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3-23-2017

## Integrative pedagogy and foreign language learning

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# INTEGRATIVE PEDAGOGY & FOREIGN LANGUAGE LEARNING

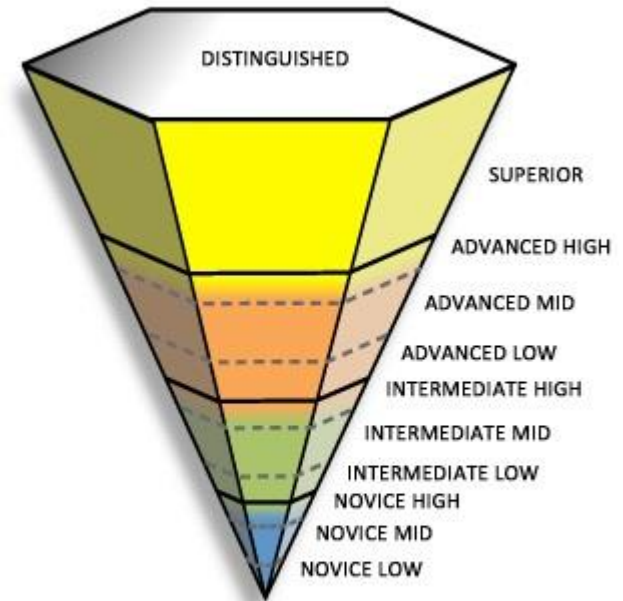
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PATRICIA BOLAÑOS-FABRES, ANA CONBOY, AND ADAM KONCZEWSKI

# ACTFL GUIDELINES

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Five Standards: 5 Cs



# ACTFL SPEAKING ASSESSMENT CRITERIA

Proficiency Level	Global Tasks & Functions	Context/Content	Accuracy	Text Type
<b>Distinguished</b>	Use language skillfully, with accuracy, efficiency, and effectiveness. Speak succinctly, using cultural and historical references.	Educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner.	Use persuasive and hypothetical discourse. Can advocate a point of view that is not necessarily their own. Tailor language to a variety of audiences in ways that are culturally authentic.	Highly sophisticated and tightly organized extended discourse
<b>Superior</b>	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal & informal settings/ Wide range of general interest topics and some special fields of interest and expertise.	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract from the message.	Extended discourse
<b>Advanced</b>	Narrate and describe in major time frames & deal effectively with an unanticipated complication.	Most formal & some formal settings/ Topics of personal and general interest.	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Paragraphs
<b>Intermediate</b>	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings & a limited number of transactional situations/ Predictable familiar topics related to daily activities.	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
<b>Novice</b>	Communicate minimally with formulaic and rote utterances, lists and phrases.	Most common informal settings/ Most common aspects of daily life.	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.	Individual words or phrases

# ENHANCING THE LEARNING AND PRACTICE OF A SECOND LANGUAGE (L2)

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Use of class time

Assessment and testing

Use visual cues

Relevance of themes or topics

Develop visuals to aid

Recycle vocabulary and other language constructs

class discussion

small dialogues

debates

papers

# WHAT DOES THAT LOOK LIKE?

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## ORAL QUIZ (CANVAS)

CAN YOU IDENTIFY THE CORRELATION BETWEEN THE THREE PARTS OF THE QUIZ AND THE ACTFL GUIDELINES?



# WHAT STUDENTS TURN-IN (Canvas)

Fall 2016

Home

Announcements

**Assignments**

Discussions

Grades

People

Pages

Files

Syllabus

Outcomes

Quizzes

Modules

Conferences

Collaborations

Attendance

Chat

## Submission Details

Quiz Chapter 3, Amelia Barkley submitted Oct 27, 2016 at 5:52pm (late)

Grade: 48  
out of 50

### Quiz Chapter 3 Results for Amelia Barkley

Score for this attempt: **48** out of 50

Submitted Oct 27, 2016 at 5:52pm

This attempt took 17 minutes.

#### Question 1

48 / 1 pts

Please listen to oral prompts for chapters 7-9 and respond. You will have one hour to complete this quiz.

