 2014-2015 academic year were selected. Data from naturally occurring texts generated by this group of eight ATs were collected and analyzed as described in the following sections. A description of these ATs and of the selection process of these participants is provided later in this chapter.

**Data sources and types of data.** Four types of data coming from three different sources were considered in this study as it is shown in the table below.

Table 6

<table>
<thead>
<tr>
<th>Data Sources</th>
<th>Types of Data</th>
<th>Focus of the Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors of the A2LP seminar</td>
<td>2 instructors</td>
<td>Instructional Materials</td>
</tr>
<tr>
<td>2014-2015 Cohort of ATs</td>
<td>47 ATs (Fall semester 2014)</td>
<td>Responses to seminar prompts</td>
</tr>
<tr>
<td></td>
<td>51 ATs (Winter semester 2015)</td>
<td>Social activity in Seminar experience</td>
</tr>
<tr>
<td>Sample of group of ATs</td>
<td>8 ATs (6 females, 2 males)</td>
<td>Observation responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capstone assignment</td>
</tr>
</tbody>
</table>

The following is a brief description of each type of data:

**Set of instructional materials.** These are the artifacts used by the instructors of the Seminar to design and conduct each session, including: lesson plans, Power Point presentations, handouts, seminar prompts, and videos.

**Responses to seminar prompts.** These are the written responses provided by the complete cohort of ATs to opening and closing prompts presented in weekly seminar sessions during the fall semester 2014 and biweekly seminar sessions during the winter semester 2015³. These prompts had specific instructional purposes to promote individual

³During the winter semester 2015 regular seminar sessions took place every other week. The ATs worked in an independent lesson design activity during the weeks they did not have a regular seminar session.
reflection as well as peer collaboration and the sharing of ideas. They were completed in class in a shared on-line Google document called “Records of Our Teaching,” which was available for future reference. The content of each prompt was aligned with the topic addressed in each A2LP Seminar session.

Observation responses. These are the written assignments completed by the ATs twice per semester after receiving written feedback from their field instructors observing a particular lesson. The observation response asked ATs to analyze the lesson observed and describe the aspects of their teaching that day that they considered went well, as well as those aspects they considered needed improvement. Observation responses were collected for the eight ATs in the sample for in-depth analysis (see Appendix B).

Capstone assignment. This is the written assignment completed by the ATs at the end of the academic year. Crafted as a portfolio, this assignment asked ATs to provide evidence of their teaching in elementary classrooms, as well as their reflections and comments on their strength and difficulties teaching Spanish. Two texts within the capstone assignment were collected for each AT in the sample for in-depth analysis: a commentary on which lesson selected by the AT was considered to be the most successful one and why, and a commentary on which lesson selected by the AT was considered to be the least successful one and why (see Appendix A).

Alignment between research questions and data sources. The following table illustrates the alignment between each research question and the data sources considered in the study.
Table 7
Alignment between research questions and types of data

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Type of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sets of instructional</td>
</tr>
<tr>
<td></td>
<td>materials</td>
</tr>
<tr>
<td>RQ1: What are the ‘social facts’ that characterize the activity in the A2LP?</td>
<td>x</td>
</tr>
<tr>
<td>RQ2: How do the Apprentice Teachers in the A2LP use the ‘social facts’ over time</td>
<td>x</td>
</tr>
<tr>
<td>to make sense of their experiences participating in Seminar and teaching</td>
<td></td>
</tr>
<tr>
<td>Spanish in elementary classrooms?</td>
<td></td>
</tr>
<tr>
<td>RQ3: How do the Apprentice Teachers in the A2LP conceive of second language</td>
<td></td>
</tr>
<tr>
<td>teaching and use those conceptions in organizing their Spanish teaching</td>
<td></td>
</tr>
<tr>
<td>practice in elementary classrooms?</td>
<td></td>
</tr>
</tbody>
</table>

Number of samples collected for each type of data. The following table shows the number of samples of each type of data collected during the fall Semester 2014 and Winter semester 2015. The number of instructional materials and ATs’ responses to seminar prompts varied between the Fall semester 2014 and the Winter semester 2015 due to the fact that seminar sessions were conducted every other week in the Winter semester.
Table 8
Number of samples collected for each type of data

<table>
<thead>
<tr>
<th></th>
<th>Sets of instructional materials</th>
<th>ATs’ responses to seminar prompts</th>
<th>Observation responses</th>
<th>Capstone Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester 2014</td>
<td>12</td>
<td>825</td>
<td>16 (2 per AT in the in-depth analysis sample)</td>
<td>--</td>
</tr>
<tr>
<td>Winter Semester 2015</td>
<td>6</td>
<td>278</td>
<td>16 (2 per AT in the in-depth analysis sample)</td>
<td>16 (2 commentaries per AT in the in-depth analysis sample)</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>1,103</td>
<td>32</td>
<td>16</td>
</tr>
</tbody>
</table>

Selection of Participants for In-depth Analysis

The participants for the in-depth analysis were selected at the end of the 2014-2015 academic year, once seminar sessions and grading process had been concluded.

The table below shows the criteria considered for the selection of participants and the four different profiles that originated from the combination of these criteria.

Table 9
ATs’ profiles based on experiences learning Spanish and interest in teacher education

<table>
<thead>
<tr>
<th></th>
<th>+ Experiences learning Spanish</th>
<th>- Experiences learning Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Interest in teacher education</td>
<td>Profile 1</td>
<td>Profile 3</td>
</tr>
<tr>
<td>- Interest in teacher education</td>
<td>Profile 2</td>
<td>Profile 4</td>
</tr>
</tbody>
</table>

The criteria considered for the selection of participants in the sample were the AT’s background experiences learning Spanish and the AT’s career interest in or outside teacher education. The ATs’ background of experiences learning Spanish were considered as an indication of ATs’ content knowledge, while their interests in teacher
education were considered as an indication of the professional identity these ATs wanted to adopt. From the combination of these selection criteria emerged four profiles, characterized by those ATs who had multiple experiences learning Spanish, interested and not interested in teacher education, and those ATs who had the least number of experiences learning Spanish, interested and not interested in teacher education.

Two ATs for each of the four profiles were selected to obtain a sample that represented the different backgrounds and experiences of the ATs participating in the A2LP, and that at the same time offered feasibility, in term of what was manageable for research purposes. To select the participants in the sample, the ATs participating in Seminar were asked to voluntarily complete a survey regarding their background of experiences learning Spanish and their interest in enrolling or pursuing teacher education. The response rate for the voluntary survey was 78% (40 out of 51 ATs).

The survey asked ATs to list all the Spanish courses they had taken beyond the course Spanish 277, which is the prerequisite course for minors and concentrations in Spanish and the threshold for enrolling in the A2LP. The ATs were also asked to list experiences in Spanish speaking countries, such as study abroad or service-learning trips, and about their participation in extracurricular activities that supported the learning of Spanish, such as conversation groups, tutoring, or Spanish clubs. Finally, the survey asked ATs about their career interests, particularly if they were interested in enrolling in or pursuing teacher education. Those ATs who answered “Yes” to the question regarding interest in teacher education were also asked to briefly explain their interest in teaching.

The responses to the survey were collected and organized from those who had the highest number of experiences learning Spanish to those who had the lowest number of
experiences learning Spanish. Then, the responses were sorted considering those ATs who answered “Yes” to the question about interest in enrolling or pursuing teacher education. On one end of the continuum of experiences learning Spanish, the sample included the top two ATs with the richest backgrounds of experiences learning Spanish who were interested in pursuing teacher education and the top two ATs with similar backgrounds of experiences learning Spanish, but who were not interested in pursuing teacher education. On the other end of the continuum of experiences learning Spanish, the sample included the ATs who had the lowest number of experiences learning Spanish, and who were interested in teacher education, as well as those who were not interested in this career path. When more than two ATs satisfied the same criteria, the selection included those two ATs who varied in terms of other variables such as gender and/or the kind of teaching experience they had in the A2LP, as explained in the previous chapter (e.g. male solo teacher, female solo teacher, male teaching with an experienced leadership AT, female teaching with an experienced leadership AT, etc.). The resulting eight ATs selected in the sample for the in-depth analysis taught in different elementary schools and were not paired with each other as teaching partners.

The eight selected ATs were contacted via email, explaining the nature of my study and then I met individually with each of them to clarify the kind of data I was interested in collecting and to obtain their written consent to participate in the study. All the ATs contacted agreed to participate and signed the participation consent. The following table describes the characteristics of each AT in the sample, according to the selection criteria. The ATs in the sample are identified with pseudonyms in order to protect the confidentiality of the information they agreed to share.
### Table 10

**ATs' characteristics according to selection criteria**

<table>
<thead>
<tr>
<th>Profile</th>
<th>AT</th>
<th>Experiences Learning Spanish</th>
<th>Career Interests</th>
<th>Teaching in the A2LP</th>
<th>Grade</th>
</tr>
</thead>
</table>
| 1       | Mark | 7 Spanish courses  
          2 study abroad Spanish speaking country  
          2 extra curricular activities learning/teaching Spanish | Secondary Education | Solo teacher | 4th   |
|         | Erin | 10 Spanish courses  
          1 study abroad Spanish speaking country  
          2 extra curricular activities learning/teaching Spanish | Secondary Education | Solo teacher | 4th   |
| 2       | Laura| 7 Spanish courses  
          3 service trips Spanish speaking country  
          1 extra curricular activities learning/teaching Spanish | Non related to teaching | Paired with LAT | 3rd   |
|         | Michaela | 8 Spanish courses  
          3 study abroad Spanish speaking country  
          2 extra curricular activities learning/teaching Spanish | Non related to teaching | Paired with AT | 3rd   |
| 3       | Florence | 3 Spanish courses  
          No study abroad Spanish speaking country  
          No extra curricular activities learning/teaching Spanish | Elementary Education | Paired with AT (1 classroom)  
          Solo teacher (2 classrooms) | 3rd   |
|         | Maggie | 1 Spanish courses  
          No study abroad Spanish speaking country  
          No extra curricular activities learning/teaching Spanish | Elementary Education | Paired with 2 ATs (Fall)  
          Paired with AT (Winter) | 4th   |
| 4       | Lisa  | 1 Spanish courses  
          No study abroad Spanish speaking country  
          No extra curricular activities learning/teaching Spanish | Non related to teaching | Paired with AT | 4th   |
|         | Carl  | No Spanish courses  
          No study abroad Spanish speaking country  
          No extra curricular activities learning/teaching Spanish | Non related to teaching | Paired with LAT | 4th   |
The Role of the Researcher

As mentioned above, this study had a participant observer perspective, oriented to capture the activity of the A2LP from the standpoint of a member or insider. With this perspective in mind, my role as one of the instructors and as a researcher informed the design of this dissertation study. For instance, I identified sources and types of data that, while used for pedagogical purposes, could be sequestered after the grading process was completed and serve research purposes as well.

This double role was also productive considering the nature of the study, which centered on exploring the social activity of the program. The perspective of the researcher as an insider in this community allowed for the recognition of different features of the activity in the A2LP and its ‘social facts’. Such recognition was only possible for those who belong to the community and use its ‘social facts’ in their regular everyday activity.

This double role also created some challenges and special considerations. In particular, it created challenges associated with representing the data and the findings in ways that are meaningful for those who are not part of the community, but who are interested in understanding the processes of learning second language teaching from the perspective of social activity. Many times aspects that were evident from the perspective of the instructor had to be unpacked and carefully analyzed from the perspective of the researcher. These challenges also informed the selection of data and methods of systematic analysis of “naturally occurring” texts.
Methods of Data Analysis

Describing the social activity of the A2LP. With the intention of identifying social facts, patterns of use, and overarching themes which characterize the social activity of the A2LP, a grounded analysis was conducted, with a process of coding in two cycles (Strauss, 1987; Strauss & Corbin, 1990). These two cycles were oriented to answer Research Question #1 “What are the ‘social facts’ that characterize the activity in the A2LP?” and Research Question #2 “How do the Apprentice Teachers in the A2LP use the ‘social facts’ over time to make sense of their experiences participating in Seminar and teaching Spanish in elementary classrooms?”

The first cycle of coding involved the analysis of instructional materials created by the instructors of the A2LP (i.e. seminar lesson plans, Power Point presentations, handouts, seminar prompts, and videos). A process of open coding (Strauss, 1987) was followed, coding for all the ideas around second language teaching and young learners’ language learning, as well as those that referred to the roles of the ATs as learners of second language teaching and as teachers in the classrooms promoting the learning of the Spanish language. When possible, the original language of the data was kept and used as a code to represent a broad idea. An example of this process is “using 95% Spanish” which is the language used in the data to represent the idea of teaching in the target language and providing multiple opportunities for the elementary students to be exposed to the Spanish language. An example of the codes emerging from the first cycle of open coding can be found in Appendix C, which presents emerging codes for one seminar session of the 2014-2015 academic year.

The first cycle of open coding generated a list of preliminary codes for each
seminar sessions of the 2014-2015 academic year and its correspondent instructional materials. To evaluate the strength of these codes, the list of preliminary codes was submitted for discussion and triangulation (Miles & Huberman, 1994) between the instructors of the Seminar. When necessary, codes were added, while others were adjusted to better represent the intention and tone of the instructional materials. For example, alongside with the code “using 95% Spanish,” the code “role of English” was created as a way of distinguishing and representing ideas presented in the instructional materials pertaining to the most appropriate times and reasons why the ATs might use English in the classrooms.

The second cycle of the analysis involved a process of axial coding (Strauss, 1987; Strauss & Corbin, 1990). In this cycle, the codes emerging from the first cycle of open coding were used as a set of substantive categories (Maxwell, 2005) or “axis” to focus the analysis of ATs’ responses to seminar prompts. In this sense, while the first cycle of open coding focused primarily in the data from the instructors of the A2LP – instructional materials—the second cycle of axial coding focused primarily on the data coming from the 2014-2015 complete cohort of ATs through their responses to seminar prompts, which were shared in the document “Collective Records of our Teaching.” In this second cycle, the coding also identified emergent codes coming from ATs’ responses that were not represented in the preliminary codes emerging from the first cycle. For instance, the code “freezing up in front of the students” was identified, this code represented the fears and worries expressed by the ATs as they faced their first experiences teaching in the classrooms. Another example of these emergent codes is “differences between classrooms.” In this case, given that the ATs teach in multiples
classrooms in the same grade, this code alluded to the distinctive features of the classrooms in which the ATs taught and that demanded specific adaptations of the activities suggested in the lesson plans. A detailed description of the seminar prompts for each session of the 2014-2015 academic year, as well as the number of ATs’ responses for each prompt can be found in Appendix D.

After the process of axial coding, the number of occurrences of each code was tallied. The frequency of occurrence of codes allowed for the identification of patterns of use, showing the ideas that were more frequently used and the moments of the academic year when certain ideas were more prevalent. Once the process of coding was completed, the resulting codes were organized into four overarching themes related to the core ideas they were a sample of (Boyatzis, 1998). The four themes were: a) becoming and developing as an AT, which referred to the definition of the roles and responsibilities of the undergraduate students as they adopted the role of Apprentice Teacher; b) Spanish teaching, which referred to the practices and moves enacted in order to teach the Spanish language in elementary classrooms; c) elementary students’ language learning, which referred to the processes of learning the Spanish language from the elementary students; and d) positive and productive classroom climate, which referred to the characteristics and conditions that facilitated a positive environment in the elementary classrooms. The following table shows the different themes as well as the aspects involved in each one of them with an example of associated codes.
### Table 11
*Themes, aspects involved, and social facts of the A2LP*

<table>
<thead>
<tr>
<th>Themes</th>
<th>Aspects involved</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Becoming and developing as an AT</strong></td>
<td>Adopting practices/features</td>
<td>‘Using 95% Spanish’</td>
</tr>
<tr>
<td></td>
<td>Building positive/productive relationships with students</td>
<td>‘Acknowledge/respect all students’ contributions’</td>
</tr>
<tr>
<td></td>
<td>Collaborating with other</td>
<td>‘Collaborating with teaching partner’</td>
</tr>
<tr>
<td></td>
<td>Managing own expectations and fears</td>
<td>‘Developing a confident teaching persona’</td>
</tr>
<tr>
<td><strong>Spanish teaching</strong></td>
<td>Planning and preparation for teaching</td>
<td>‘Review/adapt lesson plans’</td>
</tr>
<tr>
<td></td>
<td>Creating classroom routines</td>
<td>‘Sing 'Buenos Días' and 'Adios' songs’</td>
</tr>
<tr>
<td></td>
<td>Conducting instructional activities</td>
<td>‘Listen and repeat’</td>
</tr>
<tr>
<td></td>
<td>Using language teaching strategies</td>
<td>‘Use of simple Spanish and key words’</td>
</tr>
<tr>
<td></td>
<td>Managing the classrooms</td>
<td>‘Proximity and circulation’</td>
</tr>
<tr>
<td></td>
<td>Assessing student learning</td>
<td>‘Check for understanding’</td>
</tr>
<tr>
<td><strong>Elementary students’ language learning</strong></td>
<td>Learning goals</td>
<td>‘Learning beyond basic vocabulary’</td>
</tr>
<tr>
<td></td>
<td>Development of language skills</td>
<td>‘Spanish speaking’</td>
</tr>
<tr>
<td></td>
<td>Attitudes and dispositions supporting learning</td>
<td>‘Student confidence and motivation’</td>
</tr>
<tr>
<td></td>
<td>Evidences of student learning</td>
<td>‘Answer questions/complete activities’</td>
</tr>
<tr>
<td><strong>A positive and productive classroom climate</strong></td>
<td>Positive and productive relationships</td>
<td>‘Collaboration between students’</td>
</tr>
<tr>
<td></td>
<td>Respectful classroom environment</td>
<td>‘Includes all students’</td>
</tr>
</tbody>
</table>

**The experiences of the ATs teaching in elementary classrooms.** To understand ATs’ ideas, feelings, and values towards their own Spanish teaching in elementary classrooms as they participated in the A2LP, an in-depth analysis of naturally produced texts written by the eight ATs in the sample was conducted. This analysis was associated with Research Question #3 “How do the Apprentice Teachers in the A2LP conceive of
second language teaching and use those conceptions in organizing their Spanish teaching practice in elementary classrooms?"

The analysis conducted considered naturally occurring texts that described and discussed ATs’ teaching in specific days throughout the academic year presenting ATs’ ideas around the aspects of their teaching that they considered to be successful, as well as those that were considered to need improvement.

An analysis of attitudinal meaning and graduation was conducted using the tools from the APPRAISAL system (Martin & White, 2005; Martin & Rose, 2007). APPRAISAL analysis is used in SFL to explore interpersonal meanings expressed as writers and speakers present different kinds of attitudes in their texts. These attitudes can be expressed as emotions and feelings, judgment of behaviors, and evaluations of phenomena. While expressing attitudes, writers and speakers also use different linguistic resources to intensify or weaken their evaluations and to strengthen or soften the boundaries between categories (Martin & White, 2005).

Attitudes and graduation. In creating their texts, writers use different linguistic mechanisms to share their emotions, judge behaviors, and evaluate phenomena. Attitudes may be instantiated in text as: a) expressions of AFFECT, registering positive or negative feelings; b) JUDGMENT of behavior, in terms of what we admire or criticize, commend or sanction; and c) APPRECIATION of semiotic and natural phenomena, in terms of what we value or not in a particular field (Martin & White, 2005; Martin & Rose, 2007).

In presenting their attitudes in text, writers also take a stance graduating their statements by intensifying or weakening their positions —which in APPRAISAL analysis is recognized as FORCE—and by sharpening or softening the boundaries of their
categorizations—which is recognized as FOCUS (Martin & White, 2005). As Martin and White (2005) suggest, these “graduation” resources “enable speakers/writers to present themselves as more strongly aligned or less strongly aligned with the value position being advanced by the text and thereby to locate themselves with respect to the communities of shared value and belief associated with those positions.” (p. 94). A summarized view of these linguistic resources, with examples from ATs’ texts is presented in Figure 5.
To conduct the APPRAISAL analysis, each text was first divided into $T$ units, defined as “one main clause plus all the subordinate clauses attached to or embedded within it” (Hunt, 1965, p. 141). The $T$ unit was considered an appropriate unit of analysis considering that “interpersonal meaning spreads or diffuses across clauses and across
longer phases of discourse” (Hood, 2006, p. 87). In this sense, the division of the texts into T units allowed for a more comprehensive understanding of the ways in which the expression of attitudes in one clause, permeated to other parts of the text, extending the meaning.

Once the texts were divided into T units, the analysis continued by coding the different attitudes presented in the texts –affect, judgment, and appreciation—and the resources of graduation–force and focus. A chronological order was followed in the analysis, coding first all the “observation response #1,” then all the “observation response #2,” and so on. One-third of the analyzed texts (16 texts) were reviewed by a colleague with expertise in APPRAISAL analysis. The purpose of this action was to check the quality of the analysis and the agreement with an expert in the area. After completing each analysis, brief interpretations were written addressing the interpersonal meanings presented through the expression of attitudes. These interpretations were later used as input for the writing of findings. The following figure provides an example of this process, showing the different codes used in the analysis. (Appendix E presents complete analysis of texts)
1) I thought that the worksheet exercise *went very well* /\n   App. (R) = F↑

2) and I felt that I also handled the class pretty well /\n   Ju. (E.c) = F↑

3) One thing that I can improve on is by having a better method to call on students /\n   Ju. (E.c) = F↑ \n   App. (V) =
   randomly. //

4) I liked to call on students randomly because then they always have to pay /\n   Af. (S) = F(> <) \n   Ju. (E.t) =
   attention. //

5) but if I call on them on the spot, sometimes they get nervous perhaps because /\n   F(< >) \n   Af. (Se) =
   they think it is unfair. //

6) I think that I could begin using popsicle sticks or some other way [to call on the students. //

7) I also think I can do a better job of *using more simple Spanish* and/or modeling /\n   Ju. (E.c) = F(> <) \n   App. (C) = F(> <)

   what I want the kids to do. //

<table>
<thead>
<tr>
<th>Affect: Happiness</th>
<th>Af. (H)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect: Security</td>
<td>Af. (Se)</td>
</tr>
<tr>
<td>Affect: Satisfaction</td>
<td>Af. (Sa)</td>
</tr>
<tr>
<td>Judgment: Social Esteem: Normality</td>
<td>Ju. (E.n)</td>
</tr>
<tr>
<td>Judgment: Social Esteem: Capability</td>
<td>Ju. (E.c)</td>
</tr>
<tr>
<td>Judgment: Social Esteem: Normality</td>
<td>Ju. (E.t)</td>
</tr>
<tr>
<td>Judgment: Social Sanction: Morality/Ethical</td>
<td>Ju. (S.m)</td>
</tr>
<tr>
<td>Judgment: Social Sanction: Honesty</td>
<td>Ju. (S.h)</td>
</tr>
<tr>
<td>Judgment: Social Sanction: Property</td>
<td>Ju. (S.p)</td>
</tr>
<tr>
<td>Appreciation: Reaction</td>
<td>App. (R)</td>
</tr>
<tr>
<td>Appreciation: Composition</td>
<td>App. (C)</td>
</tr>
<tr>
<td>Appreciation: Valuation</td>
<td>App. (V)</td>
</tr>
</tbody>
</table>

Positive attitude +
Negative attitude –
Force. Turned up F↑
Force. Turned down F↓
Focus. Sharpened F(> <)
Focus. Softened F(< >)

Figure 6. Example of coding of attitudes and graduation
CHAPTER V

The Social Activity of the A2LP

Overview

In this chapter I describe and analyze the common understandings or ‘social facts’ (Freeman, 2016) that characterize the activity of the A2LP. The investigation of the activity in the program is founded on the understanding that social activity is the root of the process of learning teaching (Lantolf & Johnson, 2007; Vygotsky, 1978; Wertsch, 1985). Therefore, in order to understand how individuals learn, one needs to refer first to the social activity in which that learning takes place. As Lave and Wenger (2005) argue “if participation in social practice is the fundamental form of learning, we require a fully worked-out view of the social world” (p. 153). The theoretical framework of my study is based on a sociocultural view of learning, specifically the function of social facts as semiotic tools. Freeman (2016) states that social activity is organized around a set of common understandings called ‘social facts’. Social facts define “the facts of the matter”—what is taken as true by a group or community—and [...] ‘the facts that matter’ in that they are centrally important and definitional for the community” (Freeman, 2016, p.16). The ‘social facts’ of a community function as semiotic tools (Presseisen & Kozulin, 1992; Vygotsky, 1978; Wertsch, 1991), offering a framework of reference that members use to ‘rename’ their experiences and to ‘reconstruct’ their practice and participation in the community (Freeman, 1996b; Freeman, 2016). In this sense, social facts serve two functions. First, they have an intrapersonal function, allowing learners to make sense of
their experiences and organize their practice. Second, they have an interpersonal function, organizing the social activity of the group which holds them as true (Freeman, 2016; Vygotsky, 1978).

The A2LP is a community dedicated to preparing undergraduate students for second language teaching, and it is organized through a recognizable set of social facts. Within these social facts, there are two dimensions. The first category, which addresses ‘the facts of the matter’, involves the different aspects and features of Spanish teaching and young learners’ language learning. The second dimension addresses ‘the facts that matter’ in A2LP, such as the roles, relationships, and practices that ultimately promote the learning of second language teaching for the ATs and Spanish language learning for elementary students.

Because social facts are critical to understanding the role of social activity in learning second language teaching, I asked the following research question: What are the ‘social facts’ that characterize the activity in the A2LP? Answering this question involves defining what these social facts are naming and defining, and how these social facts function in the process of learning second language teaching.

To answer these questions, I collected and analyzed “naturally occurring” data drawn from different aspects of the A2LP Seminar. This seminar is the space where instructors and ATs gather, and it is here that they primarily interact and develop their activity. These “naturally occurring” data include the seminar lesson plans and instructional materials designed by the instructors to prepare the ATs for Spanish teaching in elementary classrooms. I also collected and analyzed ATs’ responses to weekly seminar prompts during the 2014-2015 academic year, where they shared their
ideas and experiences regarding learning teaching and teaching Spanish to third and fourth graders. The data analysis involved two cycles of open coding and axial coding (Strauss, 1987; Strauss & Corbin, 1990) with the purpose of characterizing the social activity of the A2LP in three ways: identifying its ‘social facts’, identifying patterns of use, and identifying overarching themes.

**Characteristics of The Data Analyzed**

**Instructional materials and ATs’ written responses to seminar prompts.** As described in Chapter IV regarding the methods for data collection and data analysis, the data for this part of the study stems from two different sources: A2LP Seminar instructors and the 2014-2015 AT’s cohort. From the seminar instructors, I collected artifacts such as: lesson plans, Power Point presentations, handouts, seminar prompts, and videos. From the cohort, I collected 1,103 responses which were generated through the seminar prompts during the 2014-2015 academic year.

**Seminar prompts.** As part of the structure of the A2LP Seminar, each session included a warm up and/or wrap up activity which involved individual writing in a shared Google document in response to a question or prompt. (The prompts were available online, for future reference, in a shared Google document called “Records of Our Teaching”). The warm-up activity was usually followed by a whole class discussion. These tasks had specific instructional purposes which were designed to promote individual reflection as well as peer collaboration. The content of each prompt aligned to the topic addressed in each A2LP Seminar session (see topics and prompts for each session in Appendix D). The instructors designed these topics and associated activities to
support the ATs by providing them with essential teaching tools and practices, thereby promoting young learners’ language learning.

The table below details the types of prompts and their instructional purposes.

Table 12

<table>
<thead>
<tr>
<th>Types of prompts</th>
<th>Instructional purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up Task: Opening Questions</td>
<td>• To help ATs in directing their attention towards the work of the session, especially considering that they were coming from different classes and experiences across campus</td>
</tr>
<tr>
<td></td>
<td>• To support ATs' reflections around the specific topics addressed in the A2LP Seminar</td>
</tr>
<tr>
<td></td>
<td>• To promote connections between ATs' teaching experiences in elementary classrooms and the ideas proposed and promulgated in each Seminar</td>
</tr>
<tr>
<td>Wrap Up Task: Closing Questions</td>
<td>• To offer ATs an opportunity to summarize the core ideas of the session</td>
</tr>
<tr>
<td></td>
<td>• To identify the learning gained in the session and some thoughts as to how the ATs were considering operationalizing these learnings into their upcoming lessons</td>
</tr>
</tbody>
</table>

Recognizing the social facts of the A2LP

As a community structured around the learning and enactment of second language teaching, the A2LP is organized around social facts that are common and recognizable by those belonging to the broader second language teacher education community and teacher education in general. At the same time the A2LP is circumscribed by ‘social facts’ that are meaningful and usable only by those who are members of the community or by newcomers who are in the process of becoming members. As Freeman (2016) argues “individuals do not arrive at or consciously negotiate the shared perspectives of [social] facts; they participate in situations using them” (p. 17). Therefore, recognizing the social facts of the A2LP requires adopting an insider’s perspective where one can be part of the situations where those facts circulate and are used. My role as a participant observer
allowed me to study the activity of the program from an insider’s perspective, identifying
the facts that characterize the activity of the A2LP and that are used by the insiders in this
community. The focus of my investigation was put on “naturally occurring” interactions
and activities where social facts circulated and were used. As a participant observer, I
identified the social facts of the A2LP based on two criteria:

a) a social fact had to demarcate who we are and what we do in the community, naming
   activities, roles, and processes that characterize the core activity of the A2LP. For
   example, ‘planning and preparation for teaching’ is a social fact of the A2LP in that
   it names a process central to the work of the ATs in the elementary classrooms.

b) a social fact had to be used, being instantiated multiple times and in multiple
   expressions of the activity of the program. For example, ‘planning and preparation
   for teaching’ is a social fact of the A2LP in that it appears in multiple seminar lesson
   plans and in the responses of the ATs to seminar prompts in almost all of the sessions
   in the academic year. The following table shows the frequency of mentions of this
   social fact in the responses of the ATs to seminar prompts.

Table 13
Example of frequency of mentions of the social fact ‘planning and preparation for
teaching’

<table>
<thead>
<tr>
<th>Seminar Session</th>
<th># of Mentions</th>
<th>% from the total of mentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Seminar #1</td>
<td>14</td>
<td>39%</td>
</tr>
<tr>
<td>Fall Seminar #2</td>
<td>15</td>
<td>21%</td>
</tr>
<tr>
<td>Fall Seminar #3</td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td>Fall Seminar #4</td>
<td>19</td>
<td>15%</td>
</tr>
<tr>
<td>Fall Seminar #5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall Seminar #6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall Seminar #7</td>
<td>23</td>
<td>15%</td>
</tr>
<tr>
<td>Fall Seminar #8</td>
<td>30</td>
<td>14%</td>
</tr>
<tr>
<td>Fall Seminar #10</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Fall Seminar #11</td>
<td>29</td>
<td>12%</td>
</tr>
<tr>
<td>Winter Seminar #1</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Winter Seminar #3</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>Winter Seminar #5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Winter Seminar #7</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Winter Seminar #9</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Winter Seminar #11</td>
<td>3</td>
<td>1%</td>
</tr>
</tbody>
</table>

Another example of a central fact of the activity in the A2LP community is the idea of ‘using 95% Spanish’ while teaching in the elementary classrooms. This fact is definitional to the program in that it demarcates and orients what the ATs do in the classrooms and what the instructors do to prepare the ATs. The fact ‘using 95% Spanish’ represents a set of values and beliefs around what second language teaching should be, as well as what the concrete practices are with regard to how Spanish teaching should be done in the program. In this sense, the fact ‘using 95% Spanish’ organizes the activity of the A2LP members and defines their roles. As a central fact ‘using 95% Spanish’ appears in multiple expressions of the activity of the A2LP. From the beginning of the academic year, the seminar lesson plans and materials focus on ‘using 95% Spanish’. For example, here below is the stated purpose of one of the instructional activities during the first seminar session of the 2014-2015 academic year. This was provided by the instructors in the seminar lesson plan:

The purpose of this activity is to provide a rationale regarding why we are suggesting using 95% Spanish. Instructors should be very explicit about that and about how we can complement our Spanish speaking with the use of gestures, intonation, and voice and body. (Seminar lesson plan #1)
Likewise, the use of other instructional artifacts, such as videos and written articles, reinforce this focus on ‘using 95% Spanish’. By providing examples of Spanish classrooms that primarily use the target language, instructors justify the reasons for teaching in Spanish as well as the provide practices that facilitate this goal.

The social fact ‘using 95% Spanish’ is also central for the ATs participating in the program, and it is frequently mentioned in their written responses to seminar prompts. In these responses, the ATs discuss the challenges that this ‘95% rule’ creates for their teaching and the ways in which they work to maintain the lessons in Spanish. See for example the responses provided by two ATs to the seminar prompt in Seminars 2 and 3:

One thing I am a little concerned about is keeping the class entirely in Spanish because many of the kids are confused with the constant Spanish since they have had little to no exposure to the language so far. (R6.OQ.FS3)

The three things that I learned today were: how much Spanish I should be speaking in the classroom. / the importance of visual aids, hand gestures. / how to just use KEY Spanish words. -- Responding to kids questions in Spanish (R2.CQ.FS2)

These examples demonstrate how the common understandings of a community orient their activity and define what they do. In this specific case, ‘using 95% Spanish’ guides the design and enactment of seminar sessions and the ways Spanish teaching is conducted in Ann Arbor public elementary classrooms.

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4 The responses provided by the ATs are identified with a number (R#), the task answered, either opening or closing questions (OQ –CQ) and the semester and session when it was provided (F# - W#)
The Function of Social Facts in Learning Teaching in the A2LP

As I mentioned earlier in this chapter, the rationale behind studying the A2LP social facts and their use is grounded in the idea that these facts play a central role in organizing the activity of the program and, thus, in learning Spanish teaching. These facts have an interpersonal function, allowing the communication between the participants in the A2LP, which allows them to position themselves as members of the community and be recognized as such by others. Social facts also have an intrapersonal function as a semiotic tool, which organizes the internal activity of the participants of the A2LP (Presseisen & Kozulin, 1992; Vygotsky, 1978; Wertsch, 1985).

