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Washington University in Saint Louis
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EDUCATION

Saint Louis University

M.A., Spanish Language and Literature, May 2013

Certificate in University Teaching Skills, May 2013

Webster University

B.A., Spanish Language with a minor in Music, December 2009

Julian Aguirre Music Conservatory

Music education, classical guitar and voice, music theory, and member of the Conservatory choir, 1995-2001

UNIVERSITY TEACHING EXPERIENCE

Washington University in Saint Louis

Full-time Lecturer in Spanish and Level Coordinator, Fall 2016-present

Full-time Lecturer in Spanish, Fall 2014, Fall 2015

Saint Louis University

Adjunct Instructor, 2012-2013

Teaching Assistant, 2010-2012

PROFESSIONAL DEVELOPMENT

Language Teaching Fair (Fall 2019)

Presentation and discussion on how to incorporate group work in the language classroom. Attended a workshop on "*What to do with elephants in the classroom*".

Supporting Students and their Extra-Curricular Life (Fall 2019)

Danny Kim and Travis Tucker led a discussion on Campus Life and how to support our students as they balance academic and social life. Extracurricular activities were highlighted as being crucial in fostering belonging and how they provide unique leadership opportunities that are critical in developing soft skills.

OTHER TEACHING AND YOUNG ADULT EXPERIENCE

Washington University in Saint Louis

Four-Year Advisor, College of Arts & Sciences, Summer 2019-present

World Pediatric Project –Saint Louis, Missouri

Informal Spanish Interpreter, 2018-present

As a volunteer with the World Pediatric Project, I occasionally serve as an informal interpreter for Spanish-speaking families receiving medical care in St. Louis.

International School House –Saint Louis, Missouri

Music Instructor & Teaching Assistant, 2010-2012

St. Michael the Archangel School –Saint Louis, Missouri

Elementary School Spanish Instructor, 2002-2003

Taught interactive Spanish education to students aged five to nine.

Archdiocese of Saint Louis

Consultant of Hispanic Youth Leadership Program, 2002-2004

Responsible for developing and implementing vision for empowering young adults to be leaders in the Hispanic community. Procured a challenge grant to fund the Hispanic Youth Leadership Project. Planned, organized, and coordinated a weekend retreat for 35 Hispanic young adults in Saint Louis.

Various Elementary Schools – Buenos Aires, Argentina

Music Teacher, 1997-2001

Pastoral Choir Director –Buenos Aires, Argentina & Saint Louis, Missouri

Directed folk choirs at San Cayetano in Buenos Aires and Our Lady of Guadalupe Parish in Florissant, Missouri.

COMMUNITY SERVICE

The Magic House –Saint Louis, Missouri

Advisory Committee Member, August 2018-November 2019

As an Advisory Committee member to the Magic House, I worked with the President of the Magic House, Elizabeth Fitzgerald, and her team to plan a major exhibit about Argentina called “Argentina’s Niños”. The exhibit is designed to travel to other cities around the United States after a nine-month stay at the Magic House. I also helped plan the Opening Night, hosted famous artists from Argentina that came to the United States as well as the Argentine Consul, who visited from Chicago in order to see the exhibit and be part of the opening night.

World Pediatric Project –Saint Louis, Missouri

Volunteer, 2018-present

World Pediatric Project is an organization that helps bring critically ill children from impoverished countries to receive medical care in the United States. As a volunteer, I take patients and their caregivers to various appointments, visit them at the hospital before/after surgery, make home visits, and take families in outings for fun, to run errands, or to enjoy a meal.

Room at the Inn –Christ the King Church, Saint Louis, Missouri

Volunteer, 2012-present

Room at the Inn provides immediate, temporary shelter to homeless women and families in the St. Louis region. Christ the King hosts a group of ten people once a

month. As a volunteer, I help set up beds and basic needs for the families, cook meals, share dinner and conversation, play with the children. On occasions, I have been an “innkeeper”, meaning that I have spent the night with the families.

