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Project-based Learning for Heritage Language Learners

University of Washington, Seattle
February 10, 2018

Maria Carreira, Ph.D.
National Heritage Language Resource Center, UCLA
California State University, Long Beach

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Summer HL Workshop

- Startalk/NHLRC Workshop
- June 2018
- Online + face-to-face (UCLA campus)
- Funding may be available
- Watch our website

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Outline of the workshop

- Review of key principles of heritage language (HL) teaching and learning;
- Overview of the principles of Project-based learning (PBL);
- How to use PBL with HL learners
  - Examples of projects
  - Practice with project design for HL as well as mixed classes

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Objectives of the workshop

By the end of this workshop, you should be able to explain

- why PBL is well suited for teaching heritage language (HL) learners.
- how to apply the principles and practices of PBL to different scenarios involving HL learners.
- where to find more information on PBL.

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FIRST: A BRIEF REVIEW OF KEY IDEAS OF HL INSTRUCTION

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Heritage Speaker

- **Heritage language speakers are early bilinguals**
- **They grew up in families where a language other than English was spoken;**
- **Their heritage language is typically the weaker language of the two**

Source: The NHLRC White Paper, 2010

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WHAT DOES THIS MEAN FOR TEACHING AND LEARNING?

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Group work
5 - 7 minutes

- What are some of the main concepts that teachers need to know about HL learners?
- What are some of the challenges, difficulties, or unresolved issues in teaching HL learners?
- Each group will share 1 - 3 ideas

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LANGUAGE

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HL learners' strengths

- Functional skills (can do a lot with the language);
- "Everyday" language, including vocabulary;
- Near-native perception, if not, pronunciation;
- Faster progression to the advanced levels of proficiency;

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Needs

- The formal/academic registers;
- Literacy;
- Vocabulary (academic, formal, abstract);
- Aspects of grammar learned by children later in life (e.g. structures associated with subordination, non-canonical gender, some aspectual features);

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HL learners' linguistic needs and strengths are a function of

- The context of learning
- The timing of learning
- The amount linguistic input received
- The type of linguistic input received

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GENERALIZATIONS ABOUT HL LEARNERS (AS A GROUP)

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HL learner needs and strengths are a function of

- The context of learning: primarily, home

  -> informal, home register, perhaps non-standard

- The timing of learning: early years, diminished or discontinued upon starting school

  -> similar to the language of children

- The amount input: limited, relative to natives

  -> incomplete knowledge of the HL (missing features acquired later in life)

- The type of input: oral, informal, spontaneous,

  -> implicit knowledge of the HL

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THERE IS ALSO INDIVIDUAL VARIATION

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As these factors vary from one HL learner to another, so does proficiency

- The context of learning
- The timing of learning
- The amount input
- The type of input

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IMPLICATIONS FOR TEACHING AND LEARNING

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- Grammar instruction should be HL specific;
- Instruction should build on HL learners' skills;
- Instruction should be differentiated;

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- Grammar instruction should be HL specific;
- Instruction should build on HL learners' skills;
- Instruction should be differentiated;

A targeted approach

L2 teaching

- Instruction starts from zero and moves systematically to more specialized cases:

- Niño → El niño mexicano
  Casa → La casa mexicana
- (la) carcel, (el) papel, (el) árbol
- (el) día, problema
- (el) agua fría

HL teaching

- ~~Niño, → El niño mexicano~~
  ~~Casa → La casa mexicana~~
- (la) carcel, (el) papel, (el) árbol
- (el) día, problema
- (el) agua fría

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Spot-treat grammar

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- Grammar instruction should be HL specific;
- Instruction should build on HL learners' skills;
- Instruction should be differentiated;

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Curriculum and instruction

Home register → Facility with other registers

Grammatical and conversational features learned during early childhood → Facility with grammatical and conversational features associated with schooling and higher levels of proficiency

Functional skills in the oral language → Literacy, formal registers

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The From-to Principles

listening	→	reading
speaking	→	writing
home-based register	→	general/academic register
everyday “real-life” activities	→	classroom activities
HL learners’ motivations, experiences, goals, etc.	→	content

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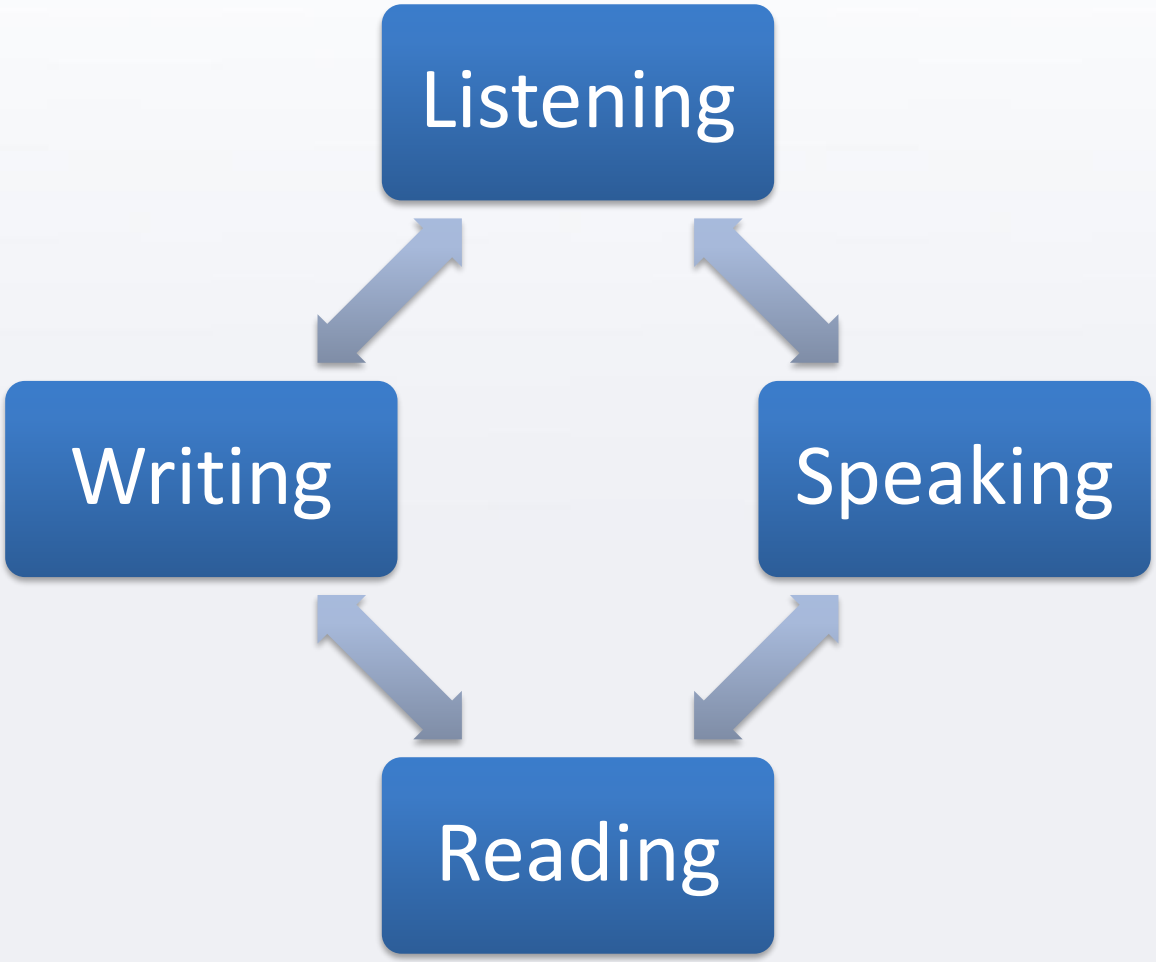
Other configurations