Let me illustrate this argument with an example. ‘Time management’ represents an A2LP social fact in that the community uses this term. This term names a fact of Spanish teaching: the process of organizing and teaching the Spanish lesson, within a 30-minute time frame while still maintaining the integrity of the original lesson plan. ‘Time management’ also represents a social fact of the A2LP in that it defines something that matters to the participants of the program. They recognize that ‘time management’ is essential when one faces the dilemma of teaching the lesson ‘using 95% Spanish’ while at the same time facilitating students’ understanding of the material taught. Although teaching in English is sometimes seen as more efficient than teaching in Spanish, allowing ATs to gain time, it defeats the purpose of providing multiple opportunities to the elementary students to be exposed to the language. In this sense, the social fact ‘time management’ has a specific meaning that makes it different from the meaning it can take in other contexts (e.g. in our personal lives, meaning the organization of our schedules to fit all of our daily activities). See for example, the response provided by an AT during
the third seminar of the Fall semester, in answer to the prompt: *Name one thing of your teaching that you wish you have done differently and explain why.*

I wish that I managed my time better with the first class because sometimes when I had to slow down my sentences and elaborate differently, it took time away from the other parts of the lesson. R39.OQ.FS3

The social fact ‘time management’ functions in two ways. First, it has an interpersonal function allowing ATs to communicate with others about a fact that matters for the A2LP community. Second, it has an intrapersonal function, organizing ATs' current and future teaching through the adoption of different strategies. These strategies ensure that the lesson is taught ‘using 95% Spanish’ while supporting student understanding and staying within the 30-minute time frame. To illustrate this point, the response of an AT to the seminar prompt: *Name one thing of your teaching that you are a little concerned about and explain why.* Here, the AT addresses a concern about managing the timing of the lesson and also offers ideas about how her or his teaching should go in the future:

I’m a little concerned about the timing of the lesson, and how to make sure I use the time efficiently (cover everything that needs to be covered, but also not finish too quickly) (R43.OQ.FS3)

**The Social Facts of the A2LP**

As Freeman (2016) suggests, the social facts that characterize a community become social when they are used by its participants in the everyday social activity of the
group. This use is not consciously or explicitly agreed upon, and it does not involve an a priori order or sequence. Instead, social facts are used to make sense of participants’ experiences and actions because they circulate as those experiences take place.

The grounded analysis of seminar instructional materials and the ATs’ written responses to weekly seminar prompts shows that the social facts of the A2LP name and represent ideas across four broad themes: a) the experience of becoming and developing as an AT; b) the different aspects involved in Spanish teaching; c) the elementary students’ language learning; and d) the construction of a positive/productive classroom climate. Each one of these broad themes comprises a set of social facts that are used by the instructors and ATs to name what they do and what they experience while participating in the A2LP community. These social facts are used when the instructors design and teach the Seminar, and when the ATs participate both in the seminar sessions, as students of Spanish teaching, and in the elementary classrooms as Spanish teachers.

**Becoming and developing as an AT.** As the instructors and ATs participate in the A2LP program, they refer to the different aspects that define the role of Apprentice Teacher. Becoming an AT involves adopting certain practices and characteristics, like ‘using 95% Spanish’, adhering to a ‘dressing code’ or ‘showing enthusiasm and passion for Spanish teaching’. See for example the responses from the ATs using these social facts:

Don't be afraid to **use 95% or more Spanish in class.** The students will warm up to the teaching style as long as you work at their pace and over express certain words. (R7.CQ.FS4)
The 3 things I learned today are: 1. the importance of talking slow to my class. 2. **how to dress for teaching**. 3. **be animated while teaching** (R21.CQ.FS2)

I expect that repetition, emphasis, gestures and **enthusiasm** will work well when communicating solely in Spanish. R43.OQ.FS3

Enacting the role of AT also involves establishing positive relationships with the students such as making efforts to ‘learn student names’ or to ‘acknowledge/respect all students’ contributions’. As an AT, the undergraduate students are called to build collaborative relationships with their peers and with the mentor teachers in the classrooms in which they teach. This collaboration encompasses among other things ‘collaborating with teaching partner’ and maintaining frequent ‘collaboration/communication with MTs’. See the responses of the ATs illustrating the use of these social facts:

The one thing I wish I would have done differently was make sure I paid more attention **to learn the student’s names**. I found it difficult to fit everything in within the half hour and on top of that there wasn’t really anytime for me to step back and make sure I knew all of their names. I wish I could have addressed them each by name each time we called on them. (R41.OQ.FS3)

Today I learned: 1. **acknowledge questions students have** that may be irrelevant, but tell them to ask at the end of class. 2. For the lesson plan **write out when my**
partner and I are speaking. 3. Communicate with MT about if I let the class get too loud or anything I can help with. (R4.CQ.FS7)

Finally, the role of AT also involves dealing with ones’ own expectations and fears, confronting the fear of ‘freezing up in front of students’ or working on ‘developing a confident teaching persona’. See below the response of one AT addressing these expectations and fears:

After the seminar, I am excited for the experience but little worried about blanking out in front of the kids. (R17.CQ.FS1)

The table below offers a summarized representation of the different features involved in the process of becoming an AT, as well as examples which characterize this theme.

Table 14
_Becoming and developing as an AT. Aspects involved and social facts_

<table>
<thead>
<tr>
<th>Aspects involved</th>
<th>Social facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopting practices/features</td>
<td>‘AT as a lesson planner’</td>
</tr>
<tr>
<td></td>
<td>‘AT’s creativity’</td>
</tr>
<tr>
<td></td>
<td>‘AT’s Spanish language skills’</td>
</tr>
<tr>
<td></td>
<td>‘Using 95% Spanish’</td>
</tr>
<tr>
<td></td>
<td>‘Role of English’</td>
</tr>
<tr>
<td></td>
<td>‘Dressing code’</td>
</tr>
<tr>
<td></td>
<td>‘Dedication to the work’</td>
</tr>
<tr>
<td></td>
<td>‘Enthusiasm/passion for teaching’</td>
</tr>
<tr>
<td>Building positive/productive relationships with students</td>
<td>‘Learn student names’</td>
</tr>
<tr>
<td></td>
<td>‘Acknowledge/respect all students’ contributions’</td>
</tr>
<tr>
<td></td>
<td>‘Offer opportunities to learn’</td>
</tr>
<tr>
<td></td>
<td>‘Create motivating learning opportunities’</td>
</tr>
<tr>
<td>Collaborating with other</td>
<td>‘Collaborating with teaching partner’</td>
</tr>
<tr>
<td></td>
<td>‘Learning from other ATs’</td>
</tr>
<tr>
<td></td>
<td>‘Communication/collaboration with MTs’</td>
</tr>
<tr>
<td>Managing own expectations and fears</td>
<td>‘Freezing up in front of students’</td>
</tr>
<tr>
<td></td>
<td>‘Not appearing as the ‘mean teacher’’</td>
</tr>
</tbody>
</table>
Spanish teaching. A central theme in the activity of the A2LP is, of course, the teaching of the Spanish language to the elementary students. This critical theme includes the practices that the ATs do in preparation for teaching in the classrooms like ‘planning and preparation for teaching’, ‘reviewing and adapting lesson plans’ or ‘anticipating student reactions’. See for example the use of these social facts in the response an AT to the prompt: If you had to explain what you learned today to a colleague who couldn’t attend, what would you say?

If I had to explain I would say work hard to talk completely in Spanish. Use signals/cognates/excessive pronunciation. Also, pay extra mind in planning your lessons. Anticipate everything. (R14.CQ.FS4)

This theme of Spanish teaching also includes those practices and actions which occur in the interactive phase of teaching such as creating classroom routines, conducting instructional activities, using language teaching strategies, classroom management, and assessment of student learning. A few examples of the use of these social facts are presented in the following responses from the ATs answering the prompt: What new teaching strategy have you tried lately that might help others? Why did it work?

Lately I’ve been using a hand signal and staying quiet at the front of the room until the kids quiet down and that has helped tremendously with the kids’ focus during class. (R3.OQ.FS4)
As we progress in the lessons, the activities have become more and more difficult and therefore harder to explain. So I have been explaining the rules, followed by me showing an example, and then another example using the students. This way, the kids have multiple chances to understand. (R6.Q.FS4)

We tried singing the songs with more enthusiasm and in different manners, such as really quietly and with small hand motions, or separating the boys and the girls and doing a call and answer method. The kids really responded well to it and got really excited and involved. (R20.Q.FS4)

The table below offers a representation of the different aspects involved in Spanish teaching within the A2LP context, as well as the social facts that characterize this theme.

Table 15  
*Spanish teaching. Aspects involved and social facts*

<table>
<thead>
<tr>
<th>Aspects involved</th>
<th>Social facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and preparation for teaching</td>
<td>‘Planning and preparation for teaching’</td>
</tr>
<tr>
<td></td>
<td>‘Review/adapt lesson plans’</td>
</tr>
<tr>
<td></td>
<td>‘Anticipate students reaction’</td>
</tr>
<tr>
<td></td>
<td>‘Understanding of students’ needs</td>
</tr>
<tr>
<td></td>
<td>‘Knowledge of students’ abilities</td>
</tr>
<tr>
<td></td>
<td>‘Clear objectives for the class’</td>
</tr>
<tr>
<td></td>
<td>‘Use of materials (PPTs, posters, flashcards, worksheets, whiteboards)’</td>
</tr>
<tr>
<td>Creating classroom routines</td>
<td>‘Sing ‘Buenos Dias' and ‘Adios' songs’</td>
</tr>
<tr>
<td></td>
<td>‘Present an agenda’</td>
</tr>
<tr>
<td></td>
<td>‘Review at the end of the lesson’</td>
</tr>
<tr>
<td>Conducting instructional activities</td>
<td>‘Offer varied types of instructional activities’</td>
</tr>
<tr>
<td></td>
<td>‘Listen and repeat’</td>
</tr>
<tr>
<td></td>
<td>‘Games and competition’</td>
</tr>
<tr>
<td></td>
<td>‘Back pocket activities’</td>
</tr>
<tr>
<td></td>
<td>‘Choral response’</td>
</tr>
</tbody>
</table>

97
| Using language teaching strategies                        | 'Use of simple Spanish and key words' |
|                                                        | 'Speak slowly and clearly'          |
|                                                        | 'Modeling the use of Spanish'       |
|                                                        | 'Student demonstration/modeling'    |
|                                                        | 'Represent content in different forms' |
|                                                        | 'Wait time'                         |
|                                                        | 'Use of ATs' energy, enthusiasm, voice' |
|                                                        | 'Use of gestures, visuals, props'   |
|                                                        | 'Repetition'                        |

| Managing the classrooms                                 | 'Proximity and circulation'         |
|                                                        | 'Positive narration/framing'        |
|                                                        | 'Use of non verbal cues'            |
|                                                        | 'One-on-one interaction'            |
|                                                        | 'Quiet/ attention signals'          |
|                                                        | 'Redirection of students off-tasks' |
|                                                        | 'Do not talk over student'          |
|                                                        | 'Managing transitions'              |
|                                                        | 'Managing unexpected contributions' |
|                                                        | Managing 'side conversations'       |
|                                                        | 'Managing whole group activities'   |
|                                                        | 'Managing wrong answers'            |

| Assessing student learning                             | 'Check for understanding'           |
|                                                        | 'Written assessment'                |
|                                                        | 'Formative assessment'              |
|                                                        | 'Collecting evidence/feedback from students' |
|                                                        | 'Assessing individual learning'     |
|                                                        | 'Whole class assessment'            |
|                                                        | 'Purposeful use of questions (quiz)'|

**Elementary students’ language learning.** A third theme characterizing the activity of the A2LP is the learning of Spanish by the third and fourth graders in Ann Arbor Public Schools. The social facts associated with this theme address ideas around the expectations and learning goals that the AT have for their students. For example, such expectations include ‘learning beyond basic vocabulary’, which implies supporting
students in using the language to create sentences and communicate basic ideas. Another example is the ‘application of content’ to new communicative situations, which implies the use of the vocabulary in daily life situations. See some examples of the use of these social facts coming from ATs’ responses to seminar prompts:

I am excited to see all the other themes and vocabulary we can cover now that we’re moving beyond the building blocks. My goals have changed because I expect more from my students and myself now, since we each have had a semester of Spanish teaching under our belts. (R47.OQ.WS1)

When the kids can apply what they have learned to a game or when they can help their peers I know that they understand the material. When we review topics from the week before, such as the date, and they get it right then I know that they have absorbed the material. (R8.OQ.FS8)

Acknowledge the validity of students’ ideas - you want to be encouraging them to learn the material and not just be learning the exact things that you teach. Application of content is ideal! (R24.OQ.FS7)

This theme also address the specific ways the language skills develop such as ‘Spanish speaking’ or ‘Spanish listening’. The data analysis also shows the use of social facts associated with students’ attitudes and dispositions that support their learning of Spanish, such as ‘student confidence and motivation’ or ‘student participation and engagement’. Examples of the use of these social facts are provided below:
So far this semester I am most proud of how much confidence the kids have built. In the beginning only a few kids would raise their hands and volunteer and now many more seem to have the self-esteem and confidence in Spanish to speak up and let their voice be heard. As well, when we review vocab from the previous classes they seem to maintain a good grasp on the words and are remembering things well. As well, the kids seem increasingly enthusiastic about Spanish class. (R15.Q.WS11)

I feel that the activities following when we teach the lesson best demonstrate their understanding of learning. If we hand out a worksheet, and the students are quiet, I feel as if they didn’t really learn. Also when we play games, and the kids struggle to follow the material I feel as if the learning was weak. I know that the kids do follow our lesson when they are eager to participate and shouting out the answers with confidence. (R10.Q.FS8)

Finally, this theme also includes the different types of evidence the ATs collect to assess students’ learning. Examples of social facts in this area are: ‘answer questions/complete activities’ and ‘student performance in tests’. The following table offers an account of the different aspects involved in the theme elementary students’ language learning, as well as some examples of the social facts that characterize this theme.
### Table 16

**Elementary students' language learning. Aspects involved and social facts**

<table>
<thead>
<tr>
<th>Aspects involved</th>
<th>Social facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals</td>
<td>‘Focus on student learning’</td>
</tr>
<tr>
<td></td>
<td>‘Learning beyond basic vocabulary’</td>
</tr>
<tr>
<td></td>
<td>‘Students improvement/progress’</td>
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<td></td>
<td>‘Student individual improvement’</td>
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<tr>
<td></td>
<td>‘Application of content’</td>
</tr>
<tr>
<td>Development of language skills</td>
<td>‘Recall concepts, vocabulary, phrases’</td>
</tr>
<tr>
<td></td>
<td>‘Spanish speaking’</td>
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<td></td>
<td>‘Spanish listening’</td>
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<td>‘Spanish reading’</td>
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<td></td>
<td>‘Spanish writing’</td>
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<td></td>
<td>‘Spanish pronunciation’</td>
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<tr>
<td></td>
<td>‘Spanish grammar’</td>
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<tr>
<td>Attitudes and dispositions supporting learning</td>
<td>‘Student confidence and motivation’</td>
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<tr>
<td></td>
<td>‘Student participation and engagement’</td>
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<tr>
<td></td>
<td>‘Student practice with the language’</td>
</tr>
<tr>
<td></td>
<td>Students’ sense of personal responsibility’</td>
</tr>
<tr>
<td>Evidences of student learning</td>
<td>‘Answer questions/complete activities’</td>
</tr>
<tr>
<td></td>
<td>‘Student performance in test’</td>
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<tr>
<td></td>
<td>‘Student produce answer individually’</td>
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<tr>
<td></td>
<td>‘Student prior knowledge’</td>
</tr>
</tbody>
</table>

**A positive and productive classroom climate.** In the A2LP activity, there are also social facts associated with the creation of a positive and productive classroom climate, in seminar as well as in the ATs’ Spanish lessons. These social facts address two main ideas: positive, productive relationships with and among students and a respectful classroom environment. Examples of the use of these social facts are presented in the responses of the ATs to seminar prompts:

My strongest traits as a lesson planner are is **working really well with my partners and communicating with them** to create an effective lesson plan. I also like being the one in the group that likes to make sure we include **everyone in the class** (we were told to ignore some kids by the MT) because it
makes me feel weird to know some students are participating and some are not.

(R22.CQ.FS11)

Later in this chapter I will discuss in more detail the extent of the social facts associated with this theme. The following table offers an account of the different aspects involved in this theme, as well as some examples of the social facts associated with it.

Table 17
*A positive and productive classroom climate. Aspects involved and social facts*

<table>
<thead>
<tr>
<th>Aspects involved</th>
<th>Social facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive and productive relationships</td>
<td>‘Collaboration between students’</td>
</tr>
<tr>
<td></td>
<td>‘Positive/productive relationships with students’</td>
</tr>
<tr>
<td>Respectful classroom environment</td>
<td>‘Acknowledging difference between classrooms’</td>
</tr>
<tr>
<td></td>
<td>‘Includes all students’</td>
</tr>
<tr>
<td></td>
<td>‘Takes into considerations students needs’</td>
</tr>
<tr>
<td></td>
<td>‘Consideration of native speakers and students with special needs’</td>
</tr>
<tr>
<td></td>
<td>‘Student enjoyment and fun’</td>
</tr>
</tbody>
</table>

**The Social Facts of the A2LP in Use**

There are some social facts that are more salient in the everyday activity because they represent the core experience of the group, and this is true for A2LP as well. Some A2LP social facts are used in different proportions and with different levels of depth. This proportional difference depends on what the community is defining and making sense of.

For instance, the data revealed that in the A2LP the social facts associated with the theme *Spanish teaching* have a bigger presence, with a higher number of social facts and higher frequencies of use across the data. Such emphasis is an indication that *Spanish teaching* and the social facts associated with this theme represent the core activity around which the participants organize their practice. In this sense, *Spanish*
teaching represents the ‘facts of the matter’ and the ‘facts that matter’ for the A2LP, defining its central purpose as preparing ATs for Spanish teaching in Ann Arbor public elementary schools. It is around Spanish teaching that the community of the A2LP develops common understandings and practices.

In contrast, the social facts associated with the theme positive and productive classroom climate have a smaller presence in the data, with fewer facts associated with this theme and a lower frequency of use in seminar lesson plans, materials, and in the ATs’ weekly seminar prompt responses. Such differences in the proportions in which social facts associated with the four themes are represented in the data reinforces the idea that social facts are used and are meaningful in the context of activity, through what the participants of the community do (Freeman, 2016). In the case of the theme positive and productive classroom climate it is important to consider that the ATs participate for one hour a week in classrooms organized and led by mentor teachers. Therefore, their actions in defining the climate of these classrooms are marginal. Since their participation in the construction of classroom climates is reduced, there is “less” to explain and make sense of with regard to this theme. This differs from Spanish teaching, which is the core activity of the ATs as students of teaching and as Spanish teachers in Ann Arbor elementary schools.

A second finding illustrates how some themes not only have social facts that are used more frequently, but that some social facts are used more frequently in certain moments of the academic year, when they seem more relevant for making sense of participants’ experiences. Some social facts become crucial because participants use them to make sense of their experience. This is the case, for example, with the social
facts associated with the theme *becoming and developing as an AT*. These facts are used more frequently at the beginning of the academic year, precisely when the ATs are in the process of understanding the expectations and features of their role. This increase is also observed at specific moments each semester such as when ATs were prompted to revise their role and to reflect on their growth as Spanish teachers.

A third important finding is that the use of social facts seems to accompany the development of the participants and their trajectories of participation. For instance, the social facts associated with the theme *elementary students’ language learning* are “put into circulation” by the instructors of the Seminar from the beginning of the academic year. However, the data shows an increasing frequency of use for these social facts later in the academic year, with a higher presence in the Winter semester. A potential explanation for this increase is that the ATs are developing a better understanding of the language learning experiences of their students. This might also be because the ATs have developed a better understanding of their own teaching practice and of what Spanish teaching means in the A2LP. They can then focus on promoting more purposefully the learning of their students, using the tools internalized during their participation in the program, with a better understanding of the ways in which their own practice relates to the students’ learning processes.

A closer look at the results for the Fall semester 2014 presented in Figure 7 shows that the social facts associated with the theme *becoming and developing as an AT* have a larger presence in the first four seminars of the term. These frequencies are consistent with the emphases of the first four seminar sessions, which are oriented toward describing the expectations of the role of AT. These frequencies are also consistent with
the representation of ATs’ expectations and fears as they impersonate this role for the first time. As the semester advances, two peaks in the frequency of use of social facts associated with becoming and developing as an AT appear in Seminar 7 and Seminar 11. These peaks respond to a process of revising the role of AT, analyzing the experiences of teaching in the elementary classrooms, and the ATs growing as Spanish teachers.

Figure 7. Frequency of use of social facts during the Fall semester 2014
In Figure 7 the social facts associated with the theme *positive and productive classroom climate* show a small presence of these social facts during the Fall semester.

With the exception of Seminar 10, the social facts here are only represented in percentages equal to or below 6% of the mentions. However, 27% of the mentions in Seminar 10 can be explained. In this seminar, ATs were prompted to discuss how they would structure the environment of the classroom to facilitate a positive experience for students during the Fall summative assessment.

As mentioned above, these frequencies are a function of the limited influence that the ATs have in the climate of the classrooms in which they teach. Given that the ATs only teach one hour per week in classrooms led and facilitated by the mentor teachers, the ATs are the ones who become a part of the classroom culture and climate, with limited influence on the ways in which these climates are structured. The percentage reflected in Seminar 10 is an exception to that. In this case, the creation of a positive climate relies heavily on the ATs’ practices, since the elementary student assessment activity differs considerably from the traditional activities of the classrooms. In this case, the norms, practices, and overall construction of a positive/productive test experience depends greatly on the work of the ATs.

As mentioned earlier, the social facts associated with the theme ‘Spanish teaching’ represent the largest proportions with percentages that are usually more than 50% of the mentions. These social facts are used more frequently in the seminar lesson plans and materials and in the ATs weekly prompt responses. These facts seem to name and distinguish many different aspects of the teaching practice and of Spanish teaching more specifically, addressing topics such as: planning and preparation for teaching,
teaching strategies to facilitate ‘using 95% Spanish’, different instructional activities and routines for the classrooms, classroom management, and assessment.

Finally, as can be seen in Figure 7, during the Fall semester the social facts associated with the theme elementary students’ language learning present an increase in frequency of use from Seminar 3. This increase coincides with the first teaching experience of the ATs during the third week of the semester, suggesting that the social facts associated with this theme become meaningful and necessary as the ATs teach and have real instructional interactions with the students. Thus, they are using these facts to make sense of those interactions and their potential effects on the learning process. This increase also suggests a greater understanding of the processes involved in young learners’ language learning and a more explicit focus on how to promote student learning. This increase is even more evident in the data from the Winter semester.

A closer look at the data analyzed for the Winter semester 2015 presented in Figure 8 shows that although the social facts associated with the theme Spanish teaching continue to have a large presence in the data, those social facts associated with elementary students’ language learning increase in frequency, even reaching 53% of the mentions in the first seminar of the Winter term. This increase suggests that the social facts associated with elementary students’ language learning gain relevance in the social activity of the program as the ATs have more experience teaching Spanish in the classrooms and as they gain a better hold on their teaching practices.

The analysis of the data from the Winter semester also shows higher frequencies on the use of social facts associated with the theme positive and productive classroom climate. As the ATs gain greater control of their teaching and require less support from
the mentor teachers in the classrooms, I argue that these frequencies not only reflect a
deepen understanding of the role that the classroom climate plays in young learners’
language learning, but also a more influential role in defining the climates for the Spanish
class.

Finally, a closer look at the results presented in Figure 8 suggests that the role of
the AT continues to be revised throughout the Winter semester as ATs make sense of
their experiences in Seminar and in the classrooms in which they teach.
Figure 8. Frequency of use of social facts during the Winter semester 2015

<table>
<thead>
<tr>
<th></th>
<th>Sem 1</th>
<th>Sem 3</th>
<th>Sem 5</th>
<th>Sem 7</th>
<th>Sem 9</th>
<th>Sem 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being an AT</td>
<td>15%</td>
<td>11%</td>
<td>15%</td>
<td>1%</td>
<td>33%</td>
<td>16%</td>
</tr>
<tr>
<td>Spanish Teaching</td>
<td>20%</td>
<td>49%</td>
<td>51%</td>
<td>53%</td>
<td>37%</td>
<td>25%</td>
</tr>
<tr>
<td>Student learning</td>
<td>53%</td>
<td>33%</td>
<td>16%</td>
<td>35%</td>
<td>14%</td>
<td>48%</td>
</tr>
<tr>
<td>Classroom climate</td>
<td>13%</td>
<td>8%</td>
<td>17%</td>
<td>11%</td>
<td>16%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Summary of Findings

In this chapter I have discussed the social facts of the A2LP – what they are naming and defining – and how these social facts function in the processes of learning teaching. To do so, I collected and analyzed “naturally occurring” data, focusing on different aspects of the A2LP Seminar as a space where instructors and ATs gather, and where they primarily interact and develop their activity. These “naturally occurring” texts included the instructional materials designed by the instructors to prepare the ATs for Spanish teaching in elementary classrooms. It also included ATs’ responses to weekly seminar prompts during the 2014-2015 academic year, where they collectively shared their ideas and experiences learning teaching and teaching Spanish to third and fourth graders.

The grounded analysis of the data showed that the social activity of the A2LP is organized around different ‘social facts’, naming and representing ideas about four broad themes: a) the roles of the ATs, their participation and belonging as a member of the A2LP; b) the practices and activities involved in Spanish teaching; c) the learning of Spanish by the elementary students; and d) the construction of positive and productive classroom climates.

A look at the social facts in use showed that the social facts associated with specific themes vary in number and proportions of use. This means that there are more social facts in certain themes in comparison with others, and these social facts are used more frequently in the activity of the program represented in the data.

A second finding with regard to how social facts are used in the activity of the A2LP suggested that some themes have social facts which are used more frequently in
certain moments of the academic year, when they seem more relevant for making sense of participants’ experiences. Finally, a third important finding showed that the use of social facts seems to accompany the development of the participants and their trajectories of participation. This finding suggests that some social facts can only emerge as part of the everyday activity of the program once the participants had made sense of other aspects of their activity. Concretely, the ATs are able to use the social facts associated with young learners’ language learning once they have a better hold on who they are as ATs and what they do in their Spanish teaching.

These findings illustrate the dynamic nature of social activity and the ways in which social facts are used to make sense of participants’ experiences and actions, circulating and becoming meaningful as those experiences take place. This use is not consciously or explicitly agreed upon and it does not involve an a priori order or sequence.
Chapter VI

A Curve of Learning and Participation in the A2LP

Overview

In Chapter V I focused on describing the social activity of the A2LP, identifying its ‘social facts’, patterns of use, and overarching themes. In this chapter I answer Research Question #2: How do the Apprentice Teachers in the A2LP use the ‘social facts’ over time to make sense of their experiences participating in Seminar and teaching Spanish in elementary classrooms? In order to answer this question, I took a closer look at the use of social facts, exploring how the ATs make sense of their experience and participation in the activity of the A2LP. I argue that as the ATs make sense of their experiences - as learners of Spanish teaching in the A2LP Seminar and as Spanish teachers in the classrooms - they adopt different perspectives that demarcate a curve of learning and increasing participation. Lave and Wenger (1991) suggest that these changes in perspective are part of participants’ learning trajectories, developing identities, and forms of membership. These perspectives can be seen as forms of growing involvement and understanding of what constitutes the practice of the community. An important aspect in understanding these learning processes is to consider that learners of teaching, as any other learners, negotiate their previous conceptions and experiences around language, teaching, and learning with the tools and learning opportunities available in the communities in which they participate. In this sense, the identification of a curve of learning and increasing participation does not suppose that all the learners will
achieve the same kind of understandings at the same time. Likewise, the identification of a learning curve does not suppose that what is made available in the preparation program will be taken up by the learners of teaching in similar ways and at the same time.

In the case of activity of the A2LP these changes in perspective demarcate a learning curve that evolves from a focus on the person of the AT and her/his newly adopted role to a focus on enacting teaching in ways that advance the learning of Spanish for the elementary students in Ann Arbor public schools. As can be seen in Figure 9, this developmental process takes place over time, during the span of a year of participation in the program. In this sense, the changes in perspectives can be considered the process of a growing understanding of the aspects involved in Spanish teaching and in supporting the learning of the elementary students, as well as a movement in terms of growing participation and membership to the A2LP and the work of the AT. I argue however, that this chronological development does not imply a movement from “not knowing” to “knowing all,” or from “absence” to “completion.” These changes in perspectives are changes related to quality and not necessarily to quantity. They reflect a development in terms of belonging and becoming a full participant in a community organized around the twin goals of supporting the ATs in the learning of second language teaching, and supporting the elementary students in the learning of the Spanish language. In this sense, all the perspectives are equally relevant in defining the practices and activities that characterize the A2LP. The analysis of the responses of the ATs provided evidence of how the ATs change their perspectives over time, responding to the different pedagogies of the A2LP Seminar. These changes, however, do not mean that the ATs become better
teachers, but that they gain an understanding of their work teaching Spanish and supporting the learning of their students.

It is important to say that as the ATs begin to internalize the social facts of the A2LP, they also extend their meanings and introduce new terms representing their perspectives. This process of extending and introducing new meanings suggests that the use of ‘social facts’ involves a process of appropriation that goes beyond the exchange of one way of naming the experience for another, perhaps more elaborated. This seems to be a process of renegotiation of meanings around what is Spanish teaching and how the ATs may promote young learners’ language learning.

![Perspective I: Defining the role of AT](image)

**Perspective I:** Defining the role of AT

**Perspective II:** Developing Spanish teaching skills

**Perspective III:** An emergent look at language learning

**Perspective IV:** Creating opportunities for the learning of Spanish

**Perspective V:** The complex activity of teaching

![Timeline of Academic Year 2014-2015](image)

Figure 9. Perspectives in curve of learning and participation. Chronological view.

**ATs’ Changing Perspectives**

Across the academic year, the activity of the A2LP centers around five different perspectives, accompanying the experiences of the ATs teaching in elementary
classrooms and participating as students of Spanish teaching in Seminar (see figure 8). The first perspective, “defining the role of AT,” was predominant during the first three seminar sessions of the Fall semester designed by the instructors of the A2LP to emphasize the understanding of the responsibilities of the ATs, the importance of creating a classroom culture around using Spanish, and to provide ATs with strategies to manage the classrooms they were about to lead. (See Appendix D). The focus of this first perspective involved the definition of the role of Apprentice Teacher and the responsibilities associated with this role. In this period of the academic year, the activity of the A2LP also addressed in salient ways the personal experiences of the ATs in the first few weeks of impersonating or “trying on” this role, and the ways in which they reconcile their role as ATs with their own personal expectations and fears about participating in the classrooms. In this sense, this perspective has an emphasis on the ATs and their responsibilities and expectations as individuals. It is interesting to notice that the focus of the ATs on defining the characteristics of their roles and on their own experiences as Spanish teachers in the classrooms seem to prevent them from attending to central aspects of Spanish teaching that later on seem to be taken up. For instance, from the beginning of the academic year the instructors of the A2LP emphasized ‘anticipating students’ reactions’ as a way of proactively preventing management challenges and as an input for the design of activities that promote student language learning. However this social fact in not taken up by the ATs until the end of the Fall semester. While the mentions of this fact never exceed 3% of the mentions in the first 10 seminar sessions of the year, on Seminar 11 of the Fall semester, this fact represents 11% of the mentions. See for instance the response of one AT to the prompt: What is your best skill as a lesson
planner? How do you know that to be true? What is the one aspect of lesson planning with which you most struggle? Why do you think that is so?

My best skill is being able to know how long things are going to take, so I can manage my time well generally with my lessons. However, I need to work on adjusting my lesson plans to the different classes and anticipating things that go wrong. (R36.OQ.FS11)

My argument here it that although the different pedagogies of the A2LP emphasized aspects considered central for Spanish teaching and prompted ATs to reflect on such aspects (as might have been the case in the seminar prompt presented above), the ATs internalized some facts and not others, depending on the experiences they were having in the classrooms and the moment in which they were situated across the academic year.

Another instance of this developmental process appeared after the first three weeks of the Fall semester. The activity of the A2LP had a shift in perspective, centered this time on “developing Spanish teaching skills.” The point of departure for this second perspective is the first experience teaching in the classrooms, which seems to shift the focus of the activity from the person of the AT to the activity of Spanish teaching. As I discussed in Chapter V, Spanish teaching and the ‘social facts’ associated with it are a central and definitional focus of the program. This second perspective, centered on Spanish teaching as the core of the activity, continues through the Fall semester and defines Spanish teaching as a set of strategies, instructional activities, and ways of organizing and preparing the lesson for promoting elementary students’ language
learning. During the weeks in which this perspective predominates, the seminar pedagogies were oriented to describe and rehearse different teaching strategies to facilitate the learning of Spanish. During these sessions the instructors of the A2LP also emphasized the ways in which the ATs could use their energy, body, voice, and overall presence in the classroom to promote language learning. As well as how to design and use classroom materials and artifacts to facilitate the participation and learning of the elementary students. (See Appendix D). The social facts in this period refer most saliently to different strategies for organizing the 30-minute-lesson, to the creation of a repertoire of classroom management moves, and to teaching the lesson ‘using 95% Spanish’ both as the content of teaching as well as the language for teaching. This shift from the person of the AT to the activity of teaching may be understood as a response to the growing demands that Spanish teaching in elementary classrooms creates for the ATs. This new focus might also be associated with the efforts of the ATs to “customize” pedagogical solutions that are appropriate to the specific context in which they are teaching Spanish.

As the end of the Fall semester approached, a the instructors of the A2LP emphasized ideas about how to respond to the elementary students interactions and how to use these interactions and response to assess teaching and learning. (See Appendix D). A third perspective emerged in the activity of the A2LP during this period of the academic year. This perspective, which I have called “an emergent look at language learning,” moved the focus of the activity from the procedural actions taken by the ATs in their teaching to a more sophisticated analysis of the relationship between these actions and elementary students’ language learning. New nuances and emphases characterize
ATs’ ideas, with a more distinctive focus on the elementary students’ language learning and a more explicit understanding of the connection between the actions of the ATs teaching in the elementary classrooms and the opportunities for language learning that these actions afford. In a way, the perspective of the ATs changed from thinking about concrete pedagogical actions to thinking about the elementary students’ language learning. This may very well presage an unexpected level of independence in which some ATs are able to make decisions that positively and emphatically impact student learning.

