

Одной из актуальных проблем сегодня стало так же использование достижение новых отраслей лингвистики при преподавании РКИ. Речь идет, прежде всего, о концептологии, нейролингвистики, когнитивистики и других. Национальная культура реализуется в языке. Однако каким образом это происходит? Как язык организует концепты культуры? Изучение лингвострановедения с помощью основных концептов русской языковой картины мира позволит выявить особенности национального мышления, восприятия народа.

Владение русской когнитивной базой и основами концептологии определяет адекватность общения на русском языке. Это предполагает своего рода лингвокультурологическое «погружение» посредством изучения, прежде всего национальных концептов. Наиболее полно такие концепты отражены в «Словаре культурной грамотности», лингвокультурологическом словаре «Русское культурное пространство», пособии «Как мы живем», а также использовании Национального корпуса современного русского языка.

Список источников:

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2. Щерба Л.В. Преподавание языков в средней школе. Общие вопросы методики. В кн.: Языковая система и речевая деятельность. Л.,Наука,1974 с.322.

Making effective use of films in the Spanish Class.

Lesson Plan: Guantanamera

Rodriguez, I.

*Affiliate Instructor of Spanish and French University of Dallas,
Modern Languages Dept. Dallas, USA*

Language professors around the world face a problem of student motivation in a language class and lack of interest or time to study and practice grammar structures. Another challenge is students' inability to comprehend the usage of grammar structures significantly different from those in their native language. To increase students' motivation and help process the challenging Grammar concepts while encouraging them to analyze and practice Grammar, language professors in American Universities increasingly use film viewing in class. It has additional benefits of opening up students' minds to different cultures and lifestyles in the countries of the target language. However, it is extremely important to design an efficient lesson plan to make such an activity beneficial for linguistic and cultural learning, rather than a pure diversion. While viewing the film, students need to actively process the linguistic and cultural input and analyze it writing down the structures and new vocabulary. Discussing and reviewing this material after the viewing will help transfer these Grammar and Lexical structures into the active linguistic knowledge; clarifying new linguistic structures will help comprehension skills, and discussing cultural differences will increase students' understanding of target language culture and students' cultural tolerance.

I further suggest a lesson plan following the model provided by Jack C. Richards and Theodore S. Rodgers designed to reach all the above-mentioned goals. The Cuban film "Guantanamera" (1995) will introduce students to the political, social and economic reality

of the country in the 90s, as well as to the Afro-Caribbean cultural folk roots; demonstrate peculiarities of the Cuban accent and demonstrate context usage of Grammar structures, enabling students to better comprehend and use them.

Lesson Plan

1. Subject taught: Spanish
2. Level: Intermediate to Advanced (Fourth or Fifth semester)
3. Grammar topics to be analyzed: Imperative Mode (Commands) and Preterit/Imperfect Tenses
4. Cultural topics to be analyzed: socio-economical situation in Socialist Cuba and influence of myths in the Afro-Caribbean culture.
5. Learning Objectives:
 - a. Grammar knowledge: Objective 1: students will learn to distinguish Formal/Informal Imperative forms and their usage; Objective 2: students will learn to distinguish appropriate usage of Preterit/Imperfect past Tenses in Spanish and practice new forms.
 - b. Lexical knowledge: Students will learn new vocabulary and analyze lexical peculiarities of the Spanish spoken in Cuba.
 - c. Skills: listening comprehension (audio processing of the above-mentioned Grammar and lexical forms during the film viewing), writing (documenting these structures for later analysis and usage in class), pronunciation (analyzing peculiarities of pronunciation of Cuban Spanish and speaking (practicing these forms in oral communication)).
6. Aspect/ cultural value: 1) understand and evaluate peculiarities and challenges of everyday life in Cuba unfamiliar to an American student, appreciate its differences and uniqueness, increase level of openness and tolerance of these differences and thus enhance cultural understanding; 2) learn about the importance of myths in the Afro-Caribbean culture.
7. Audiovisual Materials/tools to be used in class: Teacher: bring the computer or DVD and projector to show the movie. Students: paper and pen to write down required structures and questions that may arise during the viewing of the film.
8. Class proceedings/ dynamics: The teacher will ask the students to pay attention to the linguistic peculiarities in several scenes while viewing the film, particularly to the usage of Imperative forms and Preterit/Imperfect Tense structures which present frequent difficulties to the students of Spanish. The choice between repetitive actions requiring Imperfect Tense and completed/one-time actions requiring Preterit is the reason of many mistakes, and real-life usage observed in the context of the film will facilitate mastering these structures and understanding the appropriate situations for their usage. Professor will indicate to the students the scenes to be analyzed (for example, the scenes where funeral procession runs into a couple with a woman who is about to deliver a baby where abundant Imperative usage can be observed; conversation between Mariano and Ramón, where the former tells the story of his falling in love with Gina where both Preterit and Imperfect are extensively used, and the myth about the God Iku and immortality, similarly demonstrating ample usage of Preterit and Imperfect.

Day 1 – Activity 1 – Professor will review the formation and usage of Formal and Informal commands and of Preterit/Imperfect Tenses. **Activity 2** – Informal evaluation: students will practice Commands and Preterit/Imperfect forms in pairs checking each other: for example, one will ask: What is the informal Command of “poner”? The other will answer and then the students will switch roles. To facilitate the practice, professor will give each pair a card with forms written on one side and answer keys on the other. The pairs will then pass the card they finished to the next pair, and the process will go in circle until all the cards are used. **Activity 3:** Professor will write the new words to be heard in the movie, on the board explaining the usage and conjugating new verbs together with students. Students will then proceed to watching the movie, paying particular attention to the scenes indicated by the professor and writing down Commands and Preterit/Imperfect forms they will hear.

Day 2 – Activity 1 – Students will review and compare their notes with their classmates in small groups. All the groups will then take turns reading Command forms they wrote down and explaining whether they are formal or informal and why these forms are used in the particular context. They will also read Preterit/Imperfect forms also explaining the context which necessitates them. Students from other groups may volunteer to add to or clarify others’ explanations, correct and/or ask questions regarding the forms they wrote down but did not understand, and the usage they did not understand. **Activity 2** – this activity will focus on the cultural value of the film in the Spanish language class. Students will discuss in small groups and in Spanish to the best of their abilities, the cultural differences they observed and socio-political or economical elements that drew their attention. Then each group will give 1-2 examples with other students contributing comments or questions to the discussion. Professor will guide the discussion with additional explanations as necessary and with questions focusing on the key moments/details of the film, e.g.: “What subject did Gina teach?” (Scientific Communism). “Do you understand what is being taught in such a subject?”

Professor will also discuss and ask to analyze the cultural significance and relevance of the Yoruba myth of immortality. **Activity 3** – Students will act out the same scenes using the forms they previously discussed for better processing/memorization. They will be able to change/ vary the scenes without changing the meaning of the film, with the purpose of maximizing the practice and usage of the structures being reviewed. (e.g., add other verbs in active structures that could be appropriate in the scenes).

Formal Evaluation: Students will take a test during the class following watching the film and the post-viewing discussion where they will be asked to write phrases based on the film (scenes different from those analyzed previously) and using the active vocabulary and verbs indicated by the professor in Imperative, Preterit and Imperfect forms. The evaluation will determine and prove the effectiveness of the described activities and methods and the necessity of further review. Individual feedback will be provided.

Cited Works:

1. Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 2nd ed. New York: Cambridge University Press, 2001.
2. Warford, Mark. “¿Enseñar gramática y cultura en la lengua extranjera? Empezando en las zonas de mayor resistencia.” *Hispania* 93.2 (2010): 292-304.