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Community Engagement Celebration Day

2018 Community Engagement Celebration Day

Apr 19th, 9:00 AM - 10:30 AM

Language Partners at the YWCA: UNI Spanish, English and TESOL students collaborating with English students in community ESOL classes

Elise M. DuBord

University of Northern Iowa, elise.dubord@uni.edu

Caroline Ledebor


University of Northern Iowa, caroline.ledebor@uni.edu

See next page for additional authors

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Presenter(s)

Elise M. DuBord, Caroline Ledeboer, Jennifer Cooley, Alejandra Huesca, M. Intizom, and Libby Gleason

LANGUAGE LEARNING

— A UNI/YWCA —
Community Collaboration

Collaborators

UNI

Faculty

Jennifer Cooley (Spanish)

Elise DuBord (Spanish)

Caroline Ledeboer (TESOL)

UNI Students

(like Libby Gleason)

Spanish, Spanish Teaching, English, English Teaching, TESOL, TESOL/SPAN majors & minors

YWCA

Umaru Balde, English class instructor & former multicultural services coordinator

Alejandra Huesca, current multicultural services coordinator & English class facilitator

Cyndi Ritter, family services coordinator

Students of English

Democratic Republic of Congo, Haiti, Colombia, Myanmar, etc.

Language Acquisition and the Study of Language Structure

Oral production

Grammar

Pronunciation

Cultural Aspects

& Linguistics



“While we do not pretend that a level playing field exists between these two groups of students and acknowledge that UNI students come to the encounter with a privileged positionality vis-a-vis YWCA students, we do find that similar kinds of learning occurred as participants’ intercultural communication skills developed over several months of face-to-face interactions” (Dubord, Cooley, and Ledebor, under review, 2017).

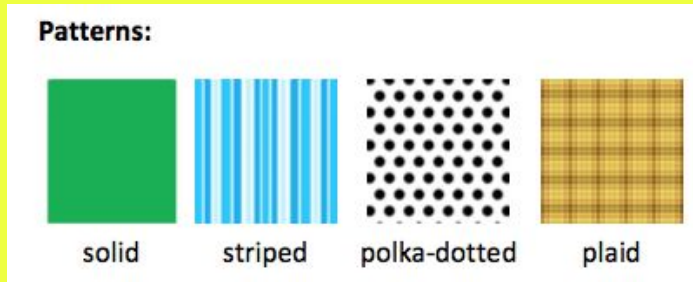
Language Acquisition in/and dialogue



Collaborations and Friendships

Guided interaction: Games, songs, puzzles, dialogues, real-life activities in collaboration with language partners

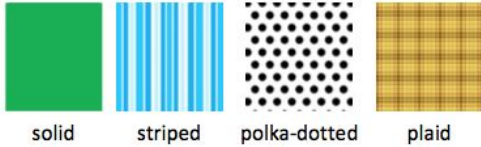
Clothing Vocabulary



Collaborations and Friendships

Guided interaction: Games, songs, puzzles, dialogues, real-life activities in collaboration with language partners

Patterns:

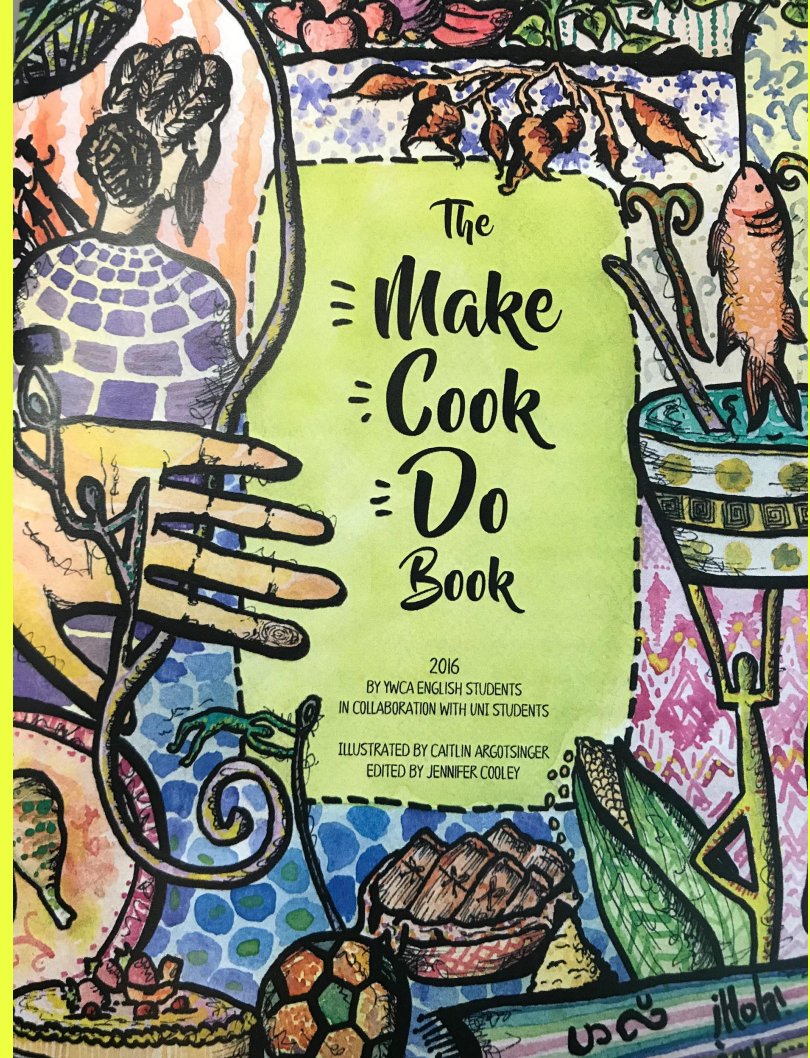


Personal Investment

Telling stories, sharing information about life and lifestyles, daily practices, work, talents, music and foods!



**Culminating
projects:
Performances, oral
reports, written
texts, artwork,
recognition and
awards, celebrations**



Guided Reflection on Learning

- Offering pre- and post-learning prompts for written and oral reflection
- Focus groups and exit interviews

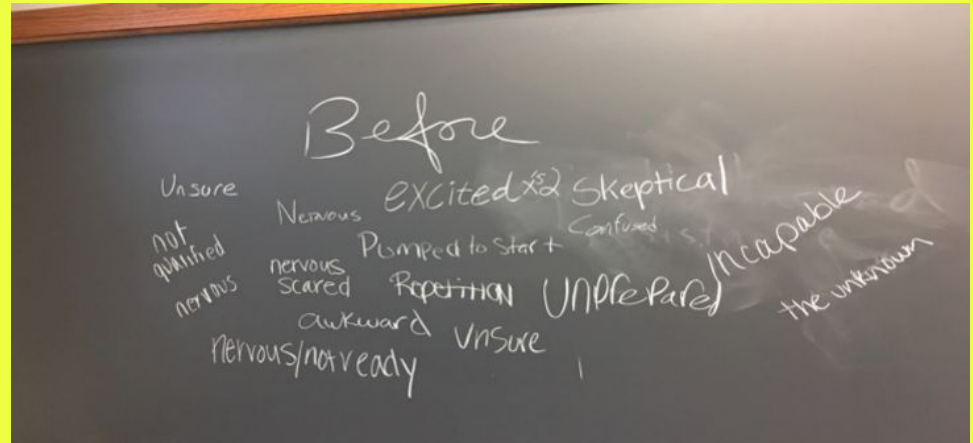
Project #2 (Morphology)

Share a set of 6-12 words that exhibit a morphological pattern, and explain the pattern to your language partner.*