The focus on young learners’ language learning became even more explicit during the Winter semester, when the ATs expressed a conscious shift from a perspective centered on their own teaching skills and practices to a perspective centered in developing language skills in the elementary students. During this period of the academic year, the instructors of the A2LP promoted ATs’ thinking around their instructional goals, inviting them to reflect on how those goals had change since September of 2014. (See Appendix D). This fourth perspective, “creating opportunities for the learning of Spanish,” is represented by ATs’ efforts to build productive relationships with their students that lead to deeper language learning, and an interest in creating learning opportunities for all the students by adjusting their teaching to attend to the different needs of these young learners. In this period of the Winter semester the social activity of the A2LP also refers more directly to specific aspects of the elementary students’ language learning, emphasizing strategies to promote active practice with the language, particularly in the form of verbal production.
Finally, as the academic year reaches to an end, a new emphasis dominated the social activity of the program. While the instructors of the A2LP prompted ATs to reflect on the core values of Spanish teaching, the ATs appeared to develop a more sophisticated understanding of the complex activity of teaching, highlighting the tensions and dilemmas arising as they taught Spanish in their elementary classrooms. For instance, the ATs refer to the tension between attending to individual needs by interacting with the students one-on-one while at the same time supporting and managing the whole class. Another example of the dilemmas they noticed appears between their interest in facilitating opportunities for students’ independent practice with the language through activities that involve conversation in small groups or pairs, and their interest and skills for managing student behavior and keeping the class under control. These pedagogical dilemmas, as Lampert (1985) suggests, are legitimate but competing aims that do not have a simple or straight solution. In this sense, the fact that the ATs seem to acknowledge these dilemmas does not mean that they have developed teaching strategies to address them effectively or even address them at all. Yet this incipient awareness of the complexity of teaching suggests that the ATs are reflecting more deeply and more broadly on the kind of teacher they intend to be in their classrooms and the features of their own belonging as Spanish teachers in the A2LP.

I believe that this learning curve through the five perspectives can be conceived as a process of developing membership and belonging to the A2LP community. As the ATs evolved in this curve they internalized the activity of the program, centered in learning second language teaching and promoting the learning of the Spanish language for the elementary students. The instructors of the A2LP prompted and accompanied ATs’
processes of learning through a scaffolded pedagogical design. Yes, it is important to emphasize that the ATs were not solely reacting to the seminar pedagogies, but also transforming the activity of the seminar as they discussed their experiences in the classrooms and used the social facts of the A2LP to make sense of these experiences. The chronological display of these perspectives presented in Figure 9 can be transformed into a display that highlights the movement from a focus on the individual to a focus on understanding the complex activity that characterizes the community, as shown in Figure 10. In this sense, this developmental process appears as an integral and inseparable aspect of social activity. In the next sections I describe in detail each of these perspectives making reference to the ‘social facts’ used in each of them.

![Diagram of perspectives]

**Figure 10.** Perspectives in curve of learning and participation. Dynamic view
**Perspective I. Defining the role of Apprentice Teacher.** At the beginning of the Fall semester 2014, before the ATs taught their first lesson, the perspective taken by the ATs was centered on the definition of the role of Apprentice Teacher. The responses of the ATs frequently included, either as a direct or indirect mention, ‘social facts’ associated with the expectations that the undergraduate students needed to meet as they became Apprentice Teachers, as well as the fears and joys associated with teaching in elementary classrooms for the first time. As one might expect, the use of many of these ‘social facts’ was prompted by the instructors of the A2LP Seminar, who organized the sessions to support the undergraduate students in becoming ATs and clarified the expectations associated with this role. Yet the analysis of the responses also showed how some of the facts proposed by the instructors were not ‘taken up’ by the ATs and how the ATs introduced their own facts to represent their experiences. These facts later became an important part of the social activity of A2LP.

Specifically, the responses to prompts in the first three Seminar sessions – before the ATs had their first experience teaching Spanish—named most frequently the ‘duties’ expected for an AT. The facts that were mentioned most frequently in the responses for the first three seminar sessions – between 17% and 29% percent of the times — were: ‘planning and preparation [for teaching]’, ‘lesson plans’, ‘using 95% Spanish’, ‘use of gestures, visuals and props [to support teaching]’, and ‘use of ATs’ energy, enthusiasm, voice [as teaching tools]’. These social facts named the responsibilities of the ATs and the ways in which their role in the classroom would be established. In this sense, being an AT in the A2LP involves a process of preparation for teaching, analyzing and adjusting lesson plans. It also implies a systematic use of Spanish in the classroom, and a
practice characterized by the use of many forms of representation. Being an AT is as well about the expression of enthusiasm, showing energy, and using the AT’s own self as a resource for teaching. An example of the use of these social facts comes from one response provided in the second Seminar session (social facts highlighted in bold font).

Here, responding to a seminar prompt about the ATs’ responsibilities, the AT stressed the importance of using Spanish profusely in the classroom and the work that ATs should do in preparation for teaching:

3 things I learned today: 1. the importance of *speaking Spanish whenever possible*. 2. The importance of *adapting the lesson plan* to fit individual classes. 3. The need to *rehearse before going to teach*. (R17.CQ.FS2)

Another response emphasized the idea of ATs using themselves as a tool for teaching through using gestures, pacing their Spanish speaking, and purposefully using their voices to support student learning:

3 things I learned today: 1. *Gestures* are very important. 2. *Speaking slowly* to your students is key. 3. *Inflection/tone of voice* will help students in their learning. (R18.CQ.FS2)

As one of the instructors of A2LP, and in my role as a participant observer in this community, I can recognize these ideas as part of the expectations that the instructors foregrounded for the role of Apprentice Teacher. These ideas were explicitly mentioned in Seminar lesson plans and other instructional materials used in Seminar. These ‘social facts’ were also part of the discussions held in those sessions. Nevertheless, what I would
like to emphasize here as an important finding is that –independent of the initial source of these ‘social facts’– the ATs took up some facts and not others, and they put them into use when they helped in making sense of their experiences in elementary classrooms and learning in Seminar sessions. In contrast, some terms introduced by the instructors in these first sessions – such as ‘developing classroom routines’, ‘modeling interactions in Spanish,’ or getting prepared for teaching by ‘anticipating students’ reactions’ – were not presented in ATs’ responses during this period of the semester, perhaps because they required some experience teaching in the elementary classrooms in order to become meaningful ideas for the ATs.

The ATs also introduced new facts to represent their own expectations as they approached the teaching of their first Spanish lesson. This creation of ‘social facts’ by the ATs was consistent across the academic year, and in the majority of cases, they became part of the social activity by reappearing in following sessions, which I believe speaks of the dynamic nature of social activity. For instance, the idea of having mixed feelings of excitement and wariness with regard to their first teaching experience was frequently mentioned in the responses of the first seminar sessions. This idea was suggested in 25% of the responses for Seminar session number one. An example is provided in the following response to the closing question in Seminar session number one:

After the seminar, I am excited for the experience but little worried about blanking out in front of the kids. (R17.CQ.FS1)
One of the most frequently used facts (23%) in the responses for Seminar session number three was ‘students’ participation and engagement’, which made reference to the ways in which the elementary students would be involved in the lesson. Frequently this term was used with connotations of fear or wariness about the elementary students’ behaviors in the classroom. The ideas provided in two responses to the opening prompt in Seminar session number 3 illustrate these feelings of worry:

I’m worried about keeping the kids engaged for the full half hour. I’m particularly worried about awkward lulls or silences that could reflect unpreparedness. (R11.OQ.FS3)

It is going to be my first class tomorrow, so obviously there are some nerves. However, I am most concerned about being able to effectively keep the classes attention and behavior under control if it becomes necessary to do so. (R45.OQ.FS3)

It is interesting to notice that these worries about elementary students’ participation and engagement in the lesson are very much related to the ATs’ personal experiences in the classrooms – how they might feel if the elementary students are not participating or engaged—and not necessarily with the consequences that a lack of participation might have in terms of student learning. This fact appears multiple times in the responses of the ATs during the academic year. However, it takes different connotations depending on the perspective that is predominant at the time. One plausible explanation for this particular focus might be that because the ATs had little experience
teaching in the classroom at this point, their only point of reference for thinking about the experience in the classroom was themselves and the ways they would position their role as Spanish teachers in the classrooms.

Summarizing, the first perspective taken by the ATs with regards to their participation in the A2LP is very much about the role and responsibilities of the AT as a Spanish teacher and her or his personal experiences in the first few weeks of impersonating or “trying on” this role.

Perspective II. Developing Spanish teaching skills. The second perspective reflected in the activity of the A2LP started as the ATs increased their teaching experiences in the classrooms and as the instructors introduced ideas around second language teaching, like management of the lessons and language practice. This new focus is positioned in Spanish teaching as a set of strategies, moves, and ways of organizing the elementary students’ experience with the Spanish language for promoting language learning. This perspective is presented in the responses to prompts in Seminar sessions numbers three, four, five and six, showing a movement from the person of the Apprentice Teacher and the features of this role to the actions taken in Spanish teaching. A potential explanation for this shift may be found in the demands that teaching Spanish in elementary classrooms created for the ATs. From their third week in the program, ATs taught thirty-minute lessons in third and fourth grades, taking the role of the lead teacher in the classroom. Enacting such a role required a repertoire of strategies, teaching moves, and tools for organizing Spanish both as the content of teaching and as the language used in teaching. The social facts circulating in the activity of the program seemed to function as a tool for naming such requirements and needs and for designing
Spanish teaching accordingly.

**Organizing the lesson.** The ‘social facts’ used in the activity of the A2LP during most of the Fall semester were connected to the experiences of the ATs teaching in the elementary classrooms and the challenges and successes they experienced in those lessons. A good example of this shift in the focus of the activity emerged during Seminar session number three, when a portion of the ATs had taught their first lesson. These ATs introduced ideas around ‘time management’, highlighting the need for a balance between covering the material of the lesson and delivering this content in ways that are understandable for the elementary students. Two responses presented this fact by saying:

I wish that I would have had **more time** because sometimes when I had to slow down my sentences and elaborate differently, it took time away from the other parts of the lesson. (R39.OQ.FS3)

I wish that I **managed my time** better with the first class. They were very talkative so it was difficult to get through the material on time. (R40.OQ.FS3)

What is interesting to notice here is that the ideas around ‘time management’ emerged after the ATs experienced teaching in the classrooms for the first time, and not before. The experience of teaching in the classroom and struggling with the dilemma of covering the material while at the same time facilitating student understanding seemed to bring to the surface a variable that wasn’t considered before enacting the first lesson: the management of instructional time. The use of this fact suggests it is functioning as a way of renaming ATs’ experiences in ways that open opportunities to reconstruct and
reorganize their teaching for the following lessons by taking into consideration this new variable.

**Creating a repertoire of management moves.** Another example that illustrates the ways in which the perspective of the ATs shifts to reflect their actions teaching in the elementary classrooms is the reference to *students’ participation and engagement*, a term that emerged from the responses in the first few sessions, but that gained new meaning once the ATs had taught their first lesson. The use of this fact from this second perspective makes more reference to the actions taken in managing the lesson and less to the person of the AT, as I noted in the previous section. See for example the response provided by one AT during the third session of the Fall semester:

> I think for next time we need to work on a clearer **system for participation**. Kids tended to speak out when they had something to say instead of waiting to be called on. Also, we need to come up with an **organized way of dealing with** the students who are already fluent in Spanish. (R15.OQ.FS3)

As can be noticed in this response, the idea of *students’ participation and engagement* is associated with the ways in which the ATs organize the classroom for teaching and not with the feelings that having or not having elementary students involved in the lesson might generate in the ATs. Ideas around the effective management of the classroom continue to appear in subsequent sessions.

In the closing question for Seminar session number three, after a session dedicated to address strategies for the management of the classroom, the highest frequencies of mention of facts presented in the responses were: *positive narration*
(14%), ‘use of non-verbal cues’ (12%) and ‘modeling of positive behavior’ (10%). In the A2LP, ‘positive narration’ refers to a series of moves that teachers use to invite other students in their classrooms to behave in productive ways, as some classmates are already doing. The teacher would comment aloud how a particular student is presenting a desirable behavior with the expectation that others would follow along. In this way ‘positive narration’ packages a sequence of actions taken while teaching. The use of this fact allows ATs to organize their practice to manage a productive lesson. Something similar happens with the fact ‘use of non-verbal cues’, which refers to a way of communicating with students who might be distracted during the lesson without disrupting the flow of the lesson and drawing negative attention to that particular student.

All of these terms refer to moves that were introduced by the instructors as ones that the ATs may use to manage their classrooms effectively.

Three examples represent the use of these social facts in ATs responses: the first for the use of ‘positive narration’, the second for ‘use of non-verbal cues’, and the third for the indirect mention of ‘modeling of positive behavior’:

One of the strategies I will definitely use is positive narration by saying “I love the way how STUDENT is paying attention to me! Her ears are listening and her eyes are looking at me! let's see how fast everyone else can do that” (R29.CQ.FS3)

I will try and use non verbal cues. I think they will be helpful because they will not disturb the dynamic of the class or embarrass anyone. If someone is not raising their hand or jumping up and down I will give a stern or questioning look
and say to raise your hand before talking. This kind of cue can also be used if someone is not participating. (R35.CQ.FS3)

I am going to explain explicitly how to raise your hand and also the rules of the ball toss game providing clear examples (R34.CQ.FS3)

Once again, it is interesting to notice the linguistic choices made by the ATs while writing their responses. Indeed, the seminar session discussed these and other strategies for the management of the classroom explicitly, and certainly ATs were asked to provide examples of a management strategy that they will use in their next class. Yet not all the strategies introduced by the instructors were “taken up” by the ATs when they were answering the closing question. The ones appearing more frequently have the common characteristic of being associated with promoting a productive and positive climate in the classroom, which is a central theme in the activity of the A2LP.

**Spanish as the content of and the means for teaching.** With regard to the way Spanish becomes the content of learning, another theme addressed in the social activity during this phase of the academic term, the highest frequency (15%) of mentions in the responses for the opening question in Seminar session number four was ‘using 95% Spanish’ or the ‘95% rule’. This term was mostly mentioned making reference to the challenge that maintaining a lesson in the target language represents to the ATs. The response from one AT to the opening prompt in seminar session number four represents this challenge as follow:
Speaking Spanish 95% of the time was difficult - felt like they weren’t understanding anything we were saying […] (R34.OQ.FS4)

A second example deepened the analysis of this challenge by highlighting that in maintaining a lesson in the target language the AT not only needs to have command of Spanish as the content of the lesson—the vocabulary and concepts that the elementary students will be learning—but also a command of Spanish as the classroom language, e.g. naming routines, instructions, management moves and other strategies used by the AT in teaching the lesson (Freeman, 2016). The fact ‘using 95% Spanish’ carries meanings about the nature and function of the language in the classroom:

1. Speaking Spanish usually goes well while teaching vocab and the kids understand. However, it is not always so easy when I need to explain instructions. Because I don’t have a teaching partner to help demonstrate games and activities, it is sometimes hard to get my point across without English. 2. It can be difficult to keep the kids engaged when they are having a hard time understanding which causes them to just tune out. 3. Coming up with games and fun activities that are different than usual but easy to explain and do can be a bit tricky as I plan ahead. (R4.OQ.FS4)

At the end of the fourth Seminar session a teaching strategy to address the challenge of teaching in Spanish and maintain the lesson in the target language emerges in ATs’ responses. The most frequent (15%) term mentioned in these responses is ‘multiple representations of the language’. This term refers to the idea that in order to
facilitate the construction of meaning, the use of Spanish ought to be supported by offering to the elementary students different stimuli, involving visual, audible, and even tactile input. The following are some examples of how the ATs frequently refer to the term ‘multiple representations of the language’:

Speaking Spanish means **using different mediums** of materials in order to gain more student participation. (R17.CQ.FS4)

HOW you teach is essential, not what. Make sure to use **multiple means of expressing the concept** to students and always checking that your methods are being effective. (R33.CQ.FS4)

[Today] we learned **multiple ways to present** the same information that can get the students to be engaged through multiple mediums. (R26.CQ.FS4)

In subsequent sessions new terms and ideas were introduced by the instructors and taken up by the ATs with reference to different ways of organizing Spanish teaching, maintaining the lesson in the target language, and engaging students in the learning process. An interesting aspect of these ideas is that they tend to describe in rich detail what the ATs are doing in their teaching, their actions. These ideas and the facts used to name them were associated more frequently with different ‘teaching strategies’ (10%) that the ATs would use to organize their students’ participation, maximizing their opportunities to practice with the Spanish language. They also made reference to the ‘use of games and competition’ (15%) with the purpose of promoting enthusiasm and
engagement in the classroom activities. The responses to seminar prompts in this phase of the academic semester suggested that the ATs started to show greater control of their teaching. By saying this I am not suggesting that ATs necessarily became better teachers, but that they seemed to be able to name the rationale behind their teaching decisions and actions in sophisticated ways. These new ways of naming their actions seem to presage the movement to a third perspective in their curve of learning and their increasing participation. The following examples show how some ATs described the ‘teaching strategies’ they use in their classrooms, as well as the rationale behind those teaching decisions:

We’ve been having the students practice phrases and words with one another in small groups before we ask them to participate by raising their hands - once they feel more confident and sure that they’re doing the right thing, they are more likely to participate. (R2.OQ.FS5)

For both the opening and closing songs, we always ask the kids what a new style of singing would be that the whole class can do. We’ve done robots, cats, aliens, rapping, etc. The kids really like that they can have a say in the lesson and how we sing, and we make sure to incorporate new actions as well. (R43.OQ.FS5)

Likewise, the explanations offered by the ATs for the use of strategies like ‘use of games and competitions’ show greater sophistication in comparison with the responses in the first few seminar session. One might notice in the examples provided below that the reference to games and competition highlights their effect on the elementary students’
participation and in the decisions that the AT can make based on such participation. This is not just a reference to creating fun activities for the elementary students, which could be a more superficial approach to the use of games in the classroom:

One new strategy that we have used in our classroom is dividing the students into teams and having them compete against each other during activities such as “categorias”. I have found that when there is a competition involved kids are more likely to want to participate and have motivation to do better in an effort to beat their fellow classmates. (R43.OQ.FS5)

The most effective tool I’ve used has been a game involving pulling strips of paper out of a Starbucks cup. The kids love to play a competitive game and it shows me what I need to review most heavily next lesson. (R30.OQ.FS6)

In synthesis, during this phase of the academic term, the social activity of A2LP tends to refer to the teaching strategies, management moves, and activities conducted to organize Spanish teaching in ways that are comprehensible for the elementary students and that will foster their participation. The use that the ATs make of the social facts also begins to facilitate more sophisticated ways of naming their teaching and specifically the rationale behind their teaching decisions.

**Perspective III. An emergent look at language learning.** As the Fall semester advanced to the last sessions, the social activity of A2LP seems to have a third transformation in its perspective, characterized by a stronger emphasis on the elementary students’ language learning and on assessing the quality of such learning. The responses
of the ATs offered more details about the specific aspects of the language they wanted to support and the evidence they will gather to assess the learning of such aspects. The important point here is that in addition to the emphasis of the previous phase—which had its focus on the actions of Spanish teaching and the strategies to organize the lesson, manage the classroom and organizing Spanish for teaching—this phase seems to extend this focus to add more detailed ideas around how these actions support elementary students’ language learning.

Among the social facts that most frequently appeared in ATs’ responses as the Fall semester reached its end, were: ‘student learning’ (18%), the use of teaching strategies like ‘review of previous content’ with the purpose of reinforcing learning (14%), and the recognition of evidence that the students ‘know concepts, vocabulary and phrases in Spanish’ (13%). Some ATs developed what seems to be a greater understanding of the nuances and complexities of language learning, as well as clearer ideas around ways of collecting evidences of student learning. Again, I am not suggesting that the ATs became better Spanish teachers, but that they were able to recognize and name the processes behind language learning in more complex ways. The responses provided by two ATs in the opening question of Seminar sessions number eight and ten offer a representation of how the references to student learning became more refined, distinguishing differences between students who are learning versus those who are not, and clarifying the language aspects in which they would like to observe learning:

I know that my students are learning when they show active participation in class […] I know when they are not learning when we just go over the material
and everyone is silent, and when we call on a student to answer, he doesn’t know and doesn’t remember. It is important to be able to distinguish between the two because it allows you to determine whether you are just piling the kids with information or are you really concerned about them learning the material. You will be able to identify when you are losing them or not and you can prepare for class better next time. (R22.OQ.FS8)

I hope the kids are grasping the materials and learning them in a manner that allows them to build on previous lessons. I also hope that they are getting more accustomed to hearing Spanish and understanding more and more of it each lesson. I fear that they simply lose everything they learn because of the tiny amount of time they have to learn it. […]. (R11.OQ.FS10)

While taking this third perspective, the ATs were able to establish stronger connections between their pedagogical actions and the effect that those actions could have in the elementary students’ language learning. A response provided in the opening question of Seminar session number eight illustrates the relationship between ‘repetition’ and the learning of specific content:

I know my students are learning when I take away some “aid” to help them, whether that be a poster of flashcards or even me helping them, and they still remember the words. That’s how I know it stuck with them. […] I know that a lot of repetition is what has helped them reach that point. I use this information to continue giving them less and less aids so that they are truly remembering the
words for themselves. So something that I might originally repeat for them in English to clarify, I’ll stop clarifying for them. (R23.OQ.FS8)

Summarizing, during this phase of the Fall semester the social activity of the A2LP seems to experience a third transformation in its perspective, this time to include an emphasis on elementary students’ language learning, and the ways in which such learning can be promoted and assessed by the ATs. From this perspective the ATs have the capacity to address more explicitly the connections between their actions in teaching and the opportunities for learning that those actions might open.

**Perspective IV. Creating opportunities for the learning of Spanish.** During the Winter semester the responses provided by the ATs to seminar questions and prompts began to show a fourth perspective, this time with an explicit recognition of elementary student language learning as the central goal of ATs’ work. In this fourth perspective ATs’ written responses showed a conscious movement from a focus on their own teaching actions and skills to a focus on student learning. This change in perspective suggests a new understanding of the activity of teaching and the relationships between teachers and students to promote learning. In the following example, there AT makes an explicit reference to a movement from “my own abilities” to the “abilities of the kids,” which suggests a deeper understanding of the different ways in which the ATs can facilitate language learning in their students and a sense of confidence in their own abilities to achieve this goal.

[...]Last semester I think my goals were based mostly on my own abilities, but I really want to focus on the abilities of the kids this semester (while still
improving my abilities as well).” (R14.OQ.WS1)

In this perspective, the new focus on young learners’ language learning is also expressed with more direct reference to specific language skills that ATs want to foster. The use of social facts associated with elementary students’ language learning is frequent. From all the facts used in ATs responses 20% of the mentions make explicit reference to ATs’ ‘focus on student learning’. In this perspective, the use of social facts associated with supporting the learning of ‘Spanish writing’ and specifically ‘oral production’ was more frequent as well, with 23% of the mentions. In this sense, ideas like “having fun in the lesson” are replaced with direct references to language skills:

I am looking to continuing to developing students who are passionate and excited about Spanish and to see my students Spanish writing ability improve as well. These goals are very different in that they are much more specific and less focused on my fears of being a teacher and being able to effectively manage a class. My goals were more focused on myself personally and my competency as a teacher rather than my students ability speak, write and learn Spanish. (R51.OQ.WS1)

Summarizing, this perspective is characterized by ATs’ efforts to build productive relationships with their students that lead to deeper language learning, an interest in creating learning opportunities for all the students through adjusting their teaching to attend to the different needs of these young learners, and an explicit focus on teaching practices that promote active practice with the language, particularly in the form of verbal
production.

**Perspective V. The complex activity of teaching.** Finally, as the 2014-205 academic year reached its end, the ATs took a perspective that described in explicit ways the challenges and complexities of teaching. The ATs talked about dealing with pedagogical dilemmas, attempting to balance their efforts to attend to the individual needs of the students and attend to the needs of the whole class. They also addressed the dilemma of making decisions to manage the behavior of the students and appearing as a *mean teacher* for their class, which suggests questions regarding which kind of teacher they wanted to be for their students. Finally the ATs also addressed the dilemma arising between ‘*using 95% Spanish*’ and promoting student understanding. Below an example of the responses of the ATs the illustrate this perspective:

A really difficult aspect of **classroom management** for me is making sure that everyone is able to participate without having side conversation. It’s also really difficult to get students who struggle academically to **participate in a positive way** - one student in my second class has been struggling with Spanish, but does want to be a part of classroom activities. He, however, is often discouraged when he doesn’t **understand the concepts**. My teaching partner and I have tried working with him individually, which has helped some, but it’s still really hard because that extra time spent with him (which has a very positive effect on his **classroom engagement and learning**) leads to other class **management issues**.

(R3.OQ.WS5)
Summarizing, this fifth perspective shows an incipient awareness of the complexity of teaching as social activity, suggesting that the ATs are reflecting more deeply and more broadly on the kinds of teacher they intend to be in their classrooms and the features of their own belonging as Spanish teachers in the A2LP.

**Summary of Findings**

In this chapter I took a closer look at the use of social facts in ATs’ responses to seminar prompts, exploring how the ATs made sense of their experience and participation in the activity of the A2LP. I argued that as the ATs made sense of their experiences as learners of Spanish teaching in the A2LP Seminar and as Spanish teachers in the classrooms, they adopted different perspectives, defining in this process their trajectories of learning and increasing participation. I believe these changes in perspectives were facilitated by the purposeful scaffold of the instructors, however the ATs also transformed the activity of the program by bringing their own experiences in the classrooms into the activity of the A2LP. This is why this evolution across the five perspectives may be considered part of participants’ developing identities as active members of the A2LP and as forms of belonging to the activity of the program.

In the activity of the A2LP these changes in perspective demarcated a movement that goes from a focus on the person of the AT and her/his newly adopted role to a focus on the activity of teaching as a practice centered in advancing the learning of Spanish for the elementary students in Ann Arbor public schools.

I believe that this developmental process through the five perspectives described above can be conceived as a movement of belonging to the A2LP community, moving from a focus on the individual to a focus on the complex activity of the community. In
this sense, this curve of learning can be seen as an integral and inseparable aspect of social activity of the program.
CHAPTER VII

The Experiences of the ATs Teaching Spanish in Elementary Classrooms

Overview

In this chapter I discuss the findings from the in-depth analysis of the ideas of eight ATs, regarding their Spanish teaching in different elementary classrooms. These ideas were provided in “naturally occurring” texts as part of two kinds of assignments requested in the A2LP during the 2014-2015 academic year: observation responses and the capstone assignment. In these texts the ATs shared their perceptions around aspects of their teaching on specific days that they considered successful, or less successful and in need of improvement. The exploration of ATs’ perceptions, instantiated in written texts, was associated with Research Question #3, aiming to understand the ways in which the ATs conceive of second language teaching and their role as Spanish teachers in elementary classrooms, and how they use those conceptions to organize their own Spanish teaching practice. To answer this research question I investigated the aspects of second language teaching that the eight ATs valued, the ones that seemed to challenge them, and the ways in which they explained their decisions and actions in the elementary classrooms in which they taught.

The analysis of these texts was conducted using analytic tools from SFL, particularly APPRAISAL analysis. This kind of analysis allows researchers to explore the interpersonal meanings presented in texts as speakers and writer express attitudes and adopt stances (Martin & White, 2005; Martin & Rose, 2007; Schleppegrell, 2012).
The ATs in the In-Depth Analysis Sample

As described in Chapter IV on methods of data collection and data analysis, the eight ATs chosen for an in-depth analysis were selected taking into consideration two criteria: a) their background experiences learning Spanish; and b) their career interest in or outside teacher education. The ATs’ Spanish learning experiences were considered an indication of ATs’ content knowledge, while the career interests were considered a signal of the professional identity these ATs wanted to adopt. The information regarding ATs’ Spanish learning experiences and career interest was self-reported in an exit survey at the end of the academic year. Among other things, this survey asked ATs to list the Spanish courses completed during their undergraduate education, study abroad and service-learning experiences, and participation in extracurricular activities that supported the learning of Spanish. In this survey, ATs were also asked about their plans to enroll or pursue teacher education. These two selection criteria led to the configuration of four different profiles, each represented by two ATs, as it is shown in the table below.

Table 18

<table>
<thead>
<tr>
<th>+ Experiences learning Spanish</th>
<th>- Experiences learning Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profile 1</td>
<td>Profile 3</td>
</tr>
<tr>
<td>Mark &amp; Erin</td>
<td>Florence &amp; Maggie</td>
</tr>
<tr>
<td>Profile 2</td>
<td>Profile 4</td>
</tr>
<tr>
<td>Laura &amp; Michaela</td>
<td>Lisa &amp; Carl</td>
</tr>
</tbody>
</table>

In the process of selecting the ATs for this sample, when more than two ATs satisfied the same criteria, I selected those two who varied in terms of other variables such as gender and/or the kind of teaching experience they had in the A2LP (e.g. male solo teacher, female solo teacher, male teaching with an experienced leadership AT,
female teaching with an experienced leadership AT, etc.). The ATs in this sample taught in different elementary schools and were not paired with each other as teaching partners. The placement of the ATs as solo teacher or as part of a teaching pair responded primarily to scheduling and availability reasons. In the A2LP, ATs might be teaching alone when scheduling does not support pairing. The table below summarizes the characteristics of these eight ATs according to the selection criteria.
<table>
<thead>
<tr>
<th>Profile</th>
<th>AT</th>
<th>Spanish Learning Experience</th>
<th>Career Interests</th>
<th>Teaching in the A2LP</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mark</td>
<td>7 Spanish courses 2 study abroad Spanish speaking country 2 extra curricular activities learning/teaching Spanish</td>
<td>Secondary Education</td>
<td>Solo teacher</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>Erin</td>
<td>10 Spanish courses 1 study abroad Spanish speaking country 2 extra curricular activities learning/teaching Spanish</td>
<td>Secondary Education</td>
<td>Solo teacher</td>
<td>4th</td>
</tr>
<tr>
<td>2</td>
<td>Laura</td>
<td>7 Spanish courses 3 service trips Spanish speaking country 1 extra curricular activities learning/teaching Spanish</td>
<td>Non related to teaching</td>
<td>Paired with experienced AT</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td>Michaela</td>
<td>8 Spanish courses 3 study abroad Spanish speaking country 2 extra curricular activities learning/teaching Spanish</td>
<td>Non related to teaching</td>
<td>Paired with AT</td>
<td>3rd</td>
</tr>
<tr>
<td>3</td>
<td>Florence</td>
<td>3 Spanish courses No study abroad Spanish speaking country No extra curricular activities learning/teaching Spanish</td>
<td>Elementary Education</td>
<td>Paired with AT (1 classroom) Solo teacher (2 classrooms)</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td>Maggie</td>
<td>1 Spanish courses No study abroad Spanish speaking country No extra curricular activities learning/teaching Spanish</td>
<td>Elementary Education</td>
<td>Paired with 2 ATs (Fall) Paired with AT (Winter)</td>
<td>4th</td>
</tr>
<tr>
<td>4</td>
<td>Lisa</td>
<td>1 Spanish courses No study abroad Spanish speaking country No extra curricular activities learning/teaching Spanish</td>
<td>Non related to teaching</td>
<td>Paired with AT</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>Carl</td>
<td>No Spanish courses No study abroad Spanish speaking country No extra curricular activities learning/teaching Spanish</td>
<td>Non related to teaching</td>
<td>Paired with experienced AT</td>
<td>4th</td>
</tr>
</tbody>
</table>
The Data for the In-Depth Analysis

The data used in the in-depth analysis discussed in this chapter were collected at the end of the 2014-2015 academic year, once the course grading process was completed and the participants had signed their written consent for the collection of coursework. The data collected were analyzed to identify these ATs’ ideas, beliefs, and attitudes around their own Spanish teaching in elementary classroom across the academic year. I collected two types of assignments completed by the ATs as part of their regular participation in the program: a) observation responses, and b) the capstone assignment (see appendices A and B):

a) Observation response. Twice per semester the ATs are observed while teaching in their assigned placements and receive written feedback from an A2LP field instructor. After receiving this written feedback the ATs complete an observation response, which asks them to reflect on different aspects of the lesson observed, pointing out the aspects of the lesson they considered went well and those they consider need improvement. For the purpose of this in-depth analysis I collected all the observation responses (four) completed by the eight ATs during the 2014-2015 academic year. From these observation responses I analyzed ATs’ responses to the prompt: “Identify two aspects of your teaching that went well and two aspects of your teaching that need improvement from your observed lesson? Why have you identified these specific areas?” I selected this prompt because it asked ATs to reflect and discuss concrete aspects of their teaching on the day they were observed. In doing this, the ATs described their teaching decisions and actions, as well as the reasons why specific aspects of the lesson were considered successful or requiring improvement.
b) **Capstone assignment.** Crafted as a portfolio, the capstone assignment asked the ATs to select samples of the lessons taught that showcased the main features of their teaching and represented their growth as Spanish teachers in elementary classrooms. I collected the capstone assignment completed by each AT in the sample at the end of the 2014-2015 academic year. From this assignment I analyzed the commentaries written by the ATs regarding the lesson that they considered to be their “most successful” one, as well as the lesson that they considered to be the “least successful” lesson of the year. In these written commentaries the ATs discussed the reasons why they considered these lessons represented the “most successful” and “least successful” ones, describing their decisions and actions and explaining why they selected those lesson. The prompts included in the capstone assignment are the following:

**An annotated sample of your best lesson plan/class:** You will select an example of one lesson plan/lesson that worked very well and *made you feel successful in your teaching*. You will comment on the **concrete reasons** why the plan/lesson was successful (e.g. preparation, creativity, management of the class, target students’ interests and needs, etc.) (2014-2015 Capstone assignment instructions)

**An annotated sample of your least successful lesson plan/class:** You will select an example of one lesson plan/lesson that didn’t worked and/or *made you feel unsuccessful in your teaching*. You will comment on the **concrete reasons** why the plan/lesson was unsuccessful (e.g. lack of preparation, less creativity, poor management of the class, didn’t meet students’ interests and needs, etc.) (2014-2015 Capstone assignment instructions)
These different assignments—observation responses and the capstone assignment—did not mandate specific word count, yet the nature of the capstone assignment led to longer elaboration than the comments provided in the observation responses.