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The essence of the From-to Principles: Scaffolding to build

Familiar ➔ Unfamiliar

The From-To Principles: HL v. L2 learners

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HL learners			L2 learners		
listening	→	reading	reading	→	listening
speaking	→	writing	writing	→	speaking
home-based register	→	general/ academic register	general/ academic register	→	home-based register
everyday "real-life" activities	→	classroom activities	classroom activities	→	everyday "real-life" activities
motivations + identity	→	content	motivation?	→	

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- Grammar instruction should be HL specific;
- Instruction should build on HL learners' skills;
- **Instruction should be differentiated;**

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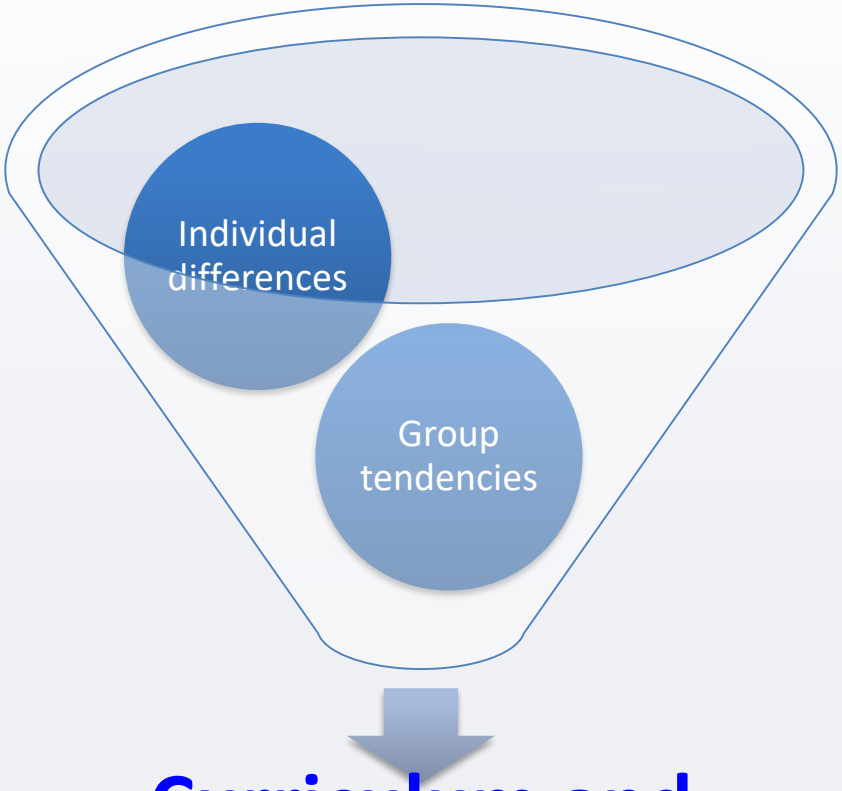

Curriculum and instruction

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SOCIO-AFFECTIVE ISSUES

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Main reasons why college-age HLLs study their HL

Carreira & Kagan, 2011

1. Finding identity;
2. Communicating with family and friends in the U.S.;
3. Communicating with speakers of the HL outside the U.S.;
4. Pursuing professional goals.

See also: Feuerverger (1991), Schwarzer & Petrón (2005), Beaudrie, Ducar, & Relaño-Pastor (2009)

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Implication for teaching college-age HL learners

- Choose topics, tasks, and products that build on HL learners' bilingual and bi-cultural strengths, reflect their experiences, and respond to their goals, and motivations vis-a-vis their HL;

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HL LEARNERS' IDENTITY DEVELOPMENT OVER TIME

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Stage 1

- Stage one is characterized by a lack of awareness of ethnic identity. At this stage, ethnic identity is not something that has been the focus of reflection or thought.
- Typical timeline: Before the start of school

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Stage 2

- A stage two there is some reflection, but the result is ambivalence or evasion toward questions of ethnicity and the home culture.
- Typical timeline: Correlates with the start of school and extends through some, if not all, of the high school years.

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Stage 3

- Stage three is characterized by ethnic emergence in which ethnic identity is explored. In some cases, this stage involves shunning the mainstream culture.
- Typical timeline: Can start in high school or early in the college years.

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Stage 4

- Finally, at Stage Four there is identity incorporation, which involves embracing both cultures and, further, the creation of an integrated bi-cultural identity. At this stage you can, “take pride in both cultures.”
- Not everyone arrives at this stage.

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NOTE

- These stages do not proceed in a neat, straightforward direction, but often overlap and are circular in many cases.
- There is a great deal of individual variation

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Student 1

Schools should value the home culture more and bring into the classroom. But they don't do that. And so immigrant children have to compartmentalize their lives to blend in among other students. They end up pushing aside their home life and language while in school. It's difficult to feel confident and connect with the school when that happens… There is a gap between the home and the school, but there should be bridges.

