

Dana Lyles

Melissa Monroe

The Original Duolingo:

*Using Authentic
Text to Build
Dual Language
Fluency*

What are authentic texts?

Any text written for native speakers of the TL. “written by members of a language and culture group for members of the same language and culture group” (Galloway, 1998, p. 133, as cited in Glisan).

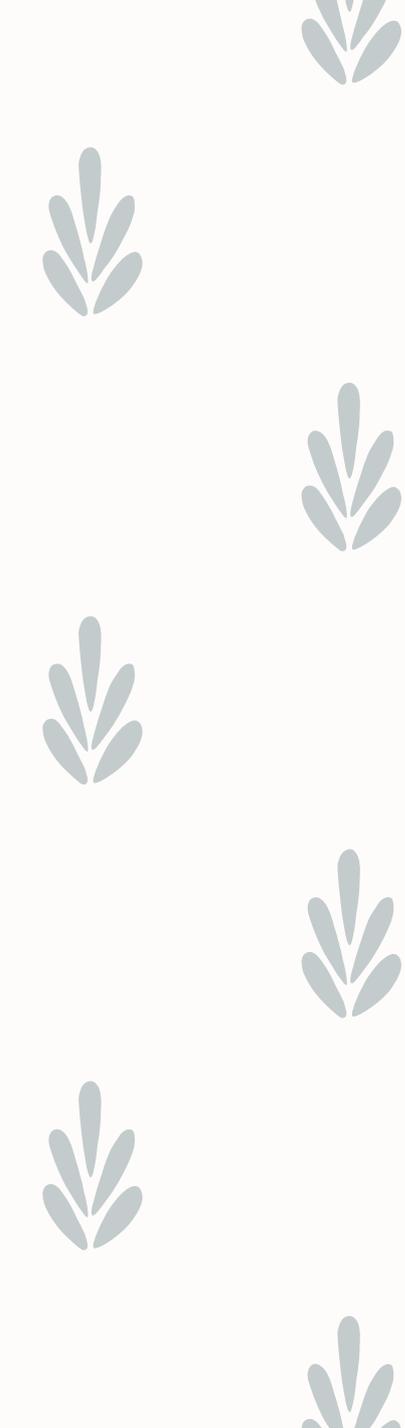
Poems

Short Stories

Novels

Cartoons

News Articles

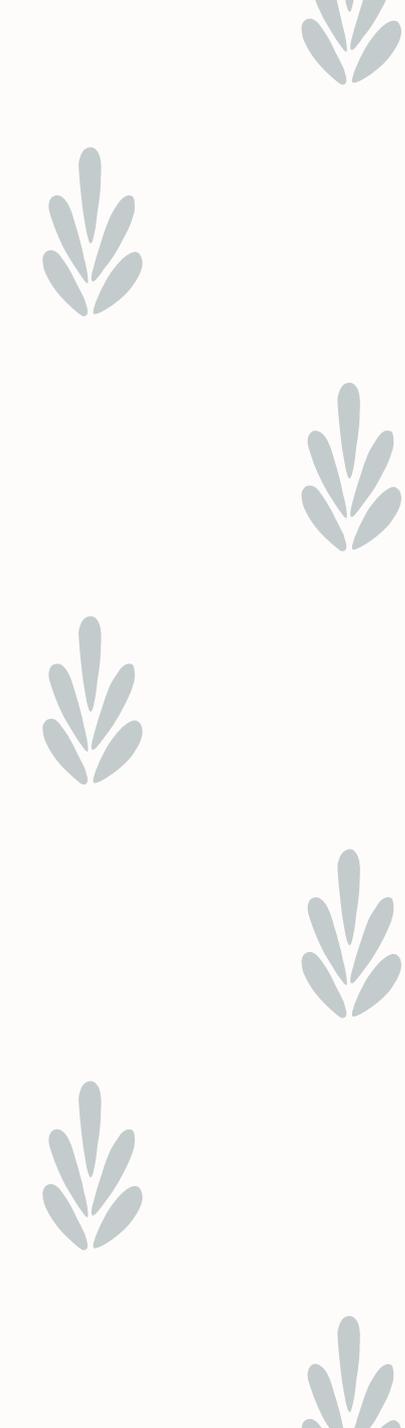


Using authentic texts

WL perspective

- Authentic texts are “real”
- Give insight in to culture
- Show that the TL is used by people for their everyday lives
- Provide examples of normal speech patterns
- Give students a sense of accomplishment