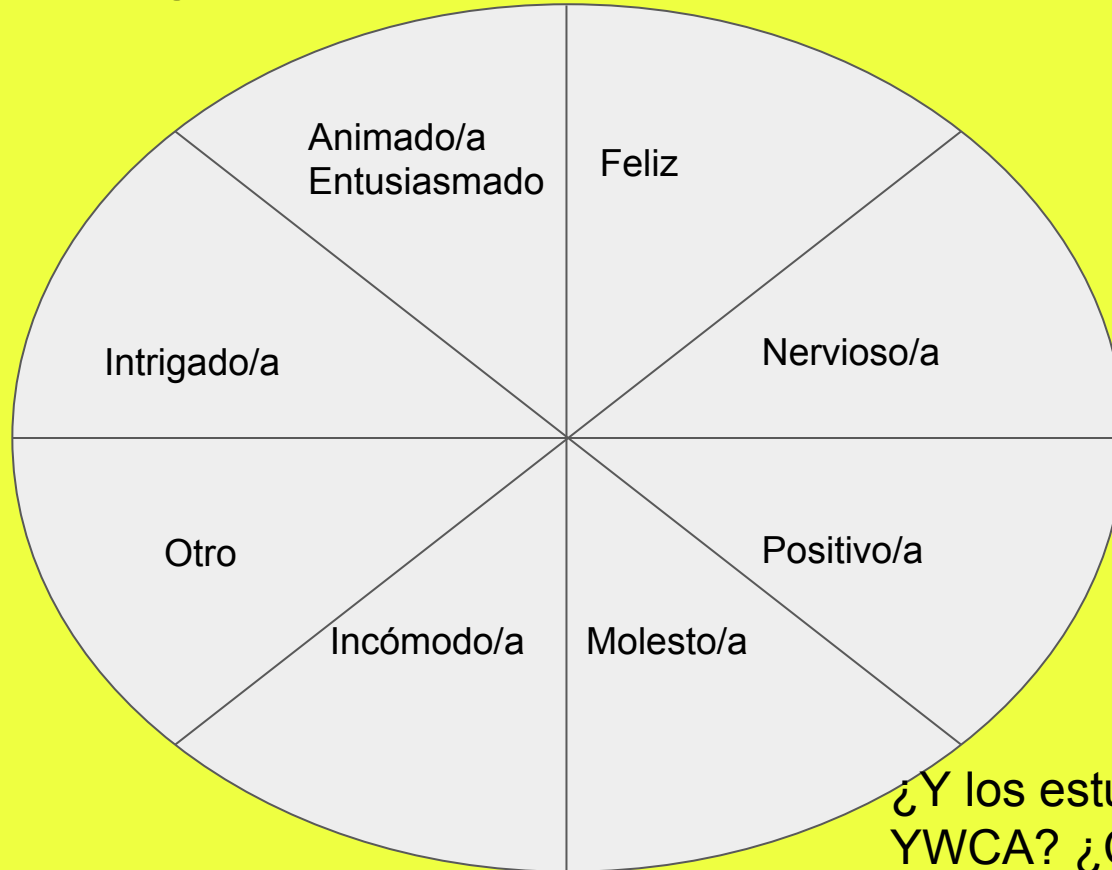
Reflect on the experience afterwards in a couple of paragraphs, making sure to identify the pattern and noting your experiment's results, influences on the results, and takeaways about morphology, English learning, and anything else you learned from the experience. Include the set of words in your answer, and refer to specific examples of words/morphemes you shared in your project description, if possible.

Example Patterns

Words that start with certain prefixes (un- + root morpheme)



¿Cómo te sientes?



¿Por qué?

¿Y los estudiantes de la YWCA? ¿Cómo se van a sentir? ¿Por qué?

Libby Gleason

Having participated in three different iterations of this particular community collaboration, Libby has a unique perspective on this aspect of her education.

Is continued learning sustainable across different courses?

Conference presentations and publication

- **CLAC Conference at Drake University Fall 2016**
Included UNI students, YWCA employees, & UNI professors

Cooley, J., DuBord, E. M., & Ledebor, C. (forthcoming, 2018). The role of reflection in the sustainability of a university-community language collaboration. *2016 CLAC Conference Proceedings*

Continuation of Project: Goals

Sustain the collaboration from semester to semester despite changes in coursework offered or community partner personnel.

Refine the community collaboration to further benefit the community partner and support the goals of each individual course.

Manage activity integration into the curriculum and teaching load of the English class in collaboration with local instructors and students.

Better coordinate logistics of bringing UNI student language partners (transportation, scheduling), and find funds for materials when needed.

Support needs of community partner (feedback, assessment).