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Integrative pedagogy and foreign language learning

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INTEGRATIVE PEDAGOGY & FOREIGN LANGUAGE LEARNING

PATRICIA BOLAÑOS-FABRES, ANA CONBOY, AND ADAM KONCZEWSKI
ACTFL GUIDELINES

Five Standards: 5 Cs
<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Global Tasks &amp; Functions</th>
<th>Context/Content</th>
<th>Accuracy</th>
<th>Text Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distinguished</strong></td>
<td>Use language skillfully, with accuracy, efficiency, and effectiveness. Speak succinctly, using cultural and historical references.</td>
<td>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.</td>
<td>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.</td>
<td>Highly sophisticated and tightly organized extended discourse</td>
</tr>
<tr>
<td><strong>Superior</strong></td>
<td>Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.</td>
<td>Most formal &amp; informal settings/ Wide range of general interest topics and some special fields of interest and expertise.</td>
<td>No pattern of errors in basic structures. Errors virtually never interfere with communication or distract from the message.</td>
<td>Extended discourse</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Narrate and describe in major time frames &amp; deal effectively with an unanticipated complication.</td>
<td>Most formal &amp; some formal settings/ Topics of personal and general interest.</td>
<td>Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.</td>
<td>Paragraphs</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</td>
<td>Some informal settings &amp; a limited number of transactional situations/ Predictable familiar topics related to daily activities.</td>
<td>Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.</td>
<td>Discrete sentences</td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td>Communicate minimally with formulaic and rote utterances, lists and phrases.</td>
<td>Most common informal settings/ Most common aspects of daily life.</td>
<td>May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.</td>
<td>Individual words or phrases</td>
</tr>
</tbody>
</table>
ENHANCING THE LEARNING AND PRACTICE OF A SECOND LANGUAGE (L2)

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?

ORAL QUIZ (CANVAS)

CAN YOU IDENTIFY THE CORRELATION BETWEEN THE THREE PARTS OF THE QUIZ AND THE ACTFL GUIDELINES?
WHAT STUDENTS TURN-IN (Canvas)

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

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

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
HOW TO REINFORCE WHAT STUDENTS DISCUSS IN CLASS?

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 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
CH 2: Una cuestión de personalidad --> El bola
CH 3: La influencia de los medios --> No
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. It's 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 me 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

**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

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 21st 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

- 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)
# Example of PRE-conversations Questionnaire

## 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.

<table>
<thead>
<tr>
<th>6 = Strongly Agree</th>
<th>5 = Agree</th>
<th>4 = Disagree</th>
<th>3 = Strongly Disagree</th>
</tr>
</thead>
</table>

1. The exchange will help me practice & consolidate my oral skills
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

2. The exchange will help me practice & consolidate my communicative skills
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

3. I will have the opportunity to exchange cultural values and increase my understanding of French/francophone culture
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

4. I will learn about another culture and its heritage of another culture
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

5. I am eager to learn more about the francophone culture
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

6. I am eager to converse with a native speaker in French
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

7. I am nervous to converse with a native speaker in French
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

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
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

## 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.

<table>
<thead>
<tr>
<th>6 = Strongly Agree</th>
<th>5 = Agree</th>
<th>4 = Disagree</th>
<th>3 = Strongly Disagree</th>
</tr>
</thead>
</table>

1. My experience with the French language is mostly written.
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

2. My experience with the French language is mostly spoken/oral.
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

3. I understand most of what the teacher says in French.
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

4. I am capable of answering questions in French.
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

5. I am capable of asking questions in French.
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3

6. I believe I know and understand French and francophone culture.
   - Strongly Agree: 6
   - Agree: 5
   - Disagree: 4
   - Strongly Disagree: 3
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 (α = 0.88)

Item Statistics

<table>
<thead>
<tr>
<th>Item Statistics</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand Most</td>
<td>3.72</td>
<td>1.210</td>
<td>36</td>
</tr>
<tr>
<td>Capable Answer Quest</td>
<td>4.11</td>
<td>0.950</td>
<td>36</td>
</tr>
<tr>
<td>Capable Ask Quest</td>
<td>4.14</td>
<td>0.931</td>
<td>36</td>
</tr>
<tr>
<td>Capable 30 Minutes</td>
<td>3.61</td>
<td>1.358</td>
<td>36</td>
</tr>
</tbody>
</table>

Bar Chart: Distribution of PercConfoR

- Count distribution for different time slots.
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
Repeated measures: Learned something new in **language** in conversations 2, 3 and 4.
SUCCESS STORIES!

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

➢ Lightboard in CSB
➢ Creative Lab, Quad 451-1, Learning commons
➢ Video recording
➢ Other services
THE THINGS THAT WE NEED OR SEEK

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