 [Movie on 10-27-16 at 5.35 PM #2.mov](#)

Quiz Score: **48** out of 50

Practica el pronuncio de las palabras "idea" y "teléfono"

Dijiste "fotos mucho" pero tendrías que usar muchas fotos"

Además de eso fue trabajo muy excelente.

Victor Navejas , Dec 11, 2016 at 10:08pm

# HOW TO REINFORCE WHAT STUDENTS DISCUSS IN CLASS?

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## **Written assignment:**

Escribe un ensayo formal (3-5 páginas) en el que expresas tu posición en relación a la influencia que tienen los medios de comunicación en nuestra sociedad. ¿Crees que su influencia modula nuestros intereses, nuestras necesidades, y nuestro concepto de belleza?

*Write a formal essay (3-5 pages) in which you express your position in relation to the influence that media has in our society. Do you think the its influence modulates our interests, our needs, our concept of beauty?*

## **Watch a film/documentary on the theme in the L2 & Write a Reaction Paper:**

CH 1: Realidad y fantasía --> El laberinto del fauno

CH2: Una cuestión de personalidad --> El bola

CH 3: La influencia de los medios --> No



# STUDENT RESPONSES

## What aspects of this class contributed most to your learning?

### 311-01 2016

1. I thought the discussions and the debates contributed most to my learning. Also, the oral quizzes were important.
2. I think that the discussions helped me speak in spanish a lot.
3. Its a language class so participating in class
4. In-class time, the orals, and the papers.
5. I liked the debates that we had during class.
6. Los debates
7. The in class discussions contributed most to learning. It was a nice relaxed environment, which really encouraged participation.
8. I thought the in class discussions and debates contributed to my learning because it allowed be to practice my speaking abilities.

## 311-02 2016

- 1. Using different ways to communicate and learn contributed most to my learning.
- 2. class discussion and the topics that we covered were interesting and stimulated thinking.
- 3. In class discussions and listening to Professor Bolanos talk really helped improve my listening skills
- 4. The in class discussions and the debates were helpful to do.
- 5. In class talking
- 6. All of them
- 7. The informal nature of this class contributed most to my learning.
- 8. Everyday discussion and debates