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Student 2

People ask me how I feel as a Latino about this or that issue. But why should it matter where I come from? Why do I have to be viewed through the lens of my ethnicity? I am an American. I was born here, raised here, and educated here. I love this country. I don't know how other people feel about that, but I know how I feel and what I am.

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Socio-affective issues

- Generalizations about HL learners as a group;
- Individual variation

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Implications for PBL

- When thinking about topics, tasks, and products consider where students are in terms of identity development (think in terms of the group, as well as individuals), as well as their goals, experiences, etc.

- Student voice (see handout)

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THE UPSHOT…

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HL v. L2 Teaching

- Language;
- Socio-affective issues;
- Individual variation

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THIS BRINGS US TO PROJECT-BASED LEARNING (PBL)

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Recall objectives

- Why PBL is well suited for teaching heritage language (HL) learners;
- How to apply the principles and practices of PBL in different scenarios involving HL learners;
- Where to go for more information and ideas.

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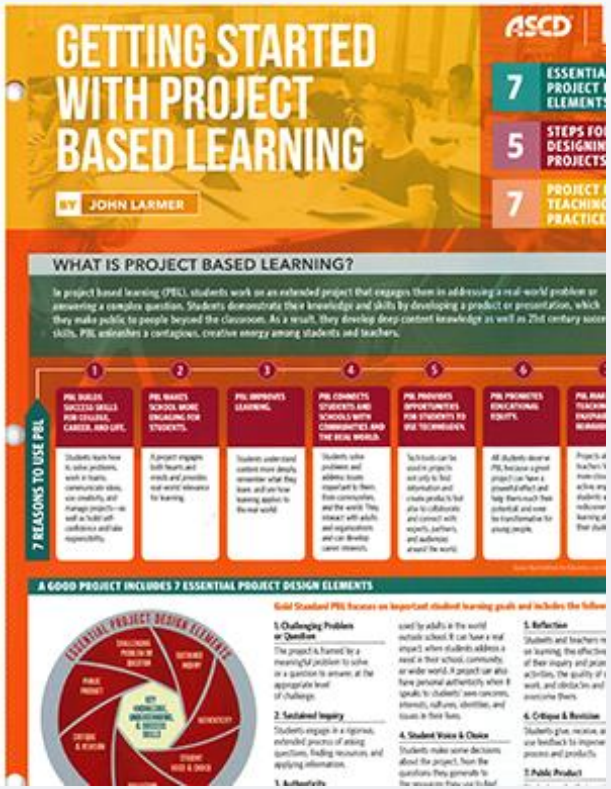
PROJECT BASED LEARNING FOR THE 21ST CENTURY

Where to go for information on PBL



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WHAT IS PROJECT-BASED LEARNING (PBL)?

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What is PBL?

- A learner-centered teaching approach in which students work over a period of time on a task which involves engaging with complex issues, solving problems, or meeting particular real life challenges. To communicate their learning, students develop a product (e.g. timelines, blogs, brochures, reports, public-service announcements, etc.)

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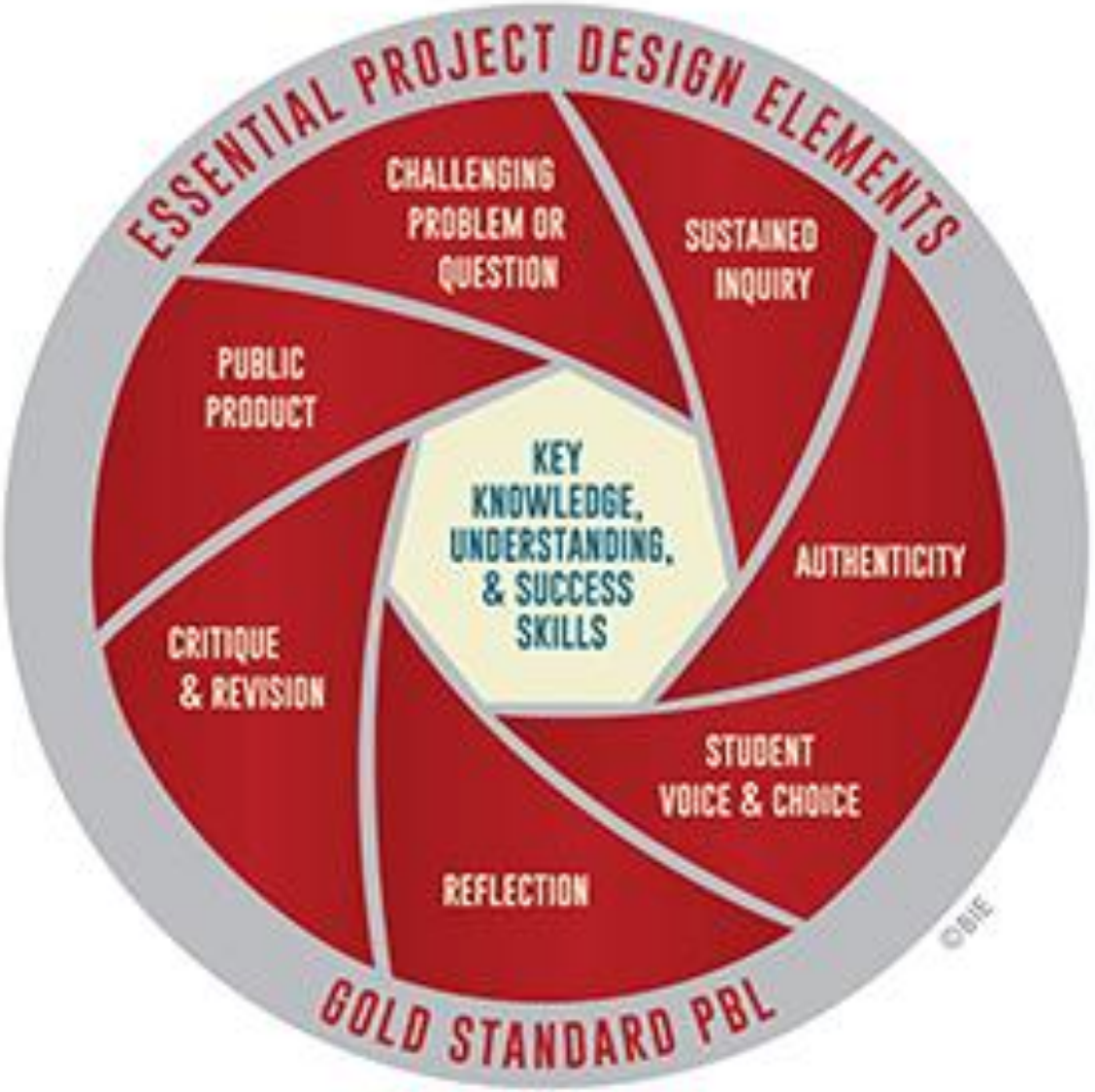
Essential Project design elements