In summary, for each of the eight AT selected for the in-depth analysis I collected four texts from their observation responses, and two texts from the capstone assignment—one for the “most successful” lesson and one for the “least successful” one. Given that data were collected once the academic year was concluded, I had difficulties collecting materials for two of the participants in the sample, specifically the second observation response conducted during the Fall 2014. These two observation responses were not available in the program’s archive and the corresponding ATs were not able to provide them either. The table below presents a summarized view of the data collected for the in-depth analysis.

Table 20
Data collected for in-depth analysis

<table>
<thead>
<tr>
<th>Profile</th>
<th>ATs</th>
<th>Obs #1</th>
<th>Obs #2</th>
<th>Obs #3</th>
<th>Obs #4</th>
<th>Capstone Project</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marc</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Erin</td>
<td>1</td>
<td>missing</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Laura</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Michaela</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Not completed*</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Florence</td>
<td>1</td>
<td>missing</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Maggie</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Lisa</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Carl</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Study of Attitudinal Meanings. APPRAISAL Analysis

Systemic Functional Linguistics (SFL), considers language as a constitutive aspect of human activity and social practice, functioning as a way of negotiating meaning and construing relationships with the world and with others (Martin & White, 2005; Oteíza & Merino, 2012). This sociosemiotic perspective on language is consistent with the sociocultural perspective discussed in Chapter II, which argues that human beings use symbolic tools, primarily language, to mediate and regulate their relationship with others and with themselves. In this framework, APPRAISAL is seen as a set of systems giving speakers/writers different linguistic choices in terms of how they appraise, grade and give value to social experience. As Coffin (2002) argues “the resources of APPRAISAL are not simply a means for a speaker or writer to make ‘personal’ comments on the world but rather can be viewed as interpersonal tools for developing solidarity between the speaker/writer and their audience.” (p. 511). In this sense, the use of APPRAISAL analysis allows researchers to capture interpersonal meanings expressed as writers/speakers present different attitudes in their texts. This analysis also allows researcher to explore how these writers/speakers adopt a stance by intensifying or weakening their evaluations, and by strengthening or softening the boundaries between the categories presented in their texts.

I conducted an investigation of attitudinal meaning and graduation, using APPRAISAL analysis (Martin & White, 2005; Martin & Rose, 2007) in order to understand how through the use of language the ATs presented their ideas, feelings and
values towards second language teaching and their roles as Spanish teachers; and how they used those ideas to organize and explain their own Spanish teaching practice.

**Attitudes**. In creating their texts, people use different language choices to share their emotions, judge behaviors, and evaluate phenomena. These attitudinal meanings may be instantiated in text as (Coffin, 2002; Martin & White, 2005; Martin & Rose, 2007):

a) Expressions of AFFECT, registering positive or negative feelings to indicate the emotional effect of an event. For example: “I walked out of the classroom feeling very successful in my teaching and genuinely happy.”

b) JUDGMENT of behavior, in terms of what we admire or criticize, commend or sanction, based on a set of institutionalized norms about how people should and should not behave. For example: “the students were so great with following the directions”

c) APPRECIATION of semiotic and natural phenomena, in terms of what we value or not in a particular field or setting. For example: “The day was a normal day until we broke up into our smaller groups.”

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5 Notation: In the examples and excerpts from ATs’ text I have marked attitudes of AFFECT in *bold italic* font, JUDGMENT of behaviors in *bold* font, and attitudes of APPRECIATION of phenomena in *bold underlined* font. The notation also includes a label in parenthesis ( ) naming the appropriate attitude: (+ AFFECT), (− AFFECT); (+ JUDGMENT), (− JUDGMENT); (+ APPRECIATION), (− APPRECIATION)
**Graduation**6. While presenting their attitudes in text, people also take a stance graduating their ideas along two parameters (Coffin, 2002; Martin & White, 2005):

a) Attitudes can be graduated in terms of **FORCE** by intensifying or weakening speakers/writers positions. For example, the same attitude of APPRECIATION may be turned up: “the questions that I asked were very (↑ FORCE) confusing for them,” or may be turned down: “the questions that I asked were a little bit (↓ FORCE) confusing for them.”

b) Attitudes can also be graduated in terms of their **FOCUS** by sharpening or softening the boundaries of the categorizations presented in the text. For example, while presenting an attitude of APPRECIATION the definition of the phenomenon ‘being lucky’ can be sharpened: “I also am particularly (> < FOCUS) lucky with my MT in that class.” The boundaries of the phenomenon ‘being lucky’ can also be softened: “I also am kind of (< > FOCUS) lucky with my MT in that class.”

As Martin and White (2005) suggest, these ‘graduation’ resources “enable speakers/writers to present themselves as more strongly aligned or less strongly aligned with the value position being advanced by the text and thereby to locate themselves with respect to the communities of shared value and belief associated with those positions.” (p. 94). A summarized view of these linguistic resources, with examples from ATs’ texts is presented in the following figure.

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6 Notation: In the examples and excerpts from ATs’ text I have marked the graduation in terms of **FORCE** and **FOCUS** with the same notation of the attitude they graduate (AFFECT, JUDGMENT, or APPRECIATION). The notation also includes a label in parenthesis ( ) naming the appropriate parameter of graduation: (↑ FORCE), (↓ FORCE); (> < FOCUS), (< > FOCUS)
Figure 11. Attitudes and graduation in texts (Martin & White, 2005)
Findings. Patterns in the Texts of ATs with Similar Profiles

The analysis of ATs’ texts showed an interesting pattern in terms of the characteristics of the texts provided by the eight ATs in the in-depth analysis sample. The ATs sharing a similar profile presented as well texts that were similar in terms of length—word count—and in terms of what they said and how they said it. As can be seen in the table below, the mean word counts were similar for ATs sharing a similar background of experiences learning Spanish, and similar career interests.

Table 21
Word count for each text analyzed in the in-depth study

<table>
<thead>
<tr>
<th>Profile</th>
<th>AT</th>
<th>Obs. #1</th>
<th>Obs. #2</th>
<th>Obs. #3</th>
<th>Obs. #4</th>
<th>Most Successful Lesson</th>
<th>Least Successful Lesson</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marc</td>
<td>157</td>
<td>115</td>
<td>276</td>
<td>159</td>
<td>229</td>
<td>396</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>Erin</td>
<td>162</td>
<td>-</td>
<td>82</td>
<td>271</td>
<td>242</td>
<td>233</td>
<td>198</td>
</tr>
<tr>
<td>2</td>
<td>Laura</td>
<td>105</td>
<td>44</td>
<td>104</td>
<td>248</td>
<td>259</td>
<td>217</td>
<td>163</td>
</tr>
<tr>
<td></td>
<td>Michaela</td>
<td>102</td>
<td>89</td>
<td>74</td>
<td>161</td>
<td>315</td>
<td>-</td>
<td>148</td>
</tr>
<tr>
<td>3</td>
<td>Florence</td>
<td>163</td>
<td>-</td>
<td>252</td>
<td>112</td>
<td>539</td>
<td>540</td>
<td>321</td>
</tr>
<tr>
<td></td>
<td>Maggie</td>
<td>378</td>
<td>235</td>
<td>217</td>
<td>118</td>
<td>552</td>
<td>658</td>
<td>360</td>
</tr>
<tr>
<td>4</td>
<td>Lisa</td>
<td>100</td>
<td>144</td>
<td>29</td>
<td>44</td>
<td>189</td>
<td>151</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>Carl</td>
<td>54</td>
<td>56</td>
<td>100</td>
<td>46</td>
<td>277</td>
<td>318</td>
<td>142</td>
</tr>
</tbody>
</table>

The longest texts were the ones written by Florence and Maggie, overpassing the 300 words on average. As was described in Table 19, Florence and Maggie shared a similar background of experiences learning Spanish and had similar career interests in elementary education. On their part, the shortest texts were provided by Lisa and Carl, with texts that on average had 126 words. Lisa and Carl were the ATs with the least number of formal experiences learning Spanish, and had career interests outside teacher education. In the case of Mark and Erin, the ATs with the richest experiences learning Spanish who were interested in pursuing teacher education, the texts had on average 210
Laura and Michaela, the ATs with the richest experiences learning Spanish who had career interests outside teacher education, the texts that had 155 words on average.

Alongside with the similarities in terms of length, the analysis showed similarities in terms of the content of the texts written by ATs sharing the same profile—they tended to write about similar things—and in terms of how these ATs used language to present their ideas in writing—they tended to write their texts in similar ways, emphasizing similar aspects of second language teaching. These similarities led to the identification of four different patterns in relation to the ways in which the ATs conceived of second language teaching and their roles as Spanish teachers in elementary classrooms, and how they used those conceptions to explain and organize their own Spanish teaching practice.

The texts of the ATs in the in-depth analysis sample addressed aspects of teaching that are frequently promoted and emphasized in the A2LP Seminar and that are certainly part of the social facts of the A2LP. For instance, they talked about ‘anticipating students reactions’ and about a thorough process of ‘planning and preparation for teaching’. The texts also described different ‘instructional activities’ emphasizing the ‘use of games and competition’ as a way of promoting ‘student participation and engagement’. The ATs discussed in their texts different ‘classroom management strategies’ and the ways of ‘using 95% Spanish’ and presenting the Spanish language in ways that facilitated the ‘development of language skills’ for the elementary students.

Finally, the texts of the ATs also discussed the importance of developing a ‘confident teaching persona’ and of ‘collaborating with teaching partners’ in preparing and enacting Spanish teaching in the classroom. In this sense, it is possible to notice that the ATs

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7 A One-way ANOVA was conducted to explore potential significant differences between mean word counts for the texts provided by the ATs in each profile. The results indicated, however, that these differences were not statistically significant.
seemed to have internalized the different dimensions of teaching that the A2LP Seminar and its instructors represented through the design and enactment of the seminar sessions. It is interesting, however, that the ways in which the ATs made use of the different social facts and the emphases the their linguistics choices expressed are different among ATs with different profiles. As mentioned above, the ATs sharing the same profile, emphasized similar aspects of second language teaching and addressed their own practice in similar ways, sharing what I have called a similar ‘orientation to teaching’ or a similar emphases regarding Spanish teaching and ATs’ work in the classrooms. Although the data collected and the type of analysis conducted do not allow to establish a direct correlation between the features of each profile and the kind of orientation to teaching expressed through the linguistic choices, the identification of these different orientations invite to a further analysis of the ways in which second language teaching is represented and made visible for the learners of teaching. These findings also invite to further exploration of the ways in which learners with different profiles and levels of development as second language teachers internalize different dimensions of the teaching practice.

**Orientations to Teaching**

The APPRAISAL analysis of the texts of the ATs allowed for the identification of four orientations to teaching. These orientations to teaching underscored different aspects of Spanish teaching and of the roles of the ATs as Spanish teachers in the classrooms. Although some themes appeared frequently in all the orientations, each one emphasized some aspects of teaching more than others.
The first orientation focused on *tailoring the lessons to attend to students needs and responses*, creating an environment for the students that feels positive, fair, and comfortable. The role of the ATs then involves the capacity to recognize students need and adjust their practice accordingly, following a thoughtful process of planning and preparation. Student language learning is seen in this orientation as desirable goal, usually consider as an additional gain, after creating a fun comfortable environment for the students.

The second orientation portrayed *the classroom as a function of the teachers’ enthusiasm and commitment*. The emphasis of this orientation is on ATs’ personal qualities and own growth as Spanish teachers. The premise behind this orientation suggests that when teachers are enthusiastic, committed, and confident, the students react with enthusiasm, engagement, and ultimately learn more.

The third orientation focused on *mastering the procedures of teaching*. The role of the ATs is associated with following the lesson plans and enacting instructional activities carefully and thoughtfully, ensuring this way that the classroom has a positive climate were students can learn.

Lastly, the fourth orientation emphasized the work of the ATs as teaching partners *building productive relationships*. In this orientation the collaboration and support between ATs is highlighted and associated with positive outcomes in the classroom. The premise behind this orientation suggests that things go well in the classroom when the ATs have worked together to prepare the lesson and support each other while teaching, complementing their roles. According to this orientation to teaching, this kind of collaboration between teaching partners ultimately allows to build positive and
productive relationships with the elementary students and support their learning of the Spanish language.

In the following sections I will describe these four orientations to teaching presented through the different linguistic choices of the eight ATs in the in-depth analysis. The following figure offers a graphic representation of the process of identifying these patterns and different orientations to teaching.

![Diagram of ATs Selected for In-depth Analysis]

**Figure 12.** Identifying patterns and orientations to teaching

**Tailoring the lesson to the students needs and responses.** This first orientation to teaching is presented in the texts from Mark and Erin. As described in Table 19, Mark and Erin shared the features of Profile 1, having a rich background of experiences learning Spanish, including several Spanish courses, study abroad and extracurricular activities that support the learning of Spanish. Mark and Erin also shared their interest in
secondary education and graduated recently from the School of Education Undergraduate Secondary Teacher Education Program.

The primary emphasis of this orientation is on the attention to student needs and actions in the classroom, which is certainly an aspect of teaching promoted in the A2LP as one of the ATs’ primary responsibilities in the classroom. In their texts, Mark and Erin expressed most frequently attitudes of JUDGMENT of their own capacity and tenacity as Spanish teachers, as well as JUDGMENT of students’ behaviors, tenacity to actively participate in the lesson, and ultimately, students’ development of language skills. Mark and Erin tended to present these attitudes of JUDGMENT suggesting an association between their teaching decisions and actions in the classrooms and the potential effect of these efforts in the behaviors of the students. For instance, see the excerpt below coming from Erin’s first observation response:

Two aspects of my teaching that went well (+ APPRECIATION) were getting the kids to participate and being able to adjust/shift my lesson according to the kids’ needs (+ JUDGMENT). I identified these because the kids were really (↑ FORCE) active and participating (+ JUDGMENT) in all aspects of the lesson and because there were some parts where I’d have to do something in my lesson a little (↓ FORCE) longer (+ JUDGMENT) if the kids weren’t understanding (− JUDGMENT) […] (Erin. Observation response #1)

Erin begins expressing a positive APPRECIATION of two aspects of her teaching that she consider the reasons why the lesson “went well.” These aspects are: her capacity to get the students actively involved in the lesson, and her ability to recognize student
needs adjusting her teaching accordingly. The positive JUDGMENT of her own tenacity as a Spanish teacher presented in “getting the kids to participate” and “being able to adjust/shift my lesson according to the kids’ needs” are presented in connection to students’ behaviors, which are heightened in terms of force – “really active and participating” — and offered as evidence of the effect of her actions as a teacher. In this text Erin suggests a relationship of mutual influence between teacher and students. An example of this relationship is when she had “to do something in my lesson a little longer if the kids weren’t understanding.” In this part of the text, the positive JUDGMENT of her behavior and the negative JUDGMENT of students’ understanding are connected by the use of the conditional conjunction “if” suggesting that the teacher takes the actions and difficulties of the students as an input to adjust her practice and to attend to the needs of the students.

A similar approach is taken by Mark, as he commented the aspects that “went well” in his first observation response:

I also thought that I handled the class well (+ JUDGMENT). When certain kids were not paying attention or talking (− JUDGMENT), I would stop talking or use a quiet signal to get their attention. […] (Mark. Observation response #1)

In his text, Mark presents a positive JUDGMENT of his capacity to handle the class, explaining how he adjusted his actions in the classroom in order to change the behaviors of his students in positive and productive ways. For example when he mentioned using a “quiet signal to get their attention” when he noticed “certain kids were not paying attention or talking.”
Another aspect highlighted in this orientation is a thoughtful process of planning and preparation for teaching, an important ‘social fact’ of the A2LP. See for example the two excerpts below coming from Mark’s comments on the “most successful lesson” and Erin’s comments on the “least successful lesson”:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Erin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments on most successful lesson</td>
<td>Comments on least successful lesson</td>
</tr>
<tr>
<td>Lastly regarding my lesson plan and preparation, I thought <strong>the addition of a back pocket activity in my lesson was great</strong> (↑ FORCE) (+ APPRECIATION) because we went through the lesson so smoothly (+ JUDGMENT) that we had about five extra minutes before the closing song.</td>
<td>We spent most of the class playing the flyswatter game, but <strong>the kids were being very</strong> (↑ FORCE) <strong>loud</strong> (– JUDGMENT) and we had to take time between each person’s turn to wait for the talking to stop. I think that <strong>better planning</strong> (– APPRECIATION) for this activity could have (↓ FORCE) helped, especially (&gt; &lt; FOCUS) in terms of classroom management.</td>
</tr>
</tbody>
</table>

Both Mark and Erin presented in their texts attitudes of APPRECIATION towards planning decisions and the anticipation of student reactions to the activities designed. In their texts, the attitudes of positive or negative APPRECIATION regarding the success of their lessons depended on how they considered their planning and preparation process went. Mark, for instance, emphasized how the design of what in A2LP is called a **back pocket activity** allowed the lesson to continue to go “so smoothly” until the closing song.
In contrast, in Erin’s text, she mentioned how the enactment of the flyswatter game required “better planning” in order to anticipate management difficulties such as “the kids were being very loud,” situation that took away time from the lesson in order “to wait for the talking to stop.” In this sense, Mark and Erin seem to value the process of planning and preparation for teaching as an important aspect of their role, leading to positive or negative outcomes depending of how well the preparation went.

In this orientation focused on adjusting teaching to the needs and responses of the students it is also emphasized the effort of the ATs to provide a positive comfortable environment for the students, maintaining the discipline of the classroom. As mentioned before, throughout their texts Mark and Erin tended to present most frequently attitudes of JUDGMENT and APPRECIATION. When they presented attitudes of AFFECT, these were usually attributed to the students in terms of feeling insecure or dissatisfied with Mark’s and Erin’s actions as teachers or when the students enjoyed and had fun during the lesson. See for example, the two excerpts below from Mark’s second observation response and Erin’s fourth observation response:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Erin</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation response #2</strong></td>
<td><strong>Observation response #4</strong></td>
</tr>
<tr>
<td>I like (+ AFFECT) to call on students randomly because then they always have to pay attention (+ JUDGMENT), but if I call on them on the spot, sometimes they get nervous (– AFFECT) perhaps because they think it is unfair (– AFFECT). I think</td>
<td>[…] it was very (↑ FORCE) obvious (– APPRECIATION) when the kids were complaining (– AFFECT) about unequal participation that there was something I could have been doing to help classroom management (– JUDGMENT)</td>
</tr>
</tbody>
</table>
that I could begin using popsicle sticks or some other way to call on the students.

at that point but I wasn’t sure what it was (– JUDGMENT).

In these texts, both Mark and Erin highlight their efforts and sometimes worries around creating for the students an environment that feels fair and equitable. Both ATs presented in their texts attitudes of AFFECT attributed to their students that talked about a sense of fairness in the ways in which the participation in the classrooms is organized, like in “perhaps because they think it is unfair,” “the kids were complaining about unequal participation.” In these sense, Mark and Erin reflected on their texts about things they could do to create an environment that feels fair for the students “using popsicle sticks or some other way to call on the students” in the case of Mark, or something that “I wasn’t sure what it was” in the case of Erin.

Finally, in this orientation the notion of student language learning seems to be associated with the kinds of activities enacted in the lessons. Mark and Erin highlight in their texts activities where the students can be actively engaged and have fun, suggesting that these activities lead to student language learning when they can be appropriately managed by the teacher. See for instance the excerpt from Erin’s comments in the “most successful lesson”:

Overall, the students seemed to be really (↑ FORCE) engaged (+ JUDGMENT) in all of the activities from this lesson and for that reason not only were there not a lot of classroom management problems (+ APPRECIATION), but they also learned a lot (+ JUDGMENT).

(Erin. Comments on most successful lesson)
In her text, Erin presents attitudes of positive APPRECIATION with regards to the absence of classroom management issues, which she attributed to be the result of student engagement in the activities. Student language learning appears as a gain that comes from student engagement, heightened in terms of force in “the students seemed to be really engaged” in a lesson that did not presented “a lot of classroom management problems.”

This perspective on the activities most favorable for student language learning is also present in the following excerpt from Mark’s comments on the “least successful lesson”:

The first reason that I thought it wasn’t a great (↑ FORCE) lesson (– APPRECIATION) was that three major components of the lesson were learning new or reviewing old vocabulary. […] I wanted to review vocab often in class (– JUDGMENT) so that students would not learn something once in class and not see it until the end of the year assessment. The lesson really (↑ FORCE) reflects this belief (– APPRECIATION) because after the opening procedures I start class with reviewing previous family vocabulary, then we learn new family vocabulary, and then I review clothing vocabulary. This was the entire lesson and it didn’t even (↑ FORCE) include a real (> < FOCUS) activity (– APPRECIATION). (Mark. Comments on least successful lesson)

In this text Mark presented attitudes of negative APPRECIATION of his attempts to focus the lesson on reviewing the vocabulary learned in previous units and learning new vocabulary. Although he seems to provide a thoughtful explanation for his decision to review the vocabulary, this action acquires a negative connotation, heightened by the use
of graduation resources such as: “wasn’t great,” “it didn’t even include” or “real activity.” Mark does not recognize the review of vocabulary as a “real activity” for this lesson, perhaps because it is not designed as a fun game for the students, element that he positively appreciates in his comments for the “most successful lesson.” Even though the lesson was focused on “learning new or reviewing old vocabulary,” Mark chooses this lesson as his “least successful” one, suggesting with this choice that promoting student language learning requires activities where the students can actively engage and have fun. This way, a valued aspect in the work of these ATs as Spanish teacher in the elementary classroom is their capacity and tenacity to manage the classroom, offering a positive experience for the students, who would enjoy and feel comfortable during the lesson.

It is interesting to notice that the references to student language learning, and the kinds of activities that are most productive in facilitating learning, appear more frequently in Mark’s and Erin’s last observation responses and in the commentaries on the “most successful” and “least successful” lessons from the capstone assignment. As described in the previous Chapter VI towards the end of the academic year the ATs showed a conscious movement from a focus on their own teaching actions and skills to a focus on student learning. This change in their focus suggests a new understanding of the activity of teaching and the relationships between teachers and students to promote learning.

In summary, in this orientation to teaching Mark and Erin emphasized their capacity to recognize the needs of their students, adapting their teaching accordingly, and providing for the students a positive comfortable environment. In this orientation, management problems are minimized by developing a process of careful planning and
preparation, designing classroom activities that are fun and in which the students can fully engaged. This kind of environment is seen as supportive of student language learning.

Based on these emphases I do wonder, however, to what extent the attention of these ATs to the creation of activities that are fun and engaging for the elementary students may hinder the use of activities that although not involving fun engaging games, may also contribute to student language learning. This is something that can be studied with further detail in future work.

*The classroom as a function of the teacher’s enthusiasm and commitment.* This second orientation to teaching is represented by the texts of Laura and Michaela. These two ATs share the features of Profile 2, with a rich background of experiences learning Spanish, completing several Spanish courses, having experiences studying abroad as well as service learning trips, and participating in extracurricular activities that support the learning of the Spanish language. Laura and Michaela also have career interests outside teacher education.

Laura’s and Michaela’s texts show an orientation to teaching that focuses on the AT’s personal stance in the classroom and their own development as a Spanish teacher. These ATs evaluate the qualities of a successful lesson in terms of their personal skills to manage the classroom and to provide a positive fun experience for the students. These features are presented as a result of the ATs own growth in self confidence and enthusiasm. As suggested in Chapter VI, the ATs in the program show a focus on the development of skills to manage the lesson and creating environments that promote language learning. This focus is particularly present at the beginning of their
participation in the program. Laura and Michaela seem to maintain this perspective as they evaluate and discuss different aspect of their teaching. In this sense, perhaps the most distinctive feature of this orientation is that it looks at teaching from the perspective of the AT and her own personal development. The students, their behaviors and experiences appear many times in connection with the decisions and actions of the AT, but with a focus on how those behaviors are a reflection of AT’s own growth and development. For instance, Laura and Michaela frequently present in their texts attitudes of JUDGMENT of their own behaviors. Yet, what they judge are usually personal characteristics associated with their enthusiasm and commitment to the students. The judgment of behaviors do not necessarily involve their teaching capacities to make decisions and actions that facilitate a successful lesson. Something similar happens when Laura and Michaela present attitudes of AFFECT. The presentation of feelings of happiness, security, and satisfaction, either own or attributed to the students is frequently associated with personal characteristics such as enthusiasm and self confidence. See for example, the following excerpt from Michaela’s first observation response:

An aspect that **was positive** (+ APPRECIATION) is **the type of classroom we created** (+ JUDGMENT). They are **very** (↑ FORCE) **comfortable** (+ AFFECT) communicating with us, including questions or doubts. They are also **mostly enthusiastic** (+ AFFECT) about learning because we are **enthusiastic** (+ AFFECT) about teaching **which is another plus** (+ APPRECIATION). (Michaela. Observation response #1)

In this excerpt Michaela discussed different positive aspects of the lesson with reference to her presence and enthusiasm. The positive JUDGMENT of her behaviors
however are not associated with concrete teaching decisions and actions she might take as a Spanish teacher in the classroom. In her text, the positive attitudes of AFFECT attributed to the students are presented as a result of her and her teaching partner’s enthusiasm and positive stance.

Like Michaela, Laura seems to conceive the climate of the classroom as a reflection of her personal presence and attitudes. She does not present an explicit reference to concrete teaching actions taken in place to facilitate the productive participation of the students. In the excerpt below, coming from Laura’s third observation response, she proposed that her growth in terms of self confidence has an effect on the discipline of the classroom. The negative JUDGMENT of her confidence as a teachers is associated with the capacity to maintain the discipline of the classroom. In this sense, the discipline seems to be an effect of her personal stance in the classroom and not necessarily a result of her actions or classroom management moves:

[...] Things that need improvement (– APPRECIATION): Although my confidence levels in the classroom have improved (+ JUDGMENT), I could have (↓ FORCE) been more confident (– JUDGMENT) throughout the lesson to maintain discipline. (Laura. Observation response #3)

This perspective on the classroom as a reflection of the personal stance of the AT, her enthusiasm and commitment, is even more evident in Laura’s comment on her “most successful” and “least successful” lesson:
<table>
<thead>
<tr>
<th>Laura</th>
<th>Laura</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments on most successful lesson</td>
<td>Comments on least successful lesson</td>
</tr>
<tr>
<td>I believe this lesson <strong>went well</strong> (+ APPRECIATION) because <strong>we went in with</strong> the attitude that we were going to have <strong>as much</strong> (↑ FORCE) <strong>participation</strong> as possible (+ JUDGMENT) and with <strong>as much</strong> (↑ FORCE) <strong>student engagement</strong> that we <strong>could produce</strong> (+ JUDGMENT).</td>
<td>Another problem that I faced with this lesson <strong>was my attitude</strong> (– JUDGMENT). I didn’t put 100% into teaching that day (– JUDGMENT), and <strong>it showed</strong> (– APPRECIATION). <strong>I wasn’t nearly</strong> (↑ FORCE) as enthusiastic (– JUDGMENT) about the material, and <strong>my students</strong> knew it ( + JUDGMENT); their <strong>participation was some of the worst</strong> (↑ FORCE) (– JUDGMENT) I’d seen all semester, and <strong>that was completely</strong> (↑ FORCE) <strong>my fault</strong> (– JUDGMENT). Students feed off of the teacher’s energy, and <strong>I was definitely</strong> (↑ FORCE) throwing <strong>negative energy into the space</strong> (– JUDGMENT).</td>
</tr>
</tbody>
</table>

In her comments on the “most successful” lesson, Laura presents attitudes of positive APPRECIATION of the lesson, based on the positive JUDGMENT of hers and her teaching partner’s attitude in the class. The use of graduation resources in terms of FORCE, such as “as much,” emphasizes the effect that Laura’s attitudes as a teacher have
in how the lesson plays out, suggesting that the better the attitude of the teacher in the classrooms, the better is the participation and engagement of the students. Based on the texts showed above one can notice how Laura evaluates positively or negatively the lesson depending on how positive or negative she considers to be her attitudes on those days. Things go well when she has a positive attitude, things go bad when she does not. Notice the contrast between what Laura choses as her “most successful lesson” and her “least successful” one. While in the lesson selected as the most successful one Laura highlights her positive attitude and the positive effect on the overall lesson, in the one selected as the “least successful” lesson, Laura highlights how her lack of enthusiasm had a negative effect in the participation of the students: “their participation was some of the worst I’d seen all semester.” The use of graduating resources in terms of FORCE (i.e. “nearly,” “worst,” “completely,” “definitely”), accompanying the negative JUDGMENT of Laura’s behaviors, emphasize the importance that Laura attributes to the personal attitudes of the teacher in modifying the behaviors and overall participation of the students.

As the academic year advanced, both Laura and Michaela used in their texts more social facts of the A2LP associated with Spanish teaching practices like planning and preparation for teaching, and to instructional activities like back pocket activities and the use of visual materials to support student learning. This tendency to move from a focus on the person of the AT to a focus on the Spanish teaching practices was noticed for the complete cohort of ATs, as was described in Chapter VI. It is interesting though, that Laura and Michaela seem to evaluate these practices and activities in terms of the enjoyment they brought to the students, and the ways in which these practices facilitated
classroom management. As in the case of Mark and Erin, the references to student language learning are presented as a gain coming from an environment where the elementary students can have fun. See for example the excerpts below coming from Michaela’s second and third observation responses:

<table>
<thead>
<tr>
<th>Michaela</th>
<th>Michaela</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation response #2</td>
<td>Observation response #3</td>
</tr>
</tbody>
</table>

| I think mixing the two lessons was a **great** (↑ FORCE) **idea** (+ APPRECIATION) and it turn out to be **very** (↑ FORCE) **effective** (+ APPRECIATION). They recognized some of the material, which made them **feel good** (+ AFFECT), while **learning some new material** (+ JUDGMENT) on top of that. They were also **really** (↑ FORCE) **involved and engaged** (+ AFFECT) with the body shapes for the alphabet. |
| I think that our activity **went very** (↑ FORCE) **well** (+ APPRECIATION) because it **was engaging** (+ APPRECIATION) and the **kids had fun** (+ AFFECT) with the idea of the “season bags”. |

In these texts Michaela discussed some of her actions in preparation for the lesson such as “mixing the two lessons,” and made explicit references to the Spanish content covered in the lesson: “the body shapes for the alphabet” and “the idea of the “season bags.” However, the attitudes of positive appreciation are connected with the affective reactions of the students, their involvement and engagement: “made them feel
good,” “they were really involved and engaged,” “the kids had fun.” As can be read in the excerpt on the left, learning is presented as an additional gain, something that appears “on top” of everything achieved before. In the excerpt on the right, Michaela again presented attitudes of positive APPRECIATION of instructional activities in consideration of how they seemed to influence student behavior, facilitating engagement and fun in the classroom. These attitudes of positive APPRECIATION are heightened in terms of FORCE – “very well”—when those activities bring enjoyment to the students.

In Laura’s fourth observation response the idea of students having fun takes a central role as well:

If the students know that they have a fun activity or game (± APPRECIATION) coming up, then they will be more likely to behave well (± JUDGMENT) through the beginning of the lesson so that there’s enough time for the activity later on. […]

I think that the students could have (< > FOCUS) more fun (± AFFECT) as well – we talk in our classes about how Spanish is supposed to be fun (± APPRECIATION), but at times I feel that we can be a little (↓ FORCE) too militant (↓ FORCE). (Laura. Observation response #4)

In this fourth observation response Laura discussed the use of an agenda at the beginning of the lesson, a ‘social fact’ frequently reinforced in the A2LP as a way of orienting students’ participation and involvement in their learning process, proposing the “fun activity or game” as the main motivation for the students presented through the positive JUDGMENT of their behavior: “they will be more likely to behave well.” Later on in the text, Laura emphasized that an area of improvement had to do with how much fun
the students have during the Spanish class. She said: “Spanish is supposed to be fun,” presenting a negative JUDGMENT of hers and her teaching partner’s focus on discipline and arguing again, that the climate of the classroom is a reflection of her stance as a teacher: “I feel that we can be a little too militant.” In this sense, a central aspect highlighted by Laura in order to involve and engage the students in the lesson is to create a fun environment with fun activities.

Lastly, in her comments about the most successful lesson, Michaela discussed her own learning process and growth.

Michaela emphasized her and her teaching partner’s capacity to identify the activities that will be most successful with different groups of students. Again, it is interesting to notice that the success of these activities is not necessarily directly associated with student language learning, but with student participation and engagement in the lesson, which can ultimately facilitate learning. In fact, Michaela did not provide comments on a “least successful” lesson, arguing that all of the lessons she taught
included interactive activities, involving games or movement around the classroom. Therefore, she was successful in providing what the students needed.

In summary, this second orientation to teaching puts an emphasis on the AT and her personal enthusiasm and commitment to provide an environment where the students can enjoy and have fun. The experience of the students in the classroom is portrayed as a reflection of the enthusiasm, energy, and overall stance of the teacher. In this orientation to teaching the references to concrete teaching decisions, actions, and instructional activities, are evaluated in term of the enjoyment they bring to the students, and their effect in terms of student positive emotions, participation and engagement. In general, the effectiveness of concrete teaching decisions, actions, and instructional activities is not evaluated in terms of the potential effect they might have on student language learning, which is described as additional gain in the classrooms.

**Mastering the procedures of teaching.** This third orientation to teaching is represented by the texts of Florence and Maggie. These ATs share the features of Profile 3, characterized by experiences learning Spanish that include two or three Spanish courses. By the time the data for this study were collected, Florence and Maggie did not have any experiences like study abroad or service learning trips, nor they were involved in extracurricular activities supporting the learning of the Spanish language. Another characteristic Florence and Maggie had in common was their interest in pursuing teacher education and enrolling in the Undergraduate Elementary Teacher Education Program.

