

A bilingual lesson for speakers of spanish and english

[Education](#)



The paper "A Bilingual Lesson for Speakers of Spanish and English" is a worthy example of an assignment on education. How could you integrate descriptive and question - related vocabulary into a bi-lingual lesson for speakers of Spanish and English? The challenge with integrating vocabulary into lessons in bi-lingual classrooms is developing similar connections between the languages. Deriving from similar Greek and Latin roots, both languages share the vocabulary that is in large part similar. These 'cognates' can be used to integrate vocabulary into a bi-lingual lesson. With secondary level students, the most effective means would be to begin by identifying the grammatical shifts that occur when speaking English instead of Spanish. Most notably, in Spanish words predominantly end in vowels, whereas in English they tend towards consonant endings. For example:

Atlantico becomes Atlantic

democratico becomes Democratic

patriotico becomes patriotic

The lesson would then focus on developing student knowledge of which words carry over from Spanish to English or vice-versa and helping students build on their foundational knowledge.

When developing question-related vocabulary it's important for students to recognize the similarities in the ways the two languages structure their questions. While it's true that in Spanish many questions are formulated by the mere verbal intonation of the statement, the two languages share similar means of developing questions through 'tag' endings.

For examples, in Spanish, you could say, ¿Vives en España, verdad?

(meaning: You live in Spain, no?)

And in English, you can formulate questions with similar tag endings, “ You eat Frosted Flakes, don’t you?”

An effective bi-lingual lesson would point students to the grammatical similarities these languages share in question formation, and again help students build on their foundational knowledge.