

Creating and Adapting OER Materials for your Heritage Spanish Learners

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Day 1

A. THE FIVE C'S OF ACTFL'S WORLD READINESS STANDARD

Communication

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Culture

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Comparison

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Connection

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Community

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Group work:

Exercise 1: What C's are present in Professor Holguín's unit and how are they being presented, practiced, assessed, etc.?

Exercise 2: Using one of the authentic texts in the unit (i.e. the videos, readings, etc.) create an additional activity that develops one of the Cs.

B. ACTFL PROFICIENCY GUIDELINES: INTERMEDIATE

LISTENING

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.

Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

SPEAKING

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

https://www.actfl.org/sites/default/files/guidelines/Speaking_Intermediate_Guadalupe_typicalday1.m4v

WRITING

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

READING

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are non-complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-

frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

- PROGRESS INDICATORS FOR FOREIGN LANGUAGE LEARNERS

https://startalk.umd.edu/public/system/files/resources/ncssf_actflcandos.pdf

The NCSSFL-ACTFL Can-Do Statements

Group work:

Exercise 1: Pick out a text (written or oral) in the teaching unit by Professor Holguín and explain whether it is below, above, or at the intermediate level. Refer to the ACTFL criteria to justify your answers.

Exercise 2: Consider the level of the following outcomes and explain whether they are below, above, or at the intermediate level

Written outcomes	Oral outcomes
Newsletter	Presentation
Web page	Representation of a poem, play, song...
Bulletin Board display	Interview
Scrapbook	Debate
Poster	Role play
Position paper	Class discussion on a current event topic
Shopping list	Narrating a childhood experience

C. BEST PRACTICES

STARTALK PRINCIPLES FOR EFFECTIVE TEACHING AND LEARNING

1. Implementing a Standards-Based and Thematically Organized Curriculum

- Units and lessons address standards with the goal of developing students' abilities for real world communication.

- Meaningful themes and story serve to organize curriculum, instruction, and assessment.
- Grammar is not the focus of the course, unit, or lesson. Grammar is a tool for communication. Avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.

2. Facilitating a Learner-Centered Classroom

- The teacher partners with and students in the learning process, providing input and modeling output, guiding and enabling cognitive processing, facilitating collaborative practice, and giving feedback to develop independent student language performance.
- Learners engage in cognitively challenging real-world tasks.

3. Using the Target Language and Providing Comprehensible

- Target language at least 90% of the time.
- Comprehensible Input strategies: – Language (paraphrasing, defining words by example, not translation, repetition of key words and phrases) – Context (making sure students have knowledge of the topic/objective of the lesson, gestures, visuals and props)
- Interaction with learners (frequent comprehension checks)

3. Integrating Culture, Content, and Language in a World Language Classroom

- Purposeful communication –student use language knowing how, when, and why to say what to whom.
- Content-related instruction that makes meaningful connections to the world and expands learners’ knowledge of other disciplines and the world.
- Students to use the target language as they work with the content and cultural topics of the unit.

5. Adapting and Using Age-Appropriate Authentic Materials

- Authentic materials and tasks that are appropriate to the language proficiency and age level of the learners.
- A range of authentic print and non- print materials in a variety of technological formats.

6. Conducting Performance-Based Assessment

- Focus is on what students can do with the language they have learned.
- Formative vs. summative assessments.
- Assessments go beyond paper and pencil format.

Goal: to develop students who are active learners and can self-assess.

From <https://startalk.umd.edu/principles/>

EFFECTIVE (HERITAGE LANGUAGE) PEDAGOGY

(From: Teeman, Annela (May 15, 2015), *Living critical sociocultural theory in classroom practice*. International Conference on Language Teacher Education, Minneapolis, MN.)

1. Joint Productive Activity: Students and teachers producing together

No: Students work independently of one another.

Yes: The teacher and a small group of students collaborate on a joint project.

2. Language and Literacy Development: Developing language and literacy across the curriculum

No: Instruction is dominated by teacher talk.

Yes: The teacher designs and enacts instructional activities that generate expression and development of “content vocabulary” AND assists student language use or literacy development through questioning, rephrasing, or modeling.

3. Contextualization: Making meaning: Connecting school to students’ lives

No: New information is presented in an abstract, disconnected manner.

Yes: The teacher integrates the new activity/academic concepts with students’ prior knowledge from home, school, or community to connect everyday and schooled concepts.