This orientation to teaching emphasizes the enactment of instructional activities in ways that facilitate student understanding and participation. The distinctive feature of this orientation is that the focus of Florence’s and Maggie’s texts is on the procedural
aspects of the enactment of the activities and the efforts to complete the lessons according to the lesson plans. As noticed in Table 19 Florence and Maggie are the two ATs in the in-depth analysis sample who wrote the longest texts. These texts were usually written as a list of decisions, actions and steps taken during the lessons, with explicit and frequent mention of Spanish language content, followed by thoughtful explanations of the reasons behind the teaching decisions. In their texts, Florence and Maggie presented most frequently attitudes of APPRECIATION towards instructional activities and attitudes of JUDGMENT of behaviors towards themselves and the students. These attitudes took positive or negative connotations depending on how the students reacted and how they were able to complete the activities as expected in the lesson plan. See for example Florence’s first observation response:

| Went well (+ APPRECIATION): 1) Passing out the name tags and made the effort (+ JUDGMENT) to make a name-face association with each student. I think they knew I was making a true (> < FOCUS) effort (+ JUDGMENT) to get to know them. 2) Review of the Cómo estás? Vocabulary. They really (↑ FORCE) enjoyed (+ AFFECT) the motions/faces that went along with these. […] The game did not go as I had hoped (– APPRECIATION). I don’t think my explanation was very (↑ FORCE) clear (– JUDGMENT) because I realized that throwing a tennis ball might be a little (↓ FORCE) uncomfortable for everyone (– AFFECT) while sitting down. I should (↑ FORCE) have had (– JUDGMENT) a softer, bigger ball (+ APPRECIATION) that would have been a lot (↑ FORCE) easier (+ APPRECIATION) for them to throw. (Florence. Observation response #1) |
In this first observation response, Florence used the ‘social facts’ of the A2LP to list a set of concrete actions and instructional activities like “passing out name tags”; “review of the ‘¿Cómo estás?’ vocabulary”; “the game”; “my explanation.” These actions and activities were evaluated positively —“went well”—or negatively —“needs improvement”—depending on how students perceived them and how comfortable they felt while doing it. The use of graduation resources like “true effort” and “really enjoyed” seem to highlight the importance that Florence gives to students perceptions and reactions to the activities of the lesson. For example, “passing out name tags” went well because the students knew Florence was making “a true effort to get to know them.” The review of vocabulary went well, because the students “really enjoyed” the dynamic character of the activity.

In her first observation response, Maggie as well used the ‘social facts’ of the A2LP to list actions and activities completed during the lesson:

| I also really liked (+ AFFECT) having our PowerPoint, specifically for the cognates sections. I think it was helpful (+ APPRECIATION) for the students to see how the word looked in Spanish, compare it to the word in English and have a visual aid too. […] The other aspect of our teaching that I think needs improvement (− APPRECIATION) is coming up with easy phrases (+ APPRECIATION) to use with the students whether used for transitions or to reassure a student (+ AFFECT) that it is okay (+ APPRECIATION) if they do not understand something (− JUDGMENT). (Maggie. Observation response #1) |

In her text, Maggie lists different activities of the lesson such as “go over classroom expectations”; “leading the cognates section”; “leading the commands
portion”; or “having a power point.” As Florence, Maggie expressed attitudes of positive or negative APPRECIATION of those actions and activities depending on how the students reacted to them and how they contributed to student understanding and comfort during the lesson. For example, she considers the PowerPoint “helpful” because it allowed the elementary students to “see how the word looked in Spanish, compare it to the word in English and have a visual aid too.” In contrast, an aspect that “needs improvement” is the use of simple Spanish as a way to “reassure a student” when challenges in terms of understanding are present.

As described in Chapter VI, as the academic year advanced, the ATs showed in their texts a stronger emphasis on the elementary students’ language learning and on assessing the quality of such learning. The responses of the ATs offered more details about the specific aspects of the language they wanted to support and rationale behind their teaching decisions and actions. Florence and Maggie presented in their texts similar emphases on student language learning, with elaborated explanations of their teaching decisions, always referencing the implications of their actions for the learning experience of their students. For instance, see Florence’s second observation response:

**Went well** (+ APPRECIATION): My tactics for engaging my students have **drastically** improved (+ APPRECIATION) since the beginning of the year. Instead of just calling on the handful of students that I know will be able to answer right away (+ JUDGMENT), I’ve gotten comfortable (+ AFFECT) calling on students that I know probably (< > FOCUS) know (+ JUDGMENT) the **right answer** (+ APPRECIATION) – they just (> < FOCUS) need an extra 15-20 seconds to think about it before they’re ready to speak out (+ JUDGMENT). (Florence. Observation response #2)
In this text Florence presented attitudes of positive APPRECIATION with regard to the strategies used to engage the students in the lesson. These attitudes are heightening in terms of FORCE with the expression “drastically improved.” Florence supported this positive APPRECIATION of the “tactics for engaging my students” with a thoughtful explanation of the reasons behind her teaching and her understanding of students rhythms and overall performance, which are presented in the positive JUDGMENT of student behaviors: “they just need an extra 15-20 seconds to think about it before they’re ready to speak out”

In her second observation response, Maggie provided as well a detailed explanation of the implications of her actions while working alongside her teaching partners during a lesson that involved work in three different stations:

For my station in particular I think there are a couple things I could have (↓FORCE) improved (→JUDGMENT). The students did not seem to grasp the concept of talking as a group (→JUDGMENT) to answer the questions so I think for the Jeopardy game it may have been (↓FORCE) more effective (→APPRECIATION) for them to each write down their answer on a scrap of paper and hold up the answer after a few seconds. The reason why I have identified this area is because it seemed like the same 1 or 2 students were answering the questions (+JUDGMENT) while the other students may not have (↓FORCE) gotten much (→JUDGMENT) out of the activity. Additionally, since we only had 6 minutes in the station I would have been (↓FORCE) more selective in the questions the groups answered (→JUDGMENT). Since we only had time to go through a handful of
questions I should (↑ FORCE) have been better prepared to focus on areas that seem to be a struggle (– JUDGMENT). (Maggie. Observation response #2)

Maggie addressed the aspects of her teaching that day that needed improvement, with reference to student understanding, opportunities to participate, and areas in which her students struggled. Although the expression of attitudes of JUDGMENT and APPRECIATION are turned down with graduation resources such as “could have,” “may have,” “would have,” Maggie presents in her text her evaluation of the aspects that needed improvement based on her understanding of how her decisions and actions in teaching are related to the learning of her students. She discusses changes in the Jeopardy game, on the time assigned to each section of the activities and even the ways in which she could have designed the activity to “focus on areas that seem to be a struggle.”

It is interesting to notice that Florence and Maggie addressed in their texts their efforts to create lessons that were responsive to students’ interests and needs, in similar ways as Mark and Erin did in their own writing. The difference in this orientation to teaching seems to be the focus on describing the enactment. Across the academic year, and every time they were asked to analyze their teaching, Florence and Maggie provided rich descriptions of their decisions and actions, warranting them with thoughtful explanations of the implications of such actions for the experience of the students. In many cases, however, the decisions made emphasized their intention to cover what was proposed in the lesson plans and completing activities as expected. In a way these ATs considered their responsibility as a Spanish teacher, to follow the lesson plans and the overall Spanish curriculum.
An instance of this emphasis can be found in Florence’s fourth observation response:

| I could have (↓ FORCE) phrased my answer to [Name of female student]’s question (about French) in a more positive way (← JUDGMENT). The reason I cut her off is because she almost always (↑ FORCE) asks questions that are off-topic (← JUDGMENT) (at least one per lesson) and I’ve struggled with figuring out (← JUDGMENT) how to get her to stay focused on Spanish. (Florence. Observation response #4) |

In this text Florence describes her struggle to attend to questions from her students that deviate from the central topic of the lesson. She presented attitudes of negative JUDGMENT towards her interaction with a student: “I could have phrased my answer to [Name of female student]’s question (about French) in a more positive way,” however she justified her decision on her interest in maintaining the focus on Spanish. Although this interest could be interpreted as an attempt to support the learning of the Spanish language, it also raises questions regarding the ways in which allowing contributions that seem to deviate from the main topic of the lesson can also be productive for student language learning, helping the elementary students understand how languages work overall.

On her part, Maggie discussed in her third observation response the design of a worksheet, raising the dilemma between assessing individual understanding and “getting through the worksheet” in a way that is comfortable for the students:

| Another aspect that I think could have been (↓ FORCE) improved (← APPRECIATION) was the format of the worksheet. I think we could have (↓ FORCE) changed the format (← |
JUDGMENT) to make it either a whole class activity or a small group activity. Meaning to make it run more smoothly (+ APPRECIATION) I think we could have (↓ FORCE) encouraged collaboration (← JUDGMENT) in their table groups where students could help each other. Even though this does not give us a sense (- APPRECIATION) of how each individual student is doing with the material it may have been (↓ FORC) more effective (- APPRECIATION) in getting through the worksheet. (Maggie, Observation response #3)

The attitudes of negative APPRECIATION towards the format of the worksheet suggests that a format that allows the student to complete the worksheet is desirable and “more effective,” even if it is at the cost of losing information regarding how each student is understanding the material. Maggie acknowledges in her texts that “even though this does not give us a sense of how each individual student is doing,” a different configuration of the activity is “more effective in getting through the worksheet.” In this sense, it seems that Maggie’s attention is on covering the activities on her lesson plan as a way of assuring that she is supporting student learning.

Finally, as the academic year came to an end and Florence and Maggie wrote about their “most successful” and “least successful” lessons, the focus on the procedural enactment of instructional activities persisted. Their accounts on the “most successful” and “least successful” lessons were the longest ones in the sample of ATs, passing the 500 words mark. These accounts again, were presented as a list of steps and procedures, where positive and negative attitudes of AFFECT, JUDGMENT, and APPRECIATION were grounded on the quality of the enactment and accuracy in the completion of the lesson
plans. See for instance, the excerpts below from Maggie’s comments on the “most successful” lesson and Florence’s comments on the “least successful” lesson:

<table>
<thead>
<tr>
<th>Maggie</th>
<th>Florence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comments on most successful lesson</strong></td>
<td><strong>Comments on least successful lesson</strong></td>
</tr>
<tr>
<td>When planning this lesson I was thinking</td>
<td>Without my PowerPoint, I had to write</td>
</tr>
<tr>
<td>through how this activity would play out</td>
<td>the lyrics to the songs on the board,</td>
</tr>
<tr>
<td>in the classroom and realized I wanted to</td>
<td>which was fine (+ APPRECIATION), just</td>
</tr>
<tr>
<td>come up with <strong>explicit directions</strong> (+</td>
<td>not ideal (− APPRECIATION), I felt</td>
</tr>
<tr>
<td>APPRECIATION) for the students to follow.</td>
<td>unsuccessful (− AFFECT) because it</td>
</tr>
<tr>
<td>One <strong>potential difficulty</strong> (− APPRECIATION) I thought could arise was</td>
<td>seemed like I wasn’t prepared (− JUDGMENT). I should (↑ FORCE) have</td>
</tr>
<tr>
<td><strong>students getting distracted with the</strong></td>
<td>had a back-up poster with the lyrics (−</td>
</tr>
<tr>
<td><strong>drawing aspect of the activity and stop</strong></td>
<td>JUDGMENT). Okay, so if the lesson was</td>
</tr>
<tr>
<td>giving me their undivided (&gt; &lt; FOCUS)</td>
<td><strong>going downhill</strong> (− APPRECIATION) before,</td>
</tr>
<tr>
<td><strong>attention</strong> (− JUDGMENT). For this reason I decided to institute the rule of when they</td>
<td>this was where it plummeted (↑ FORCE) (− APPRECIATION). <strong>My first error</strong> (− JUDGMENT) was thinking that a tennis</td>
</tr>
<tr>
<td>hear “lapiz” they can pick up their pencil and when they hear “no lapiz” they have to put the pencil down. <strong>I was so</strong> (↑ FORCE) amazed (+ AFFECT) how <strong>well</strong> (+ APPRECIATION) this worked in the classroom. <strong>Students put down their pencils as soon as they heard “no</strong></td>
<td></td>
</tr>
</tbody>
</table>

...
**lapiz**” and were completely (↑ FORCE) engaged without a pencil in their hand until I said “lapiz.” (+ JUDGMENT) This was one thing that made me feel so (↑ FORCE) successful (+ AFFECT). It made me so (↑ FORCE) happy (+ AFFECT) to see the activity I came up with run so (↑ FORCE) smoothly (+ APPRECIATION) in the classroom.

As can be seen in the excerpt above on the left side, Maggie emphasized among other things her thinking process during planning and preparing her lesson and the different problems she tried to prevent while designing the activity. This process of “anticipation of students reactions” is an important social fact of the A2LP promoted by the instructors since the beginning of the academic year. It is interesting that Maggie felt successful and happy when the activity worked as expected and the students followed her directions avoiding this way the problems she was anticipating. In this sense the possibility of managing the classroom and maintaining control of the activities made of this lesson the most successful for Maggie.

For Florence, as can be seen in the excerpt above on the right side, her “least successful” lesson was one where she was not able to get through the plan as expected, situation that on her perspective made her look unprepared. She had problems with the classroom projector and was not able to use the prepared materials, which prompted her
to use an alternative strategy. Although this alternative solution was initially evaluated positively by Florence, with an attitude of positive APPRECIATION—“Without my PowerPoint, I had to write the lyrics to the songs on the board, which was fine”—the action takes a negative connotation later in the text when she refers to that moment of the lesson as “going downhill.” Then, her choice of materials for the ball toss game did not allow her to complete the activity as expected, situation that again is associated with an attitude of negative APPRECIATION, even heightened in terms of FORCE when things did not go as planned, like in “literally anything else would have been better.”

In summary, this orientation to teaching has its main focus in the enactment of instructional activities according to the lesson plans and the overall design of the activities suggested in the Spanish curriculum of the A2LP. The important role of planning and preparation of activities is emphasized by Florence and Maggie as a way to be responsive to students interests and needs. The emphasis is however, on completing the activities as planned and follow the lesson plan consistently. In this sense, a faithful enactment of the designed activities is seen as a way to support student understanding, participation, and comfort during the lesson. It is also seen as a way of helping the teacher in taking control of the classroom.

**Building productive relationships.** This fourth orientation to teaching is represented by the texts of Lisa and Carl. These ATs share the features of Profile 4. Lisa and Carl are the two ATs with the least number of formal experiences learning Spanish, with almost no Spanish courses and without experiences studying abroad of participating in extracurricular activities that support the learning of Spanish. Lisa and Carl also share career interests outside teacher education. (See Table 19).
The orientation to teaching emphasized on Lisa’s and Carl’s texts focused primarily on the relationships created between the two teaching partners and with the students in the classrooms. Lisa and Carl are the ATs who provided the shortest text, with an average of 180 words. Given the length of the texts, there is less description of the lessons. Lisa and Carl tend to focus their writing on the ways in which they collaborate with their respective teaching partners and on the kind of relationships they create with the students. In contrast with other ATs, like Florence and Maggie or Mark and Erin for example, Lisa and Carl provide brief descriptions of their classroom practices. Many times these descriptions are presented in response to suggestions provided by the field observer in the observation feedback that precedes the observation response. See for instance what Lisa highlights in her first observation response:

I think [Name of teaching partner] and I did a great (↑ FORCE) job of working together (+ JUDGMENT) on this lesson and backing each other up while teaching (+JUDGMENT). Our roles were (↑ FORCE) very balanced and complementary (+APPRECIATION). We also did well (+ JUDGMENT) with giving the students practice with the worksheet. Two aspects we need to improve upon (~ JUDGMENT) are our start and end time and providing an actual (> < FOCUS) lesson plan (+ APPRECIATION), not just a PowerPoint, when we are observed. I identified these specific areas based off [Name of field instructor]’s observation feedback form of us as well as my memory from the class and what I felt confident (+ AFFECT) about during the lesson. (Lisa. Observation response #1)
In the previous excerpt, Lisa emphasized the importance of working with her teaching partner, collaborating and supporting each other. The use of graduation resources like in “great job” and the position of the attitudes of JUDGMENT at the beginning of the text: “I think [Name of teaching partner] and I did a great job of working together on this lesson and backing each other up while teaching” seem to establish this collaboration between partners as a central aspect of the work as an AT in the A2LP. This collaboration is certainly encouraged in the activity of the A2LP, what it is interesting is that both Lisa, as well as Carl, emphasized this collaboration as a central aspect in what they considered a “successful lesson.” In this sense, the work with the students, “giving the students practice with the worksheet,” appears as an addition to an already established “great job.” Practices like planning and preparation for teaching, appear in the text in reference to the field instructor feedback and presented just as something an AT does when she is going to observed. This focus on the role of the AT and the definition of her responsibilities was also observed in the written responses of the complete cohort of ATs during the first few weeks of participating in the program, as noted in Chapter VI.

On his part, Carl also emphasized the relationships created with the students and his collaboration with his teaching partner. See what he emphasized in his first observation response:

The class’ engagement went well (+ APPRECIATION). Also, the students were very (↑ FORCE) sad (− AFFECT) to see us go which shows us they had a lot (↑ FORCE) of fun (+ AFFECT). [Name of teaching partner] and I could (↓ FORCE) work on using more Spanish and help each other better in the classroom (− JUDGMENT). For example, I
could walk around the classroom as she does the presentation. (Carl. Observation response #1)

The aspects that needed improvement according to Carl are primarily centered on how him and his teaching partner can support each other during the lesson. The references to classroom management strategies like “walk around the classroom” are presented more like a way to support his teaching partner than as a way to facilitate the participation and learning of the students. Carl made as well reference to increasing the use of Spanish as an area of improvement, however this reference is turned down in terms of FORCE by the use of the modal “could,” suggesting that using more Spanish is not absolutely necessary. Carl’s references to the students’ positive AFFECT highlight the central role of student engagement and enjoyment, and the positive bond created between ATs and students: “the students were very sad to see us go.” In this sense, the success of the lesson is associated with the positive relations created among all the participants, not necessarily in terms of student understanding or development of language skills. This kind of emphasis was also observed in the texts from the complete cohort of ATs discusses in Chapter VI where I described how a focus on student language learning appeared towards the end of the Fall semester and not before.

As the academic year advanced, both Lisa’s and Carl’s texts introduced more references to their teaching practice, while still maintaining their positive APPRECIATION of their collaboration. In their texts there is an increasing use of ‘social facts’ to name their classroom activity, like “classroom management”; “using 95% Spanish”; “use of gestures”; or “proximity and circulation.” This increase in the use of ‘social facts’ might
be an indication of their developing membership to the A2LP, and also an indication of
the role that these facts play in organizing their practice and internalizing their role as
Spanish teachers in the elementary classrooms. Lisa’s second observation response is a
great example of this new development:

| We were able to make this lesson relatable (+ APPRECIATION) because we took the vocabulary and had them use it in ways that made it interesting to themselves (+ APPRECIATION), which deepened their understandings (+ APPRECIATION). We had great (↑ FORCE) classroom management (+ JUDGMENT) because [Name of teaching partner] and I took turns teaching and managing our students, and feel very (↑ FORCE) comfortable (+ AFFECT) teaching with each other. Two aspects that need improvement (– APPRECIATION) are giving clear explanations (+ APPRECIATION) and using 95% Spanish. These two areas I want to focus on go hand-in-hand, since it is difficult (– APPRECIATION) to get our fourth grade students to thoroughly understand us (– JUDGMENT) when we are speaking in 95% Spanish. In order to improve upon this, we need (↑ FORCE) to think of multiple ways to explain objectives and use more gestures (– JUDGMENT). (Lisa. Observation response #2) |

In this text, Lisa discusses in more detail her efforts to create a lesson that relates to the students’ interests and that supports their understanding. Although she highlights again the positive relationship of collaboration with her teaching partner, through a heightened positive JUDGMENT and AFFECT—‘We had great classroom management because [Name of teaching partner] and I took turns teaching and managing our students, and feel very comfortable teaching with each other.’—Lisa also describes with further
detail the ways in which she might improve her practice, pointing out this improvement as a personal goal. The use of social facts like “clear explanations,” “using 95% Spanish,” “multiple representations of content,” and “use of gestures” seem to signal Lisa’s attention to her teaching practice and increased understanding of the role that such practice plays in supporting student learning.

Like Lisa, Carl also maintained his emphasis on the collaborative relationship with his teaching partner throughout the academic year, while introducing ideas around Spanish teaching. In his second observation response, Carl presented attitudes of positive JUDGMENT of their “teamwork,” suggesting that this is one of the two aspects where him and his teaching partner “did very well.” In this text he also introduced ideas around the use of Spanish in the classroom and the promotion of equitable participation among the students, which are practices valued in the A2LP community and part of its ‘social facts’.

See the excerpt below from Carl’s second observation response:

| I think two aspects *we did very* (↑ FORCE) *well* (+ JUDGMENT) was our teamwork. The way [Name of teaching partner] and I *alternated slides fluently* (+ JUDGMENT) and *were able to address students while the other teacher continued to teach* (+ JUDGMENT). Also a point of emphasis in the past was using all Spanish; however, this lesson [Name of field instructor] *complimented us on our use of Spanish* (+ JUDGMENT). Two things we could work on: the participation *could use some* (↓ FORCE) *work* (− APPRECIATION). We always have students *very* (↑ FORCE) *excited* (+ AFFECT) to volunteer and answer a question; however, there are *some classes that go by that only a group of 5 or 6 students will raise their hand* (− APPRECIATION). (Carl, Observation response #3) |
By the end of the academic year, Lisa and Carl showed a more sophisticated way of analyzing their teaching, trend that was also observed in the texts from the complete cohort of ATs. They provided thoughtful explanations of the aspects of their practice that were successful as well as those that, in their perspectives, led to the least successful lessons. Their comments on the “most successful” and “least successful” lessons, stressed once again their positive APPRECIATION of the collaboration and support between teaching partners, adding an emphasis on planning and preparation for teaching as a teamwork effort. In these texts, Lisa and Carl also made reference to student learning in explicit ways, presenting attitudes of positive APPRECIATION towards students’ active practice with the Spanish language. For instance, in her comments on the most successful lesson, Lisa discussed the work she and her teaching partner did with the unit about families. She presented attitudes of positive JUDGMENT of their lesson planning process and the implications of this work in the experience of the students. See the excerpt below from Lisa’s comments on the “most successful” lesson:

We utilized the students’ creativity (+ JUDGMENT) by giving them the chance to draw their own family trees. **This not only allowed them to directly interact with the material and be creative** (+ APPRECIATION), but **it also was another way that this lesson allowed them to make connections from Spanish to their own personal lives** (+ APPRECIATION). This is **very** (↑ FORCE) **important** (+ APPRECIATION) since it makes them far more (↑ FORCE) **interested and engaged** (+ JUDGMENT), leading to the greater (↑ FORCE) **participation and questions** (+ APPRECIATION) asked during this lesson. In order to execute this lesson as well as we did, [Name of teaching partner] and I thoroughly (↑ FORCE) **lesson planned and thought of creative ways to teach** (+
In this text Lisa highlighted the importance of establishing connections between the Spanish content and students’ personal lives. She explained how this connection and attention to students’ lives and interests had as a result more engagement and participation from the students, elements that are heightened in terms of FORCE like in “very important,” “far more” and “greater.”

On his part, Carl evaluated the work done in preparation for teaching as well, this time for the “least successful” lesson:

The drawing activity allowed the students free time to goof off (− APPRECIATION) rather than to learn the vocabulary in a fun way (+ APPRECIATION). [Name of teaching partner] and I were not able to meet prior to plan for this lesson (− JUDGMENT); she was swamped (↑ FORCE) with work (− APPRECIATION) and I had an Organic Chemistry test later that day. Our lack of preparation was apparent (− JUDGMENT) in the creativity that was put into this lesson. This unfortunately showed (− APPRECIATION) and the students had trouble labeling their faces correctly, if they even (↑ FORCE) got to it at all (− JUDGMENT). The drawing activity proved to be unsuccessfully executed (− APPRECIATION) by us, mainly because we did not emphasize the importance of labeling the facial features (− JUDGMENT).

In his comments, Carl discussed how the lack of appropriate planning and preparation, working with his teaching partner, had an impact in the learning
opportunities offered to the students. In this lesson, even though the students seemed to be having a good time, with “free time to goof off,” Carl presented attitudes of negative APPRECIATION, arguing that the activity did not allow student to “learn the vocabulary,” which seemed to be his main goal. In this sense, and as was discussed in Chapter VI, as the academic year reached its end, Carl and other ATs showed a more sophisticated understanding of the learning processes of their students and discussed their decisions and actions to purposefully support this learning.

In summary, this fourth orientation to teaching emphasized the relationships created between teaching partners and with the students. In their texts Lisa and Carl discussed frequently their practices of collaboration and support between teaching partners to promote student participation, engagement and ultimately learning. Although the focus on relationships was maintained throughout the academic year, Lisa and Carl showed an evolution in their approach to teaching, developing more sophisticated ways of describing their practice, making use of the ‘social facts’ of the A2LP and offering thoughtful explanations for their work as Spanish teachers in Ann Arbor elementary classrooms.

**Summary of Findings**

In this chapter I have addressed Research Question #3, exploring the different ways in which the eight ATs in the in-depth analysis sample conceive of second language teaching and their role as Spanish teachers in elementary classrooms. I have explored as well how the ATs used those conceptions to organize their own Spanish teaching practice. In these analyzed texts, the ATs presented ideas around the aspects of second language teaching they valued, the ones that seemed to challenge them, and the ways in
which they explained their decisions and actions in the elementary classrooms in which they taught.

Through the analysis of attitudinal meaning and graduation (Martin & White, 2005; Martin & Rose, 2007), I was able to capture how the ATs presented their ideas, feelings and values towards second language teaching and their Spanish teaching in schools, and how they presented themselves and their roles as Spanish teachers.

The APPRAISAL analysis of ATs’ texts showed different emerging patterns where the ATs sharing the features of specific profiles emphasized specific aspects of Spanish teaching promoted in the A2LP. In this sense, an important finding referred to the fact that ATs sharing similar profiles, tended to write texts that were similar in length—number of words—and most importantly, that were similar in terms of what they said and how they said it. This way, ATs sharing the same profile, emphasized similar aspects of second language teaching and addressed their own practice in similar ways, sharing what I called the same ‘orientation to teaching’. These orientations to teaching underscored relevant aspects of Spanish teaching and of the roles of the ATs, frequently valued in the A2LP community, such as the importance of a thoughtful process of planning and preparation for teaching, the creation of positive and productive environments where the elementary students can participate and contribute, the ways in which the ATs can grow in their role of teacher and develop a positive teaching persona, and the habits of collaboration and support between teacher partners and among the ATs participating in the program. The fact that the ATs internalize these aspects in different ways, emphasizing some of them more than others reminds the dynamic nature of the processes
of learning teaching, where learners construe meanings as they negotiate their previous experiences and conceptions with those available in the learning communities where they participate.

Although the data collected and the analysis conducted in this study do not allow to establish a direct correlation between the specific features of each profile and the kind of orientation to teaching that the ATs show, these finding do highlight the importance of considering the background of experiences of the learners of teaching and their different interests. These findings suggest that as ATs construe meanings associated with their role and their teaching practice, they pay attention to aspects of teaching that are central and important for this practice. Yet, this attention to specific aspects of second language teaching over other, may have the effect hindering their understanding of the complexity of this practice and may prevent ATs from enacting the practices that could be most fruitful for the learning of their students. In this sense, it is important that the instructors in the A2LP and also teacher educators in a broader sense pay close attention to ways in which teaching is made visible for the learners of teaching and the ways in which these learners are supported in learning aspects of this practice that are not evident for these learners.
CHAPTER VIII

Insights and Conclusions

The Core Features of the Study

This dissertation study was designed to understand the processes of learning second language teaching in the context of the A2LP. A central feature of the A2LP is that the undergraduate students participating are prepared for Spanish teaching in a weekly seminar, while at the same time they teach Spanish in Ann Arbor public elementary schools. In this sense these participants learn second language teaching while doing the work of teaching.

The core arguments of the study were grounded on a sociocultural perspective on learning and the idea that learning, as any kind of human activity, is situated and is integral part of social activity. Using Freeman’s theory of the design of teacher education, I argued that teacher education experiences constitute communities of activity organized around teaching and learning. Situated in these communities of activity, the participants of teacher education programs negotiate previous conceptions and experiences around teaching and learning, with the tools and learning opportunities offered by the programs. These tools, as well as the opportunities to use them, function as frameworks of reference to rename participants’ experiences and to reconstruct their practice. A key aspect in the design of teacher education is the social activity in which the participants engage and the tools that they use to make sense of their experiences. These tools are the common understandings or ‘social facts’ that define
what is taken as true by the members of the community, and what is central and definitional for them.

With this framework in mind, I studied the social activity of the A2LP and its social facts, answering questions about what are the social facts that characterize this community; how the participants of the A2LP used the social facts to make sense of their experiences; and, how the participants of the A2LP conceived of second language teaching and used those conceptions in organizing their Spanish teaching practice. In this investigation, the participant observer perspective provided the opportunity to make visible aspects of the activity of the A2LP that were not evident from an outsider perspective.

The study of the social activity of the A2LP through the analysis of its social facts indicated that the A2LP is organized around different facts that name and represent ideas in four broad themes. These themes addressed the roles of the ATs and their participation and belonging as members of the A2LP; the practices and activities involved in Spanish teaching; the learning of Spanish by the elementary students; and the construction of positive and productive classroom climates.

As the ATs participating in the A2LP made sense of their experiences, both as learners of Spanish teaching in the A2LP Seminar and as Spanish teachers in the classrooms, they adopted different perspectives to understand and explain their teaching. The ATs’ perspectives evolved in a curve of learning and increasing participation. These changes in perspectives were considered part of participants’ developing roles as learners of second language teaching and as Spanish teachers in
elementary classrooms, as well as part of their increasing sense of belonging to the activity of the program.

As I moved to the in-depth analysis of texts from the group of eight ATs, I explored through the use of APPRAISAL analysis how these ATs conceived of Spanish teaching and presented their role as Spanish teachers in elementary classrooms. I also explored how these conceptions were used by the ATs to analyze and ultimately to organize their own teaching practice. This analysis indicated different emerging patterns in relation to the ways in which the ATs oriented their teaching, defined their responsibilities, and organized their practices in the elementary classrooms. These different orientations to teaching functioned as ‘lenses’ to look at second language teaching and to explain and understand the ATs’ practices.

**Implications of the Study**

**Methodological implications.** In the second chapter of this dissertation I argued that the sociocultural perspective on learning had three premises that were central for the study and that raised important methodological implications for the study of the processes of learning teaching. The first premise suggested that learning is the result of the internalization of social activity: the internal reconstruction of a function that originally was part of social interactions. If that is the case, then studying the processes of learning teaching begins by recognizing the interactions, practices, and activities of the setting in which learners are situated and that are internalized by them. Studying the processes of learning teaching means understanding the social experiences where the learners participate, the context of their interactions with others, and their interactions with the conceptual tools and artifacts made available in the teacher education programs.
The second premise proposed that the process of internalization of social activity is mediated by culturally constructed tools and semiotic systems, the most important of which is language. Thus, in the context of learning teaching, language functions as a semiotic tool to transform teachers’ conception of teaching, and also transforming as well their actions in teaching. This premise implies that studying the processes of learning teaching requires the recognition of the technical and symbolic tools mediating the internalization of activity as well as the ways in which learners make sense of their experiences through the use of semiotic tools. This second premise emphasizes the importance of exploring the experiences of the learners of teaching from their own perspectives and their ways of understanding teaching and their roles in the classrooms. Future investigations of the processes of learning teaching might benefit from exploring what learners say as well as how learners use language to present themselves and their ideas, feelings, and values towards teaching. Such perspectives are what in this dissertation study have been called the representational and presentational approaches.

The third premise suggested that learning emerges from a process of increasing participation in the activity of a community. In this sense, learning is an integral aspect in a process of belonging to a community, acting and participating as the members of the community do. This premise implies that studying the process of learning teaching cannot be reduced to the study of how individuals adopt new strategies and behaviors. This study requires analyzing how the learners of teaching become members of the teaching community, how they are recognized by others, and how they participate in the activity of teaching. A way of capturing these conceptions and ways of orienting
the participation of learners in the community is through the study of the ways in which
they use language to present their ideas, values, and evaluations of the phenomena in
which they participate. The use of tools from SFL such as APPRAISAL analysis can
inform researchers with regard to the meanings construed through the different linguistic
choices participants make as they describe and explain their experiences.

**Theoretical implications.** The conceptual framework for this study emphasized
that teacher education experiences are organized around a set of common understandings
or social facts that define who the participants of these experiences are and what they
do. Social facts emerge from and are situated in activity. In this sense, these facts cannot
be abstracted from the activity they name and define. For instance, this study has shown
how the A2LP as a community of activity dedicated to prepare students for second
language teaching is as well organized through a recognizable set of ‘social facts’. The
use of the social facts of the A2LP demarcates and orients what the participant do in the
classrooms and what the instructors do to prepare these participants. These facts
represent a set of values and beliefs around what second language teaching should be, as
well as what are the concrete practices around which Spanish teaching should be
organized in the program. In this sense, the facts organize the activity of the members of
the A2LP and define them as recognized members of the community.

One of the implications derived from understanding teacher education
experiences in these ways is associated with the fact that learning teaching as social
experience cannot be reduced to how individuals adopt new strategies and
behaviors. Likewise these strategies and behaviors cannot be taught to the learners of
teaching as a list of generalizable steps. This is central in understanding the contributions
of approaches like practice-based teacher education. This approach highlights the central role that the social activity of teacher preparation programs plays in the preparation of preservice teachers and their learning processes. The focus on practice as the core of the curriculum emphasizes the situated and dynamic nature of the processes of learning teaching. In this sense, the core practices defined by the teacher education programs specify how a teacher, subject matter, and diverse students would interact around authentic problems. These practices represent central aspects of the activity of teaching and cannot be reduced to a list of steps that the learners of teaching will learn independently of their enactment. In other words, these core practices instantiate examples of teaching that are deliberately selected, rehearsed and analyzed, offering learners opportunities to develop a repertoire of routines of interaction and instructional relationships.

