



*Center for*

**EUROPEAN STUDIES**

*at the University of Florida*

# **Language Teacher Summer Institute**

## **Summer 2024**

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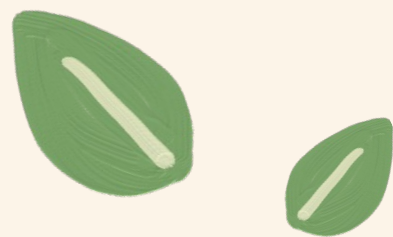



Presented by Camila Pulido



# Final Project

Virtual exchange as a means to build cultural competence and practice target language skills.



## About me



I am a Spanish and ESOL Florida certified teacher.

I hold a BA in English Language teaching from the University of Santander (UIS) in Colombia.

## My context



I currently live in Northwest Florida and teach Spanish at the high school level.

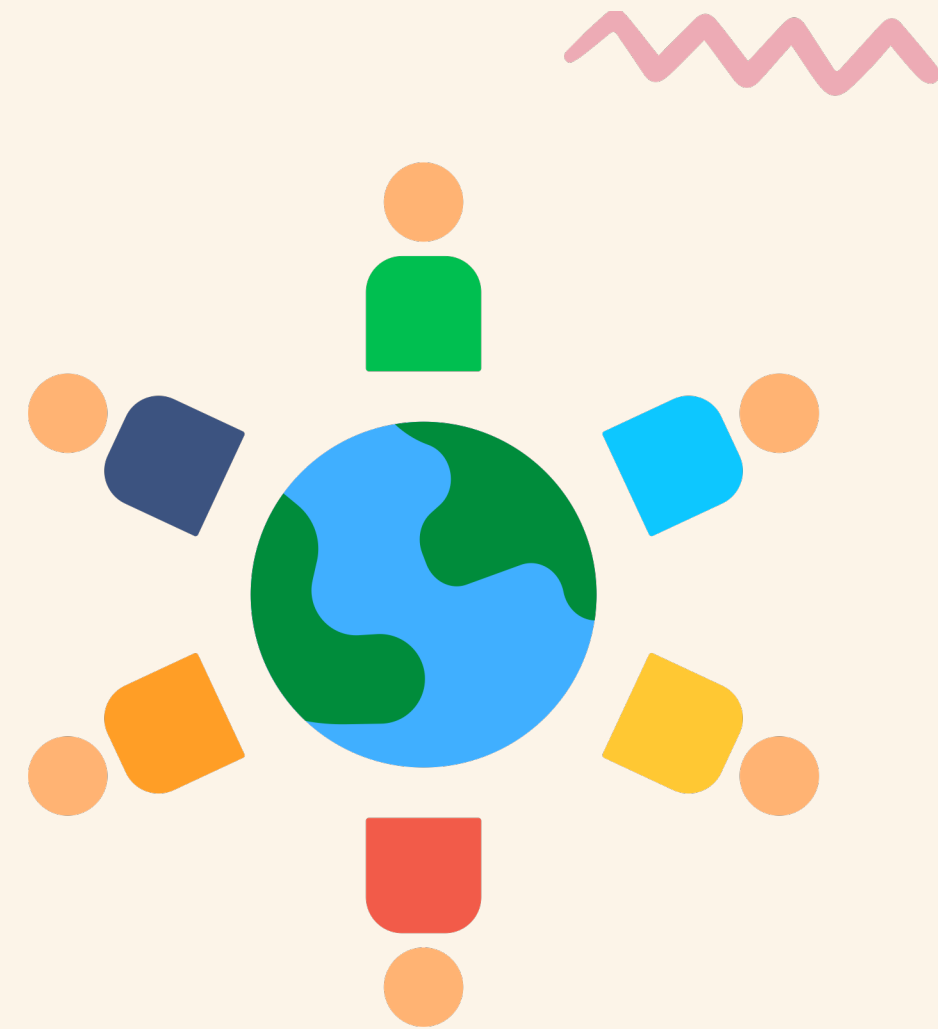
Most of my students are 15 to 18 years old.



# REFLECTION

During these two weeks at the Language Teaching Summer Institute, I had the chance to learn from language teachers from around the world. It was an enriching experience that helped me cultivate new knowledge and skills.

What struck me the most from the study material was the research supporting the use of comprehensible target language at all times and levels and the concept of culture as a system.



