

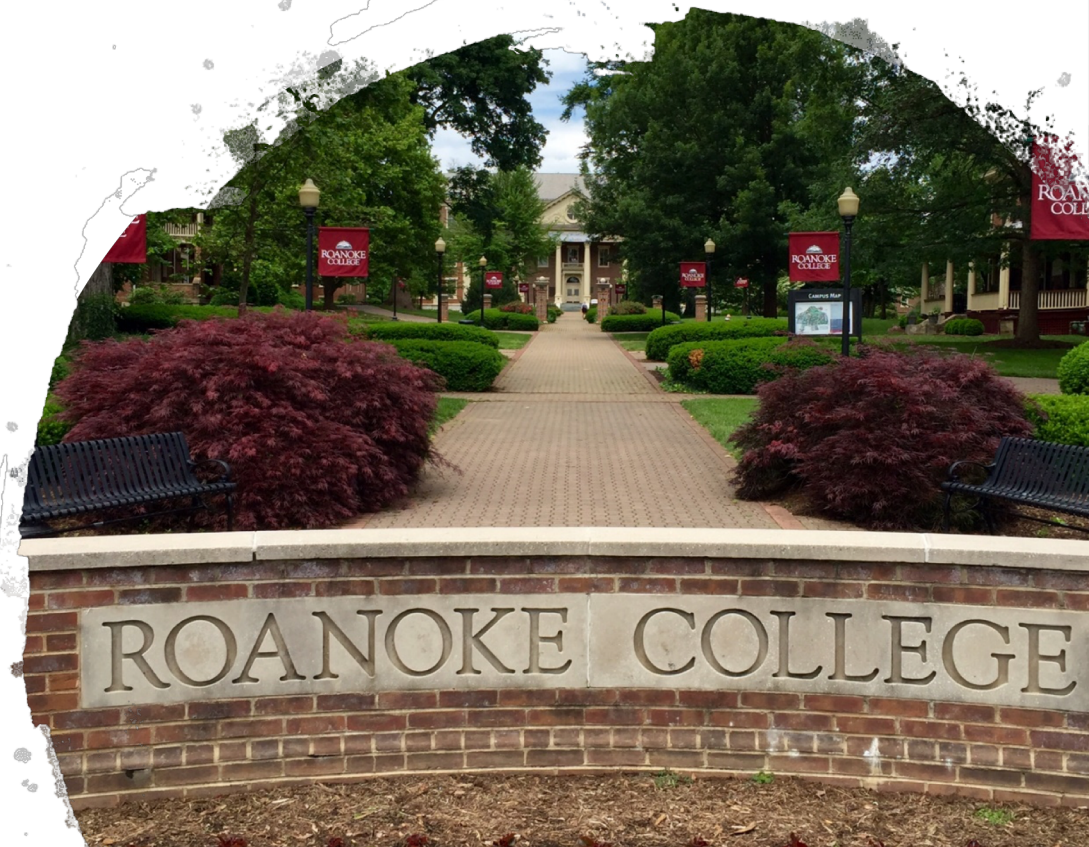
ENHANCING LANGUAGE LEARNING AND WHOLE PERSON DEVELOPMENT IN THE SECOND LANGUAGE CLASSROOM

Sarah G. Hord

Iris P. Myers

Christine Seeber Stanley

INTED 2019



Objectives

- Retention
- Increasing intrinsic motivation
- Create an environment that fosters a sense of belonging and a comfortable space to use L2 while making errors
- Learning focused on the whole-person development
- Moving students into a growth mindset



Methodology

- The first day of class, students were surveyed and asked to share their ideas about habits of a successful language student.
- From these reflections, instructors had a class discussion and/or individual meetings on the importance of being aware of one's mindset during the semester. Students were provided with strategies to help them shift from a fixed mindset to a growth mindset.
- We incorporated a variety of activities into our courses (true beginner – 101, high beginner – 150, intermediate – 201). We utilized input-based strategies and activities that were scaffolded, meaningful, personalized, and interesting to our learners.
- Post exam reflections were given to students for them to analyze their metacognitive strategies.
- Indirect and Direct Measures were administered to all students in the final course of the sequence (201).

Students tend to not consider...






- How second language is learned and acquired
- How a set mindset may affect the learning process
- Critical characteristics of a successful language student
- Ways to prepare for these assessments

Spanish Student Survey

Nombre _____

1. What do you believe is important to understand and learn in this course?
2. What do you believe to be critical characteristics of a successful student in this course?
3. How will you study and prepare for graded assessments in this course?