Another theoretical implication derived from a perspective that looks at teacher education experiences as communities of activity is that the social facts of a community are transformed and internalized in different ways by the members of the community. In this sense these facts and the ways in which they are organized are dynamic and change as the members of the community make use of them and make sense of their experience through them. For instance, the ATs in this study used different social facts to explain their decisions and actions in teaching and to make sense of their roles as Spanish teachers in the classrooms and of the learning processes of their students. As the academic year advanced, the ATs showed increasing levels of sophistication in their understanding of Spanish teaching and young learners’ language learning. This does not mean that they became better teachers, but that they were able to better understand some
of the complexities and dilemmas involved in the work of teaching through the use of the semiotic tools offered by the program. The ATs internalized some facts and not others. They used some facts in specific moments of the academic, when they were helpful in making sense of their experiences teaching in the classrooms, and not necessarily when the instructors made them available through their pedagogical decisions and actions. The ATs also introduced new facts as they participated in the program and extended the original meanings of some social facts as they negotiated their experiences learning second language teaching and teaching Spanish in elementary classrooms. This dynamic development of social facts reminds us that learning teaching is a process of negotiation of meanings and that learners are active creators of meanings regarding what their sense of what teaching is and how it is enacted.

**Practical implications.** The findings of this study demonstrate that the use of social facts seemed to accompany the development of the participants and their curves of learning. In this way, some social facts seemed to emerge as part of the everyday activity of the program only once the participants were able to make sense of other aspects of their activity. Young learners’ language learning is an instance of the emergence of facts as they allowed ATs to make sense of their experience and advance their practice. The ATs were able to use the social facts associated with young learners’ language learning once they had a better hold of who they were as ATs and what they did as they taught Spanish in their classrooms. These findings have important implications for those in charge of the preparation of new teachers in the sense of considering that what is made available for the learners of teaching through the different pedagogies of the preparation programs is not inevitably *visible or usable* for the learners of teaching. In this sense the
attention to the ways in which different aspects of teaching are represented for the
learners of teaching has important implications for the ways in which these aspects will
be internalized by the learners. The ATs moved through the different perspectives in the
curve of learning in different paces and with different levels of depth. While some ATs
were able to provide thoughtful explanations of their decisions and actions in teaching in
early stages of the academic year, others maintained for a longer period an approach to
teaching that was in a way more superficial. Future studies might explore the
backgrounds and characteristics of learners who show one or the other approach in order
to design pedagogies that help new teachers in advancing and accelerating their
movement through different perspectives.

These findings were reinforced with the results coming from the in-depth study of
ATs’ texts through APPRAISAL analysis. While the eight ATs in the in-depth analysis
sample underscored relevant aspects of Spanish teaching and of the roles of the ATs,
frequently valued and encouraged in by the A2LP instructors, they did so maintaining
their own orientation to teaching. These orientations to teaching stressed aspects such as
the importance of a thoughtful process of planning and preparation for teaching, the
creation of positive and productive environments where the elementary students can
participate and contribute, the ways in which the ATs can grow in their role of teacher
and develop a positive teaching persona, and the habits of collaboration and support
between teacher partners and among the ATs participating in the program.

It is interesting, however, that the ATs emphasized some aspects over others and
that these emphases were associated with the profiles they represented. The ATs that
shared similar profiles tended to write texts that were similar in length –number of
words—and most importantly that were similar in terms of what they said and how they said it. This way, ATs sharing the same profile emphasized similar aspects of second language teaching and addressed their own practice in similar ways, sharing this way a similar orientation to teaching. The identification of these different perspectives, developmental processes and orientations to teaching invite those in the role of teacher educators to analyze the aspects of teaching that are made visible to the learners of teaching and the practices that are more fruitful in representing teaching in its complexity. Future studies may focus on the study of the pedagogies associated with these different approaches to teaching and the ways in which the instructional activities of the preparation program support the learning of second language teaching.

**Limitations and future studies.** Future studies may also address some of the limitations of this study. For instance, they may extend the study of orientations to teaching, addressing the fact that given the data collected and the type of analysis conducted in this study it is not possible to identify the extent to which the background of Spanish learning experiences and the career interests of these ATs was related with the orientation to teaching presented in the ATs’ texts. In this sense, this study was not able to answer whether other ATs not included in the in-depth analysis sample but with similar profiles to the group of eight ATs would also share similar orientations to teaching, or whether new orientations would have emerged from the study of their texts. Future studies may focus on exploring the texts of other ATs fitting the characteristics of the four profiles in order to capture their orientations to teaching or extend the ones identified in this study.
Appendix A.

Capstone Assignment Instructions

CAPSTONE PROJECT

As we reach the end of the year in A2LP, we want to see your analysis of your progress in the program. The Capstone project is an opportunity to look back and analyze your work and also to pass on your learning to others who will become part of A2LP in the next academic year.

The capstone project will be crafted as a portfolio in which you will provide evidence of your work and will comment on your strength and difficulties.

The portfolio will includes five parts. They should be submitted in one single document in your drop-box, with possible exception of point 5 in the following list:

1. **An annotated sample of your best lesson plan/class**: You will select an example of one lesson plan/lesson that worked very well and *made you feel successful in your teaching*. You will comment on the **concrete reasons** why the plan/lesson was successful (e.g. preparation, creativity, management of the class, target students’ interests and needs, etc.)

2. **An annotated sample of your least successful lesson plan/class**: You will select an example of one lesson plan/lesson that didn’t work and/or *made you feel unsuccessful in your teaching*. You will comment on the **concrete reasons** why the plan/lesson was unsuccessful (e.g. lack of preparation, less creativity, poor management of the class, didn’t meet students’ interests and needs, etc.)

3. **An extended/edited version of your Teaching Philosophy**: You will go back to the *Teaching Philosophy* crafted in Seminar and will extend and edit the text to include answer the question: *how do the lessons plans/classes that you selected and commented before honor the principles and ideas of your Teaching Philosophy?* For instance, if your Teaching Philosophy talks about valuing students’ contributions, how do the lesson plans/classes you selected show the ways in which you collect and value students’ ideas? In other words, the updated Teaching Philosophy should be
consistent with the analysis you did of the two lesson plans. **This document is probably 1.5 to 2 pages.**

4. **A list of the five things that will help you be the best Spanish teacher you could possibly be:** You will write down *five concrete and actionable ideas* that you want to pass to the new members of A2LP. Imagine that you are answering the question: *What are the five concrete strategies that will help me to be the best Spanish teacher in A2LP?* Remember to offer a simple but relevant and actionable explanation of each of the five points.

5. **Conceptual representation of your trajectory and learning in A2LP:** You will create a *representation of your trajectory and learning in A2LP*. To do this, you can use a concept map or flow chart like the examples provided below or you can create another kind of representation (with drawings, collages, etc.). You will scan and include this representation as a picture, or attach the document that you create with a program such as PowerPoint, Word, Cmap Tools, MindNote or other program (just make sure we can open it! 😊). The idea with this section is to represent your learning process in a meaningful way. It should be a one-page representation that you then will use to explain your learning process to others, during the last seminar.

Examples of conceptual representations:

Example 1. Concept Map
Assessment of Capstone Project:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Self Assessment with rationale for your assessment</th>
<th>Instructor Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeliness and attention to rubric:</strong> The portfolio includes all the parts requested and the comments and annotations are clear and detailed.</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quality and degree of reflection</strong>: The assignment reflects deep reflection on critical aspects of teaching and thorough analysis of one’s own practices</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual representation</strong>: The representation is creative, comprehensive, and fully represents the trajectory of learning of the AT.</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quality of writing</strong>: Careful writing, with proper grammar and spelling.</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B.

A2LP Observation Forms

Observation Feedback Form
(3 = particular strength; 2 = developing; 1 = target improvement area)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name:</th>
</tr>
</thead>
</table>

**Planning/Preparation**

<table>
<thead>
<tr>
<th>Plan includes thoughtful annotations</th>
<th>Begins and ends on time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posts and follows the agenda</td>
<td>Clear and easy to read visuals</td>
</tr>
<tr>
<td>Professional behavior and attire</td>
<td>Uses entire instructional time</td>
</tr>
<tr>
<td>Materials and technology ready</td>
<td>Evidence of collaboration (pair)</td>
</tr>
</tbody>
</table>

**General Comments:**

**Content**

<table>
<thead>
<tr>
<th>Follows lesson plan</th>
<th>Clear directions that include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookends lesson with songs</td>
<td>Pacing meets students’ needs</td>
</tr>
<tr>
<td>Sense of closure at end of lesson</td>
<td>Checks for understanding</td>
</tr>
<tr>
<td>Speaks simply and clearly</td>
<td>Uses gestures purposefully</td>
</tr>
<tr>
<td>Uses at least 95% Spanish</td>
<td>Smooth transitions</td>
</tr>
</tbody>
</table>

**General Comments:**

**Participation/Engagement**

<table>
<thead>
<tr>
<th>Variety of participation structures</th>
<th>Calls on many different students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes connections with students</td>
<td>Enthusiastic, engaging persona</td>
</tr>
<tr>
<td>Engaging activities</td>
<td>Listens carefully to all students</td>
</tr>
<tr>
<td>Both LTAs engaged in lesson (pair)</td>
<td>Frequent student practice</td>
</tr>
</tbody>
</table>
### General Comments:

<table>
<thead>
<tr>
<th>Confident teacher persona</th>
<th>Clear expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not “talk over” students</td>
<td>Reinforces positive student</td>
</tr>
<tr>
<td>Uses wait time effectively</td>
<td>Proximity and circulation</td>
</tr>
<tr>
<td>Redirects off-task students</td>
<td>Monitors student work</td>
</tr>
</tbody>
</table>

### General Comments:
Observation Response Form

Name:
Grade/Lesson Observed:
Date Observed:

Directions
Please respond thoughtfully to the questions posed below. Please note that some questions have multiple prompts. The Observation Response form is due the day after your observation. This form should be uploaded to your dropbox in the “Observations” folder.

Reflections on My Lesson
1) What did you want your students to know or be able to do by the end of your lesson?

2) Identify two aspects of your teaching that went well and two aspects of your teaching that need improvement from your observed lesson? Why have you identified these specific areas?

Reflections on My Observer’s Feedback
3) What was the focus area determined by your observer?

4) What resonates with/surprises/reassures you about your observer’s feedback? Why? Is there anything that seems “off” or not relevant/appropriate to you? If so, why?

5) If you were your own observer, what other focus area would you have identified and why?

6) How will you address the focus areas in future lessons?

Additional Commentary
7) How are things going with your MT? How frequently are you in contact about your teaching? Any concerns?
8) Any additional comments/considerations/questions about your teaching or your teaching placement? If so, please explain below, and/or email your observer to schedule a meeting.

Remember, we ask these questions in A2LP because we really want to know what you’re thinking and experiencing, and we really want to help and make things as great as we possibly can for you.
Appendix C.

Example of emergent codes during analysis of sets of instructional materials.

<table>
<thead>
<tr>
<th>Semester/Seminar session</th>
<th>Topic of the lesson</th>
<th>Central ideas emerging from instructional material</th>
<th>Emergent codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall. Seminar #3</td>
<td>Managing the lesson</td>
<td>- Managing the lesson to promote learning.</td>
<td>- Planning and preparation for teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Distinction between managing the lesson and controlling the discipline of the students.</td>
<td>- Anticipating student reactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Distinction between proactive and reactive teaching decisions. Positive v/s punitive. Promoting experience of success v/s frustration</td>
<td>- Collaboration between partners.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Classroom management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Management strategies:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Confident teaching persona</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Clear expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Creating routines</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Braking down tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Proximity and circulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o One-on-one strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Use of non verbal cues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Redirection of students off-task</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Use of games and competition,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Quiet/attention signals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Positive framing/narration</td>
</tr>
</tbody>
</table>
### Appendix D.

**Topics, seminar prompts and number of responses**

<table>
<thead>
<tr>
<th>FALL SEMINARS</th>
<th>Date</th>
<th>Topic</th>
<th>Seminar Prompts</th>
<th>Responses</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar 1</td>
<td>8-Sep-14</td>
<td>A2LP Orientation: Becoming an Apprentice Teacher (AT)</td>
<td>Closing Questions: 1. After this Seminar, I am exited/worried about…</td>
<td>19</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Closing Questions: 2. I still have questions about…</td>
<td>15</td>
<td>32%</td>
</tr>
<tr>
<td>Seminar 2</td>
<td>15-Sep-14</td>
<td>Establishing a Classroom Culture</td>
<td>Opening Questions: One thing that I am very interested to observe this week in my classrooms is… // One thing that I want to ask my mentor teachers is how to…</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Closing Questions: The three things that I learned today were //</td>
<td>47</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I still have questions about…</td>
<td>22</td>
<td>47%</td>
</tr>
<tr>
<td>Seminar 3</td>
<td>22-Sep-14</td>
<td>Managing the Lesson</td>
<td>Opening Question1: If you had your first lesson today: Name one thing of your teaching that worked particularly well and explain why. If you haven’t done your first lesson yet, name one thing of your teaching that you expect to work</td>
<td>45</td>
<td>96%</td>
</tr>
<tr>
<td>Seminar</td>
<td>Date</td>
<td>Topic</td>
<td>Questions</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>---------</td>
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<td>------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Seminar 4</td>
<td>29-Sep-14</td>
<td>Teaching Spanish in Spanish</td>
<td>Opening Question1: Name three things that were particularly difficult during your first week of teaching and explain why. Opening Question2: Ask a question about something that you would like to learn in your teaching. I would like to learn how to…</td>
<td>42 89%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Closing Questions: If you have to explain what you learned today to a colleague who couldn’t attend, what would you say?</td>
<td>42 89%</td>
<td></td>
</tr>
<tr>
<td>Seminar 5</td>
<td>6-Oct-14</td>
<td>Energy, Pacing, Body and Voice</td>
<td>Opening Questions: What new strategy have you tried lately that might help others? Why did it work?</td>
<td>43 91%</td>
<td></td>
</tr>
<tr>
<td>Seminar 6</td>
<td>20-Oct-14</td>
<td>Using Materials to Support Learning</td>
<td>Closing Questions: Using what I learned in this seminar, in my next class I will use my voice and body…</td>
<td>18</td>
<td>38%</td>
</tr>
<tr>
<td>Seminar 7</td>
<td>27-Oct-14</td>
<td>Responding to Student Interaction</td>
<td>Opening Questions: Describe the most effective material you have used in your teaching? Why did it work so well?</td>
<td>41</td>
<td>87%</td>
</tr>
<tr>
<td>Seminar 8</td>
<td>3-Nov-14</td>
<td>Assessing Teaching and Learning</td>
<td>Opening Questions: Think about a difficult/surprising teaching moment during the last week. Why it was difficult/surprising for you? How did you respond to it?</td>
<td>41</td>
<td>87%</td>
</tr>
<tr>
<td>Seminar 9</td>
<td>10-</td>
<td>Lesson Design Exercise</td>
<td>Opening Questions: How do you know that your students are learning? Give a concrete example. How do you use this information? Give a concrete example of this, too.</td>
<td>45</td>
<td>96%</td>
</tr>
<tr>
<td>Seminar 9</td>
<td>10-</td>
<td>Lesson Design Exercise</td>
<td>Closing Questions: Assessing my assessment! 1. Up to this day I would say that the assessment in my teaching is characterized by… 2. Three changes that I would like to introduce in my assessment are… 3. These changes will be productive because….</td>
<td>43</td>
<td>91%</td>
</tr>
</tbody>
</table>

SELF DIRECTED LESSON
<table>
<thead>
<tr>
<th>WINTER SEMINARS</th>
<th>Date</th>
<th>Topic</th>
<th>Seminar Prompts</th>
<th>Responses</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar 1</td>
<td>12-Jan-15</td>
<td>Introduction to the semester</td>
<td>What are you looking forward to achieving with your students during the winter term? Think back to last September; how have your goals changed?</td>
<td>48</td>
<td>94%</td>
</tr>
<tr>
<td>Seminar 10</td>
<td>17-Nov-14</td>
<td>Preparations for Students’ Assessment</td>
<td>Opening Questions: What are your hopes and fears when you think about your students’ performance on the December assessment we will be giving them?</td>
<td>44</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Closing Questions: Write 5 things you shouldn’t forget while applying the assessment:</td>
<td>44</td>
<td>94%</td>
</tr>
<tr>
<td>Seminar 11</td>
<td>1-Dec-14</td>
<td>Integrating Learning, Designing Teaching</td>
<td>Opening Questions: What is your best skill as a lesson planner? How do you know that to be true? What is the one aspect of lesson planning with which you most struggle? Why do you think that is so?</td>
<td>46</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Closing Questions: Write a brief personal “manifesto” in which you identify your two strongest traits as a lesson planner and your two biggest weaknesses, and how do you plan to augment your strengths and work hard to get better at those areas you describe as weak</td>
<td>46</td>
<td>98%</td>
</tr>
<tr>
<td>Seminar 12</td>
<td>8-Dec-14</td>
<td>Capstone Project Presentation</td>
<td>No prompts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar 3</td>
<td>26-Jan-15</td>
<td>Focusing on Language and Culture</td>
<td>Think about some of the best and the worst experiences that you have had as a language learning in a classroom setting. What happened to make that experience either really positive or really negative? What specifically did the teacher do as a “designer of learning experiences” and how did that impact you as a learner?</td>
<td>44</td>
<td>86%</td>
</tr>
<tr>
<td>Seminar 5</td>
<td>9-Feb-15</td>
<td>Classroom Management and Climate</td>
<td>Opening Questions: What are some of the most difficult aspects of classroom management for you? Why do you think those particular things are difficult? Is there one of your classrooms that is more difficult around this issue than your other(s)? Are there particular students that you find challenging to manage?</td>
<td>48</td>
<td>94%</td>
</tr>
<tr>
<td>Seminar 7</td>
<td>23-Feb-15</td>
<td>Participation, Engagement and Assessment</td>
<td>&quot;Active participation and engagement&quot; is so much easier to accomplish when you have effective classroom management techniques, habits and routines. What does &quot;active participation and engagement&quot; look like in your classroom(s), and in what three specific ways do your classroom management behaviors support and encourage this?&quot;</td>
<td>46</td>
<td>90%</td>
</tr>
<tr>
<td>Seminar 9</td>
<td>16-Mar-15</td>
<td>ATs' Philosophy of Teaching and Learning</td>
<td>What do you believe are the three most important behaviors or core values of excellent teachers? Describe at least two teachers in your past who have taught this way, and what it was about them that captivated you. In what ways do you live those three behaviors or values as a teacher in your 3rd or 4th grade classroom? In what ways do you need to improve so that you can truly be that teacher you wish and hope to be?</td>
<td>43</td>
<td>84%</td>
</tr>
<tr>
<td>Seminar 11</td>
<td>30-Mar-15</td>
<td>Preparing for the End: Capstone, Assessment Schedule, MT Feedback and Good Bye Lessons</td>
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<td>This is our last full week of regular teaching in our 3rd and 4th grade classrooms. Next week your kiddos have spring break; the following week you will be administering a review and then an assessment; and the last week you’ve only got one teaching day (April 20th/21st) which will be your “good-bye” lesson. As you approach this last week of regular teaching, what are you most proud of regarding your teaching and your kids’ learning? What will you focus on this week to ensure that your kids learn well and deeply?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 49 | 96% |
Appendix E.

Coding of Text. APPRAISAL Analysis

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
<th>Social Sanction: moral/ethical/honest/ proper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Force (turned up/down)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus (sharpened/softened)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affect. Happiness: Af. (H)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affect. Security: Af. (Se)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affect. Satisfaction: Af. (Sa)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment. Social Esteem. Normality: Ju. (E.n)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment. Social Esteem. Capability</td>
<td>Ju. (E.c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment. Social Esteem. Normality</td>
<td>Ju. (E.t)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment. Social Sanction. Morality/Ethical</td>
<td>Ju. (S.m)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment. Social Sanction. Honesty</td>
<td>Ju. (S.h)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgment. Social Sanction. Property</td>
<td>Ju. (S.p)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciation. Reaction</td>
<td>App. (R)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciation. Composition</td>
<td>App. (C)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciation. Valuation</td>
<td>App. (V)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive attitude</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative attitude</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Force. Turned up</td>
<td>F↑</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Force. Turned down</td>
<td>F↓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus. Sharpened</td>
<td>F(&gt; &lt;)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus. Softened</td>
<td>F(&lt; &gt;)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mark. Observation Response #1

I thought my PowerPoint’s with pictures went over well with the class. The kids have continued to learn vocabulary through them, especially when I review old vocabulary and PowerPoint slides with them. I also thought that I handled the class well. When certain kids were not paying attention or talking, I would stop talking or use a quiet signal to get their attention. One thing I can definitely do better is to call on more students. It’s frustrating when only a few students know the answers and other continue to get questions wrong, but in the future I will need to make sure that everyone is participating. In the future I would also like to get a clicker for my PowerPoint so that I can move about the room while I go through slides. I think the kids will keep better attention if I don’t just stay in one spot, but rather circulate around the classroom.

1) I thought my PowerPoint’s with pictures went over well with the class.
   App. (R) +

2) The kids have continued to learn vocabulary through them, especially when I
   review old vocabulary and PowerPoint slides with them.
   Ju. (E.c) + F(> <) Ju. (E.c) +

3) I also thought that I handled the class well.
   Ju. (E.c) +

4) When certain kids were not paying attention or talking, I would stop talking or
   use a quiet signal to get their attention.
   F(> <) Ju. (E.n) -

5) One thing I can definitely do better is to call on more students.
   F(> <) Ju. (E.c) +

6) It’s frustrating when only a few students know the answers
   Af (S.) – F(> <) Ju. (E.c) -

7) and others continue to get questions wrong,
   Ju. (E.c) -

8) but in the future I will need to make sure that everyone is participating.
   Ju. (E.t) - F(> <) Ju. (E.t) +

9) In the future I would also like to get a clicker for my PowerPoint so that I can
   move about the room while I go through slides.
10) I think the kids will keep better attention if I don’t just stay in one spot, 
F↑ Ju. (E.t) + Ju. (E.c) -

11) but rather circulate around the classroom. 
App. (R) +

Mark. Observation Response #2

I thought that the worksheet exercise went very well and I felt that I also handled the class pretty well. One thing that I can improve on is by having a better method to call on students randomly. I like to call on students randomly because then they always have to pay attention, but if I call on them on the spot, sometimes they get nervous perhaps because they think it is unfair. I think that I could begin using popsicle sticks or some other way to call on the students. I also think I can do a better job of using more simple Spanish and/or modeling what I want the kids to do.

1) I thought [that the worksheet exercise went very well] // 
App. (R) + F↑

2) and I felt [that I also handled the class pretty well.] // 
Ju. (E.c) + F↑

3) One thing [that I can improve on is by having a better method to call on students randomly.] // 
Ju. (E.c) + App. (V) +

4) I like [[to call on students randomly] [because then they always have to pay attention.]] // 
Af. (S) + F(>') <) Ju. (E.t) +

5) [but if I call on them on the spot.] sometimes they get nervous [perhaps because they think it is unfair.] // 
Af. (Se) -

6) I think [that I could begin using popsicle sticks or some other way to call on the students.] //

7) I also think [I can do a better job of using more simple Spanish and/or modeling] 
Ju. (E.c) + App. (C) +
I thought one aspect that went well for me on Wednesday was my time management. I got everything done in the amount of time I was given so I was very happy about that. Many times I plan many activities and am optimistic about getting to all of them, but I was even able to get in a little review of plural words in Spanish at the end after the worksheet so I was very happy. I think another aspect that went well was the classroom management. It helps that the second class is better behaved, but even when I needed to quiet down the class as a whole or call out a couple students, I believe they reacted well. I really like the comment [Name of field instructor] made about posting the agenda. I honestly have never considered doing this mainly because I didn’t think the students would actually like to see what the agenda for Spanish class is. However, now that I think about it, the Mentor Teachers often post the entire class schedule for the day, so maybe the students would be interested to see what they were learning. One other aspect that I think I could improve upon is moving more around the class. I think it can get a little boring if I only stand at the front of the classroom so I tried taking opportunities (mainly during the worksheet exercise) to walk around the class. I am trying to figure out a way to get a PowerPoint slide clicker so that I will be able to walk around the room while reviewing vocab and grammar instead of just standing near the board.
7) I really like the comment [Name of field instructor] made about posting the agenda.
   F↑ Af. (Ha) +

8) I honestly have never considered doing this mainly because I didn’t think the students would actually like to see what the agenda for Spanish class is.
   Af. (S.) +

9) However, now that I think about it, the Mentor Teachers often post the entire class schedule for the day,
   so maybe the students would be interested to see what they were learning.
   Af. (S.) +

10) One other aspect that I think I could improve upon is moving more around the class.
    F(So) Ju. (E.c) +

11) I think it can get a little boring if I only stand at the front of the classroom
    so I tried taking opportunities (mainly during the worksheet exercise) to walk around the class.

12) I am trying to figure out a way to get a PowerPoint slide clicker
    so that I will be able to walk around the room while reviewing vocab and grammar
    instead of just standing near the board.
    App. (R)

Mark. Observation Response #4

I thought one aspect that went well for me on Wednesday was my time management again. I got everything done in the amount of time I was given so I was very happy about that. Another thing I was happy about was my preparation. I prepared a back pocket activity in case the class didn’t respond well to my original plan or class went by quickly, which it did so I was very happy to have that activity. I like the comment [Name of field instructor] made about the agenda and instructions. I sometimes think that students will understand right away when I tell them to do something so I will not simplify my directions or remind that of what I want to see. I think incorporating those two things would be good because they will need the extra help and I think it is always good for the students to be constantly hearing Spanish, especially at such an early level.

1) I thought one aspect that went well for me on Wednesday was my time management again.
2) I got everything done in the amount of time I was given so I was very happy about that.  

3) Another thing I was happy about was my preparation.

4) I prepared a back pocket activity in case the class didn’t respond well to my original plan or class went by quickly, which it did so I was very happy to have that activity.

5) I like the comment [Name of field instructor] made about the agenda and instructions.

6) I sometimes think that students will understand right away when I tell them to do something.

7) So I will not simplify my directions or remind that of what I want to see.

8) I think incorporating those two things would be good because they will need the extra help.

10) and I think it is always good for the students to be constantly hearing Spanish, especially at such an early level.

Mark. Comments on best lesson:

The lesson/lesson plan that I thought worked best this semester was the “head and face” lesson from Wednesday, March 18th, which [Name of field instructor] observed. I thought this lesson was terrific for a couple of reasons. The first reason was that I picked an activity that the kids responded great to. The kids love doing games especially if they’re competitive. For this class we played Simón dice, which was so competitive that no one won in either class. Another reason that this lesson was great was that after the short introduction of new head and face terms and the Simón dice game, I would say almost all of the students knew all the vocab words. I know that learning vocabulary, especially in fourth grade, can be a little dry, but it made me feel great that they were able to learn with great accuracy all of the vocab in just one day. Lastly regarding my lesson
plan and preparation, I thought the addition of a back pocket activity in my lesson was great because we went through the lesson so smoothly that we had about five extra minutes before the closing song. With this extra time I reviewed clothing vocabulary from the previous activity. The students reacted great to this and it is always great to reinforce something that has already been taught. Below is my lesson plan for that day.

1) **The lesson/lesson plan that I thought worked best** this semester was the “head and face” lesson from Wednesday, March 18th, which [Name of field instructor] observed.

2) I thought **this lesson was terrific** for a couple of reasons.

3) The first reason was that **I picked an activity that the kids responded great to.**

4) **The kids love doing games** especially if they’re competitive.

5) For this class we played Simón dice, **which was so competitive** that no one won in either class.

6) Another reason that **this lesson was great** was that after the short introduction of new head and face terms and the Simón dice game, I would say almost all of the students **knew all the vocab words.**

7) I know that **learning vocabulary, especially in fourth grade, can be a little dry,**

8) but **it made me feel great** that they were able to **learn with great accuracy all of the vocab in just one day.**

9) Lastly regarding my lesson plan and preparation, **I thought the addition of a back pocket activity in my lesson was great** because **we went through the lesson so smoothly** that we had about five extra minutes.
before the closing song.

10) With this extra time I reviewed clothing vocabulary from the previous activity. ??

11) The students reacted great to this and it is always great to reinforce something that has already been taught.

12) Below is my lesson plan for that day.

Mark. Comments on worst lesson:

| The lesson/lesson plan that I thought worked worst this semester was the “family descriptions” lesson from Monday, March 16th, the lesson before the “head and face” lesson. I thought this lesson could have been a lot better for a lot of reasons. The first reason that I thought it wasn’t a great lesson was that three major components of the lesson were learning new or reviewing old vocabulary. Because of a lot of cancelled classes I originally would try combining lessons together, but because of the nature of certain lessons, I couldn’t always combine. As a result, I wanted to review vocab often in class so that students would not learn something once in class and not see it until the end of the year assessment. The lesson really reflects this belief because after the opening procedures I start class with reviewing previous family vocabulary, then we learn new family vocabulary, and then I review clothing vocabulary. This was the entire lesson and it didn’t even include a real activity. The activity suggested in the A2LP lesson plan on Ctools looked like a good idea, but I didn’t see it working in my class. The A2LP lesson plan was for the kids to spend about ten or so minutes creating their own family trees. However, my first lesson teaching the class about family trees, it was pretty obvious they had never seen them before, and even after a couple lessons they could not tell me who the brother/sister was on a sample family tree, that I provided them with. I just thought that if the students couldn’t read a family tree after a couple lessons, they wouldn’t be able to make one of their own. There probably were more exciting options for activities, but I felt that the vocab would be important. As a result there wasn’t as great of a response from the class as there was for the “head and face” lesson on Wednesday later that week. I did not have a back pocket activity like the “head and face” lesson, but there was so much in the lesson I really wasn’t worried about finding activities to fill time. If the class didn’t react well at all to my lesson, it might have been nice to have a back pocket activity. Below is my lesson plan for the “family descriptions” lesson from that Monday. |
1) The lesson/lesson plan that I thought worked worst this semester was the “family App. (R) - F↓
descriptions” lesson from Monday, March 16th, the lesson before the “head and face” lesson.

2) I thought this lesson could have been a lot better for a lot of reasons. App. (R) - F↑

3) The first reason that I thought it wasn’t a great lesson was that three major App. (R) –
components of the lesson were learning new or reviewing old vocabulary.

4) Because of a lot of cancelled classes I originally would try combining lessons together,

5) but because of the nature of certain lessons, I couldn’t always combine.

6) As a result, I wanted to review vocab often in class so that students would not Ju. (E.c) -
learn something once in class and not see it until the end of the year assessment.

7) The lesson really reflects this belief because after the opening procedures I start App. (C) –
class with reviewing previous family vocabulary, then we learn new family vocabulary,
and then I review clothing vocabulary.

8) This was the entire lesson and it didn’t even include a real activity. F↑ App. (R) – F(> <)

9) The activity suggested in the A2LP lesson plan on Ctools looked like a good idea, App. (R) +

10) but I didn’t see it working in my class. App. (R) –

11) The A2LP lesson plan was for the kids to spend about ten or so minutes creating their own family trees.

12) However, my first lesson teaching the class about family trees, it was pretty obvious F↑ Ju. (E.c) –
they had never seen them before.

13) and even after a couple lessons they could not tell me who the brother/sister was F↑ Ju. (E. c) -
on a sample family tree, that I provided them with.

14) I just thought that if the students couldn’t read a family tree after a couple lessons, they wouldn’t be able to make one of their own.

15) There probably were more exciting options for activities, but I felt that the vocab would be important.

16) As a result there wasn’t as great of a response from the class as there was for the “head and face” lesson on Wednesday later that week.

17) I did not have a back pocket activity like the “head and face” lesson, but there was so much in the lesson I really wasn’t worried about finding activities to fill time.

18) If the class didn’t react well at all to my lesson, it might have been nice to have a back pocket activity.

19) Below is my lesson plan for the “family descriptions” lesson from that Monday.

**Erin Observation Response #1**

Two aspects of my teaching that went well were getting the kids to participate and being able to adjust/shift my lesson according to the kids’ needs. I identified these because the kids were really active and participating in all aspects of the lesson and because there were some parts where I’d have to do something in my lesson a little longer if the kids weren’t understanding (I had to sing the “Hola Amigos” song one more time because the kids didn’t understand what “todos juntos” meant so I clarified in English). Two areas of my teaching that need improvement are time management and classroom management. I identified these because although I adjusted activities to the kids’ needs, I wasn’t able to get to my last two activities and I think I could have shortened other things to make time for them. The kids were also a little rambunctious and it was hard to get them to be quiet and pay attention.
1) Two aspects of my teaching that went well were getting the kids to participate
   App. (R) + Ju. (E.t) +

2) and being able to adjust/shift my lesson according to the kids’ needs.
   Ju. (E.c) +

3) I identified these because the kids were really active and participating in all aspects of
   the lesson
   Ju. (E.t) +

4) and because there were some parts where I’d have to do something in my lesson
   a little longer if the kids weren’t understanding
   Ju. (E.c) –

   (I had to sing the “Hola Amigos” song one more time because the kids didn’t
   understand what “todos juntos” meant so I clarified in English).

5) Two areas of my teaching that need improvement are time management and
   classroom management.
   App. (R) –

6) I identified these because although I adjusted activities to the kids’ needs.
   F(< >) Ju. (E.c) +

   I wasn’t able to get to my last two activities
   Ju. (E.c) –

7) and I think I could have shortened other things to make time for them.
   F↓ Ju. (E.c)

8) The kids were also a little rambunctious
   F↓ Ju. (E.n) –

9) and it was hard to get them to be quiet and pay attention.
   App. (R) – Ju (S.p) –

Erin Observation Response #2 is missing

Erin. Observation Response #3

Two aspects that went well were that the kids were engaged and the classroom was well-
managed. Two areas that need improvement are speaking more Spanish in the classroom.
and using better wait time. I identified these areas in part because they were what my observer noticed, and also because I have really been noticing lately that I need to get better about speaking more Spanish and using better wait-time and it is something I’ve been trying to work on in general.

