Authentic texts and oral language development across institutional levels

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Available at: https://works.bepress.com/paesani/44/
Authentic Texts and Oral Language Development Across Instructional Levels

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2015 ACTFL Convention
San Diego, CA
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
- expressing personal opinions
- using language in predictable patterns

(Blums, 1998; Jaen & Bastante, 2009; Paseari, Allen, & Dupuy, 2016)

Perspective

Oral Language Development: Traditional
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

Can you give an example?

Cases, a follow-up question or statement (e.g., What do you mean?
( e.g., Very good, Interesting; Not exactly, That’s incorrect) or, in some

Hall, 2001; Thomas, 2012)
Oral Language Development: Traditional Perspective

In upper-level courses, oral communication involves:

- Teacher-centered classroom talk
- Oral language production below the Advanced proficiency level
- Few instances of meaning negotiation or explicit focus on form
- Few opportunities for students' extended discourse
- Implicit speaking development through unstructured discussions
- Teacher-centered classroom talk

(Byrnes & Kord, 2002; Darhower, 2014; Mantero, 2004; Donato & Zyzik, 2008; Polito, 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.
In lower- and upper-level courses, oral communication involves:

- Interpretation and creation of multiple text types from various perspectives
- Linguistic, cognitive, and sociocultural dimensions of contexts
- Language use plus meaning construction and negotiation in a range of contexts

(Kern, 2000; Kucer, 2009)

Perspective

Oral Language Development: Multiliteracies
Oral Language Development: Multiliteracies

Perspective

Speaking is "the very instrument that simultaneously constitutes and constructs learners’ 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

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

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

Shared Instructional Elements

- Examples of interpersonal and presentational oral language use centered on authentic texts
- Language modalities overlap in the tasks learners are asked to carry out

Shared Instructional Stages

- Initial preparation to carry out various activities that build learners' linguistic competence
- Final activity that asks learners to use oral language creatively
- Initial preparation to carry out various activities that build learners' linguistic competence

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 and exploratory language details.

2. Textual interpretation: Allows learners to gather information about lesson content and understand through interpersonal and presentational oral transformation.

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

4. Summary and reflection: Prompts learners to discuss knowledge gained and learning experiences.

Summary: 4-Stage Multiliteracies Template for Teaching Oral Language Use
## Sample Activities for Teaching Oral Language Use

<table>
<thead>
<tr>
<th>Instructional Stage</th>
<th>Suggested Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Pre-speaking</strong></td>
<td>• Instructional conversations</td>
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<td></td>
<td>• Polling</td>
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<td></td>
<td>• Teaching gambits</td>
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<td></td>
<td>• Talking journals</td>
</tr>
<tr>
<td><strong>2. Textual interpretation</strong></td>
<td>• Semantic mapping</td>
</tr>
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<td></td>
<td>• Jigsaw</td>
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<tr>
<td></td>
<td>• 3-2-1 summary</td>
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<tr>
<td><strong>3. Knowledge application</strong></td>
<td>• Video or audio interviews</td>
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<td>• PowerPoint presentation</td>
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<td>• Debates</td>
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<tr>
<td><strong>4. Summary and reflection</strong></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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<tr>
<td></td>
<td>• Think-pair-share</td>
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<td>• Talking journals</td>
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<td></td>
<td>• 4. Summary and reflection</td>
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</tbody>
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*Suggestions for Learning Activities*
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)
<table>
<thead>
<tr>
<th>Instructional Stage</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-speaking</td>
<td>Survey of student eating habits, comparison of class eating habits, comparison of infographic on French people's eating habits</td>
</tr>
<tr>
<td>2. Textual interpretation</td>
<td>First part of jigsaw activity with Hungry Planet profiles--description (groups of 4 with same profile), Second part of jigsaw activity--comparison and reflection</td>
</tr>
<tr>
<td>3. Knowledge application</td>
<td>3-2-1 summary (groups of 4 with different profiles), Debate: Who are healthier eaters--The Americans or the French?</td>
</tr>
<tr>
<td>4. Summary and reflection</td>
<td>Talking Journal--description, analysis, reflection</td>
</tr>
</tbody>
</table>
Course: "Introduction to French Literature"

- Theme: L'éthnotexte d'Annie Ernaux et la banlieue parisiennne
- Cultural & Literary Content
- Learning Objectives
- Texts: Preface & 3 excerpts from Journal du dehors (1997), official website of Cergy-Pontoise
<table>
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<tr>
<th>Instructional Stage</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>1. Pre-speaking</td>
<td>● Web research on the cultural context</td>
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<tr>
<td></td>
<td>● Reading and comprehension check of main ideas of Preface to Journal du dehors</td>
</tr>
<tr>
<td>2. Textual interpretation</td>
<td>● Brainstorming of important facts about the cultural context</td>
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<td>● Reading and 3-2-1 summary of Journal du dehors</td>
</tr>
<tr>
<td>3. Knowledge application</td>
<td>● Discussion of the author's relation to the cultural context</td>
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<td>● Think-Pair-Share analysis of the author's aims versus the textual product she created</td>
</tr>
<tr>
<td>4. Summary and reflection</td>
<td>● Talking journal--description, analysis, reflection</td>
</tr>
</tbody>
</table>
Your Turn -- Teaching Speaking from a Multiliteracies Perspective

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


Learning objectives:

Context: 3rd semester English as a second language course

Multiliteracies-focused oral language use
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.

• Oral language use is tied to literacy development.
A Multiliteracies Framework for Collegiate Foreign Language Teaching

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More Information

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

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