4. Challenging activities: Teaching through complex thinking

No: Activities rely on repetition, recall, or duplication to produce factual or procedural information.

Yes: The teacher designs and enacts challenging activities with clear standards/expectations and performance feedback AND assists the development of more complex thinking.

5. Instructional conversation: Teaching through conversation

No: Lecture or whole-class instruction predominates.

Yes: The teacher designs and enacts an instructional conversation with a clear academic goal, listens carefully to assess and assist student understanding, AND questions students on their views, judgments, or rationales. Student talk occurs at higher rates than teacher talk.

Group work

Exercise 1: What STARTALK Principles or Effective Pedagogy did you observe in the learning unit?

Exercise 2: Consider the authentic texts in the unit. What other activities can you do with these texts that follow the STARTALK principles and Effective Pedagogy? If they are too difficult, what will you do to scaffold the activity?

Exercise 3: Drawing from your own practice and study, add two or three best teaching practices or strategies to the above lists.

HERITAGE LANGUAGE TEACHING AT A GLANCE

	Domains of instruction		
	Socio-affective	Language	Learning conditions
Overarching goal	Attend to HLLs' social and affective needs and their goals and motivations for studying their HL.	Build on HLLs' language skills.	Create the conditions for learning in and out of the classroom.
Key learner characteristics	HLLs study their HL to find identity, connect with their roots, deal with their bilingualism and biculturalism, and interact with other HLLs. In some languages, HLLs also want to take professional advantage of their skills.	HLLs' language skills are largely a function of life experiences. Their comparative skills are as follows: <ul style="list-style-type: none"> • Oral skills > written skill • Command of the informal registers > Command of the formal registers • Implicit knowledge of language > explicit knowledge of language 	When working on tasks, HLLs focus on content, to the neglect of form. They also lack knowledge of essential grammatical terminology and the routines of language learning.
Instructional focus	<u>Topics:</u> Family life, cultural norms and perspectives, bilingualism, rejection, parental v. societal expectations, immigration, communities of HL speakers in the U.S.,	<u>Points:</u> <ul style="list-style-type: none"> • Key grammar and vocabulary points that address HLLs' linguistic gaps and that respond to their motivations and goals vis-à-vis their HL; • Essential grammar and vocabulary for authentic materials and tasks in the classroom context. 	The routines and terminology of language learning.

<p>Teaching strategies</p>	<p>For all classes enrolling HLLs (e.g. HL- and mixed-classes)</p> <ul style="list-style-type: none"> • <u>To build on HL learners’ global skills and to respond to their socio affective needs and goals and motivations</u>, use authentic materials and top-down approaches (macro-based teaching) • <u>To sequence tasks, use the From-to principles</u> (by Olga Kagan) <ol style="list-style-type: none"> 1. Aural > to reading 2. Spoken > to written 3. Home-based register > General/academic 4. Everyday activities > in-class activities 5. Motivation & identity > content • <u>To teach the standard variant and combat linguistic prejudice</u> <ol style="list-style-type: none"> 1. Take a contrastive approach to the standard and home registers (as opposed to a corrective approach); 2. Use dialectally diverse texts and practice codeswitching in the classroom; 3. Discuss language ideologies (language and power, society, identity). <p>For mixed classes</p> <ul style="list-style-type: none"> • Use mixed groups to take advantage of HLLs’ and L2Ls’ complimentary knowledge and skills. • Separate HL and L2 learners to (1) target gaps in knowledge and skills that may undercut classroom performance, and (2) give HL learners the opportunity to explore socio-affective issues.
<p>Assessment</p>	<p><u>Diagnostic assessment</u>: Language biographies, surveys, interviews provide important information on learners’ proficiency. Use diagnostic assessment to build classes that make linguistic sense and to manage issues of diversity;</p> <p><u>Formative assessment</u>: Use formative assessment to attend to the needs of individual learners, to create the conditions for self-directed learning, and to modify instruction;</p> <p><u>Summative assessment</u>: Preview high-stakes testing through assignments, quizzes, class activities, etc.</p>
<p>Essential tools</p>	<p>ACTFL Proficiency Scale The Five C’s of ACTFL’s World Readiness Standard: Communication Culture, Comparison, Connection, Community STARTALK principles (see below) Annala Teeman’s Effective pedagogy (see below)</p>

Group work:

Exercise 1: Refer back to “Best Practices” (p. 4) to identify at least three best teaching practices in the teaching unit by Professors Yanina and Esteban Hernández.