1) Two aspects [that went well] were [[that the kids were engaged] [and the classroom was well-managed]] //

2) Two areas [that need improvement] are [[speaking more Spanish in the classroom [and using better wait time.]] //

3) I identified these areas in part because they were [what my observer noticed.] //

4) and also because I have really been noticing lately [[that I need to get better [about speaking more Spanish]] [and using better wait-time]] //

5) and it is something [I’ve been trying to work on in general.] //

Erin. Observation Response #4

I think that one thing that went well was playing Simon Says because the students were really engaged and they were all able to participate in the game. It challenged their knowledge of body parts and it was also fun. I think something else that went well was that I used a lot more Spanish in this lesson than I did in previous lessons (the amount of Spanish I used continued increasing over lessons). I was able to explain directions and use a high percentage of Spanish during the lesson. I identified these specific areas that went well because using more Spanish was something that I was purposefully trying to work on since my last observation, and keeping the kids engaged (like with the Simon Says game) is something I am always trying to work on. One aspect of my teaching that needs improvement was classroom management. At one point all the students were complaining that I always choose the same students even though I use name notecards. I wish I would have handled that situation better. Something else that needed improvement was using proximity and circulation. Sometimes when the kids were off-task or not paying full attention, standing closer to them would have helped. I identified these specific areas of improvement because proximity and circulation was something that was mentioned on my feedback form and is something I hadn’t considered much
before, and because it was very obvious when the kids were complaining about unequal participation that there was something I could have been doing to help classroom management at that point but I wasn’t sure what it was.

1) I think that one thing that went well was playing Simon Says because the students were really engaged.

2) and they were all able to participate in the game.

3) It challenged their knowledge of body parts.

4) and it was also fun.

5) I think something else that went well was that I used a lot more Spanish in this lesson than I did in previous lessons.

6) (the amount of Spanish I used continued increasing over lessons).

7) I was able to explain directions and use a high percentage of Spanish during the lesson.

8) I identified these specific areas that went well because using more Spanish was something that I was purposefully trying to work on since my last observation,

9) and keeping the kids engaged (like with the Simon Says game) is something I am always trying to work on.

10) One aspect of my teaching that needs improvement was classroom management.
11) At one point all the students were complaining that I always choose the same students even though I use name notecards.

12) I wish I would have handled that situation better.

13) Something else that needed improvement was using proximity and circulation.

14) Sometimes when the kids were off-task or not paying full attention, standing closer to them would have helped.

15) I identified these specific areas of improvement because proximity and circulation was something that was mentioned on my feedback form and is something I hadn’t considered much before.

16) and because it was very obvious when the kids were complaining about unequal participation that there was something I could have been doing to help classroom management at that point.

17) but I wasn’t sure what it was.

Erin. Comments on Best Lesson

Overall, this lesson went really well for several reasons. First, it met the students’ interests and needs. Even now at the end of the semester when I ask the kids what their favorite thing was to learn in Spanish this year, a good majority of them says animals. They really enjoyed learning about pets, and it is something they still remember even now. I think that relating the material to the students’ lives by asking them individually who has which animal showed that I cared as a teacher and got them engaged in the material. I believe that the activity with the pet store was very creative (though it was not my idea, to be honest) and was also a really great way of engaging the students. They all were participating and were genuinely excited to show off which pet they had at their
“pet store” and try to “sell” it to me. At the end of this lesson I remember that all of my classes actually ended up playing the memory game for only a few minutes, and that was an activity that I planned very carefully and very well, and the students were very engaged and interested because it was a fun game. Overall, the students seemed to be really engaged in all of the activities from this lesson and for that reason not only were there not a lot of classroom management problems, but they also learned a lot.

1) Overall, this lesson went really well for several reasons.  
   F↑ App. (R) +

2) First, it met the students’ interests and needs.  
   App. (V) +

3) Even now at the end of the semester when I ask the kids what their favorite thing was to learn in Spanish this year, a good majority of them says animals.

4) They really enjoyed learning about pets,  
   F↑ Af. (H) +

5) and it is something they still remember even now.  

6) I think that relating the material to the students’ lives by asking them individually who has which animal showed that I cared as a teacher  
   Ju. (S.m) +

7) and got them engaged in the material.  
   App. (R) +

8) I believe that the activity with the pet store was very creative (though it was not my idea, to be honest)  
   F↑ App. (V) +

9) and was also a really great way of engaging the students.  
   F↑ App. (V) +

10) They all were participating  
    Ju. (E.t) +

11) and were genuinely excited to show off which pet they had at their “pet store”  
    F(> <) Af. (H) +

12) and try to “sell” it to me.
13) At the end of this lesson I remember that all of my classes actually ended up playing
the memory game for only a few minutes,

14) and that was an activity that I planned very carefully and very well.

15) and the students were very engaged and interested because it was a fun game.

16) Overall, the students seemed to be really engaged in all of the activities from this
lesson

17) and for that reason not only were there not a lot of classroom management
problems,

18) but they also learned a lot.

Erin. Comments on Worst Lesson

This lesson was one that was not one of my most successful lessons. The reason is
because the flyswatter game got to be too out of control, especially for my last class. We
didn’t end up having any time left at the end of class to do memory or the worksheet like
I’d hoped we’d be able to do. We spent most of the class playing the flyswatter game,
but the kids were being very loud and it we had to take time between each person’s turn
to wait for the talking to stop. I think that better planning for this activity could have
helped, especially in terms of classroom management. I have found (as previously stated
from the last lesson) that when I plan lessons thoughtfully and carefully and students are
engaged, there tend to be a lot less classroom management problems. Here the students,
though they enjoyed the game, could become easily distracted and talk with each other
loudly while the game was going on because only two people were taking a turn at once.
If the entire class would have been engaged and focused during the game, it would have
gone much more smoothly. This would also help in time management, because the less
time spent between each person’s turn, the more time we might’ve had at the end of class
to do the worksheet or play the memory game.

1) This lesson was one that was not one of my most successful lessons.

2) The reason is because the flyswatter game got to be too out of control, especially
for my last class.

3) We didn’t end up having any time left at the end of class to do memory or the
worksheet like I’d hoped we’d be able to do.

4) We spent most of the class playing the flyswatter game,

5) but the kids were being very loud

6) and we had to take time between each person’s turn to wait for the talking to stop.

7) I think that better planning for this activity could have helped, especially in terms of classroom management.

8) I have found (as previously stated from the last lesson) that when I plan lessons thoughtfully and carefully and students are engaged, there tend to be a lot less classroom management problems.

9) Here the students, though they enjoyed the game, could become easily distracted

10) and talk with each other loudly while the game was going on because only two people were taking a turn at once.

11) If the entire class would have been engaged and focused during the game, it would have gone much more smoothly.

12) This would also help in time management, because the less time spent between each person’s turn, the more time we might’ve had at the end of class to do the worksheet or play the memory game.
Laura. Observation Response #1

The matching game we played was effective at first—they enjoyed finding their matched partner using visual and written cues, so that went well. The PowerPoint also went well. The students were really out of control for the ‘standoff’ game (the students are given to the count of three (uno, dos, tres) to say the name of the picture we show them on ‘tres’ in Spanish. They’re typically in two lines, and the lines were out of control and highly distractible. We overall just had issues with management of the classroom—at times, Mr. Duggins had to step in, which had never happened before.

1) The matching game we played was effective at first
   App. (V) + F↓
   –they enjoyed finding their matched partner using visual and written cues,
   Af. (S.) +
   so that went well.
   App. (R) +

2) The PowerPoint also went well.
   App. (R) +

3) The students were really out of control for the ‘standoff’ game
   F↑ Ju. (E.n) –
   (the students are given to the count of three (uno, dos, tres) to say the name of the picture we show them on ‘tres’ in Spanish.

4) They’re typically in two lines,
   Ju. (E.n) +

5) and the lines were out of control and highly distractible.
   Ju. (E.n) - F↑ Ju. (E.n) –

6) We overall just had issues with management of the classroom
   F↓ App. (R) –
   –at times, Mr. Duggins had to step in,

   which had never happened before. //
   F↑ App. (R) –

Laura. Observation Response #2
I feel that the review of grocery items and “gustar” singular vs. plural went really well. I think we could have improved our classroom management skills (getting the students to quiet down when necessary) and could have planned better for the jeopardy game.

Laura. Observation Response #3

Things that went well: We were very well-prepared and had activities ready to ensure that we kept the students engaged for a full 30 minutes. We also used an activity that incorporated flags (from Spanish-speaking countries) to practice colors and brought an awareness to different cultures around the world, which the students really enjoyed.

Things that need improvement: Although my confidence levels in the classroom have improved, I could have been more confident throughout the lesson to maintain discipline. Our last game got a little bit out of hand, so classroom management when playing a fun game could have been better handled.
6) Things that **need improvement**: Although my confidence levels in the classroom have improved, I could have been more confident throughout the lesson [to maintain discipline.]

7) Our last game got a little bit out of hand.
8) so classroom management when playing a fun game could have been better handled.

Laura. Observation Response #4

I think we were well-prepared for class and knew exactly how we wanted the lesson to proceed, in terms of following through with the actual vocabulary retention and with the activity at the end of class. I think we also had good classroom management skills throughout the lesson. One thing that could have been improved was posting an agenda for the lesson – we do tend to post a ‘rules and expectations’ list at the beginning of class, as it is a great reminder for the students that our time with one another is very valuable and we want to make the most of each session, but we might not have to do this if we were to go through an agenda instead. If the students know that they have a fun activity or game coming up, then they will be more likely to behave well through the beginning of the lesson so that there’s enough time for the activity later on. We also did not state a back-pocket activity in our lesson plan – this would be beneficial for us in the future, because although there are many back-pocket activities available, we should know which one would be most beneficial in the lesson planned for a specific day. I think that the students could have more fun as well – we talk in our classes about how Spanish is supposed to be fun, but at times I feel that we can be a little too militant.

1) I think we were **well-prepared** for class

2) and **knew exactly how** we **wanted** the lesson to proceed, [in terms of following]

through with the actual vocabulary retention and with the activity at the end of class.]

3) I **think** [we also **had good classroom management skills** throughout the lesson.]
4) One thing that **could have been improved** was [posting an agenda for the lesson]

F(< >) App. (R) -

5) **we do tend to post a ‘rules and expectations’ list** at the beginning of class,

Ju (E.c) +

6) as it is **a great reminder for the students** that our time with one another is

App. (R) +

very valuable and we **want to make the most** of each session,

F↑ App. (V)+ Ju(E.t) +

7) but **we might not have to do this** if we **were to go** through an agenda instead.

F(< >) Ju(E.c)-

8) If the students **know** that they **have a fun activity** or game coming up, then they

will **be more likely to behave well** through the beginning of the lesson [so that there’s

Ju. (E.n) +

enough time for the activity later on.]

9) We also **did not state a back-pocket activity** in our lesson plan

Ju. (E.c) -

10) this **would be beneficial** for us in the future, [because although there are many

App. (R) +

back-pocket activities available, [we should know which one would be most

Ju. (E.c) - App. (R) +

beneficial in the lesson planned for a specific day.]]

11) I **think** [that the **students could have more fun** as well]

F(< >) Af. (H) +??

12) we **talk** in our classes about how **Spanish is supposed to be fun**, but at times I feel

App. (R) +

[that we can be a little too militant.]

F↓ Ju. (E.c) –

Laura. Comments on best lesson
I believe this lesson went well because we went in with the attitude that we were going to have as much participation as possible and with as much student engagement that we could produce. Our previous lesson was actually the worst lesson, so we had an example off of which to say "Let's NOT do this again, and let's try new ideas to get everyone involved!" The lesson started with energy and enthusiasm, and we kept levels of enthusiasm during the entire 30 minutes that for some classrooms may have been completely unnecessary, but with our class who hates participating, it worked beautifully. The worksheet was a great activity because it allowed for creativity - our students finished the activity quickly, and we then asked to have the students color each article of clothing and then write the color they used for each piece. This allowed for creativity, and students were excitedly raising their hand asking if they could show us what they drew. I felt great about it! Learning colors and clothing is difficult - there's a lot of new vocabulary, and they took on the challenge. I was proud of their efforts and focus, and I really think this came from our dedication to coming into class that day with extreme enthusiasm. Although only one of our classes needed this amount of enthusiasm, it was effective. We normally struggle through our lessons with this class, and we had no problems with this particular lesson. I was proud of our students, and happy with how the lesson went.

1) I believe this lesson went well because we went in with the attitude that we were going to have as much participation as possible.
   App. (R)+
   F↑ Ju (E.t)+

2) and with as much student engagement that we could produce.
   F↑ Ju (E.t)+

3) Our previous lesson was actually the worst lesson, so we had an example off of which to say "Let's NOT do this again,
   F↑ App.(V)-

   4) and let's try new ideas to get everyone involved!"

5) The lesson started with energy and enthusiasm.
   App. (C) +

6) and we kept levels of enthusiasm during the entire 30 minutes that for some classrooms may have been completely unnecessary.
   F↑ App. (V)-

   7) but with our class who hates participating, it worked beautifully.
      Af (H) - App. (V)+

8) The worksheet was a great activity because it allowed for creativity.
   F↑ App. (V)+
9) -our **students finished** the activity quickly.
   Ju. (E.c)+
10) and we then **asked to have** the students **color** each article of clothing
11) and then **write** the color they **used** for each piece.
12) **This allowed for creativity,**
   App.(R)+
13) and **students were excitedly raising their hand** asking if they **could show** us what
   Af. (H) +
   they drew.
14) **I felt great about it!**
   Af. (H) +
15) **Learning** colors and clothing **is difficult**
   App. (R)-
16) **-there's a lot of new vocabulary,**
17) and they **took on the challenge.**
   Ju.(E.t) +
18) **I was proud of** their efforts and focus,
   Af. (S)+ Ju.(E.t) +
19) and I really **think this came from** our dedication to coming into class that day with
   Ju.(E.c)+
   extreme enthusiasm.
20) **Although only one of our classes needed this amount of enthusiasm, it was**
   F(> <) App. (C)-.
   App.(V)+
effective.
21) **We normally struggle through** our lessons with this class,
   Ju(E.c)-
22) and we **had no problems** with this particular lesson.
   Ju(E.n)+
23) **I was proud of** our students,
   Af. (S)+
24) **and happy with** how the lesson **went.**
   Af. (H)+
Laura. Comments on worst lesson:

I feel that of all lessons, we put the least amount of effort into this one. I don’t remember what had been going on at the time, but we really dropped the ball on this one. Displaying the colors on the PowerPoint rather than using flash cards was a horrible idea. The students immediately know what color we’re trying to teach them with this lesson, no matter how we display the information; it would have been way more effective to make this as stimulating as possible. We definitely should have included a game; our students were bored, and were talking to one another almost the entire time because we hadn’t planned well. Another problem that I faced with this lesson was my attitude. I didn’t put 100% into teaching that day, and it showed. I wasn’t nearly as enthusiastic about the material, and my students knew it; their participation was some of the worst I’d seen all semester, and that was completely my fault. Students feed off of the teacher’s energy, and I was definitely throwing negative energy into the space. Overall, I was disappointed and frustrated with my teaching and planning for this lesson; my students deserved better, and because of my lack of planning and enthusiasm, neither my students nor I had a good time.

1) I feel that of all lessons, **we put the least amount of effort into this one.**
   Ju. (E.t)-

2) I don’t remember what had been going on at the time,

3) **but we really dropped the ball on this one.**
   F↑ Ju. (E.t)-

4) Displaying the colors on the PowerPoint rather than using flash cards **was a horrible idea.**
   F↑ App. (R)-

5) **The students immediately know what color we’re trying to teach them** with this lesson,
   F↑ Ju. (E.c) +

6) no matter how we display the information;

7) **it would have been way more effective to make this as stimulating as possible.**
   F↑ App. (R) - App. (V) +

8) **We definitely should have included a game:**
   F↑ Ju. (E.c) -

9) **our students were bored.**
10) and were talking to one another almost the entire time because we hadn’t planned well.

11) Another problem that I faced with this lesson was my attitude.

12) I didn’t put 100% into teaching that day, and it showed.

14) I wasn’t nearly as enthusiastic about the material, and my students knew it;

16) their participation was some of the worst I’d seen all semester, and that was completely my fault.

19) and I was definitely throwing negative energy into the space.

20) Overall, I was disappointed and frustrated with my teaching and planning for this lesson;

21) my students deserved better,

22) and because of my lack of planning and enthusiasm, neither my students nor I had a good time.
Michaela Observation Response #1

An aspect that was positive is the type of classroom we created. They are very comfortable communicating with us, including questions or doubts. They are also mostly enthusiastic about learning because we are enthusiastic about teaching which is another plus. I would say a negative aspect is that we are still learning how to deal with different levels and we aren’t quite sure how to move on if some of the students are bored and understand, but others are still not caught up/don’t understand. We are also not great at settling them down when some of the transitions get pretty lively.

1) An aspect that was positive is the type of classroom we created.
   App. (R) +

2) They are very comfortable communicating with us, including questions or doubts.
   Af. (Se) +

3) They are also mostly enthusiastic about learning because we are enthusiastic about teaching
   Af. (H) +
   Af. (H) +

4) which is another plus.
   App. (V) +

5) I would say a negative aspect is that we are still learning how to deal with different levels
   App. (R) –

6) and we aren’t quite sure how to move on if some of the students are bored and understand,
   Af. (Se) –
   Af. (S.) –
   Ju.(E.c) +

   but others are still not caught up/don’t understand]] //
   Ju (E.c) –

7) We are also not great at settling them down when some of the transitions get pretty lively.
   Ju. (E.c) –
   F↑ App. (R) +
I think mixing the two lessons was a great idea and it turned out to be very effective. They recognized some of the material, which made them feel good, while learning some new material on top of that. They were also really involved and engaged with the body shapes for the alphabet. I think one of the drawbacks was that it’s easy to “get lost in the crowd” because the kids that don’t talk as much didn’t participate and it was easier for them to get away with.

1) I think [mixing the two lessons was a great idea] // F↑ App. (V) +
2) and it turn out [to be very effective.] // F↑ App. (V) +
3) They recognized some of the material, [which made them feel good,] while learning some new material on top of that. //
   Ju. (E.c) + Af. (H) +
4) They were also really involved and engaged with the body shapes for the alphabet. // F↑ Af. (H) +
5) I think [one of the drawbacks was] that it’s easy [to “get lost in the crowd”]
   App. (R) – App. (R) –
   because the kids [that don’t talk as much] didn’t participate //
   Ju. (E.n) – Ju. (E.c) –
6) and it was easier for them [to get away with.] //
   App. (V) + Ju. (E.t) –

Michaela. Observation Response #3

I think that our activity went very well because it was engaging and the kids had fun with the idea of the “season bags”. I also think that the powerpoint was a good visual because they would refer back to it a lot. I think the classroom management wasn’t as good as it could have been in this particular lesson, and that they may have needed even more practice with the new vocabulary.

1) I think [that our activity went very well because it was engaging and the kids had]
   App. (R) + F↑ App. (R) + Af. (H) +
2) fun with the idea of the “season bags”.
3) I also think that the powerpoint was a good visual because they would refer back
   App. (R) +
to it a lot.

4) I think the classroom management wasn’t as good as it could have been in this
   particular lesson,

5) and that they may have needed even more practice with the new vocabulary.

Michaela. Observation Response #4

Two aspects that went well are how we presented the review, in terms of pulling up old power points and knowing how much of a review they needed/could handle until they started to zone out. Also, the worksheets in pairs went well because we know they work better together but we were there to help them. Things that could have gone better were the noise level and the transitions in-between activities so that they were more efficient and not so out of control. Based on the observation, we could have also distributed our attention more evenly. However, we know the students very very well. And we tend to provide more attention to those that we know struggle much more with the material. We have a few students who excel in every lesson and every area, so we tend to let them help their partner more, so that we can get to the students who will likely not understand the assignment.

1) Two aspects that went well are how we presented the review,
   App. (R)+

2) in terms of pulling up old power points and knowing how much of a review they
   needed/could handle until they started to zone out.
   Ju. (E.c) +

3) Also, the worksheets in pairs went well because we know they work better together but we were there to help them.
   App. (R) +
   Ju. (E.c) +

4) Things that could have gone better were the noise level and the transitions in-
   between activities
   F↓ App. (R) –

5) so that they were more efficient and not so out of control.
   Ju. (E.t) – F↑
6) Based on the observation, **we could have also distributed our attention more evenly.**

7) However, **we know the students very very well.**

8) And we tend to provide more attention to those that we know **struggle much more with the material.**

9) **We have a few students who excel in every lesson and every area,**

10) so we tend to let them help their partner more,

11) **so that we can get to the students who will likely not understand the assignment.**

Michaela. Comments on Best and Worst Lessons

I am very happy to say that I don’t look back at any of our lessons and think that they have gone particularly badly as far as our content and lesson planning goes. I believe that we have learned a great deal about what is successful for our specific class and what doesn’t work as well on this certain group of individuals. We learned early on that they need a great deal of interaction, and an environment that is changing and innovative. This being said, we didn’t have any lessons that didn’t include any games or activities or seat switching, but when we had longer lectures without being interactive in one of these ways, things got pretty restless. The children tend to lose attention no matter what the lesson is after about 8-10 minutes, so we try to keep lessons under 10 minutes and than we will either transition, switch topics, play a game, review previous material, or something that calls back their attention if they had already lost it. We are very fortunate to say that we have been creative enough for our classroom and they have been well behaved enough as to let us figure out what works and what doesn’t without totally losing control. The first days when we were at our steepest learning curve were the most helpful, and as we got more familiar with the kids they started voicing their opinions more frequently, which of course worked in our favor, as it helps us plan our own lessons with a little bit of their ideas involved. All of this being said, I am proud to report that I can’t identify any one lesson as being disastrous. However, this doesn’t mean that we having had stronger lessons than others. It simply means that we have learned from the students, how to be creative and keep the lessons fun and attention grabbing.

1) **I am very happy** to say that I don’t look back at any of our lessons and think that they have **gone particularly badly** as far as our content and lesson planning goes.
2) I believe that we have learned a great deal about what is successful for our specific class.

3) and what doesn’t work as well on this certain group of individuals.

4) We learned early on that they need a great deal of interaction.

5) and an environment that is changing and innovative.

6) This being said, we didn’t have any lessons that didn’t include any games or activities or seat switching,

7) but when we had longer lectures without being interactive in one of these ways, things got pretty restless.

8) The children tend to lose attention no matter what the lesson is after about 8-10 minutes,

9) so we try to keep lessons under 10 minutes

10) and then we will either transition, switch topics, play a game, review previous material, or something that calls back their attention if they had already lost it.

11) We are very fortunate to say that we have been creative enough for our classroom.

12) and they have been well behaved enough as to let us figure out what works and what doesn’t without totally losing control.

13) The first days when we were at our steepest learning curve were the most helpful.

14) and as we got more familiar with the kids they started voicing their opinions more frequently, which of course worked in our favor, as it helps us plan our own
lessons with a little bit of their ideas involved.

15) All of this being said, I am proud to report that I can’t identify any one lesson as being disastrous.

16) However, this doesn’t mean that we haven’t had stronger lessons than others.

17) It simply means that we have learned from the students.

18) how to be creative

19) and keep the lessons fun and attention grabbing.
Went well: 1) Passing out the name tags and made the effort to make a name-face association with each student. I think they knew I was making a true effort to get to know them. 2) Review of the Cómo estás? Vocabulary. They really enjoyed the motions/faces that went along with these. Improvement: 1) The projector issues took up a lot of time. From now on, I’m going to make all of my materials so that that won’t be an issue in the future. 2) The game did not go as I had hoped. I don’t think my explanation was very clear because I realized that throwing a tennis ball might be a little uncomfortable for everyone while sitting down. I should have had a softer, bigger ball that would have been a lot easier for them to throw. The game turned into them passing it from table to table and they couldn’t hear each other very well from across the room.

1) **Went well**: 1) Passing out the name tags
   App. (R) +

2) and **made the effort** to **make** a name-face association with each student.
   Ju. (E.t) +

3) I **think** they **knew** I **was making a true effort** to get to know them.
   Ju. (E.t) + F(> <)

4) 2) Review of the Cómo estás? Vocabulary.

5) They **really enjoyed** the motions/faces that **went** along with these.
   F↑ Af. (H) +

6) Improvement: 1) **The projector issues took up a lot of time.**
   App. (R) − F↑

7) From now on, I’m **going to make all of my materials**
   Ju. (E.t) +

8) so that **that won’t be an issue in the future.**
   App. (R) +

9) 2) The game **did not go as I had hoped.**
   App. (V) −

10) I don’t think my explanation was very clear because I realized that throwing a tennis ball might be a little uncomfortable for everyone while sitting down.
    F↓ Af (S.) -

11) I should have had a softer, bigger ball that would have been a lot easier for them
to throw.

12) The game turned into them passing it from table to table

13) and they couldn’t hear each other very well from across the room.

Florence Observation Response #2 is missing

Florence. Observation Response #3

Went well: My tactics for engaging my students have drastically improved since the beginning of the year. Instead of just calling on the handful of students that I know will be able to answer right away, I’ve gotten comfortable calling on students that I know probably know the right answer – they just need an extra 15-20 seconds to think about it before they’re ready to speak out. I also think my students clearly retained the material from the previous lesson, so that was really fun to see. I’ve identified this area because content retention has been a major worry of mine with so many missed class (snow days, professional development days, etc.). Needs improvement: I need to work on waiting for the entire class to get quiet before proceeding with whatever I want to tell them/moving on to the next part of the lesson. This is important because if I don’t have their full attention, some of them won’t get the directions and will definitely have unnecessary questions. In addition, the quiet signal is going to lose it’s effectiveness because the kids won’t take it seriously, which will make getting them to quiet down much more difficult in the future. Setting behavioral expectations for independent/group work time is something else that I need to work on because it’s kind of a loose classroom environment in general, and in order to maintain control I need to make it clear what the rules are before I let them start working on something.

1) Went well: My tactics for engaging my students have drastically improved since the beginning of the year.

2) Instead of just calling on the handful of students [that I know will be able to answer right away.] I’ve gotten comfortable calling on students [that I know probably know the right answer] – they just need an extra 15-20 seconds to think about it.
3) I also think my students clearly retained the material from the previous lesson, so that was really fun to see. //

4) I’ve identified this area because content retention has been a major worry of mine with so many missed class (snow days, professional development days, etc.). //

5) Needs improvement: need to work on [waiting for the entire class to get quiet before proceeding with whatever I want to tell them/moving on to the next part of the lesson.] //

6) This is important because if I don’t have their full attention, some of them won’t get the directions and will definitely have unnecessary questions. //

7) In addition, the quiet signal is going to lose its effectiveness because the kids won’t take it seriously, which will make getting them to quiet down much more difficult in the future. //

8) [Setting behavioral expectations for independent/group work time] is something else that I need to work on because it’s kind of a loose classroom environment in general, //

9) and [in order to maintain control] I need to make it clear what the rules are [before I let them start working on something.]
Florence. Observation Response #4

Using the “count to 30” technique while passing out papers for classroom management went really well! My energy was really high for this lesson so I think the students were enthusiastic about reviewing as well. Some of the questions that I asked were a little bit confusing for them. This might have not been the best way to review. I could have phrased my answer to Mackenzie’s question (about French) in a more positive way. The reason I cut her off is because she almost always asks questions that are off-topic (at least one per lesson) and I’ve struggled with figuring out how to get her to stay focused on Spanish.

1) Using the “count to 30” technique while passing out papers for classroom management **went really well**!
   App. (R) + F↑

2) My energy was **really high** for this lesson so I think the students were enthusiastic about reviewing as well.
   F↑ App. (C) + Af. (H) +

3) Some of the questions that I asked were **a little bit confusing** for them.
   F↓ App. (C) –

4) This **might have not been the best way** to review.
   F(< >) App. (R) –

5) I could have phrased my answer to Mackenzie’s question (about French) in a **more positive way**.
   App. (R) -

6) The reason I cut her off is because she almost always asks questions that are off-topic (at least one per lesson)
   F↑ Ju. (E. t) -

7) and **I’ve struggled with figuring out how** to get her to stay focused on Spanish.
   Ju. (E.c) - Ju (E.t) –

Florence. Comments on Best Lesson

At the end of last semester I had every student personally choose a “Spanish name” that I am calling them by this semester. It adds a more Spanish-y feel to class by making them feel more cultured, and it reminds me to speak more Spanish. Taking attendance reminds me of their “new” names, and has also taught them a new word: “Aquí!” The alphabet is something that I never learned in any of my Spanish classes (I started taking Spanish in
So earlier in this semester I just added it to our routine, and the class is now able to sing it without me! My kids absolutely love the “Macarena Meses” song – It helped them learn the months so quickly and efficiently, and it was just a really fun way to get them excited about the material. I found a song for the days of the week to the tune of “The Addams Family” theme song, and the kids went nuts over it. When we go over “la fecha” every day at the beginning of class, sometimes I can see them mouthing it/singing it in their head to figure out which day it is. Both of these songs made me feel successful in my teaching because I knew students were not only excited to be singing them, but that they also were learning the material at the same time. That’s the goal, right?! I found this game on the Internet, and it was a raging success with the kids. It was incredibly simple and required very little preparation on my part – all I had to do was prepare the questions. What made it successful was how I managed the classroom. I’m always nervous to play games because there is only one of me and thirty of them, but I made “silencio” the most important rule of the game, so even when their team got a question right, they would jump around and fist pump the air, but no one would get loud! I felt as though this review was very successful because of the calendar that the students had created in our last class. I designed a calendar where they labeled the days of the week and the current month, and the calendar also included the sentence structure for how to say the date as a complete sentence, as well as the numbers 1-31. I found this to be successful because the students has every resource that they needed right in front of them. They couldn’t say they didn’t know if I asked them one of the three questions, because all of the answers were literally right in front of them – they just had to find them on their sheet. This calendar also proved to be very useful at the beginning of class every day, because I could call on someone that I knew wouldn’t know it off the top of their head, but they had the opportunity to figure it out using their calendar as a resource. Their Spanish folders that I provided them with last semester played a key role in this, as they had somewhere specific to keep the calendar.

1) At the end of last semester I had every student personally choose a “Spanish name” that I am calling them by this semester.

2) It adds a more Spanish-y feel to class by making them feel more cultured.

3) and it reminds me to speak more Spanish.

4) Taking attendance reminds me of their “new” names,

5) and has also taught them a new word: “Aquí!”

6) The alphabet is something that I never learned in any of my Spanish classes

7) (I started taking Spanish in 6th grade, so I think our teacher just assumed that we knew it).

8) So earlier in this semester I just added it to our routine,
9) and the class is now able to sing it without me!
   Ju (E.c) +

10) My kids absolutely love the “Macarena Meses” song –
    F↑ Af. (H) +

11) It helped them learn the months so quickly and efficiently,
    F↑ App. (R) +

12) and it was just a really fun way to get them excited about the material.
    F↑ App. (R) + Af. (H) +

13) I found a song for the days of the week to the tune of “The Addams Family” theme song.

14) and the kids went nuts over it.
    Af. (H) +

15) When we go over “la fecha” every day at the beginning of class, sometimes I can see them mouthing it/singing it in their head to figure out which day it is.

16) Both of these songs made me feel successful in my teaching because I knew students were not only excited to be singing them, Af. (S) +
    Af. (H) +

17) but that they also were learning the material at the same time.
    Ju. (E.c) +

18) That’s the goal, right?!

19) I found this game on the Internet,

20) and it was a raging success with the kids.
    F↑ App. (R) +

21) It was incredibly simple and required very little preparation on my part –
    F↑ App. (C) + F↑ App. (C) +

22) all I had to do was prepare the questions.

23) What made it successful was how I managed the classroom.
    Ju. (E.c) +
24) I’m always nervous to play games because there is only one of me and thirty of them,

25) but I made “silencio” the most important rule of the game,

26) so even when their team got a question right, they would jump around and fist pump the air,

27) but no one would get loud!

28) I felt as though this review was very successful because of the calendar that the students had created in our last class.

29) I designed a calendar where they labeled the days of the week and the current month,

30) and the calendar also included the sentence structure for how to say the date as a complete sentence, as well as the numbers 1-31.

31) I found this to be successful because the students have every resource that they needed right in front of them.

32) They couldn’t say they didn’t know if I asked them one of the three questions, because all of the answers were literally right in front of them –

33) they just had to find them on their sheet.

34) This calendar also proved to be very useful at the beginning of class every day, because I could call on someone that I knew wouldn’t know it off the top of their head,

35) but they had the opportunity to figure it out using their calendar as a resource.

36) Their Spanish folders that I provided them with last semester played a key role in this, as they had somewhere specific to keep the calendar.
The projector in the classroom was broken, so I rented one through a program that LSA has because I thought using a PowerPoint would be best. I didn’t have any backup materials – just my computer (and the tennis ball that you’ll hear about later). To my dismay, we were unable to figure out how to make the project work (even though it was working at my house the night before!!!), and we spent almost ten minutes trying to figure it out. So, I was pretty frazzled, and felt very unsuccessful before my lesson even started because I had already spent almost 1/3 of the lesson trying to figure out something that didn’t even end up working. Looking back, I definitely should have skipped this because of the whole projector situation. But then again, it was only Day 2 – I still didn’t know their names, so maybe it was needed.

Also, their nametags were so small because I thought using note cards would be a good idea (it wasn’t). Also, they used pencil, so I could barely see them. Also, some of them had really small handwriting…So I guess this is more related to the process of making the nametags as opposed to handing them out, but if I could redo this, we would use colorful construction paper and fold it hotdog style, and everyone would be using markers so that I’d actually be able to see their names!! Without my PowerPoint, I had to write the lyrics to the songs on the board, which was fine, just not ideal. I felt unsuccessful because it seemed like I wasn’t prepared. I should have had a back-up poster with the lyrics. Okay, so if the lesson was going downhill before, this was where it plummeted. My first error was thinking that a tennis ball would be a suitable choice for their object to throw around. I think literally anything else would have been better – I’m laughing out loud as I write this because it seemed like such a great idea at the time, and I can’t believe that I thought 3rd graders would be capable of gently tossing a tennis ball around. I didn’t really understand what modeling was at this point, and as I didn’t really know my students yet, I didn’t know which ones would have felt comfortable demonstrating something that was so new.

