

What are the three major ways in which the WWLTE program transformed and affected your pedagogical practice this past school year?

- “It gave me a better way to format goals of comprehension for my students throughout the grades. It also provided me with a more positive approach to differentiation in my lessons that were not specifically targeted at giving certain students more work than others as opposed to differentiating activities throughout the lesson and engaging students as much as possible throughout. Taking such an approach to the planning and formatting of my lessons had the biggest impact on my pedagogical practice because I was meeting more of the child as a whole when I did this, contrary to how I would have only appealed to the thinking or willing parts of their souls but in such intensity that would often make them uncomfortable.”
- “1) Structure. 2) How to facilitate well, example INPUT. 3) Allowed me to connect more to the students because I always made sure that they could understand. This concept I did not use in my teaching before. 4) I have to add a fourth. The training helped me to be more creative in my pedagogical practice.”
- “I felt more prepared for and confident about the school year. I also felt that I had more freedom when it came to what and how I could teach.”
- “1) The use of formed communicative phrases to facilitate use of the language right away. 2) The use of in-tandem translation to reinforce meaning at the beginning 3) Having a big picture view of second language acquisition- it was like having a bonus semester of my linguistics degree.”

What was the main difference you noticed between your teaching before and after the training?

- “How engaged my students became in the lessons. I was happy with how much more Mandarin they were speaking but the questions about language usage and Chinese culture were more frequent than before but spoke to their increased interest in the course itself.”

- “I had a solid structure for my teaching with resources, understanding of how language is learned and how Waldorf pedagogy and the language facilitation go hand in hand together. The pedagogy and the way that I learned how to facilitate really go together. The training really helped me to facilitate the language so that the students learned the language I was teaching , and practiced the language in the class more than ever before. I was more relaxed and had more fun.”
- “I was more confident and able to engage students more. I also focused more on comprehension rather than the amount of Spanish my students spoke. We also had more fun.”
- “The above activities now give my students a ton of vocabulary at their fingertips, and the reading is better reinforced.”
- “I had never taught German specifically, but compared to my ESL work, my lessons are much more active and spontaneous-participation driven.”

What about the training served you the most?

- “The fact that we had practical instruction using the methods we were learning every day before starting the more academic portion of our days definitely helped the most.”
- “Learning about how people actually acquire languages and therefore how I as a language facilitator need to be to help my students acquire the second language.”
- “I appreciated the WWLTE hands-on work we did and how much time we spent doing it all. The resources were most helpful, story cycle, tasks, etc.”
- “The big-picture view of language learning 1-8, how it fits with the children's development, and learning how to lesson plan from the upper grades down, to cultivate the skills you want them to have.”

Did your students get to a higher proficiency level than usual? How did you assess students in the different grades?

- “I think so, yes. They were assessed constantly throughout the year, particularly in class toward the end of the year when less English was spoken in the classroom.”

- “Yes, they did. I assessed them through talks, written comprehension tasks and talk tasks. Timed writes”
- “It varied by age group. The older grades 4-6 (and some third graders) seemed more confident when reading/speaking and interested in the language which led to them participating more.”
- “Yes, the wealth of vocabulary from the Warm-up Circles. I didn't compare their acquisition to different years.”
- “YES! My work is very different to my predecessor, but my students are using the language more than they did! Short 1-1 conversations based on exchanges from class (ranging from 1st grade greeting Beno and asking for a hug, if he's hungry-- to upper grades discussing their family members). Middle school had some light quizzes, and projects. I assessed based on the process in addition to the finished product”

~ Sunbridge World Language Teacher Education students
2024-25 cohort