¿Quién soy?

¿Cómo te llamas?	Me llamo _____.
¿Dónde vives? ¿De dónde eres originalmente?	Vivo en _____. Soy de _____.
¿Cuándo es tu cumpleaños? 	Mi cumpleaños es el _____ (día) de _____ (mes).
¿Cuántos años tienes? 	Tengo _____ años.
¿Tienes una mascota? 	Sí, tengo _____. No, no tengo una mascota.
¿Participas en una actividad extracurricular?	Sí, participo en _____. OR Juego _____.
¿Qué te gusta hacer? (3 cosas) 	Me gusta _____.
¿Adónde fuiste ayer? (3 lugares) 	Yo fui _____. Ir+a Ir+al Ir+a la

¿QUÉ HICISTE ESTE FIN DE SEMANA / LA SEMANA PASADA?

What did you do this weekend / last week?

Irregular Preterite Verbs			
Yo (I)		Nosotros (We)	
Fui a...	Fui de compras al centro comercial. Fui a la casa de mi abuela.	Fuimos a...	Fuimos a ver el partido de fútbol americano. Fuimos de compras.
Hice...	Hice tareas. No hice nada.	Hicimos...	Hicimos quehaceres (chores) No hicimos nada.
Estuve...	Estuve en mi casa.	Estuvimos...	Estuvimos en la casa de mis tíos.
Vi...	Vi una película. Vi a mi familia.	Vimos...	Vimos a nuestros amigos.
Vine a...	Vine a la universidad. Vine a la clase de ...	Vinimos...	Vinimos a la residencia estudiantil.
Conduje...	Conduje a Nueva York.	Condujimos...	Condujimos a la casa de mi hermana.

Regular Preterite Verbs			
Yo (I)		Nosotros (We)	
Compré...	Compré unos pantalones negros.	Compramos...	Compramos ropa.
Estudié...	Estudié para el examen.	Estudiamos...	Estudiamos inglés y química anoche.
Jugué	Jugué golf con mis amigos.	Jugamos...	Jugamos baloncesto.
Miré...	Miré videos en YouTube.	Miramos...	Miramos una película en Netflix.
Pasé...	Pasé tiempo con mi novia.	Pasamos...	Pasamos tiempo con ...
Trabajé...	Trabajé todo el fin de semana.	Trabajamos...	Trabajamos en casa.
Comí...	Comí una comida deliciosa.	Comimos...	Comimos en el restaurante mexicano.
Leí...	Leí un libro.	Leímos...	Leímos una novela.
Escribí...	Escribí mucho.	Escribimos...	Escribimos un libro.

Examples of word chunks

RESPUESTAS (REJOINDERS)

(Reactions and short phrases to keep a conversation going)

APPROVAL

¡Qué bien!	<i>That's great!</i>
¡Qué divertido!	<i>How fun!</i>
¡Qué interesante!	<i>How interesting!</i>
¡Suave!	<i>Cool!</i>
Claro / ¡Claro que sí!	<i>Of course</i>
Por supuesto	<i>Of course/You bet</i>
¡Por fin!	<i>Finally! At last!</i>
De acuerdo	<i>Agreed</i>
Yo también	<i>Me too</i>
¿Verdad?	<i>Right? True?</i>
¡Fantástico!	<i>Fantastic!</i>
¡Fenomenal!	<i>Phenomenal!</i>
¡Es obvio!	<i>It's obvious!</i>

DISAPPROVAL

¡Esto apesta!	<i>That stinks!</i>
¡Qué aburrido!	<i>How boring!</i>
¡Qué asco!	<i>How gross!</i>
¡Qué vergüenza!	<i>How shameful!</i>
¡Está loco!	<i>It's/He's/She's crazy!</i>
No tiene razón.	<i>It doesn't make sense.</i>
Creo que no.	<i>I think not.</i>
¡No es justo!	<i>It's not fair!</i>
¡Ni en pintura!	<i>In your dreams!</i>
¡Eres un monstruo!	<i>You're a monster!</i>

APATHY

No importa.	<i>It's not important.</i>
¿A quién le importa?	<i>Who cares?</i>
Olvidalo.	<i>Forget it.</i>
Lo que sea	<i>Whatever</i>

