Authentic texts and oral language development across instructional levels

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Overview

• Role of oral language development across curricular levels in FL programs

• Principles of text-based multiliteracies pedagogy and its role in facilitating oral language development

• Lesson plan template and examples of multiliteracies-oriented lesson plans for developing students’ oral language use
Oral Language Development: Traditional Perspective

In lower-level courses, oral communication involves:

- using language in predictable patterns
- expressing personal opinions
- studying scripted dialogues
- engaging in controlled, teacher-led Q&A
- developing oral “survival skills”

(Burns, 1998; Jaén & Bastanta, 2009; Paesani, Allen, & Dupuy, 2016)
Oral Language Development: Traditional Perspective

*Initiation-Response-Evaluation* (IRE) pattern of classroom discourse:

1. teacher *initiates* an oral interaction with a question
2. student *responds* to the question
3. instructor *evaluates* the response with positive or negative feedback (e.g., *Very good; Interesting; Not exactly; That’s incorrect*) or, in some cases, a follow-up question or statement (e.g., *What do you mean? Can you give an example?*)

(Hall, 2001; Thoms, 2012)
In upper-level courses, oral communication involves:

- teacher-centered classroom talk
- implicit speaking development through unstructured discussions
- few opportunities for students’ extended discourse
- few instances of meaning negotiation or explicit focus on form
- oral language production below the Advanced proficiency level

(Byrnes & Kord, 2002; Darhower, 2014; Mantero, 2002; Donato & Brooks, 2004; Zyzik & Polio, 2008)
Discussion Activity

Discuss these questions in groups of 3-4:

1. What challenges do you face in your own FL program related to developing students’ speaking abilities across curricular levels? Are these challenges similar to or different from those resulting from a traditional perspective on oral language development?

2. How might you overcome the challenges you identified? Agree on one idea or solution to share with everyone.
Oral Language Development: Multiliteracies Perspective

In lower- and upper-level courses, oral communication involves:

- interpretation and creation of multiple text types from various perspectives
- language use plus meaning construction and negotiation in a range of contexts
- linguistic, cognitive, and sociocultural dimensions

(Kern, 2000; Kucer, 2009)
Oral Language Development: Multiliteracies Perspective

Speaking is “the very instrument that simultaneously constitutes and constructs learner’s interactions in the target language with respect to the target language itself, the task as it is presented and understood by the participants, the goals learners set for completing tasks, and their orientation to the task and to each other” (Brooks & Donato, 1994, p. 264)
Oral Language Development: Multiliteracies Perspective

Speaking as an act of meaning design:

• entails discovering meaning through creation of oral texts/discourse
• characterized by linguistic, schematic, and gestural resources that contribute to meaning making
• involves attention to social and cultural knowledge and experiences
• engages learners in interpretation, collaboration, problem solving, and reflection
• underscores the multimodal nature of communication

(Paesani, Allen, & Dupuy, 2016)
Oral Language Development: Multiliteracies Perspective

*Scaffolding* includes “focusing learners’ attention on the task, directing their attention to essential and relevant features, modeling expected behaviors, and keeping the learners motivated throughout”

(Hall, 2001, p. 33)
Goal of Teaching Speaking from a Multiliteracies Perspective

- Promote interpersonal and presentational oral communication through exposure to authentic discourse
- Lead learners to design meaning through scaffolded and collaborative speaking tasks
- Engage learners with target language texts of various genres and modalities
Principles of Text-Based, Multiliteracies Pedagogy

- Goal oriented and grounded in authentic texts
- Accountability for learners
- Pre-task planning time
- Scaffolded assistance
- Opportunities for extended discourse
- Grounded in socially-situated collaborative environment
Text-based Models of Speaking Instruction

<table>
<thead>
<tr>
<th>Shared instructional elements</th>
<th>Shared instructional stages</th>
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</thead>
<tbody>
<tr>
<td>• Examples of interpersonal and presentational oral language use centered on authentic texts</td>
<td>• Initial preparation to carry out the tasks effectively</td>
</tr>
<tr>
<td>• Language modalities overlap in the tasks learners are asked to carry out</td>
<td>• Various activities that build learners’ linguistic competence and textual understanding</td>
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<tr>
<td>• Speaking tasks are scaffolded and call for collaboration</td>
<td>• Final activity that asks learners to use oral language creatively</td>
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Bueno (2006; Johnson’s (2003); Redmann (2005)
4-Stage Multiliteracies Template for Teaching Oral Language Use

1. **Pre-speaking**: helps learners access background knowledge and provide linguistic support for speaking tasks organized around textual content.