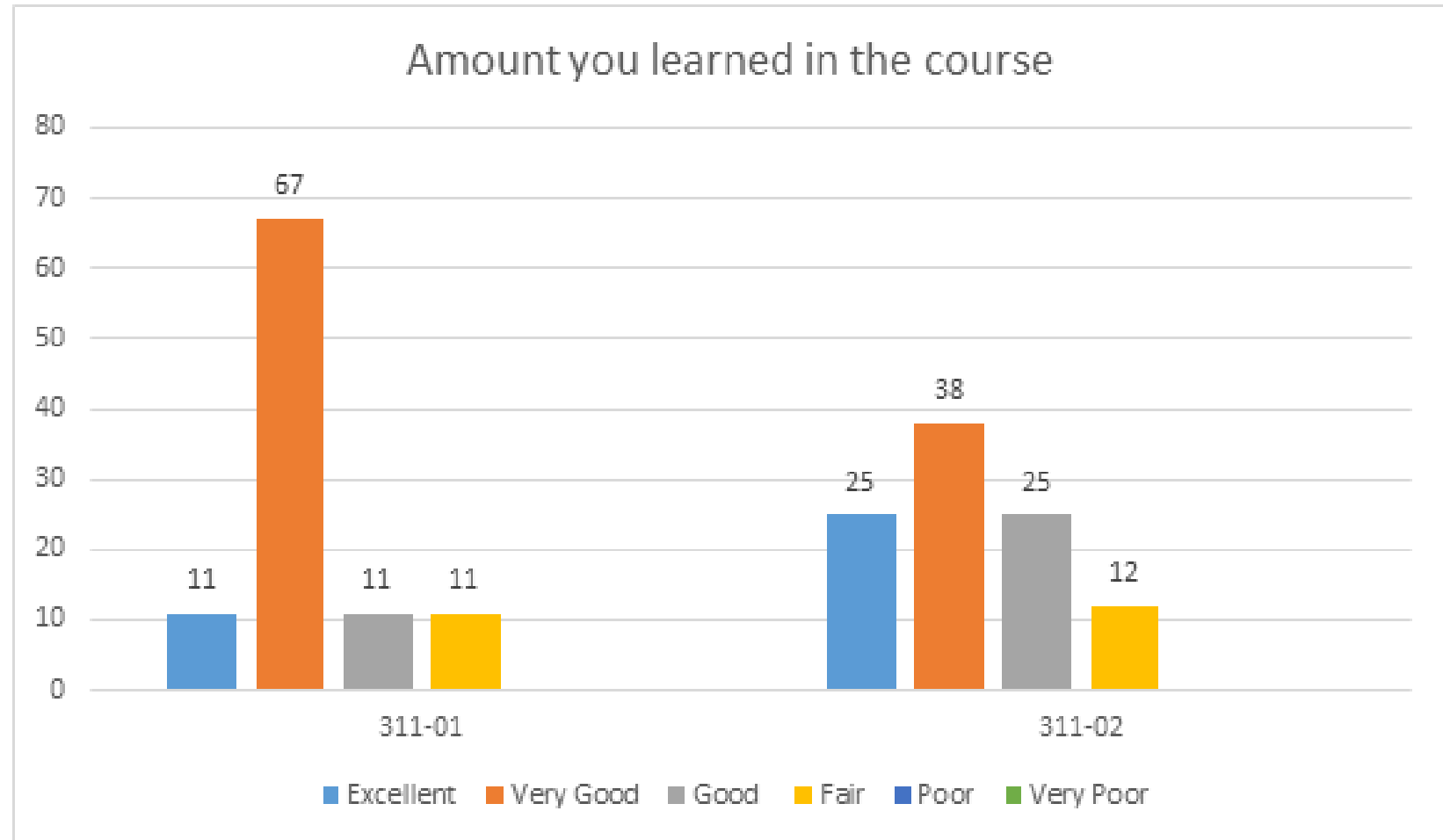
# Student Surveys Fall 2016

311-01

**78% = excellent to very amount**

311-02

**63% = excellent to very good amount**



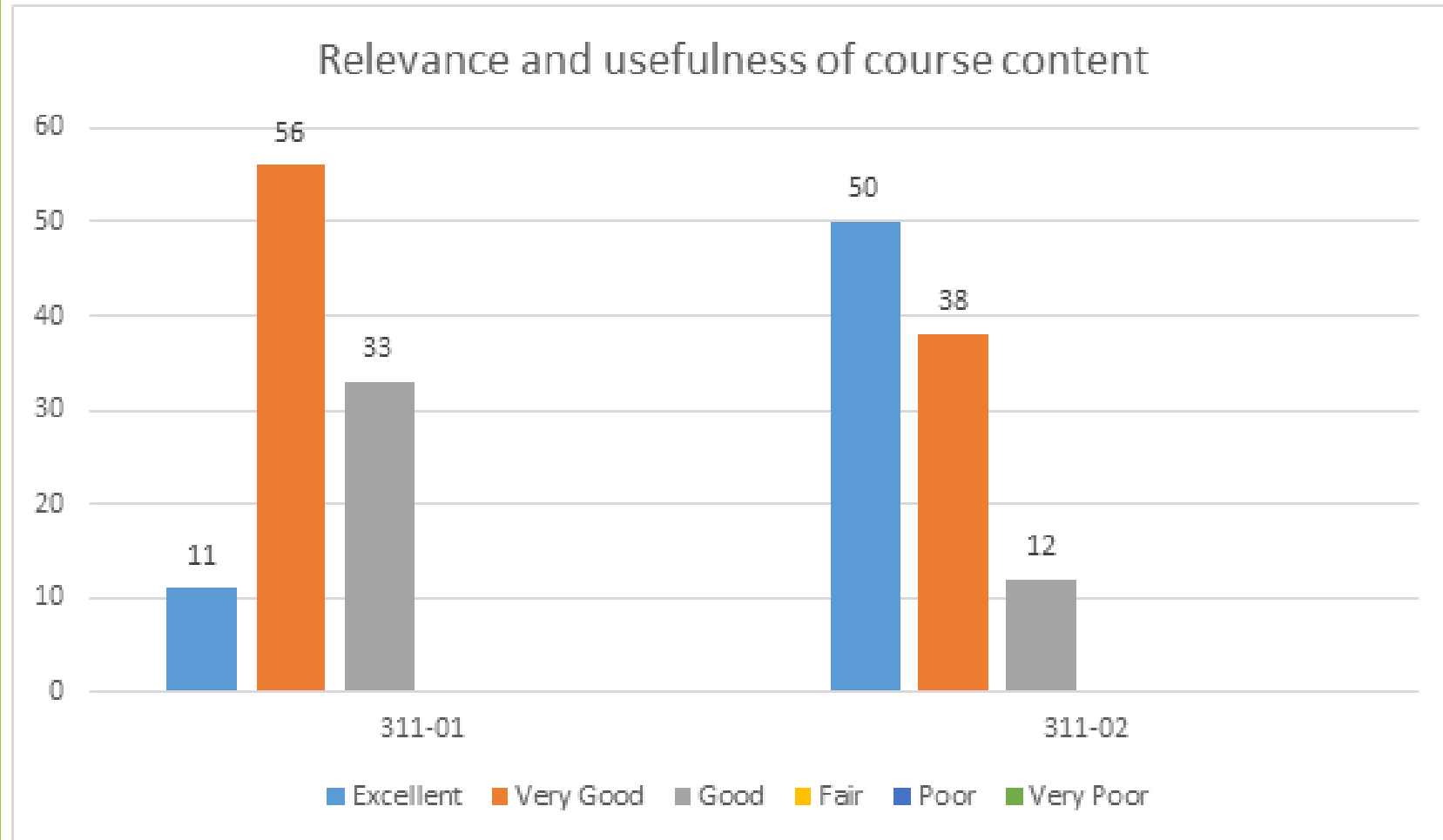
# Student Surveys Fall 2016

## 311-01

77% = excellent to very good amount

## 311-02

88% = excellent to very good amount



# ENHANCING LINGUISTIC AND CULTURAL COMPETENCY OF LEARNERS OF L2

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## *Motivation*



- Rural Minnesota
- Lack pool of native speakers of French
- Desire for greater exposure to target language outside of the classroom

# ENHANCING LINGUISTIC AND CULTURAL COMPETENCY OF LEARNERS OF L2



## *Our Conversation Partners*

TalkAbroad selects conversation partners from around the globe. Trained to work with your students, they provide an engaging and encouraging conversation experience that motivates students to engage with the language. From all different parts of society, TalkAbroad conversation partners provide a glimpse into the rhythm of everyday life in the target culture.

[www.talkabroad.com](http://www.talkabroad.com)

TalkAbroad, LLC  
sales@talkabroad.com  
1-415-892-5311  
@talkabroad

## BENEFITS OF VIDEO-CONFERENCING:

- Applicability & authenticity
- Motivating
- Experience of cooperative & collaborative learning, negotiating meaning