SYMPATHY

¡Qué triste!	<i>How sad!</i>
¡Qué lío!	<i>What a drag!</i>
¡Pobrecito!	<i>Poor little thing!</i>
¡Qué barbaridad!	<i>How awful!</i>
¡Qué lástima!	<i>Too bad!</i>
¡Es tan triste!	<i>It's so sad!</i>
Lo siento	<i>I'm sorry</i>
¡Ay, caramba!	<i>Oh, my gosh!</i>

DISBELIEF

¿En serio?	<i>Are you serious?</i>
¿De veras?	<i>Really?</i>
¡No puede ser!	<i>It can't be!</i>
No lo creo.	<i>I don't believe it.</i>
¡No me digas!	<i>You don't say (to me)!</i>
¡No es posible!	<i>It's not possible!</i>
¡Qué ridículo!	<i>How ridiculous!</i>



Estación 3: Tus amigos y tú
Uds. van a viajar de Roanoke a Machu Picchu

1. ¿Qué ponen ustedes en las maletas?

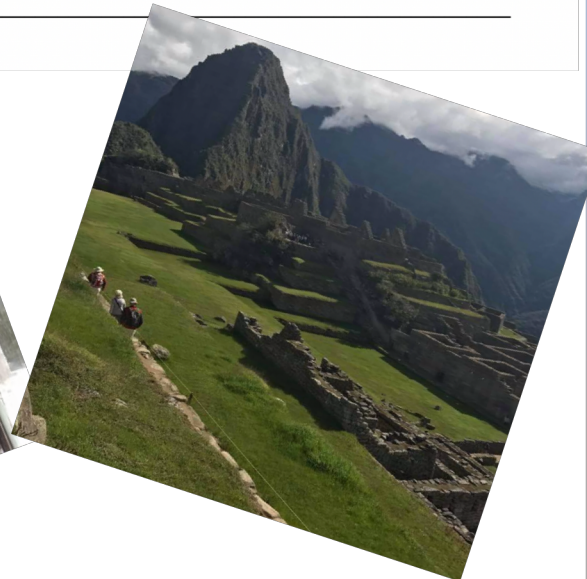
2. ¿Dónde se quedan ustedes?

3. ¿Cómo van Uds. a Machu Picchu de Aguas Calientes? ¿En moto, auto, etc...?

4. ¿Qué necesitan Uds. para viajar?

5. ¿Cómo están ustedes? p. 164

6. ¿Qué piensan ustedes hacer cuando están en Machu Picchu?



Can-Do Proficiency Statements

Are you able to do the following tasks? Read the can-do statement below and rate yourself on your ability to perform it. Think carefully!

1. I can perform this function with ease.
2. I can perform this function, but not easily.
3. I am not sure I can perform this function. I need to review this or seek help from my professor or a peer tutor.

___ I can answer basic questions about my daily schedule including classes, work, and study time.
 ___ I can ask someone basic questions about his or her daily schedule related to classes, work, and study time.

___ I can tell someone what I did last week (and where I went) including my studies, sports, hobbies and parties.
 ___ I can ask someone questions about what they did last week (and where they went) including their studies, sports, hobbies and parties

___ I can say when I get up, when I go to bed, and three things I do every day.
 ___ I can ask someone else about when that person gets up, goes to bed, and what his or her daily activities are.

___ I can describe most of the clothing and shoes in my wardrobe, including colors. I can describe my favorite outfit and tell when and where I bought it and why it is my favorite.
 ___ I can ask someone else about their favorite outfit and ask him or her to describe it.

___ I can tell someone what my breakfast, lunch, or dinner is like on most days and about my favorite foods.
 ___ I can ask someone some basic questions about his/her eating habits (e.g., what that person eats for breakfast, lunch, or dinner and about their favorite foods).

___ I can describe my upcoming winter break and what kinds of activities I am going to do, where I am going to stay, and how I will get to my home and/or vacation spot.
 ___ I can find out from someone what they will be doing during winter break, where they plan to stay and how they will get to their home and/or vacation spot.

Español elemental 102: Assessment / Practice Prompts: Lesson 5

Instructions: On the page 151, Lesson 5:

1. Read through the list of objectives (see the top of the page). There are tasks that you should be able to complete.
2. Read through the situation below and mark the column according to your ability to perform the task indicated
3. Prepare to communicate about these situations.
4. Practice your pronunciation.

