

Creating Space for Student Contributions in Foreign Language Literature Classes

IUP Spring Methodology Conference on Foreign Language Teaching
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Overview

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2. Background Information
3. Transcript Activity
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Warm-Up

What difficulties do you encounter with student participation during whole-class discussions?

What strategies do you use to overcome these difficulties?

Transcript Activity

Read over transcripts #1 and #2, which come from a third-year upper-level Spanish course titled "Introduction to Hispanic Literature and Cultural Studies". After reading the transcripts, respond to the questions below working with a partner.

1. Organization
Describe how the discussion is organized- Who is talking? When? (e.g., do they speak first? Only in response to questions?) How much or how often do they talk? What happens when there is a change in speaker?

Continue on back →

2. Language

Describe the language that the speakers use- Are the responses long or short? Do the speakers use past, present, future, or other tenses? What are they doing (e.g., giving opinions, presenting hypotheses, using evidence from the text, answering questions)?

3. Comparison

Compare and contrast the two transcripts- What do you notice between the two transcripts? Are there any similarities or any differences? Do you find one more conducive to student participation? Why or why not?

4. Reflection

Consider your own teaching practices- Do you notice any of the features from the transcript in your own class discussions? What would you continue doing in your class discussions? What changes would you make?

Transcript Conventions

(.)	Micro-pause	,	separating phrase
(1)	1 (2,3...) second pause	[overlapping speech
:::	elongated sound	(())	gesture, transcriber notes
?	rising intonation/question	-	restart

Transcript #1- Cambiando

The class is discussing the main character from one of the texts and how he has begun to change. The teacher (Te) asks students for examples and several students respond.

- 1 Te qu-cómo va cambiando él?
How does he start changing?
- 2 Lisa ((raises hand))
- 3 Te s-sí ((pointing at student))
yes
- 4 Lisa los estudiantes tenían trabajar también
the students had to work too
- 5 Te tenían que trabajar sí a ver cómo es ese trabajo
They had to work, yes, let's see, what is the job like?
- 6 Lisa uh: (.) en la agricultura?
uh (.) in agriculture?
- 7 Te sí
yes
- 8 Lisa uh trabajo muy ((inaudible))
uh very ((inaudible)) job
- 9 Te cómo? muy qué?
What? Very what?
- 10 Class duro
hard
- 11 Te muy difícil muy duro con poca comida
Very difficult, very hard with little food
- 12 Bethany y agua también
And water too
- 13 Te y poca agua, poco cuidado, no? sí, qué más?
And little water, not well taken care of, right? yes, what else?
- 14 (.5)
- 15 Chester ((raises hand))
- 16 Te sí?
Yes?
- 17 Chester él empieza a odiar el partido comunista

He starts to hate the communist party

- 18 Te él empieza a realmente a odiar el partido comunista y todo lo que hace, todo lo que significa, qué más hace? osea qué más hace? cómo va cambiando?
He begins to truly hate the communist party and everything it does, everything it means, what else does he do? What else does he do? How is he changing?
- 19 Rita ((starts to raise hand))
- 20 Te cómo va cambiando (.) su personalidad al que-al ir desarrollando al ir creciendo ((looking around room))
How does his personality change as he is developing, as he is growing?
- 21 Rita Se em
Um
- 22 Te sí [perdón
yes sorry
- 22 Rita él [empezó a romper los- las reglas
He started to break the rules
- 23 Te sí:: se hizo más rebelde no? empezó a romper las reglas trayendo (.) atención muy negativa (.) hacía el. Es norm-e-e-es normal pero es contradictorio no? Los niños cuando quieren atención porque están enojados hacen cosas que les traen los problemas no? qué más?
Yes, he became more rebellious right? He started to break the rules bringing very negative attention to himself, it's normal but contradictory, right? When children want attention because they are mad they do things that bring themselves problems, right? What else?

Evidencia #2

Students are explaining their themes for a final paper, which requires them to use three texts from class as evidence to support their topic. The teacher (Te) is speaking with Micahel, who explains his topic. She asks what evidence he will provide.

- 1 Te repite el tema otra vez?
Repeat the topic again?
- 2 Jacob uh (.) que niños españoles uh:: pierden su: inocencia a: un nivel más rápido que: (.) otros niños del mundo
uh that children from Spain uh lose their innocence at a faster rate than other children in the world
- 3 (.5)
- 4 Te Eso es- por qué- por qué c-cuál es tu razón
That is- why- why- what is your reason?
- 5 Jacob de:: niños es- er:: niños (.) americanos
for children-er american children
- 6 Te y cómo puedes probar eso
and how can you prove that?
- 7 (2)
- 8 Jacob qué? ((looks at Te))
what?
- 9 Te cómo puede- qué evidencia tienes que eso es verdad
how can- what evidence do you have that that is true?
- 10 Jacob Oh um:: en el corrito pascual y: también um:: (.) el niño al que se murió el- el olivo
Oh um in Corrito pascual ((name of a text)) um the child who died the olive tree
- 11 Te Uh huh
- 12 Jacob Um:: los dos son niños muy buenas y: experiencia ah-un: pierda- er perdida de uh: su amigo basicamente y creo que en los estados unidos eso no ocurrió um:
Um both are good children and experience a loss uh their friend basically and I think that in the United States that didn't happen um
- 13 Te pero no hemos leído nada de los estados unidos
but we haven't read anything from the united states

- 14 Jacob s::í
yes
- 15 Te Cómo- o vas a usar ejemplos de otros textos (.)por ejemplo Junior Díaz
How- or are you going to use examples from other texts for example Junior Díaz
- 16 Jacob No
- 17 Te cómo puedes hablar de estados unidos si no estás hablando del texto
how can you talk about the United States if you aren't talking about a text?