Exercise 2: Consider the chart “Heritage Language Teaching at a Glance” (p. 7). What domains of HL instruction are being explicitly targeted in this unit? Also, what teaching strategies are being used?

Exercise 3: Using one of the texts in the unit, create a speaking and a writing activity for HL learners above the intermediate mid level as well as one for learners below this level. Consider the WIDA Standards (next page) for ideas about how to modify the tasks, keeping the same text. Justify your activities using the ACTFL standards.

Final summative activity: Create a list of five steps to follow when creating and/or adapting materials for language teaching.

FUNCIÓN COGNOSCITIVA: Los estudiantes en todos los niveles de desempeño del español EVALÚAN información.

		Nivel de trascendencia-6				
	Nivel de entrada 1	Nivel emergente 2	Nivel de desarrollo 3	Nivel de extensión 4	Nivel de transformación 5	
ESCUCHAR Y LEER	Identificar información sobre comunidades usando mapas, cuadros, medios de tecnología gráficos e interactivos	Organizar información sobre comunidades en organizadores gráficos usando mapas, cuadros, medios de tecnología y/o gráficos	Resumir información sobre comunidades usando organizadores gráficos y apoyos visuales	Discutir información sobre comunidades con compañeros usando organizadores gráficos y apoyos visuales	Eligen información sobre comunidades de varias fuentes de información de acuerdo con discusiones con compañeros	
HABLAR Y ESCRIBIR	Nombrar información sobre comunidades usando mapas, cuadros, apoyos escritos ilustrados o gráficos	Describir información sobre comunidades usando mapas, cuadros y/o gráficos	Comparar información sobre comunidades usando organizadores gráficos	Discutir información sobre comunidades con compañeros usando organizadores gráficos y apoyos visuales	Justificar uso de información sobre comunidades	

Estándares del Desarrollo del Lenguaje Español de WIDA, Kinder-Grado 12^o, Edición 2013.
<https://www.wida.us/standards/sld.aspx>

WIDA El lenguaje de las artes del language, grado 6 (p. 77)

FUNCIÓN COGNOSCITIVA: Los estudiantes en todos los niveles de desempeño del español EVALÚAN obras literarias.					
Nivel de trascendencia-6					
Nivel de transformación 5					
HABLAR					
Nivel de extensión 4					
Nivel de desarrollo 3					
Nivel emergente 2					
Nivel de entrada 1					
Nombrar el género literario de obras basándose en sus características usando modelos, organizadores gráficos ilustrados y notas personales en L1	Establecer el género literario de obras basándose en sus características usando esquemas de oraciones, organizadores gráficos ilustrados y apoyos visuales	Comprobar el género literario de obras usando como evidencia sus características y con el apoyo de organizadores gráficos y apoyos visuales	Determinar el género literario de obras usando como evidencia sus características y con el apoyo de notas personales	Juzgar el género literario de obras usando como evidencia sus características	

LENGUAJE TEMÁTICO: Los estudiantes en todos los niveles de desempeño del español aprenden palabras y expresiones tales como: la crónica, los hechos ficticios, la poesía clásica, el verso, y las estrofas

WIDA El lenguaje de las artes del language, grado 7 (p. 83)

FUNCIÓN COGNOSCITIVA: Los estudiantes en todos los niveles de desempeño del español CREAM un texto original.					
Nivel de trascendencia-6					
Nivel de transformación 5					
ESCRIBIR					
Nivel de extensión 4					
Nivel de desarrollo 3					
Nivel emergente 2					
Nivel de entrada 1					
Crear una lista ilustrada de temas sobre los cuales escribir con el apoyo de L1 y L2 (p. ej.: Mi vida, la amistad, la resolución de problemas)	Completar frases y oraciones sobre un tema usando organizadores gráficos y diccionarios (p. ej.: Me gustaría escribir sobre, etc.)	Organizar un grupo de ideas sobre un tema usando estructuras de textos modelo y organizadores gráficos	Redactar un tema siguiendo modelos y esquemas de organización	Elaborar un tema usando texto representativo del grado escolar	

LENGUAJE TEMÁTICO: Los estudiantes en todos los niveles de desempeño del español aprenden palabras y expresiones tales como: planificación de la escritura, revisión entre compañeros, lluvia de ideas, borrador