(See I in the handout)

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Sample projects from my teaching

Video project for Journalism Dept

5 PASOS PARA ENSEÑAR ESPAÑOL A NIVEL SECUNDARIO (9-12)

(Específico para CSULB)

1. OBTENER UNA LICENCIATURA (BACHELOR) EN ESPAÑOL

- Obtener una licenciatura en español
- Presentar el examen CBEST (por sus siglas en inglés) antes de obtener la licenciatura
- Mantener contacto con el personal del programa LOTE para crear un plan de estudio
- Iniciar con el programa de Single Subject Credential Program antes de graduarse (opcional)

2. CUMPLIR CON LOS COREQUISITOS PARA SER ADMITIDO (A) EN EL PROGRAMA SSCP

- Pasar las clases (pre requisitos) para ser admitido (a) en el programa

3. CLASES PRINCIPALES DEL PROGRAMA

- Completar 4 clases: estas clases requieren trabajo en el campo de estudio
  - EDSE 435, EDSE 436, EDSE457, and EDSS 450F
- Consultar maestros de español para futuras referencias
- Obtener aprobación en el lenguaje. 2 maneras de obtener la aprobación:
  - Completar el programa SSCP
  - Pasar el CSET
- Aplicar para realizar las prácticas profesionales

4. PRÁCTICAS

- Completar un semestre de prácticas en una de las escuelas públicas en acuerdo con la Universidad
- Pasar 2 TPAs (por sus siglas en inglés)

5. EMPLEO

- El cumplimiento del programa (SSCP) junto con las 2 observaciones (TPAs) permiten la adquisición de la credencial la cual permite enseñar la materia a nivel secundario (9-12)

Para más información:

Cynthia Leathers: 562-595-2200 Cynthia.leathers@csulb.edu AS-317

O visite...

LOTE: http:/www.ced.csulb.edu/singlesubject/program/lote

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Evaluation of projects

- Learner-centered v. something that matters to the teacher?
- Extended work v. a task?
- A real life challenge v. a "made-up" activity to practice language?
- The product – performance-based assessment or knowledge-based assessment?

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Suitability for HL learners

- Is this engaging for them?
- Are they building on their linguistic knowledge? How so?
  - Video project: oral formal language
  - Poster project: writing
- Can these projects be adapted for students at different levels of proficiency or with different skill sets?

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Other projects

- Glossary of dialectal/regional medical terms;
- Guide to what it takes (linguistically) to become a federal interpreter;
- Study: What can you do with an M.A. in Spanish?

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Group work: Come up with an idea for a project (5-7 minutes)

- Learner-centered – something that matters to students;
- Students work over a period of time – not a task
- A real life challenge – not a "made-up" activity to practice language
- A product – not knowledge-based assessment but performance-based assessment
- Suitable for HL learners – engaging, builds on knowledge and skills, can be differentiated

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BEFORE THAT

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Project-design steps

P. 2 III, A

Step 1: Decide on a theme for the project – (IV, 1 in the handout)

Step 2: Determine the final outcome (product) – (IV, 2 C in the handout)

Step 3: Structure the project (III B)

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Project-design steps

P. 2 III, A

Step 1: Decide on a theme for the project – (IV, 1 in the handout)

Step 2: Determine the final outcome (product) – (IV, 2 C in the handout)

Step 3: Structure the project (III B)

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AUTHENTICITY

The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.

Source:

http://www.bie.org/blog/what_does_it_take_for_a_project_to_be_authentic

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1. AUTHENTICITY

It meets a real need in the world beyond the classroom or the products students create are used by real people.

e.g. Video for Journalism Dept., Glossary for the doctor;

A website of favorite movies, books, songs, etc.

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2. AUTHENTICITY

It focuses on a problem or an issue or topic that is relevant to students' lives or on a problem or issue that is actually being faced by adults in the world students will soon enter.

e.g. How to increase rates of participation in STEM by minorities and women; how to write a good college application; where to find sources of financial aid for college, etc.

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3. Authenticity

It sets up a scenario or simulation that is realistic, even if it is fictitious

e.g. Students are asked by the Archbishop of Mexico in 1819 to recommend a location for the next mission in California.

Tip: Think about connecting to other school projects, or projects that spring from and connect to textbook materials;

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4. Authenticity

It involves tools, tasks, standards, or processes used by adults in real settings and by professionals in the workplace.

e.g. Students create a survey to gather information about an issue (e.g. how they feel about the food that is being served in the cafeteria).