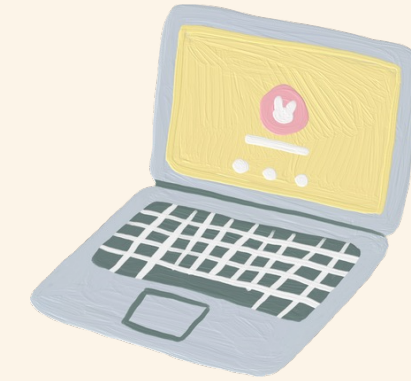
# PROJECT OVERVIEW



This initiative is collaborative efforts with Mr. Ivan Royero at Francisco Serrano Munoz School in Santander, Colombia. Mr. Royero teaches English as a foreign language at the high school level. We will work together to arrange two virtual exchange sessions, the first one in Spanish and a second one in English. In each one of these sessions, the students learning the language of communication will prepare a set of questions to ask the host school. In order to do so, there will be a series of activities leading up to the big day.

# DAY 1

Welcome to Santander, Colombia!



1

I do

Teacher will present students with general facts about the host city: time zone, weather, geography.

2

We do

Using Google Maps, we will list places of interest around the community the school is located in.

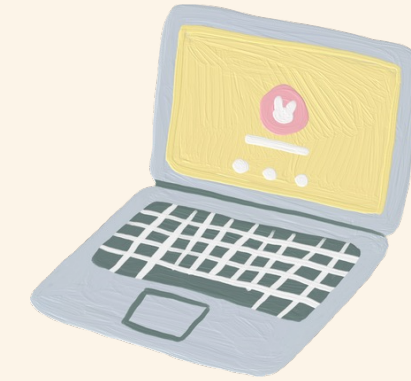
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You do

In groups, students will choose a place of their liking. They will research about activities that can be done in said place and present it to the class.

## DAY 2

### School Schedules



1

I do

Teacher will present students with the school schedule of high schoolers at the host schedule.

2

We do

We will lead a discussion on differences and similarities between our school's schedule and the host school's schedule.

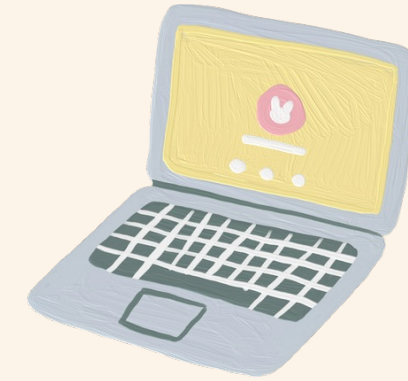
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You do

Individually, students will write their own schedule on poster paper (these will be sent to the partner teacher so they can have their own discussion as well)

# DAY 3

## Question Bank



1

I do

Teacher will present students with example interviews making emphasis on question words.

2

We do

We will brainstorm question ideas and review question structure on the board.

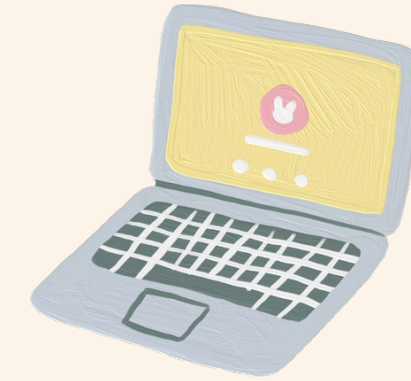
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You do

Students will work on writing a question bank

## DAY 4

### Speed Dating - Speaking Practice



1

I do

Teacher will explain how speed dating works.  
Next, teacher will tell students they will use the same dynamic to do a speaking practice.

2

We do

Together, we will arrange the room in speed dating style, and go over the steps again.

3

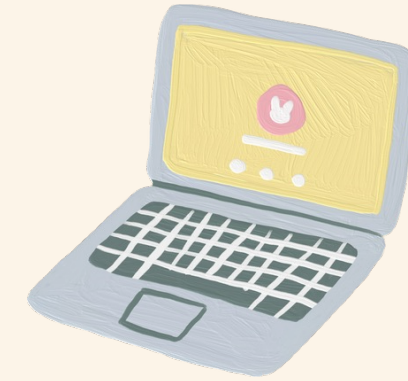
You do

Students will practice asking and answering the questions they wrote.



## DAY 5

### The Big Day



We do

The host school and us will connect through Zoom. This first time, Spanish will be the language used at all times. We will divide the session in categories: school subjects, leisure time activities, school food, etc.





## RESOURCES/REFERENCES

- Enacting the Work of Language Instruction, Vol 1