Estándares del Desarrollo del Lenguaje Español de WIDA, Kínder-Grado 12^o, Edición 2013.
<https://www.wida.us/standards/sld.aspx>

FUNCIÓN COGNOSCITIVA: Los estudiantes en todos los niveles de desempeño del español EVALÚAN información.					
Nivel de trascendencia-6					
	Nivel de entrada 1	Nivel emergente 2	Nivel de desarrollo 3	Nivel de extensión 4	Nivel de transformación 5
ESCUCHAR Y LEER	Identificar información sobre comunidades usando mapas, cuadros, medios de tecnología gráficos e interactivos	Organizar información sobre comunidades en organizadores gráficos usando mapas, cuadros, medios de tecnología y/o gráficos	Resumir información sobre comunidades usando organizadores gráficos y apoyos visuales	Discutir información sobre comunidades con compañeros usando organizadores gráficos y apoyos visuales	Eligen información sobre comunidades de varias fuentes de información de acuerdo con discusiones con compañeros
HABLAR Y ESCRIBIR	Nombrar información sobre comunidades usando mapas, cuadros, apoyos escritos ilustrados o gráficos	Describir información sobre comunidades usando mapas, cuadros y/o gráficos	Comparar información sobre comunidades usando organizadores gráficos	Discutir información sobre comunidades con compañeros usando organizadores gráficos y apoyos visuales	Justificar uso de información sobre comunidades

Definiciones de Desempeño para - Hablar y Escribir Grados K a 12

Al final de cada nivel de desempeño en el idioma español y con apoyo, los estudiantes que estén aprendiendo español producirán o utilizarán...

Nivel de desempeño	Complejidad lingüística		Formas y convenciones del lenguaje		Uso del vocabulario	
	En el discurso		En la oración		En la palabra y/o la frase	
6--Nivel de trascendencia El lenguaje satisface todos los criterios de los niveles anteriores						
5 Nivel de transformación	<ul style="list-style-type: none"> Variedad de expresión de ideas complejas y elaboradas Expresión de ideas a través de oraciones coherentes, complejas y concisas 	<ul style="list-style-type: none"> Variedad de formas gramaticales relacionadas al propósito dentro del tema Oraciones de varios patrones típicos de temas específicos 	<ul style="list-style-type: none"> Uso del lenguaje técnico y especializado Uso de palabras y expresiones con significados precisos relacionadas al tema 			
4 Nivel de extensión	<ul style="list-style-type: none"> Expresión de ideas completas y elaboradas Oraciones organizadas que muestran un desarrollo de coherencia 	<ul style="list-style-type: none"> Formas gramaticales variadas y específicas Oraciones de patrones típicos de temas específicos 	<ul style="list-style-type: none"> Uso de lenguaje temático específico Uso típico de palabras y expresiones concretas relacionadas al tema 			
3 Nivel de desarrollo	<ul style="list-style-type: none"> Expresión de ideas claras y completas Oraciones simples y compuestas 	<ul style="list-style-type: none"> Formas gramaticales relacionadas al tema con variación ocasional Oraciones de patrones relacionados al tema 	<ul style="list-style-type: none"> Uso de lenguaje temático general y específico Uso de palabras o expresiones relacionadas al tema con múltiples significados 			
2 Nivel emergente	<ul style="list-style-type: none"> Expresión de ideas aisladas Frases u oraciones simples 	<ul style="list-style-type: none"> Formas gramaticales repetitivas que usan patrones propios al tema Frases y oraciones de patrones repetitivos relacionados al tema 	<ul style="list-style-type: none"> Uso de lenguaje general Uso de palabras o expresiones cotidianas y escolares relacionadas al tema 			
1 Nivel de entrada	<ul style="list-style-type: none"> Palabras, frases o lenguaje entrecortado (fragmentado) Uso de signos gráficos y palabras para representar una idea 	<ul style="list-style-type: none"> Formas gramaticales asociadas con frases Frases de patrones sociales y escolares 	<ul style="list-style-type: none"> Uso de vocabulario general Uso de palabras o expresiones cotidianas y escolares memorizadas 			
<p>Translenguaje: Práctica de lenguaje usada por bilingües emergentes de forma estratégica para optimizar la comunicación y comprensión a través de respuestas estratégicas incluyendo cambio de código lingüístico, préstamos y calcos, etc. en todos los niveles de proficiencia.</p>						

...dentro de un contexto sociocultural para el uso del lenguaje.