Lesson 5	Yes! I can totally do this.	Um, I can do this but probably not very well.	I don't know what to say in this situation.	Comments
I can say my favorite place to go for vacation.				
I can select the appropriate transportation for my vacation.				
I can say the dates of my vacation.				
I can select a single or double room for a reservation.				
I can describe the weather in my city.				
I can say my birthday.				
I can pronounce maletas, tren, pasaje, autobús, and piso.				
I can say my favorite season.				
I can state what I am doing right now.				
I can state how I feel today				

AFTER THE EXAM – EXAM REFLECTION

Exams can be stressful, so after the exam take the time to critically reflect on your experience. Exams can be valuable learning opportunities.

Reflect on...	What to do
Your preparation	<ul style="list-style-type: none"> • Which study activities/strategies were the most helpful? Which were least helpful? • How realistic was your study schedule? Were you able to complete tasks in the time you allocated? • How able were you to predict the topics on the exam? How can you be more informed?
Your performance	<ul style="list-style-type: none"> • How well did you understand and follow the instructions given for the exam? • Did you bring everything you needed with you to the exam? • Were you able to follow your time plan for the exam? • Did you have enough time to answer all the questions? • Did you spend enough time on questions that were worth significant marks? • Which concepts and topics were you the most/least confident answering? • What kinds of questions did you find easier to answer? Which did you find more difficult? • What kinds of emotions did you feel during the exam? Did you have any stress management techniques?
What you might do differently in the future	<ul style="list-style-type: none"> • Which study activities and habits will you continue to use in future? • Which study activities and habits will you need to change? Why? • Can you predict which concepts and topics you were tested on this semester may be important in future semesters? • What have you learned about yourself as a student from this experience? • Think about the support that you may need from family, friends, lecturers, tutors, learning advisers, counsellors and fellow students. • Write down three/four strategies you could put in place to enhance your preparation and performance your next exam.

Examen Reflection

- **Read and reflect on the first topic: Your preparation**
 - Write 3-4 sentences to summarize what you did to do prepare for this exam. Use the questions in this section to guide you in your reflection. You do not need to answer every question but you should include pertinent information in your summary.

- **Read and reflect on the 2nd topic: Your performance**
 - Write 3-4 sentences to summarize your performance on this exam using the questions in this section to guide you in your reflection. Again, you shouldn't answer every question but rather use them as a basis for your summary.

- **Finally read the 3rd topic: What you might do differently in the future**
 - Think about how you prepared yourself for the exam, what you might do differently for the next exam, including some things that you might you change in your preparation.
 - Write three strategies that you will continue to use or will change for the next exam. It is ok to use bullet points or a list for this section.

1.

2.

3.

Post-Exam Reflection Survey

Name: _____ CM: _____ Hour: _____

Post-Exam Reflection

This activity is designed to give you a chance to reflect on your exam performance, and more importantly, on the effectiveness of your exam preparation. Please answer the questions sincerely. You will be graded on completeness, not on whether your answers make you look good. Your responses will be collected to inform the professor regarding students' experiences surrounding this exam and how we can best support your learning. You will get this completed assignment back before the next exam to inform and guide your preparation for that exam.

- How satisfied were you with your score on this exam?
very satisfied satisfied unsatisfied very unsatisfied
- When did you start preparing for this exam? _____
- Approximately how many hours did you spend preparing for this exam? _____
- What percentage of your test-preparation time was spent in each of the following activities (make sure the percentages add up to 100):
 - Doing practice problems (practice homework, practice exam, or other) _____
 - Reading textbook sections for the first time _____
 - Rereading textbook sections _____
 - Reviewing your notes from class (DyKnow or other) _____
 - Reviewing the DyKnow notes posted on Moodle _____
 - Reading problem solutions (practice homework, practice exam, or other) _____
 - Other _____
(Please specify: _____) **Total: 100%**
- Now that you have looked over your graded exam, estimate the percentage of points you lost due to each of the following (make sure the percentages add up to 100):
 - Not being clear on what the problem was asking _____
 - Trouble with basic principles _____
 - Trouble with remembering formulas _____
 - Trouble with remembering definitions _____
 - Not being able to put multiple concepts together _____
 - Careless mistakes _____
 - Ran out of time (if so, see Question 6) _____
 - Other _____
(Please specify: _____) **Total: 100%**

(The rest of the questions are on the back of this page.)

- If you ran out of time, what could you do to increase your speed on the next exam? (For example: practice more, memorize more, pace yourself better.)