- Learning about other cultures & development of intercultural awareness
- Recognition of learning and teaching in the 21<sup>st</sup> century: Focus on learner instead of teacher
- Fostering student development in and outside of the classroom!
- Diversification & Personalization of FL teaching

# ENHANCING LINGUISTIC AND CULTURAL COMPETENCY OF LEARNERS OF L2



## PROJECT DESCRIPTION:

- 4 conversations per semester (individual or in pairs)
- Preliminary pre-exchange questionnaire
- 4 post-conversation questionnaires
- Pre- and post- assignments that focus on reading and writing skills
- Conversations allow practice of listening and speaking skills

# ENHANCING LINGUISTIC AND CULTURAL COMPETENCY OF LEARNERS OF L2

Conversation Partners	
<a href="#">Nelson Vallerand</a>	Canada
<a href="#">Camille Leblanc</a>	Canada
<a href="#">Geneviève Belleive</a>	Canada
<a href="#">Denise Rodrigues Marafona</a>	France
<a href="#">Maureen Delabarre</a>	France
<a href="#">Gwen Brouard-Foster</a>	France
<a href="#">Charlene Arblade</a>	France
<a href="#">Paterne YAO</a>	Ivory Coast
<a href="#">Zaineb Otmani</a>	Morocco
<a href="#">Eya Said</a>	Tunisia
<a href="#">Fakhri Mabrouki</a>	Tunisia
<a href="#">Athar Chrigui</a>	Tunisia
<a href="#">Asma Chouki</a>	Tunisia
<a href="#">Malek Abdelhamid</a>	Tunisia