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NOW WE'RE READY

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Group work: Come up with an idea for a project (5-7 minutes)

- Learner-centered – something that matters to students;
- Students work over a period of time – not a task
- A real life challenge – not a "made-up" activity to practice language
- A product – not knowledge-based assessment but performance-based assessment (p. 5, C)
- Suitable for HL learners – engaging, builds on knowledge and skills, can be differentiated

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As you listen to each other take note of

- Verbs that were used to describe the nature of the work;
- Products (p. 5, C)

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Verbs

Collect	Create
Organize	Compose
Find	Analyze
Display	Translate
Select	Propose
List	Evaluate
Classify	Present
Reduce	Expand

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Lower levels of proficiency

Collect	Create
Organize	Compose
Find	Analyze
Display	Translate
Select	Propose
List	Evaluate
Classify	Present
Reduce	Expand

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More advanced learners: From-to principles

Collect	Create
Organize	Compose
Find	Analyze
Display	Translate
Select	Propose
List	Evaluate
Classify	Present
Reduce	Expand

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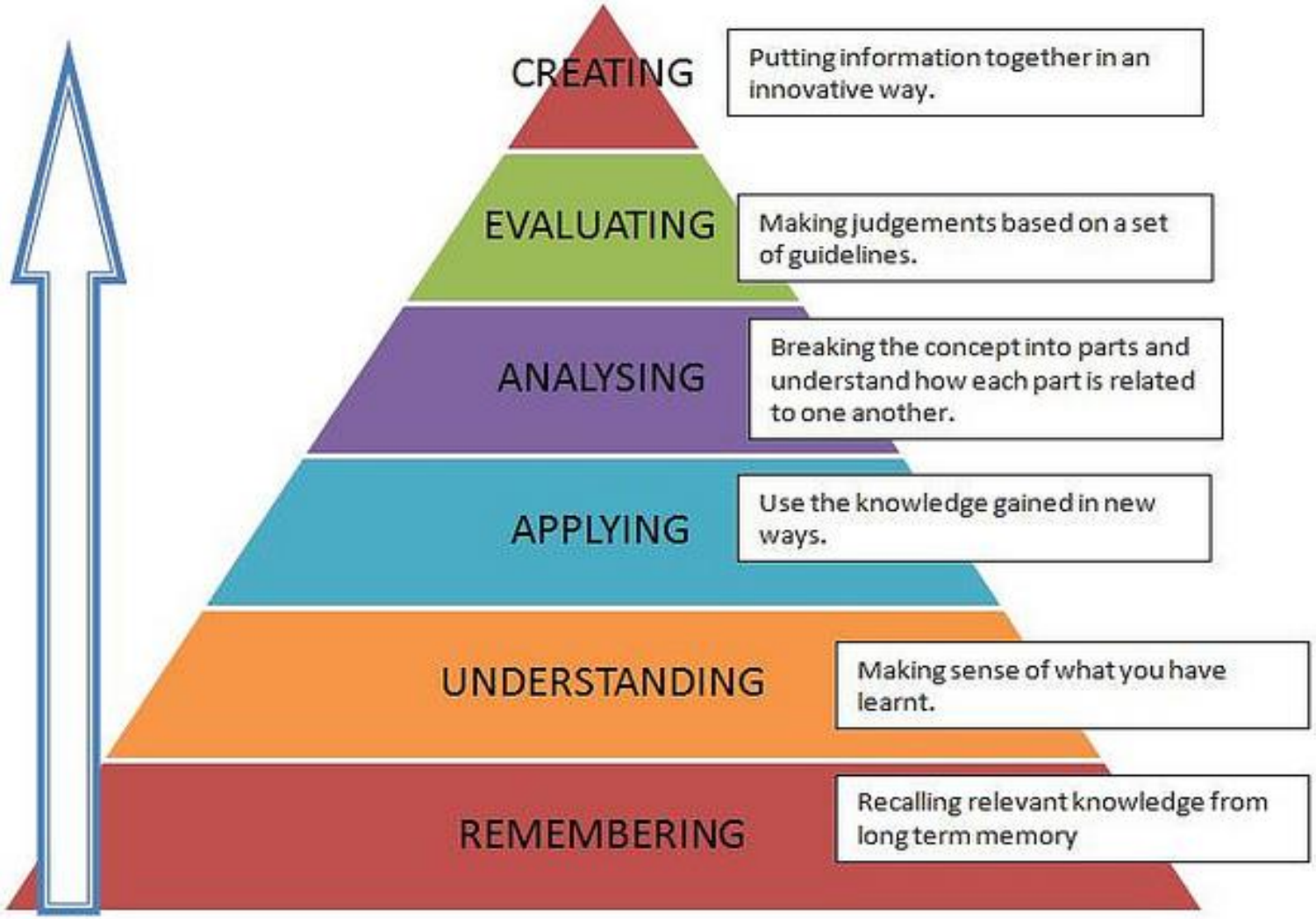
Not to be confused with Bloom's taxonomy



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Product/project difficulty as a function of

- Language demands
  - Formal/informal
  - Skills (reading, writing, etc.); modes (interpretive, interpersonal…)
  - Standard/non-standard
  - Specific aspects of language (ACTFL Proficiency Standards)
- Cognitive and academic demands
  - Bloom's taxonomy
  - Topic familiarity (e.g. cuisine v. chemistry)
  - Availability of models and other resources in the target language
- Technical demands
  - Video taping, designing a web page or a PPt presentation

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ACTFL Proficiency Guidelines

Speaking

- Novice: Cannot sustain sentence-level discourse
- Intermediate: Sentence level language
- Advanced: Paragraph-length discourse
- Superior: Extended discourse

Writing

- Novice: Words and phrases, formulaic
- Intermediate: Loosely connected sentences
- Advanced: Connected discourse of paragraph length
- Superior: Series of paragraphs, pages;

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	The video	The poster
Language demands		
Cognitive and academic demands		
Technical demands		

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	The video	The poster
Language demands	Oral, formal, extended discourse, rehearsed	Written, formal, phrase level/connected sentences, rehearsed
Cognitive and academic demands		
Technical demands		

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	The video	The poster
Language demands	Oral, formal, extended discourse, rehearsed	Written, formal, phrase level/connected sentences, rehearsed
Cognitive and academic demands	Creating	Creating/analyzing
Technical demands		

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	The video	The poster
Language demands	Oral, formal, extended discourse, rehearsed	Written, formal, phrase level/connected sentences, rehearsed
Cognitive and academic demands	Creating	Creating/analyzing
Technical demands	Making a video Writing a script	Making a poster

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	The video	The poster
Language demands	Oral, formal, discourse level, rehearsed	Written, formal, phrase level, rehearsed
Cognitive and academic demands	Creating	Creating/analyzing
Technical demands	Making a video Writing a script	Making a poster **+ in-class presentation**

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ANOTHER PROJECT: THE CV, COVER LETTER AND MOCK JOB INTERVIEW

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Sample

- CV

- cover letter

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	CV	Cover letter	Job inter-view
Language demands			
Cognitive and academic demands			
Technical demands			

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Language demands

- Familiar/new
- Formulaic/non-formulaic
- Simple/Complex structures
- 4-skills, modes

CV	Cover letter	Job inter-view
Formulaic	Some formulaic language	Mostly non-formulaic
Phrases	Paragraphs	Extended discourse
Writing presentational	Writing presentational	Speaking Interpersonal

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CV	Cover letter	Job inter-view

Cognitive and academic demands

- Familiarity of topic
- Bloom's taxonomy
- Genre difficulty
- Availability of models in the target language

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Technical skills

- Simple/complex
- Developed/to be developed

CV	Cover letter	Job inter-view

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BOTTOM LINE

THE HIGHER THE DEMANDS OF THE PROJECT, THE MORE WORK NEEDS TO GO INTO MANAGING, SEQUENCING, MONITORING, ETC. STUDENT WORK

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WHAT WENT INTO CREATING THESE PRODUCTS?