- Between your answers to parts (a) and (b) below you should list at least **four** items total.

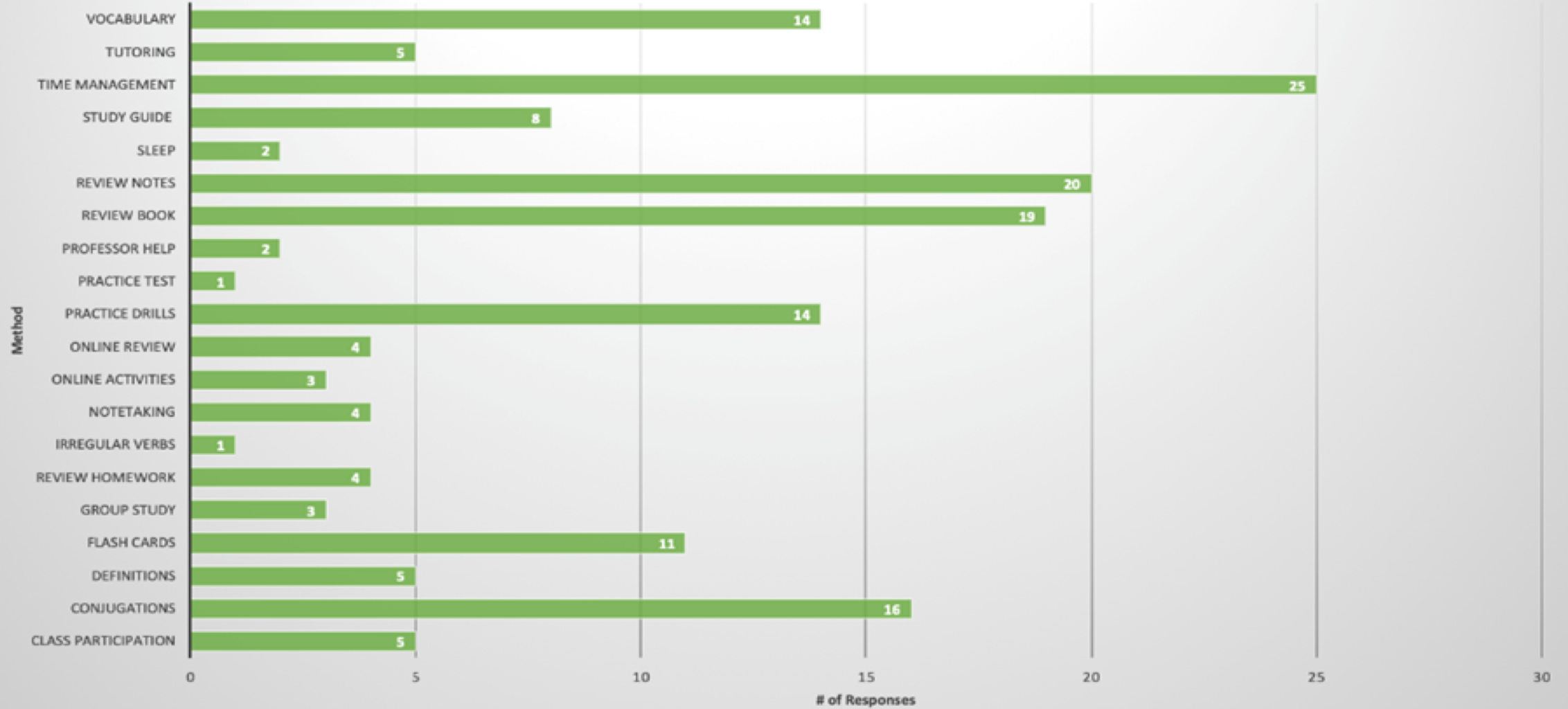
Examples include: spending enough time studying overall, starting your studying sooner, spending enough time doing one of the activities on the previous page (if so, name it), having a specific good or bad study habit (if so, name it), working on a specific skill or a specific type of problem that will come up again on the next exam (if so, name it).

- Based on your responses to the first three questions, name one to three things you feel you did well in preparing for this exam and should continue.

- Based on your responses to the first three questions, name one to three things you could do differently in preparing for the next exam. (If you got 95% or better on the exam this question is optional.)

- Is there anything the professor might be able to do to help the plan that you have laid out above? If so, name one thing.

What was effective in your preparation?