**Zaineb Otmani**




Name: Zaineb Otmani  
Country: Morocco  
Profession: étudiante en business interna

About Me: Bonjour, je m'appelle Zaineb OTMANI, je suis étudiante en business international et je suis bilingue : je parle en français et en arabe . je travaille sur Talkabroad depuis plus d'un an et j'ai pu aider plusieurs personnes à améliorer leur français tout en passant de joyeux moments. Je suis également bilingue je parle couramment le français et l'arabe . je suis passionnée par l'apprentissage des langues . je maîtrise également l'anglais , l'espagnol , le chinois et l'espagnol.

Contact Us

Conversation Partners	
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<a href="#">Athar Chrigui</a>	Tunisia
<a href="#">Asma Chouki</a>	Tunisia
<a href="#">Malek Abdelhamid</a>	Tunisia

**Malek Abdelhamid**



Name: Malek Abdelhamid  
Country: Tunisia  
Profession: étudiante en design

About Me: Je suis une jeune fille de 23 ans, je suis tunisienne et j'adore tout ce qui se rapproche de l'art, de la musique et des jeux vidéos. Je suis guitariste et chanteuse. J'adore aussi écrire! J'écris des histoires, des articles et des chansons en Français et en Anglais. Je joue à trop de jeux vidéos de différents types mais surtout sur pc. J'aime aussi cuisiner, faire des amis et regarder des films et des séries. J'aime aussi les animaux et la nature. J'ai un petit chat.

Contact Us

- FREN211--Spring 2016
  - 2 sections (total 17 students)
  - 4 individual conversations
- FREN211--Fall 2016
  - 2 sections (total 20 students)
  - 2 partner conversations, 2 individual conversations
- FREN211--Spring 2017
  - 2 sections (total 28 students)
  - 3 partner conversations, 1 individual conversation (oral final)



### Questionnaire: Interactive Language Learning Exchange

I.a. During this semester, you will participate in an interactive exchange involving conversation with native speakers. We would like to know your expectations about the program. 6 = I <b>Strongly Agree</b> with the affirmation 4/5 = I <b>Agree</b> with the affirmation 2/3 = I <b>Disagree</b> with the affirmation 1 = I <b>Strongly Disagree</b> with the affirmation						
	-Strongly Agree	Agree	Disagree	Strongly Disagree		
1. The exchange will help me practice & consolidate my oral skills	6	5	4	3	2	1
2. The exchange will help me practice & consolidate my communicative skills	6	5	4	3	2	1
3. I will have the opportunity to exchange cultural values and increase my understanding of French/francophone culture	6	5	4	3	2	1
4. I will learn about another culture and its heritage of another culture	6	5	4	3	2	1
5. I am eager to learn more about the francophone culture	6	5	4	3	2	1
6. I am eager to converse with a native speaker in French	6	5	4	3	2	1
7. I am nervous to converse with a native speaker in French	6	5	4	3	2	1
8. I am excited to be able to put theory into practice and to use, develop, and evaluate material learned in class in my conversations with the native speaker	6	5	4	3	2	1

II. In this section, we would like to know your opinions about the following affirmations related to your experience in second language learning and your perception of your language level. 6 = I <b>Strongly Agree</b> with the affirmation 4/5 = I <b>Agree</b> with the affirmation 2/3 = I <b>Disagree</b> with the affirmation 1 = I <b>Strongly Disagree</b> with the affirmation						
	-Strongly Agree	Agree	Disagree	Strongly Disagree		
1. My experience with the French language is mostly written.	6	5	4	3	2	1
2. My experience with the French language is mostly spoken/oral.	6	5	4	3	2	1
3. I understand most of what the teacher says in French.	6	5	4	3	2	1
4. I am capable of answering questions in French.	6	5	4	3	2	1
5. I am capable of asking questions in French.	6	5	4	3	2	1
6. I believe I know and understand French and francophone culture.	6	5	4	3	2	1