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Project-design steps

- ✓ Step 1: Decide on a theme for the project – (IV, 1 in the handout)

- ✓ Step 2: Determine the final outcome (product) – (IV, 2 C in the handout)

Step 3: Structure the project (III B)

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The CV and cover letter

- Culling a bank of CVs and cover letters in the target language and studying the format and language of these documents;
- Composing multiple drafts of each document with each undergoing peer editing and instructor editing.
- Cover letter: Reading aloud

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The mock interview

- Watching model job interviews in the target language (Spanish) taking note of expressions used; followed by a discussion of what worked and didn't work;
- Coming up with strategies and language for answering a list of 30 interview questions;
- Drawing from CV and cover letter
- Rehearsing the interview

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Structuring the project

- Information gathering;
- Information processing;
- Information reporting

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Gradual release of responsibility

(Pearson and Gallagher, 1983)

- I do, you watch;
- I do, you help;
- You do (together), I help;
- You do, I watch

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Shel Silverstein

WHEN I AM GONE

When I am gone what will you do?

Who will write and draw for you?

Someone smarter–someone new?

Someone better–maybe *YOU*!

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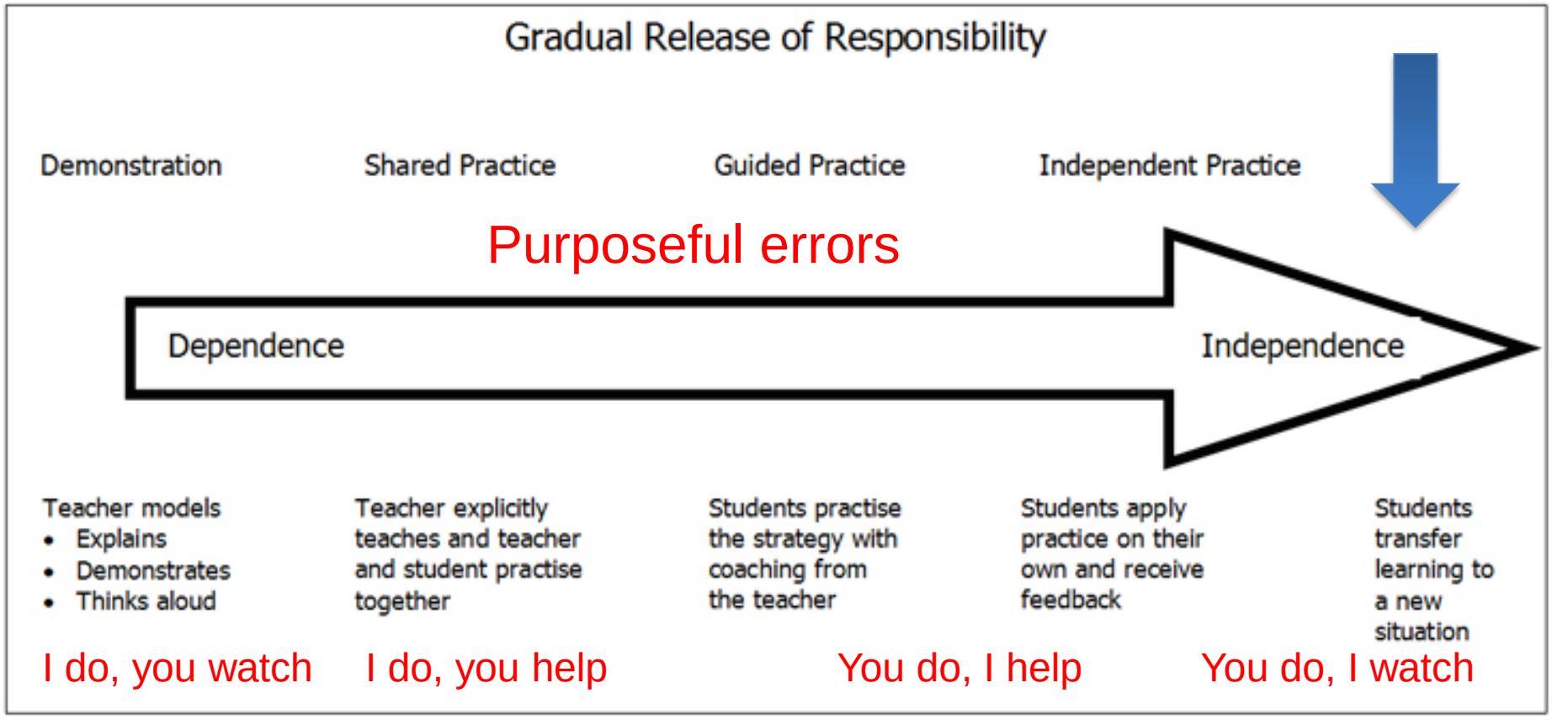
Mock interview



Watching an interview

Coming up with answers

Rehearsing interview

Final interview

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Gradual release of responsibility

(Pearson and Gallagher, 1983)

- I do, you watch;
- I do, you help;
- You do (together), I help;
- You do, I watch

Each of these steps

- Takes place in the classroom;
- Is assessed and informs instruction (differentiation)

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TOOLS OF DIFFERENTIATION

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- Centers
- Exit cards
- Flexible grouping
- Mini-lessons

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Centers

Contents:

- Authentic models of the product;
- Rubrics for creating high quality products;
- Other resources needed to complete the project successfully (e.g. language lessons and practice exercises, instructions on how to make a PPt presentation);

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Center for CV project

- A bank of authentic CVs and other resources (e.g. standard vocabulary) for writing a CV;
- A bank of cover letters and other resources for writing a cover letter;
- A bank of interviews, sample answers to different questions, key expressions, etc.