What the game was supposed to be was a ball toss game where students threw the ball to one another. But what it turned into was this: students at the same table would just kind of hand it off to each other, and then I would have to transfer it to a new table. I’m not sure if they were scared to throw it because it was a tennis ball, or if they didn’t understand, or if I seemed like a crazy lady to them. I am sure that I felt unsuccessful in my teaching because I didn’t give clear directions, I didn’t yet understand how to manage a classroom, and I didn’t feel like I was giving the students the opportunity to truly practice the material.

We didn’t have time to get to this part because of the whole projector situation.

1) The projector in the classroom was broken, App. (R) –

2) so I rented one through a program that LSA has because I thought using a PowerPoint would be best, App. (R) + F↑

3) I didn’t have any backup materials – just my computer (and the tennis ball that
you’ll hear about later).

4) To my dismay, we were unable to figure out how to make the project work (even though it was working at my house the night before!!),

5) and we spent almost ten minutes trying to figure it out.

6) So, I was pretty frazzled.

7) and felt very unsuccessful before my lesson even started because I had already spent almost 1/3 of the lesson trying to figure out something that didn’t even end up working.

8) Looking back, I definitely should have skipped this because of the whole projector situation.

9) But then again, it was only Day 2 – I still didn’t know their names, so maybe it was needed.

10) Also, their nametags were so small because I thought using note cards would be a good idea (it wasn’t).

11) Also, they used pencil, so I could barely see them.

12) Also, some of them had really small handwriting...

13) So I guess this is more related to the process of making the nametags as opposed to handing them out,

14) but if I could redo this, we would use colorful construction paper and fold it hotdog style,

15) and everyone would be using markers so that I’d actually be able to see their names!!

16) Without my PowerPoint, I had to write the lyrics to the songs on the board, which was fine, just not ideal.
17) I felt unsuccessful because it seemed like I wasn’t prepared.

18) I should have had a back-up poster with the lyrics.

19) Okay, so if the lesson was going downhill before, this was where it plummeted.

20) My first error was thinking that a tennis ball would be a suitable choice for their object to throw around.

21) I think literally anything else would have been better.

22) I’m laughing out loud as a write this because it seemed like such a great idea at the time,

23) and I can’t believe that I thought 3rd graders would be capable of gently tossing a tennis ball around.

24) I didn’t really understand what modeling was at this point,

25) and as I didn’t really know my students yet, I didn’t know which ones would have felt comfortable demonstrating something that was so new.

26) What the game was supposed to be was a ball toss game where students threw the ball to one another.

27) But what it turned into was this: students at the same table would just kind of hand it off to each other,

28) and then I would have to transfer it to a new table.

29) I’m not sure if they were scared to throw it because it was a tennis ball, or if they didn’t understand, or if I seemed like a crazy lady to them.
30) I am sure that I felt unsuccessful in my teaching because I didn’t give clear directions.

31) I didn’t yet understand how to manage a classroom.

32) and I didn’t feel like I was giving the students the opportunity to truly practice the material.

33) We didn’t have time to get to this part because of the whole projector situation.
I think two aspects of our teaching that went well were organizing the leaders of the lesson and preparing visual aids for the lesson. For that specific lesson we assigned specific people to “lead” the section, which was helpful in knowing who would give out the main instructions and who would call on students. For example [Name of teaching partner] went over classroom expectations, I led the cognates section and [Name of teaching partner] led the commands portion. I also really liked having our PowerPoint, specifically for the cognates sections. I think it was helpful for the students to see how the word looked in Spanish, compare it to the word in English and have a visual aid too. I think the main aspect of this lesson that we should have approached differently was the overall structuring. We all initially thought that there seemed to be too many different components to effectively get through during the 30 minutes, but we did not want to fall behind the first week so tried to squeeze everything in. Instead I think it would have been helpful to say, okay maybe we should take out the commands section for this lesson and incorporate it into the next day’s lesson. In our first class we taught that day we broke into groups and did the Me Llamo Como Estas activity but then we did not have time left and completely rushed through the commands section. Since that happened, before our second class we made the decision to take out the Me Llamo Como Estas activity we had created in order to make sure we had sufficient time for the Commands lesson. Making this change did in fact allow us to go over commands but it took away an interactive group activity for the students. The other aspect of our teaching that I think needs improvement is coming up with easy phrases to use with the students whether used for transitions or to reassure a student that it is okay if they do not understand something. In our first class there were a couple of students who were confused and I found it very difficult to try to reassure them or explain something in Spanish since the reason they were frustrated was because we were talking all in Spanish.

1) I think two aspects of our teaching that went well were organizing the leaders of the lesson and preparing visual aids for the lesson.

2) and preparing visual aids for the lesson.

3) For that specific lesson we assigned specific people to “lead” the section, which was helpful in knowing who would give out the main instructions and who would call on students.

4) and who would call on students.

5) For example [Name of teaching partner] went over classroom expectations,

6) I led the cognates section

7) and [Name of teaching partner] led the commands portion.

8) I also really liked having our PowerPoint, specifically for the cognates sections.
9) I think it was helpful for the students to see how the word looked in Spanish, compare it to the word in English, and have a visual aid too.

10) I think the main aspect of this lesson that we should have approached differently was the overall structuring.

11) We all initially thought that there seemed to be too many different components to effectively get through during the 30 minutes,

12) but we did not want to fall behind the first week so tried to squeeze everything in.

13) Instead I think it would have been helpful to say, okay maybe we should take out the commands section for this lesson and incorporate it into the next day’s lesson.

14) In our first class we taught that day we broke into groups and did the Me Llamo Como Estas activity

15) but then we did not have time left

16) and completely rushed through the commands section.

17) Since that happened, before our second class we made the decision to take out the Me Llamo Como Estas activity we had created in order to make sure we had sufficient time for the Commands lesson.

18) Making this change did in fact allow us to go over commands
20) but it took away an interactive group activity for the students.

21) The other aspect of our teaching that I think needs improvement is coming up

with easy phrases to use with the students whether used for transitions or to reassure a student that it is okay if they do not understand something.

22) In our first class there were a couple of students who were confused

Spanish since the reason they were frustrated was because we were talking all in Spanish.

Maggie Observation Response #2

Overall I think this lesson went well. I think two of the things that went really well were creating and implementing the activities and having the stations for the students to rotate with their groups. For my station in particular I think there are a couple things I could have improved. The students did not seem to grasp the concept of talking as a group to answer the questions so I think for the Jeopardy game it may have been more effective for them to each write down their answer on a scrap of paper and hold up the answer after a few seconds. The reason why I have identified this area is because it seemed like the same 1 or 2 students were answering the questions while the other students may not have gotten much out of the activity. Additionally, since we only had 6 minutes in the station I would have been more selective in the questions the groups answered. Since we only had time to go through a handful of questions I should have been better prepared to focus on areas that seem to be a struggle. For example, in [Name of teaching partner] ’s activity the students were working with food vocabulary so the Jeopardy game did not also need to include the same vocabulary. Overall I am very happy with how today’s lesson went, but of course there is always room for improvement.

1) Overall I think this lesson went well.

2) I think two of the things that went really well were creating and implementing the activities
3) and having the stations for the students to rotate with their groups.

4) For my station in particular I think there are a couple things I could have improved.

5) The students did not seem to grasp the concept of talking as a group to answer the questions.

6) so I think for the Jeopardy game it may have been more effective for them to each write down their answer on a scrap of paper and hold up the answer after a few seconds.

7) The reason why I have identified this area is because it seemed like the same 1 or 2 students were answering the questions while the other students may not have gotten much out of the activity.

8) Additionally, since we only had 6 minutes in the station I would have been more selective in the questions the groups answered.

9) Since we only had time to go through a handful of questions I should have been better prepared to focus on areas that seem to be a struggle.

10) For example, in [Name of teaching partner]’s activity the students were working with food vocabulary so the Jeopardy game did not also need to include the same vocabulary.

11) Overall I am very happy with how today’s lesson went,

12) but of course there is always room for improvement.

Maggie. Observation Response #3
I think two aspects of our teaching that went well were classroom management and reviewing the vocabulary the student’s already knew. The students seemed to do a great job recalling the words for family members and also menor y mayor. I think in this lesson [Name of teaching partner] and I were also consistent in handling students’ behaviors in the class. I think the two aspects to improve on were both involving the worksheet/activity. One aspect that could have been improved was the introduction into the worksheet. As [Name of field instructor] also noticed, students seemed to get nervous about the format of the worksheet so I think we could have started off by better explaining the purpose of the activity to relieve some of the pressure the student’s put on themselves. Another aspect that I think could have been improved was the format of the worksheet. I think we could have changed the format to make it either a whole class activity or a small group activity. Meaning to make it run more smoothly I think we could have encouraged collaboration in their table groups where students could help each other. Even though this does not give us a sense of how each individual student is doing with the material it may have been more effective in getting through the worksheet.

1) I think two aspects of our teaching that went well were classroom management and reviewing the vocabulary the student’s already knew.

2) The students seemed to do a great job recalling the words for family members and also menor y mayor.

3) I think in this lesson [Name of teaching partner] and I were also consistent in handling students’ behaviors in the class.

4) I think the two aspects to improve on were both involving the worksheet/activity.

5) One aspect that could have been improved was the introduction into the worksheet.

6) As [Name of field instructor] also noticed, students seemed to get nervous about the format of the worksheet so I think we could have started off by better explaining the purpose of the activity to relieve some of the pressure the student’s put on themselves.

7) Another aspect that I think could have been improved was the format of the worksheet.
10) I think we could have changed the format to make it either a whole class activity

11) or a small group activity.

12) Meaning to make it run more smoothly I think we could have encouraged collaboration in their table groups where students could help each other.

13) Even though this does not give us a sense of how each individual student is doing with the material it may have been more effective in getting through the worksheet.

Maggie. Observation Response #4

I think the review of the previous vocabulary went well, as well as the introduction of the new words in groups. I think we both did a good job with checking for understanding throughout the review and introduction of the vocabulary. I think the activity was one thing that didn’t go as well as we had hoped. We were not very clear in our directions and expectations for the students so once they found their partners I think they were confused about what to do next. Another aspect that did not go as smoothly was transitioning between activities such as from the vocabulary into the game. Sometimes during these transitions we lose the students’ attention a bit.

1) I think the review of the previous vocabulary went well, as well as the introduction of the new words in groups.

2) I think we both did a good job with checking for understanding throughout the review and introduction of the vocabulary.

3) I think the activity was one thing that didn’t go as well as we had hoped.

4) We were not very clear in our directions and expectations for the students so once they found their partners I think they were confused about what to do next.

5) Another aspect that did not go as smoothly was transitioning between activities.
such as from the vocabulary into the game.

6) Sometimes during these transitions we lose the students’ attention a bit.

Maggie. Comments on Best Lesson

| Name of mentor teacher | was such an incredible help with this lesson. On a typical lesson she remains at her desk taking care of tasks while we teach but is always there is a specific issue arises. For this lesson, she almost took [Name of teaching partner] ’s place without me even asking her to. As I was up in the front of the classroom leading the lesson, [Name of mentor teacher] actively circulated the room aiding with the classroom management. I think this was also a huge reason why this lesson was so successful. By selecting this lesson, by no reason am I saying that I am more successful teaching on my own than with [Name of teaching partner] . I selected this lesson because I was pleasantly surprised with how smoothly the lesson went teaching on my own and it made me feel so unbelievably happy and successful. |
1) This was a lesson plan different from most because I was going to be a solo teacher.

2) For that reason I think I put extra time preparing the lesson thinking proactively through possible difficulties that could occur.

3) I had never taught alone so I was not sure how the day would run.

4) and although I had confidence in my abilities as a teacher, I did not expect the lesson to go as smoothly as it did.

5) In my first class, this lesson went so well and I walked out of the classroom feeling very successful in my teaching and genuinely happy.

6) and I put a spin on introducing new vocabulary. Not only did I have students touch that body part as I was teaching them the new vocabulary in groups of 3, I also created an activity in which to reinforce the vocabulary.

7) This also was a really fun lesson where I saw the opportunity to make the lesson more interactive.

8) In introducing head and face vocabulary I saw the opportunity to make the lesson more interactive.

9) The students got to go over the vocabulary while also creating a resource for themselves with all of the new vocabulary.

10) When planning this lesson I was thinking through how this activity would play out in the classroom and realized I wanted to come up with explicit directions for the students to follow.

11) One potential difficulty I thought could arise was students getting distracted with the drawing aspect of the activity and stop giving me their undivided attention.
13) For this reason I decided to institute the rule of when they hear “lapiz” they can pick up their pencil and when they hear “no lapiz” they have to put the pencil down.

14) I was so amazed how well this worked in the classroom.

15) Students put down their pencils as soon as they heard “no lapiz” and were completely engaged without a pencil in their hand until I said “lapiz.”

16) This was one thing that made me feel so successful.

17) It made me so happy to see the activity I came up with run so smoothly in the classroom.

18) I could tell the students really enjoyed it.

19) and since the students were so great with following the directions, I enjoyed the activity too because I didn’t have to be focused on behavioral issues or classroom management.

20) Since I was teaching alone, I also did adjust my management of the classroom and had students assist in passing out the materials etc.

21) I also am particularly lucky with my MT in that class.

22) [Name of mentor teacher] was such an incredible help with this lesson.

23) On a typical lesson she remains at her desk taking care of tasks while we teach but is always there if a specific issue arises.

24) For this lesson, she almost took [Name of teaching partner]’s place without me even asking her to.

25) As I was up in the front of the classroom leading the lesson, [Name of mentor teacher] actively circulated the room aiding with the classroom management.

26) I think this was also a huge reason why this lesson was so successful.
27) By selecting this lesson, by no reason am I saying that I am more successful teaching on my own than with [Name of teaching partner].

28) I selected this lesson because I was pleasantly surprised with how smoothly the lesson went teaching on my own and it made me feel so unbelievably happy and successful.

29) and it made me feel so unbelievably happy and successful.

Maggie. Comments on Worst Lesson

This was a lesson plan that did not go well for me in our second class [Name of mentor teacher]. Most of this had to do with behavioral issues of the students in my particular group. The day was a normal day until we broke up into our smaller groups. I got my group together and started to get into introducing the vocabulary. We have a point system for behavior issues in our groups and even so, that day my group was not listening to directions and was acting up a lot. Our MT [Name of mentor teacher] usually remains at her desk doing her own work but she even noticed and came to the back of the room to join my group and take note of her students’ behavior. The main area where this lesson went wrong was during the activity. The way [Name of teaching partner] and I had designed the activity was to be a sort of competition. It was meant to be a fun way for students to test their knowledge and practice working with the new vocabulary. We have done these types of activities in our other class and they have always gone over super well and students really enjoy them. For the students in my group this was certainly not that case. It didn’t take long for there to be actual tears. In my particular group I have one student who has anger management issues and this game was not for him. After not being the first one to get the answer right, even after the first question I could see him starting to simmer. Seeing how students in my group were reacting to this activity I quickly tried to change the rules. I now said that it wasn’t who wrote down the answer the fastest, but rather I would give everyone the same amount of time to write down the answer and then when I said time was up, everyone who had the correct answer written down would get a point. Unfortunately, it was too late and some of the students were already set off or checked out of the game. Soon after, it was time to clean up and sing Adios and since [Name of mentor teacher] was still sitting with my group I apologized saying I wasn’t expecting the activity to go so poorly. I felt bad that I would be leaving her classroom with so many of her students upset due to the activity. She remarked that it wasn’t my fault and that her students just can’t play games because they don’t know how to lose but nevertheless I still felt bad. Even if [Name of teaching partner]’s group did fine with this activity, I have never left the classroom feeling so unsuccessful before. Not only did the
activity not go well, I left the classroom with our MT having to deal with upset students. This lesson definitely taught me a lesson and it made it more clear than ever that what works with some students doesn’t work with all of them. This activity did not fit the needs of the students in my group. I realized that I needed to stay away from games that had someone winning or seemed like any sort of competition. Even though I tried to alter the game once I saw students getting upset, it was too late. That being said, I am not sure more planning would have made a difference. Before this happening, I did not know how big of a difficulty my group would have with this activity so it really was an eye-opening experience. Yes, it is really important to try to proactive and think through difficulties but sometimes teaching comes down to trial and error. Sometime there is no way of knowing how badly something is going to go, until it actually happens. Even though I have never felt so unsuccessful leaving a classroom before, this lesson going so poorly helped make me more successful with future lessons.

1) This was a lesson plan that did not go well for me in our second class [Name of mentor teacher].

2) Most of this had to do with behavioral issues of the students in my particular group. [Name of teaching partner] –

3) The day was a normal day until we broke up into our smaller groups. [Name of teaching partner] +

4) I got my group together and started to get into introducing the vocabulary.

5) We have a point system for behavior issues in our groups and even so, that day my group was not listening to directions and was acting up a lot. [Name of teaching partner] –

6) Our MT [Name of mentor teacher] usually remains at her desk doing her own work

7) but she even noticed

8) and came to the back of the room to join my group

9) and take note of her students’ behavior.

10) The main area where this lesson went wrong was during the activity. [Name of teaching partner] –

11) The way [Name of teaching partner] and I had designed the activity was to be a sort of competition.

12) It was meant to be a fun way for students to test their knowledge and practice
working with the new vocabulary.

13) We have done these types of activities in our other class and they have always gone over super well.

14) and students really enjoy them.

15) For the students in my group this was certainly not that case.

16) It didn’t take long for there to be actual tears.

17) In my particular group I have one student who has anger management issues.

18) and this game was not for him.

19) After not being the first one to get the answer right, even after the first question I could see him starting to simmer.

20) Seeing how students in my group were reacting to this activity I quickly tried to change the rules.

21) I now said that it wasn’t who wrote down the answer the fastest, but rather I would give everyone the same amount of time to write down the answer and then when I said time was up, everyone who had the correct answer written down would get a point.

22) Unfortunately, it was too late and some of the students were already set off or checked out of the game.

23) Soon after, it was time to clean up and sing Adios

24) and since [Name of mentor teacher] was still sitting with my group I apologized saying I wasn’t expecting the activity to go so poorly.
25) I felt bad that I would be leaving her classroom with so many of her students upset due to the activity.

26) She remarked that it wasn’t my fault.

27) and that her students just can’t play games because they don’t know how to lose but nevertheless I still felt bad.

28) Even if [Name of teaching partner]’s group did fine with this activity, I have never left the classroom feeling so unsuccessful before.

29) Not only did the activity not go well, I left the classroom with our MT having to deal with upset students.

30) This lesson definitely taught me a lesson

31) and it made it more clear than ever that what works with some students doesn’t work with all of them.

32) This activity did not fit the needs of the students in my group.

33) I realized that I needed to stay away from games that had someone winning or seemed like any sort of competition.

34) Even though I tried to alter the game once I saw students getting upset, it was too late.
35) That being said, I am not sure more planning would have made a difference.

36) Before this happening, I did not know how big of a difficulty my group would have with this activity so it really was an eye-opening experience. App. (V) +

37) Yes, it is really important to try to be proactive and think through difficulties but sometimes teaching comes down to trial and error. F↑ App. (V) +

38) Sometime there is no way of knowing how badly something is going to go, until it actually happens. App. (R) -

39) Even though I have never felt so unsuccessful leaving a classroom before, this lesson going so poorly helped make me more successful with future lessons. F↑ App. (R) – App. (V) +
Lisa Observation Response #1

I think [Name of teaching partner] and I did a great job of working together on this lesson and backing each other up while teaching. Our roles were very balanced and complementary. We also did well with giving the students practice with the worksheet. Two aspects we need to improve upon are our start and end time and providing an actual lesson plan, not just a PowerPoint, when we are observed. I identified these specific areas based off [Name of field instructor]’s observation feedback form of us as well as my memory from the class and what I felt confident about during the lesson.

1) I think [Name of teaching partner] and I **did a great job of working together** on this lesson and **backing each other up** while teaching.

2) Our roles were **very balanced and complementary**.

3) We also **did well** with **giving** the students practice with the worksheet.

4) Two aspects we **need to improve** upon are our start and end time and providing an actual lesson plan, not just a PowerPoint, when we are observed.

5) I identified these specific areas based off [Name of field observer]’s observation feedback form of us as well as my memory from the class and what I felt confident about during the lesson.

Lisa Observation Response #2

Two aspects that went well during the lesson is our ability to make this lesson applicable to their own personal lives and our classroom management. We were able to make this lesson relatable because we took the vocabulary and had them use it in ways that made it interesting to themselves, which deepened their understandings. We had great classroom management because [Name of teaching partner] and I took turns teaching and managing our students, and feel very comfortable teaching with each other. Two aspects that need improvement are giving clear explanations and using 95% Spanish. These two areas I want to focus on go hand-in-hand, since it is difficult to get our fourth grade students to thoroughly understand us when we are speaking in 95% Spanish. In order to improve upon this, we need to think of multiple ways to explain objectives and use more gestures.
1) Two aspects that went well during the lesson [is our ability to make this lesson applicable to their own personal lives and our classroom management.]

2) We were able to make this lesson relatable [because we took the vocabulary and had them use it [in ways that made it interesting to themselves.] [which deepened their understandings.]

3) We had great classroom management [because [Name of teaching partner] and I took turns teaching and managing our students],

4) and feel very comfortable teaching with each other.

5) Two aspects that need improvement are giving clear explanations and using 95% Spanish.

6) These two areas [I want to focus] on go hand-in-hand,

7) since it is difficult [to get our fourth grade students to thoroughly understand us

8) [when we are speaking in 95% Spanish.]

9) [In order to improve upon this,] we need to think of multiple ways [to explain objectives and use more gestures.]

Lisa. Observation Response #3

Two aspects that went well were classroom management and collaborating with my partner. Two aspects that needed improvement were our visuals, especially without the projector, and transition time.

1) Two aspects that went well were classroom management
2) and collaborating with my partner.

3) Two aspects that **needed improvement** were our visuals,
   App. (R) –

4) especially without the projector, and transition time.

Lisa. Observation Response #4

<table>
<thead>
<tr>
<th>Our students were well behaved and we had enough time to review at the end. We need to limit side talking and cheating, we mentioned this numerous times but it is hard to eliminate overall. We also need to give the instructions slower.</th>
</tr>
</thead>
</table>

1) Our **students were well behaved**
   Ju. (S.p) +

2) **and we had enough time to review at the end.**
   Ju. (E.c) +

3) **We need to limit side talking and cheating.**
   ??

4) **we mentioned this numerous times but it is hard to eliminate overall.**
   App. (V) –

5) **We also need to give the instructions slower.**
   Ju. (E.c) –

Lisa. Comments on Best Lesson

[Name of teaching partner] and I were particularly successful this lesson because of how well the students could relate to the material. This lesson both reviewed the nuclear family and gave them names of the extended family, two groups of vocabulary that really intrigued them and are applicable to their everyday lives. We utilized the students’ creativity by giving them the chance to draw their own family trees. This not only allowed them to directly interact with the material and be creative, but it also was another way that this lesson allowed them to make connections from Spanish to their own personal lives. This is very important since it makes them far more interested and engaged, leading to the greater participation and questions asked during this lesson. In order to execute this lesson as well as we did, [Name of teaching partner] and I thoroughly lesson planned and thought of creative ways to teach the material in a relatable manner. Since the students were so well behaved because of their interest, class management was very easy for this lesson, giving us one less thing to worry about and more time focusing on the lesson itself.

1) **[Name of teaching partner] and I were particularly successful** this lesson because
of how well the students could relate to the material.

2) This lesson both reviewed the nuclear family and gave them names of the extended family,

3) two groups of vocabulary that really intrigued them and are applicable to their everyday lives.

4) We utilized the students’ creativity by giving them the chance to draw their own family trees.

5) This not only allowed them to directly interact with the material and be creative,

6) but it also was another way that this lesson allowed them to make connections from Spanish to their own personal lives.

7) This is very important since it makes them far more interested and engaged,

8) leading to the greater participation and questions asked during this lesson.

9) In order to execute this lesson as well as we did, [Name of teaching partner] and I thoroughly lesson planned and thought of creative ways to teach the material in a relatable manner.

10) Since the students were so well behaved because of their interest, class management was very easy for this lesson, giving us one less thing to worry about and more time focusing on the lesson itself.

Lisa. Comments on Worst Lesson

During this lesson, our students got quite out of hand. We very thoroughly already taught all the material in the family unit, and we underestimated our students’ knowledge and comfort with this material. Therefore, the class pace was too slow for our students, which led to them getting out of hand. There was lots of side conversation and they were hard to control since they weren’t as engaged as they were in previous lessons. Because of all these behavioral problems, [Name of teaching partner] and I had to spend much
time managing our classroom’s behavior, which greatly took away from the lesson. Since they were overall fairly unengaged, there was significantly less participation and thoughtful questions asked. Although we did want to teach this unit thoroughly to ensure they understood this very important material, we learned when to realize a class is comfortable with it to the point that they get bored and uninterested.

1) During this lesson, our students got quite out of hand.

2) We very thoroughly already taught all the material in the family unit.

3) and we underestimated our students’ knowledge and comfort with this material.

4) Therefore, the class pace was too slow for our students, which led to them getting out of hand.

5) There was lots of side conversation

6) and they were hard to control since they weren’t as engaged as they were in previous lessons.

7) Because of all these behavioral problems, [Name of teaching partner] and I had to spend much time managing our classroom’s behavior,

8) which greatly took away from the lesson.

9) Since they were overall fairly unengaged, there was significantly less participation and thoughtful questions asked.

10) Although we did want to teach this unit thoroughly to ensure they understood this
very important material, we learned when to realize a class is comfortable with it to
F↑ App (V) + App (R) +
the point that they get bored and uninterested.
Af. (S) –
Carl Observation Response #1

The class’ engagement went well. Also, the students were very sad to see us go which shows us they had a lot of fun. [Name of teaching partner] and I could work on using more Spanish and help each other better in the classroom. For example, I could walk around the classroom as she does the presentation.

1) The class’ engagement went well.
   App. (R) +

2) Also, the students were very sad to see us go
   Af. (H) – F↑

3) which shows us they had a lot of fun.
   Af. (H) + F↑

4) [Name of teaching partner] and I could work on using more Spanish/
   Ju. (E. c) – F↓

5) and help each other better in the classroom.
   Ju. (E.c) –

6) For example, I could walk around the classroom as she does the presentation.

Carl Observation Response #2

Two aspects of our teaching that went well were our Spanish and our circulation throughout the room. These were two aspects that were critiqued in our initial observation; however, this time around [Name of field instructor] positively commented on our ability to speak at least 95% Spanish as well as our position relative to each other in the room.

1) Two aspects of our teaching [that went well] were our Spanish and our circulation
   App. (R) +

throughout the room. //

2) These [were two aspects that] were critiqued in our initial observation;
   App. (V) –

3) however, this time around [Name of field instructor] positively commented on our ability [to speak at
   Ju. (E.c) +
least 95% Spanish as well as our position relative to each other in the room.]

Carl. Observation Response #3

I think two aspects we did very well was our teamwork. The way [Name of teaching partner] and I alternated slides fluently and were able to address students while the other teacher continued to teach. Also a point of emphasis in the past was using all Spanish; however, this lesson [Name of field instructor] complimented us on our use of Spanish. Two things we could work on: the participation could use some work. We always have students very excited to volunteer and answer a question; however, there are some classes that go by that only a group of 5 or 6 students will raise their hand.

1) I think two aspects we did **very well** was our teamwork.  
   F↑ App. (R) +

2) The way [Name of teaching partner] and I alternated slides fluently  
   Ju. (E.c) +

3) and were able to address students while the other teacher continued to teach.

4) Also a point of emphasis in the past was using all Spanish;

5) however, this lesson [Name of field instructor] complimented us on our use of Spanish.

6) Two **things we could work on:** the participation could **use some work.**  
   App. (R) -  
   F(< >) App. (R) -

7) We always have **students very excited to volunteer and answer a question:**  
   F↑ Af. (H) +

8) however, there are some classes that go by that only a group of 5 or 6 students will raise their hand.

Carl. Observation Response #4

Two aspects that I thought went well were our back-pocket activity of “el ahorcado” as well as [Name of teaching partner] and I’s teamwork going through the powerpoint. Two things that need improvement are making sure all the students participate and my clarity in explaining activities in Spanish.
1) Two aspects that I thought went well were our back-pocket activity of “el ahorcado” App. (R) +

2) as well as [Name of teaching partner] and I’s teamwork going through the powerpoint.

3) Two things that need improvement are making sure all the students participate App. (R) –

4) and my clarity in explaining activities in Spanish. Ju. (E. c) –

Carl. Comments on Best Lesson

This lesson plan was particularly successful for a variety of reasons, and was mainly focused on participation and enthusiasm. In our first class our MT teacher purchased Spanish notebooks for all the students in the class. They were helpful at first and seemed like a great idea; however, as the year has progressed, some students have become engrossed in copying every little bit of information off of the slides rather than participating, and being engaged with the lesson. When the MT made the students put away their notebooks the class went exponentially better. A student who has struggled all year was participating nearly every time; this newly found engagement gave energy to the environment of the classroom and made it a lot more fun to teach. We always use the time right up to the very last seconds in this first class to make it through the lesson plan. However, the participation really facilitated the lesson and we were able to finish with 5 minutes to spare. The students even came up with an activity that was a lot more fun than our back pocket activity we had planned. The students suggested hangman with the new vocabulary, so for the remaining time, we played hangman which was a lot more enjoyable for everyone involved. This class really demonstrated the symbiotic relationship between everyone in the classroom environment. The more students participate the happier and more energetic the teachers are which I feels rubs back off on the students. This allows for the classroom and lessons to run smoother and more efficiently giving us extra time at the end to play hangman?

5) This lesson plan was particularly successful for a variety of reasons, F(>) App. (R) +

6) and was mainly focused on participation and enthusiasm. Af. (H) +

7) In our first class our MT teacher purchased Spanish notebooks for all the students in the class.

8) They were helpful at first and seemed like a great idea;
9) However, as the year has progressed, some students have become engrossed in copying every little bit of information off of the slides rather than participating, and being engaged with the lesson.

10) When the MT made the students put away their notebooks the class went exponentially better.

11) A student who has struggled all year was participating nearly every time; this newly found engagement gave energy to the environment of the classroom and made it a lot more fun to teach.

13) We always use the time right up to the very last seconds in this first class to make it through the lesson plan.

14) However, the participation really facilitated the lesson and we were able to finish with 5 minutes to spare.

16) The students even came up with an activity that was a lot more fun than our back pocket activity we had planned.

17) The students suggested hangman with the new vocabulary,

18) so for the remaining time, we played hangman which was a lot more enjoyable for everyone involved.

19) This class really demonstrated the symbiotic relationship between everyone in the classroom environment.
20) The more students participate **the happier and more energetic** the teachers are Af. (H) +
which I feel rubs back off on the students.

21) This allows for the classroom and lessons **to run smoother**
App. (R) +

22) and **more efficiently** giving us extra time at the end to play hang man and who
App. (R) +
doesn't **love hangman**?
Af. (H) +

Carl. Comments on Worst Lesson

<table>
<thead>
<tr>
<th>The lesson plan was unsuccessful for a number of reasons. One thing [Name of teaching partner] and I planned to focus on prior to designing the lesson plan was getting the students really excited about the new material. However, the activity we choose was drawing on a blank piece of paper rather than an activity like Simon Says, Fly Swatter or Around the World. The students love all of the previous activities and the activities get them really intent on learning the new material. The drawing activity allowed the students free time to goof off rather than to learn the vocabulary in a fun way. [Name of teaching partner] and I were not able to meet prior to plan for this lesson; she was swamped with work and I had an Organic Chemistry test later that day. Our lack of preparation was apparent in the creativity that was put into this lesson. This unfortunately showed and the students had trouble labeling their faces correctly, if they even got to it at all. The drawing activity proved to be unsuccessfully executed by us, mainly because we did not emphasize the importance of labeling the facial features. So, when [Name of teaching partner] and I were looking around throughout the activity the students were just drawing a variety of faces and monsters with no Spanish words. I love the idea of incorporating art to address the student’s creative side; however, [Name of teaching partner] and I should have stressed the importance of incorporating the Spanish vocabulary into the drawings. In the next lesson, we were able to review and really learn the facial features vocabulary before moving on to play a riveting game of “Simon Dice” that got every student very enthusiastic and intent on mastering the vocabulary so they could win the game. From this lesson, I learned the importance of preparation and how the students will get out what we as teachers put into the preparation of each lesson plan.</th>
</tr>
</thead>
</table>

1) The lesson plan **was unsuccessful** for a number of reasons.
App. (R) –

2) One thing [Name of teaching partner] and I planned to focus on prior to designing the lesson plan was getting **the students really excited about the new material**.
F↑ Af. (H) +

3) However, the activity we choose was drawing on a blank piece of paper rather than an activity like Simon Says, Fly Swatter or Around the World.
4) The students **love all of the previous activities**
   Af. (H) +

5) and the activities **get them really intent on learning** the new material.
   F↑ Ju. (E.t) +

6) The drawing activity allowed the students free time to goof off rather than to learn
   App. (R) –
   the vocabulary in a fun way.
   App. (R) +

7) [Name of teaching partner] and I were not able to meet prior to plan for this lesson;

8) she was **swamped with work** and I had an Organic Chemistry test later that day.
   App. (C) –

9) **Our lack of preparation was apparent** in the creativity that was put into this lesson.
   Ju. (E.c) –

10) This **unfortunately showed** and the students had trouble labeling their faces
    App. (V) –
    Ju. (E.c) –
    correctly, if they even got to it at all.

11) The drawing activity **proved to be unsuccessfully executed by us,**
    Ju. (E.c) –

12) mainly because **we did not emphasize the importance of labeling the facial**
    Ju. (E.c) –
    features.

13) So, when [Name of teaching partner] and I were looking around throughout the
    activity the students were just drawing a variety of faces and monsters with no
    Spanish words.

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15) however, [Name of teaching partner] and I should have stressed the importance of
    F↑ Ju. (E.c) –
    incorporating the Spanish vocabulary into the drawings.
16) In the next lesson, we were able to review and really learn the facial features F↑ Ju (E.c) + vocabulary before moving on to play a riveting game of “Simon Dice” that got every student very enthusiastic and intent on mastering the vocabulary so they could win the F↑ Af. (H) + Ju (E.t) + game.

17) From this lesson, I learned the importance of preparation App. (V) +

18) and how the students will get out what we as teachers put into the preparation of each lesson plan.
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