Example of  
PRE-  
conversations  
Questionnaire

# ENHANCING LINGUISTIC AND CULTURAL COMPETENCY OF LEARNERS OF L2

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## ASSESSMENT

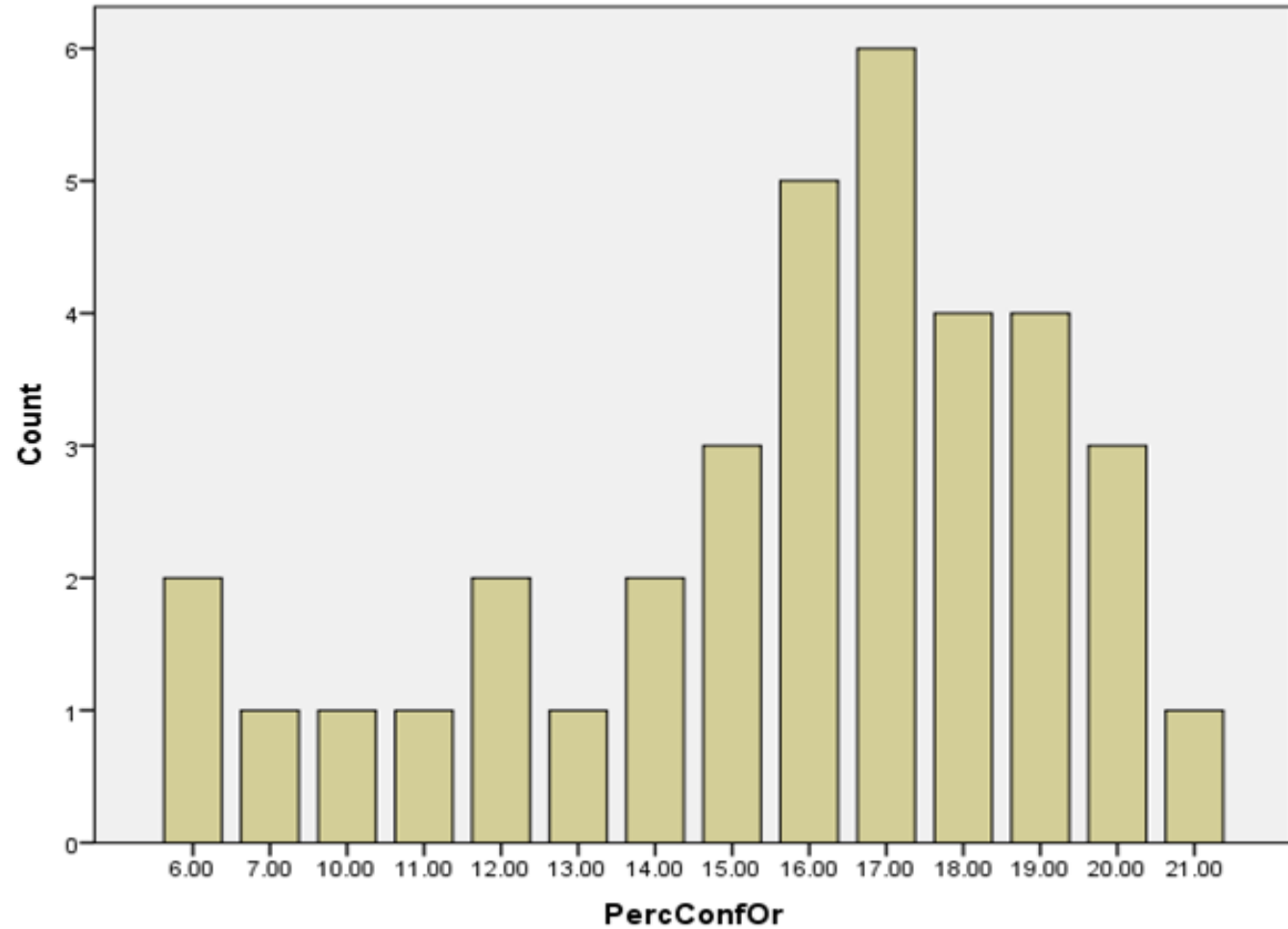
You will be evaluated for:

- A. **Completion** of the 30min, in French, with minimal moments of silence (the majority of the grade—use of English will result in a lowering of the grade) (10)
- B. Preparation and discussion of **ALL assigned topics**, in fluid manner (5)
- C. **Questions** you ask your partner (grammatically correct, pertinent to the topics assigned) (2)
- D. **Listening** skills and **reacting** to what your partner says (2)
- E. **Creativity** and any extra topics you bring in (always have something extra up your sleeve in case you have time to spare) (1)

## Student Perceptions and Expectations Pre-Conversations ( $\alpha= 0.88$ )

Item Statistics

	Mean	Std. Deviation	N
UNDERSTAND MOST	3.72	1.210	36
CAPABLE ANSWER QUEST	4.11	.950	36
CAPABLE ASK QUEST	4.14	.931	36
CAPABLE 30 MINUTES	3.61	1.358	36

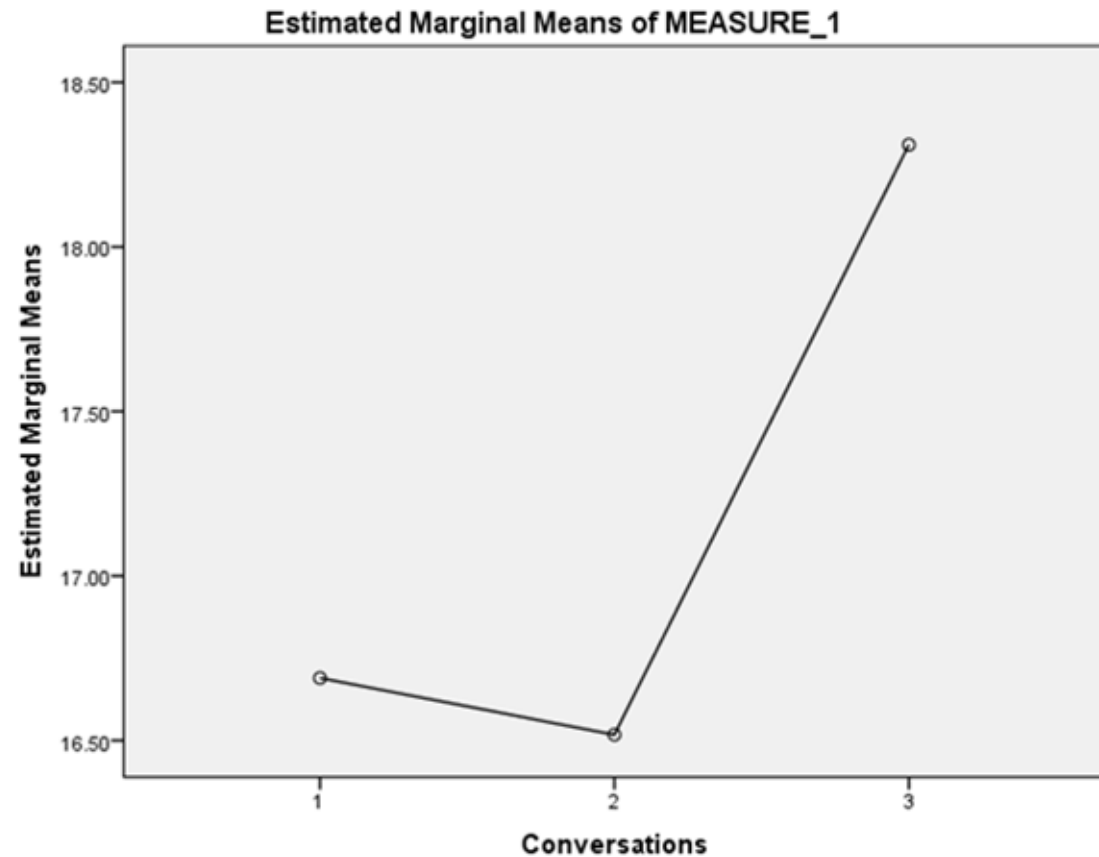


## Perceived Post-Conversation Confidence

Repeated Measures: Conversations 2, 3 and 4

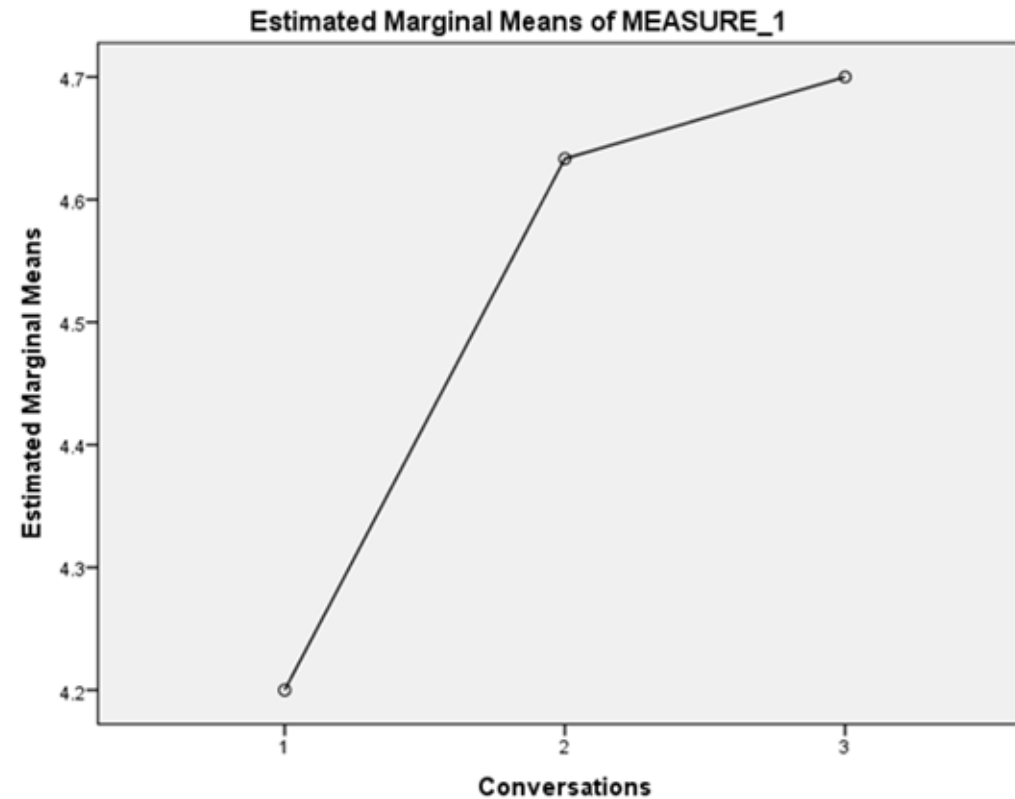
### PARAMETERS:

1. Felt more confident about proficiency
2. Easier time understanding my partner
3. Partner understood me better;
4. Conversation flowed better



## Cultural and Language Awareness

Repeated measures: Learned something new in language in conversations 2, 3 and 4



# SUCCESS STORIES!

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1. “It gave me **a lot more confidence in my French speaking [...]** This confidence **prompted me to work harder in the classroom [...]