PROFESSIONAL AFFILIATIONS

Member of Sigma Delta Pi (Hispanic National Honor Society), Saint Louis University
Member of Alpha Sigma Nu (National Jesuit Honor Society), Saint Louis University
Member of the Foreign Language Association of Missouri (FLAM)

ACADEMIC HONOR AND ACCOMPLISHMENTS

Saint Louis University

Graduate Student Representative for Spanish, academic year 2011-2012.

Organized and coordinated a planning committee for the Saint Louis University French and Spanish Symposium, April 2012.

Duties included scheduling and advertising event, organizing student help, coordinating presentations, selecting a keynote speaker, and monitoring and overseeing event.

Served on planning committee for the Saint Louis University French and Spanish Symposium, April 2011.

Webster University

Awarded Departmental Honors for outstanding achievement in the Department of International Languages and Culture.

Awarded University Honors, *Cum Laude*, for outstanding academic achievement.

Dean's List

LANGUAGE COMPETENCIES

Spanish: native speaker fluency

English: near native speaker fluency

Portuguese: basic and reading knowledge

Statement of Teaching Philosophy

I learned how to speak English as an adult, when I was twenty-five years old. I truly understand the dedication it takes to learn a new language and I believe each of my professors made a difference in the learning process, which only occurs under good guidance and through great determination.

Hence, as a teacher I will endeavor to guide students in the learning process, aiming to transmit knowledge of my field to the students and making them discover that hard work carries expected results. In some cases, I may be the only one that can make a difference between embracing the language or walking away from it.

I believe I have to be passionate about what I am teaching, knowledgeable, and dedicated. I will only be able to reach out to my students when I am capable of showing them I know them, I care about them, and I enjoy my time with them. Also, awareness that I learn through my students keeps me connected to them.

My goal as an educator is to help my students succeed by immersing them into the language through exposure to culture, traditions, and literature. I can do that, in part, by sharing my experience as a native speaker, having grown up in a Spanish-speaking country. In the classroom, I will make sure each student feels comfortable and safe. I will immerse them into the language through presenting authentic videos that will reinforce topics introduced in class as well as music videos that can give students an opportunity to listen to different rhythms and music styles. I will share personal memoirs from my native country and will show students my own traditions. I will focus on providing opportunities for both oral communication and developing a thorough grammatical base. I will challenge students to not only read and understand Spanish literature but also to appreciate it.

I use the communicative approach, which emphasizes the learning process through oral communication in the target language. In the classroom, Spanish is required from day one, creating the awareness of needing to use the target language in order to complete tasks and to communicate with peers and the instructor. I believe in pairing off students into small groups to practice newly acquired structures. Also, dialogues, recreational activities, and situations with problem-solving tasks, such as using maps, graph, and advertisements, are all to be performed on the spot in the classroom. Through these activities, students come to know that making mistakes is a natural part of the learning process and that it is through this kind of practice that their speech becomes more accurate.

My assessment philosophy includes checking students' progress via oral interviews and conversations. I also spend considerable time on each student's essays to make sure they are learning from the writing process. Nonetheless, there is only limited time reserved for oral assessments. Written exams will be assigned periodically that will measure the students' understanding and ability to express themselves in the target language, as well as familiarity with the vocabulary studied.

I strive to create an encouraging and enjoyable learning environment where students feel at ease sharing their progress. I will make every effort to listen to what students have to say and be aware of their needs. I want to employ a personal model to engage students in oral communication. I can only attempt this approach because of my background and knowledge of the language and culture. However, more than anything I want to be able to reach all students regardless of their learning styles, through lectures, visual aids such as Power Point presentations, and written work.

Finally, I believe that caring about and respecting your students is important to creating a good learning environment and that this enables me to put greater demands and challenges on the students. I strive to maintain a good relationship with my students, and at the same time to establish myself as a self-assured instructor, motivating and inspiring them to learn. It is through my student's success and challenges that I can reevaluate my teaching skills and approaches, always looking for ways to improve my teaching methods through the study and learning of how second language proficiency is acquired.