<https://www.actfl.org/guiding-principles/use-authentic-textslanguage-learning>



Using authentic texts ELA perspective

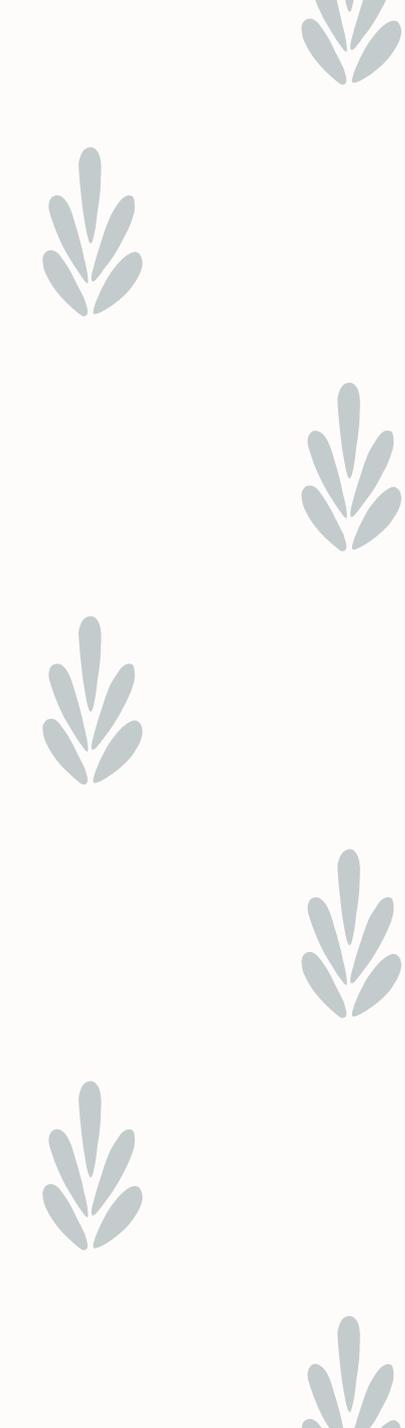
In the history of the AP Literature and Composition Exam, 312 texts have been used by College Board. 243 of those texts are American or British. Of the 69 World Literature translated texts, 3 are originally Spanish.

Most texts from other cultural perspectives that are in Middle School anthologies are about assimilating to Anglo culture.

Students need to experience authentic texts so that they see other cultures as valuable and independent of American culture.

Why teach from 2 perspectives?

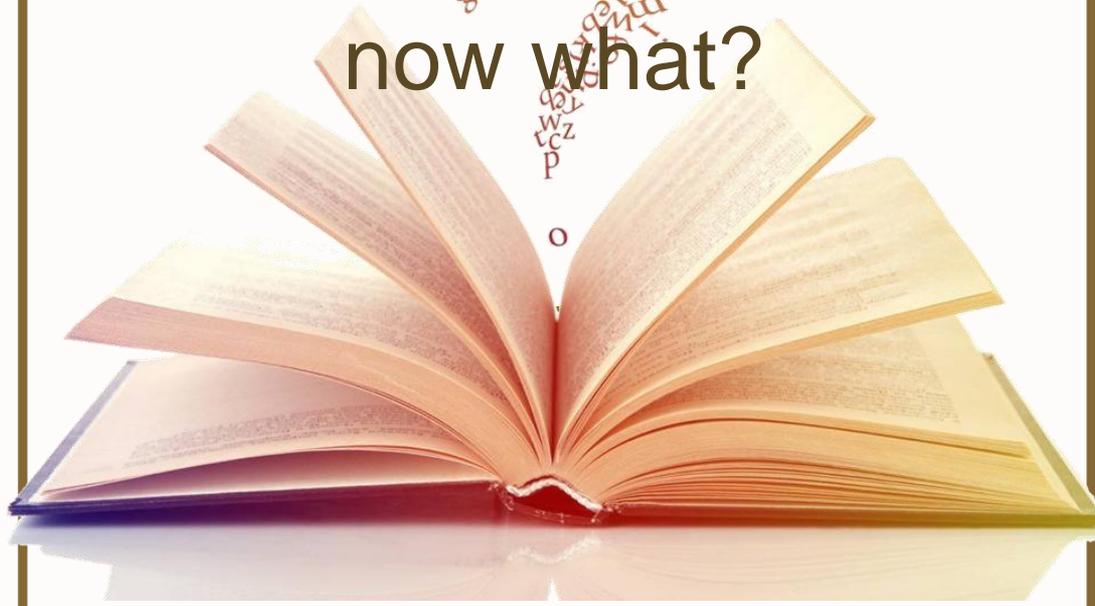
Dual language immersion provides an attractive option for any school seeking to increase enrollment, close the achievement gap, reach underachieving subgroups and develop global-ready young leaders. Children who learn in two languages benefit from high academic achievement, language proficiency, increased critical thinking skills, increased cognitive development and greater cultural sensitivity, according to recent studies.