** we talked about our views on the future of the world and the culture of each of our countries. I **learned about the changing gender roles in Morocco**, her view on **climate change** and technology, and what her family does to **celebrate religious holidays**. This was rewarding and very interesting. [...] it **mimicked a real life scenario** better and it was interesting to learn about someone’s life from half way around the world. In all my years of studying French, in high school and now college, this has definitely helped me learn the most which is why I enjoyed it” --Student #1, Spring 2016
2. It gave me **a lot more confidence in my French speaking [...]** prompted me to work harder in the classroom [...] it **mimicked a real life scenario.**” --Student #2, Fall 2016
3. "it was beneficial for me to **step out of my comfort zone** and try to converse with native speakers to improve!" --Student #3, Fall 2016
4. “**I picked up on his humor**, which I thought was pretty cool.” --Student #4, Fall 2016

# THE TECHNOLOGY AVAILABLE AT CSB/SJU

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- Lightboard in CSB
- Creative Lab, Quad 451-1, Learning commons
- Video recording
- Other services



# THE THINGS THAT WE NEED OR SEEK

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- More computers in labs with webcams and headphones
- Funding sources for a continued use of TalkAbroad—exploring at different levels?
- Adding intonation patterns to vidoes
- Dedicated Language Lab space for students and faculty to use



# QUESTION/ANSWERS

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