NOTE: Models must be in the target language.

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- Centers
- Exit cards
- Flexible grouping
- Mini-lessons

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Exit cards

- Students: To report on work done in class

- Instructor:
  - to monitor work in progress
  - to set up work to come;

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Exit cards to monitor and report on work done

Prompts for CV:

Look at the sample CVs in the center and make a list of 20 section labels and 40 common words that go under those labels (group exit card);

Create section labels for your own CV (individual exit card);

Turn in first draft of your CV (individual exit card);

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(Específico para CSULB)

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O visite...

LOTE: http:/www.ced.csulb.edu/singlesubject/program/lote

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Exit cards to set up work to come

- I look over exit cards and underline problems and return them to students the next time we meet;
- Students form groups and I work with each group to do dynamic assessment;
- I give mini-lessons to students on particular points of grammar, as needed.
  - Flexible grouping + mini-lesson

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RECALL

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Spot-treat grammar

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RECALL

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- ✓ Step 3: Structure the project (III B)

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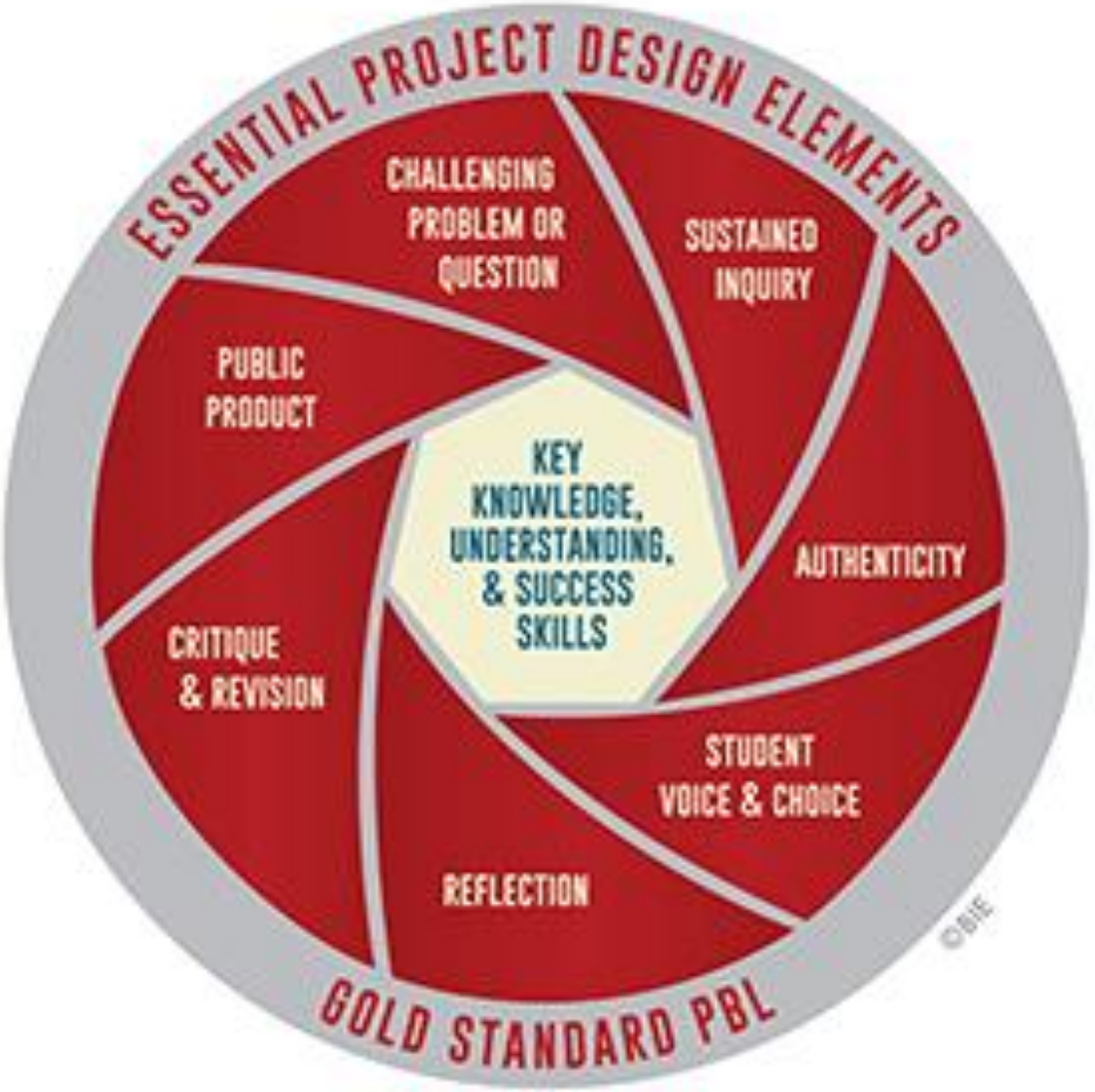

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Group work

Step 1: What is the theme for your project? – (IV, 1 in the handout)

Step 2: What is the final outcome? (product) – (IV, 2 C in the handout)

Step 3: How will you structure your project to support learner success and ensure quality work? (III B)

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BEFORE THAT: MIXED CLASSES

The From-To Principles: HL v. L2 learners

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HL learners			L2 learners		
listening	→	reading	reading	→	listening
speaking	→	writing	writing	→	speaking
home-based register	→	general/ academic register	general/ academic register	→	home-based register
everyday "real-life" activities	→	classroom activities	classroom activities	→	everyday "real-life" activities
motivations + identity	→	content	motivation?	→	

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Group work

A. Modify any of the projects I have described either for use in a mixed class or for different HL learners (be sure to describe those learners to us and how your modification is appropriate)

Video project, CV/cover letter/mock interview, poster for future teachers, glossary of medical terms, guide to becoming an interpreter; what can you do with Spanish?