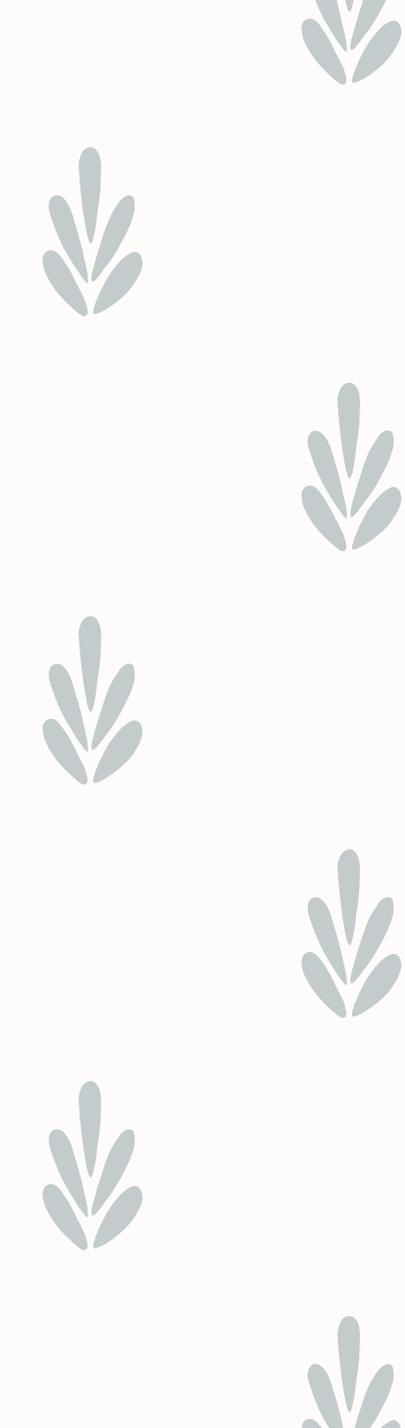


Choosing a Text

- Text type
 - poems, essays, stand-alone novel chapters, nonfiction articles
- Vocabulary
 - Consider number of new words.
 - What words do you want to teach/reinforce?
- Grammatical structures
 - Consider the number of new structures.
 - What structures do you want to teach/reinforce?
- Cultural Significance
 - Consider time needed to address the occasion surrounding the text (ambiente - stay tuned)

I've chosen a piece,
now what?

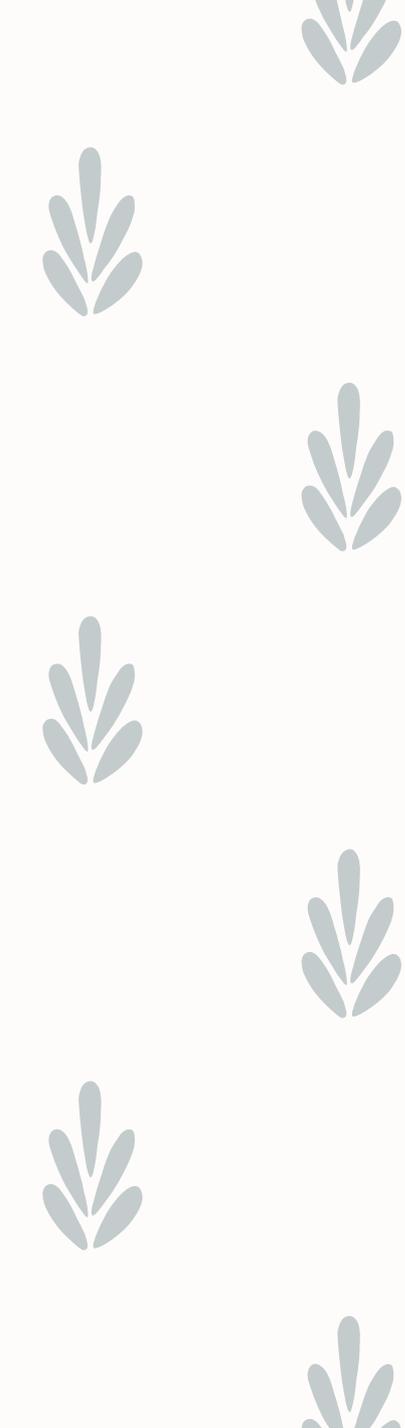




BRIBE THE ELA TEACHER

English teacher love nothing more than sipping a pretentious beverage while enumerating the supposed merits of something that is probably inherently boring. To do so, we need:

- pretentious beverage of choice (you will probably screw this up, just get us a gift card or watch our class while we go)
- stupid scarves or shirts (we love them...we just do)
- leather-bound volumes (doesn't matter what, they just look cool)
- pens (we like them, but we lose them, even when they are nice)



Planning

The WL Classroom

- Evaluate length of piece
- Divide up, if necessary
- Create a glossary of unfamiliar words

The ELA Classroom

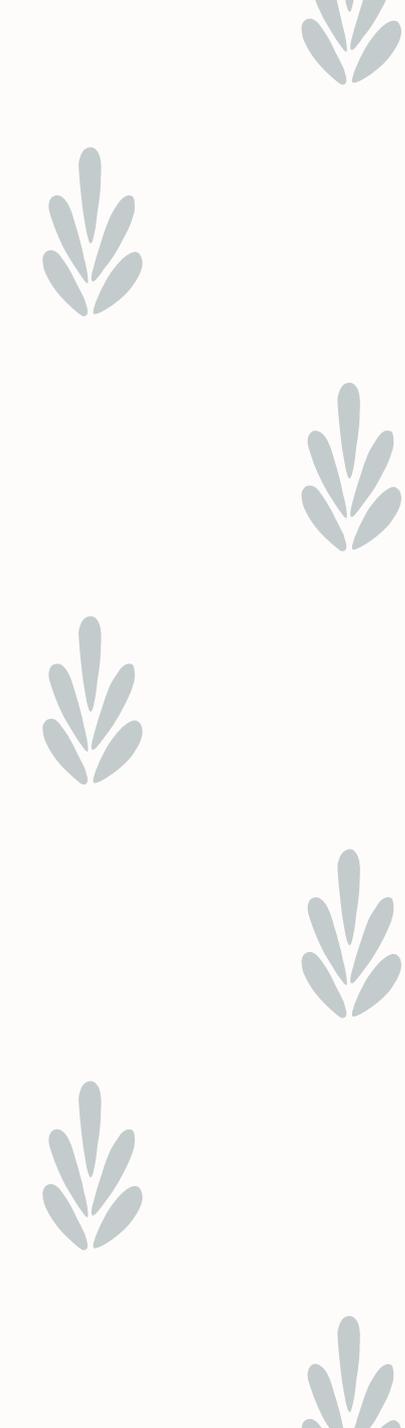
- Agree upon a translation (know that YOU are the authority on liquid vessels)
- Prepare translation of literary terms



Lesson

WL Classroom

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- Teacher read aloud, having students follow along
 - Students re-read in groups
 - *Identifying cognates*
 - *Underlining words that they are unsure of*
 - Groups identify a “main idea”
 - *Large group discussion*
 - Large group “talk through” translation of text
 - EXTENSION ACTIVITY – Simple written response in TL



The ELA Classroom

- *AP English Literature standards vary slightly from AP Spanish Literature standards. Pre-AP acronyms and terms should be sufficient for Level 1 or 2 Spanish.
- Read class translation and address any discrepancies
- Using SIFT and a modified SOAPStone (TV SOAP), work through the elements
 - As student identify elements and devices, introduce TL terms.
- EXTENSION- have student begin work on an Extended Response in TL



SIFT and TV SOAP

SIFT and SOAPSTone are methods of dissecting a text. These two acronyms work particularly well for pre-AP students. For our TL, we changed SOAPSTone to TV SOAP.



SIFT

- Symbolism/Símbolo
- Imagery/Imagen
- Figurative Language/Figura Retórica*
- Theme/Tema

TV SOAP

- Tone/Tono
- Speaker/Voz poética
- Subject/Subjecto
- Purpose/Objeto
- Occasion/Ambiente
- Audience/Público

*Basic figures of speech are metáfora, símil, aliteración, hipérbole, onomatopeya, personificación





Example Unit



Text- Las Seis Cuerdas by Federico Garcia Lorca



Las Seis Cuerdas

La guitarra,
hace llorar a los sueños.
El sollozo de las almas
perdidas,
se escapa por su boca
redonda.
Y como la tarántula
teje una gran estrella
para cazar suspiros,
que flotan en su negro
aljibe de madera.

The Six Strings

The guitar
makes dreams weep.
The sobs of souls
lost
escapes from its
round mouth.
And like a tarantula,
it weaves a large star
to ensnare the sighs
floating in its black
wooden cistern



Please feel free to
email us with
questions or ideas.

Dana Lyles dlyles@acdsonline.org

Melissa Monroe mmonroe@acdsonline.org