2. **Textual interpretation**: allows learners to gather information about lesson content and explore language details.

3. **Knowledge application**: gives learners the opportunity to demonstrate textual understanding through interpersonal and presentational oral transformation activities.

4. **Summary and reflection**: prompts learners to discuss knowledge gained and learning experiences.
<table>
<thead>
<tr>
<th>Instructional Stage</th>
<th>Suggested Learning Activities</th>
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<tbody>
<tr>
<td>1. Pre-speaking</td>
<td>● Instructional conversations</td>
</tr>
<tr>
<td></td>
<td>● Polling</td>
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<td></td>
<td>● Teaching gambits</td>
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<tr>
<td>2. Textual interpretation</td>
<td>● Semantic mapping</td>
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<td></td>
<td>● Jigsaw</td>
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<td></td>
<td>● 3-2-1 summary</td>
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<tr>
<td>3. Knowledge application</td>
<td>● Video or audio interview</td>
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<td>● PowerPoint presentation</td>
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<td>● Debates</td>
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<td>4. Summary and reflection</td>
<td>● Talking journals</td>
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<td>● Think-pair-share</td>
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<td>● Personal action plan</td>
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Sample Activities for Teaching Oral Language Use
Example 1: Second-semester French language course

- Theme: Que mangent les Français et les Américains?
- Cultural & linguistic content
- Learning objectives
- Texts--infographic on French eating habits, 2 families’ profiles from Hungry Planet: What the world eats (2005)
### Example 1: 2nd-semester French language course

<table>
<thead>
<tr>
<th>Instructional Stage</th>
<th>Activities</th>
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</thead>
</table>
| 1. Pre-speaking                   | ● Survey of student eating habits  
                                ● Reading and analysis of infographic on French people’s eating habits, comparison of class                                                   |
| 2. Textual interpretation         | ● First part of jigsaw activity with *Hungry Planet* profiles--description (groups of 4 with same profile)                                    
                                ● Second part of jigsaw activity--comparison and reflection (groups of 4 with different profiles)                                      
                                ● 3-2-1 summary                                                                                                                                 |
| 3. Knowledge application          | ● Debate: Who are healthier eaters--The Americans or the French?                                                                            |
| 4. Summary and reflection         | ● Talking journal--description, analysis, reflection                                                                                         |
Example 2: Introduction to French Literature course

• Theme: L’ethnotexte d’Annie Ernaux et la banlieue parisienne

• Cultural & literary content

• Learning objectives

• Texts--Preface & 3 excerpts from *Journal du dehors* (1997), official website of Cergy-Pontoise
### Example 2: Introduction to French Literature course

<table>
<thead>
<tr>
<th>Instructional Stage</th>
<th>Activities</th>
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</table>
| 1. Pre-speaking                      | ● Web research on the cultural context  
                                        ● Reading and comprehension check of main ideas of Preface to *Journal du dehors*                                               |
| 2. Textual interpretation            | ● Brainstorming of important facts about the cultural context  
                                        ● Reading and 3-2-1 summary of *Journal du dehors* excerpts  
                                        ● Discussion of the author’s relation to the cultural context and her aims in *Journal du dehors* |
| 3. Knowledge application             | ● Think-Pair-Share analysis of the author’s aims versus the textual product she created                                                   |
| 4. Summary and reflection            | ● Talking journal--description, analysis, reflection                                                                                     |
Your Turn -- Teaching Speaking from a Multiliteracies Perspective

• Task: Design an instructional sequence using the template for multiliteracies-focused oral language use

• Context: 3rd semester English as a second language course

• Learning objectives

Conclusions

• Oral language use is tied to literacy development

• Oral language development is always grounded in exploration and creation of texts

• The multiliteracies framework facilitates a holistic approach to curriculum and instruction

• The 4-stage template for teaching oral language use provides scaffolded assistance to help students design meaning
More Information

A Multiliteracies Framework for Collegiate Foreign Language Teaching (Paesani, Allen, & Dupuy, 2016)

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