Indirect Measurement Data

QUESTION	2010-2011 (279)	2011-2012 (286)	2012-2013 (259)	2013-2014 (242)	2014-2015 (279)	2015-2016 (184*)	2016-2017 (221)	2017-2018 (298)	Fall 2018 (143)
#2 I can communicate information about my daily routine.	78.6%	80.1%	78.2%	83.5%	85.0%	83.6%	84.6%	90.6%	86.9%
#6 I can talk about activities that I will do in the future.	58.3%	55.0%	44.7%	53.1%	53.8%	62%	74.6%	78.5%	70.8%
#7 If I were in a country where _____ is spoken, I would be able to order food at a restaurant.	74.0%	79.2%	79.0%	79.7%	81.0%	81.5%	86.9%	86.2%	81%
#9 If I were in a country where _____ is spoken, I would be able to formulate questions related to situations such as asking for directions or requesting basic information.	63.0%	68.4%	58.7%	64.2%	68.4%	69%	61.1%	70.4%	74.1%
#11 If I were in a country where _____ is spoken, I could arrange for lodging with the desk clerk and check in.	47.6%	48.2%	46.3%	53.7%	56.0%	59.2%	62.3%	70.7%	61.5%

Conclusions

- The vast majority of students surveyed believe they are only learning if they receive good grades on assessments. They believe their grade equals their knowledge and ability.
- Students fail to see learning as a partnership between teacher and student with the students in an active role.
- Active participation is crucial yet undervalued by most students.
- Correlation between student ability and perception of ability.
- Mechanical learning is valued by the students yet not sufficient for language acquisition.
- Dip in performance in Fall 2018: conversations need to be spontaneous and authentic (not forced or memorized material).
- A single metric needs to be developed to be used by all faculty members in the ML Department at Roanoke College.

• References

- [1] G. Posner, *Field Experience: A Guide to Reflective Teaching*. Pearson, 2005.
- [2] Mindsetworks, *Decades of Scientific Research that Started a Growth Mindset Revolution*, Accessed 10 September, 2018. Retrieved from <https://www.mindsetworks.com/science/>
- [3] Roanoke College, *Freedom with Purpose*, Accessed 10 October, 2018. Retrieved from https://www.roanoke.edu/about/purpose_and_principles/freedom_with_purpose
- [4] Roanoke College, *Mission, Vision, Purpose*, Accessed 10 October, 2018. Retrieved from https://www.roanoke.edu/about/purpose_and_principles/mission_vision_purpose
- [5] S.D. Krashen, *Second Language Acquisition and Second Language Learning*. Oxford/UK: Pergamon Press Inc., 1981.
- [6] ACTFL. Accessed 23 September, 2017. Retrieved from https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf
- [7] S.Y. McGuire and S. McGuire, *Teach students how to learn: strategies you can incorporate in any course to improve student metacognition, study skills, and motivation*. Sterling/ VA: Stylus Publishing LLC, 2016.

[8] S. McNeal, L. Leonard, and S. Brown. *Academic Success Work* for Fall 2018. Lecture Series presented at Roanoke College; 2018; Roanoke College.

[9] James Cook University. Accessed 15 September, 2018. Retrieved from www.jcu.edu.au/__data/assets/pdf_file/0014/202730/Examreflection.pdf

[10] Washington University. Accessed 1 September, 2018. Retrieved from <https://>

[11] M. Lewis, *The Lexical Approach*: Tdepts.washington.edu/cpreeuw/wordpress/wp-content/uploads/2015/08/RIT-FG6.1-ExamWrapper-Assignment.pdf
the State of ELT and a Way Forward 1st ed. Hove/England: Language Teaching Publications, 1993.

[12] M. Bex, *The Comprehensible Classroom - Become a more confident language teacher*, Accessed 9 September, 2018. Retrieved from <https://martinabex.com/>

[13] ACTFL. *NCSSFL-ACTFL Can-Do Statements* | American Council on the Teaching of Foreign Languages. Accessed 19 September, 2017. Retrieved from <https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

[14] B. VanPatten, *While We're on the Topic: BVP on Language, Acquisition, and Classroom Practice*. Alexandria/VA: The American Council on the Teaching of Foreign Languages, 2017

Contact us for more
information:

Sarah Hord- hord@roanoke.edu

Iris Myers- imyers@roanoke.edu

Christine Stanley- cstanley@roanoke.edu