B. Create your own project following the three step process: Theme, Product, Structure

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LEARNING FROM MISTAKES

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Mistakes (mine)

- Not focusing enough on the project;
- Not monitoring students enough;
- Letting the not-so-good students group together;
- Thinking that a not-so-good student will improve by the sole act of being grouped with good students.

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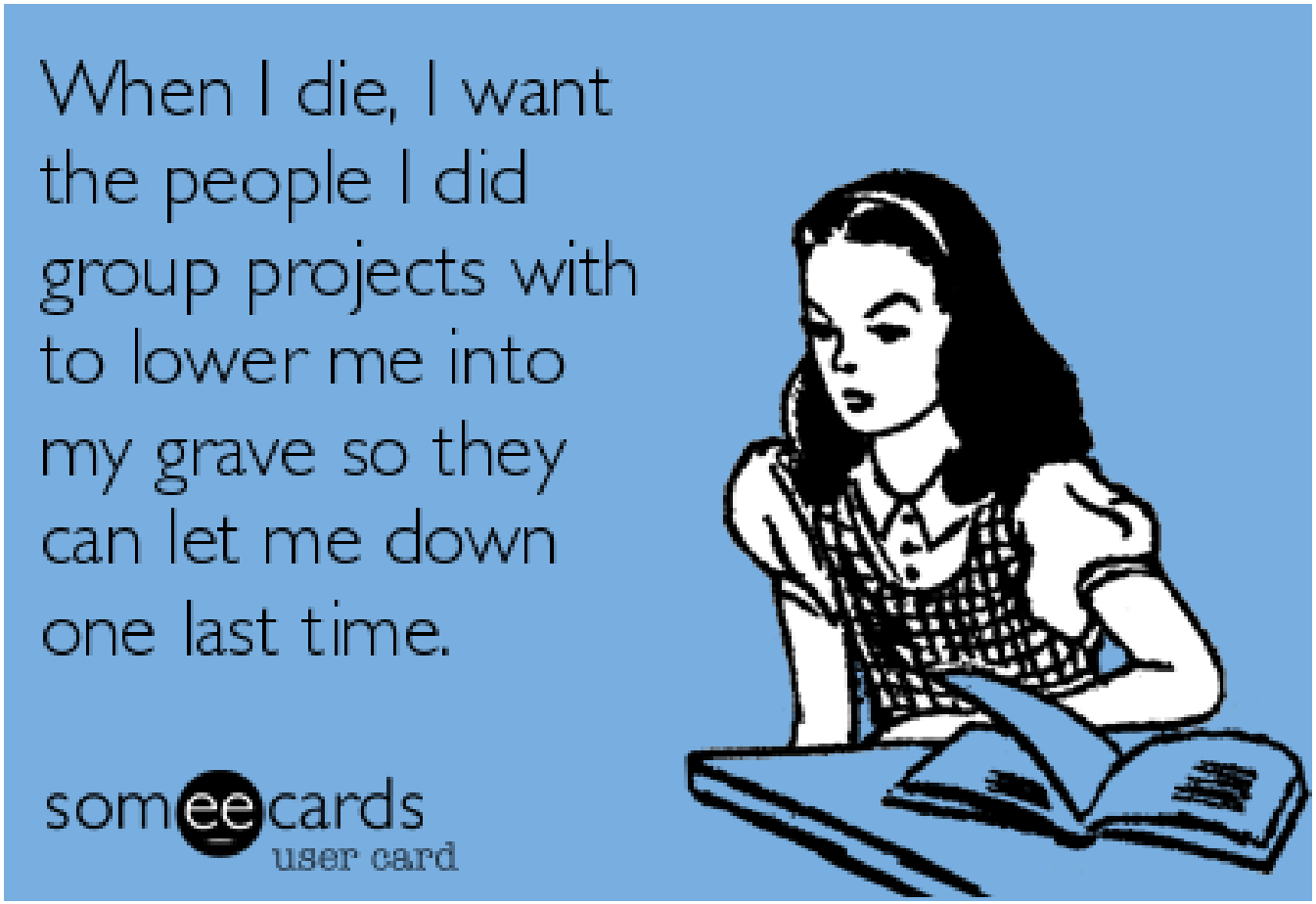
The perils of group work



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- Scenarios: Anticipate problems and prearrange options for dealing with them;
- Create contracts for students to sign;
- Give group members firing power;
- Give a group grade + individual grade;
- Monitor students' progress closely and intervene early on, as needed.

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Mistakes (others')

- Thinking of the project as culminating activity following the model of final papers;
- Doing projects (not project-based learning);
- Making everyone do the same thing: Having a one-note project

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Single theme, focus/topic, product, process

Theme: Earthquake preparedness

Product: Pamphlet + presentation

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Better

Same theme and product for all groups:

Theme: Disaster preparedness

Product: pamphlet + presentation

Different topics for each group:

earthquakes, fires, hurricanes, floods, epidemic, tsunamis, drought, Zombie attack, etc.

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OR

Same theme and product for all groups:

Theme: Earthquake preparedness

Product: pamphlet + presentation

Different topics for each group: food, first aid, escape routes, places to go for help, communication, safety from crime, etc.

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Balance of different and shared elements

- CV, cover letter, and interview

Similar, but individualized products, same theme and process

- Journalism video, teaching poster

Different topics and products, same theme and similar, but specialized, process

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MAIN TAKEAWAYS

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Producing high quality, engaging, and challenging projects

- In terms of themes, think about students' everyday experiences, goals, stage of life, needs, and local community of HL speakers;
- Describe and show what high quality work looks like;
- Think in terms of developing key knowledge and skills;

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Use the "Gradual Release of Responsibility model”

- Model the different steps and components of the task, including good and bad work.
- Provide opportunities to practice the various components and build in opportunities for critique and revision.
- Provide multiple sources of feedback: instructor, classmates, community.
- Monitor students’ progress closely.

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- Have incremental deadlines, so that student have enough time to revise and improve before the work is due;
- Let language topics emerge from the work being done and according to individual needs;
- Provide rubrics (co-construct them) for assessment;
- Use formative assessment to adapt the process and improve the product;

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Above all…

Have fun!!!

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THANK YOU!!!