

INCREASING TARGET LANGUAGE INPUT FOR L2 STUDENTS : A
CURRICULUM FOR CLASSROOM-BASED LANGUAGE ACQUISITION

by

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PROJECT DESCRIPTION

This curriculum has been developed for an eight week project, based on the project-based learning (PBL) theory and foundation. The project is designed for students who are at a proficiency level of novice high to intermediate low (ACTFL Proficiency Guidelines). It is an intermediate curriculum which requires a good command of the Spanish language.

This curriculum was developed as the result of both my personal experience of language teaching and also based on the research from my literature review. I found through experience that input and exposure to language is limited in the classroom due to lack of classroom time or less priority put on language. Therefore, I have created an eight week project which allows students to expand the language input outside of the classroom. While its focus is on input, it will also require the learner to produce language and interact with peers. It also encourages learner choice in an attempt to fuel motivation.

The project was designed using the project - based learning theory, which is a “teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge” (Buck Institute for Education, n.d.,para.1). The idea behind PBL is that students are the guides of the their learning and their project. The goal is for students to engage in rich enquiry, conference and collaborate with teachers and peers, and maintain their voice and choice throughout the process.

PROJECT CONTEXT

Through my years of teaching Spanish, I realized a lack of relevant and learner-driven and motivated curriculum. I also was observing a lack of language capability, which prompted the focus for my research and my project. My research question is, *In what ways can teachers enhance target language input for L2 students in classroom-based second language acquisition?* To address this question and seek to strengthen language curriculum that focuses on input, I created a student-driven curriculum based on the project based learning (PBL) theory. The curriculum is designed within Google Drive and is created for an eight week timeframe.

There are three central goals I had in mind when I created my project. First, I wanted my project to be driven by the principles that emerged from my literature review. Mainly, that input and interaction were at the core of my curriculum. Secondly, it was important that my project was student-led, to ensure learner motivation was a priority, which is why I used the PBL framework. Lastly, I wanted my project to be accessed and used by any language teacher. Organization, collaboration, and accessibility were essential as I thought about the platform where my curriculum was best suited. All of the curriculum resources are housed in Google Drive so that all teachers can access, copy, share and use them to enhance target language input for L2 students. On page four, a table is included with hyperlinks to all of the resources included in Google Drive.

This curriculum provides rigorous and challenging tasks for students that pushes them to achieve success beyond the classroom. It is designed so that most of the work is done outside of the classroom or as an extension of their learning. While independent

work habits were not my main focus of this project, it will require students to practice time management skills. I look forward to using my project and sharing it with my colleagues so that I can request feedback to continue improving the resources.

THE CURRICULUM PROJECT

*All resources are accessible by clicking on the hyperlink

Teacher Resources	Student Resources	Supplemental Information from Buck Institute for Education
1. Project Explanation for Teacher	9. Eight Tips for Student Time Management	12. Essential Project Design Elements
2. Project Task Sheet and Timeline	10. Student Note Taking Document	13. Project Based Teaching Rubric
3. Project Rubric	11. Student - Teacher Interview Questions	14. Project Design Rubric
4. Teacher-Student Interview Sign up		
5. Student Reflection and Feedback		
6. Teacher Feedback		
7. World Readiness Standards for Learning Languages (ACTFL)		
8. Using Project Based Instruction to Meet Foreign Language Standards		

*You can also access the above resources organized by folders [here](#)

Student Topic Choices				
<i>La inmigración hispánica</i>	<i>La Sobremesa</i>	<i>Los Latinos en la Cultura Pop</i>	<i>Los Pueblos Indígenas</i>	<i>Spanglish</i>
Student Topic Sheet: Hispanic Immigration to the US	Student Topic Sheet: La Sobremesa	Student Topic Sheet: Los Latinos en la Cultura Pop	Student Topic Sheet: Los Pueblos Indígenas	Student Topic Sheet: Spanglish
Topic Specific Article Resources	Topic Specific Article Resources	Topic Specific Article Resources	Topic Specific Article Resources	Topic Specific Article Resources

WORLD LANGUAGE AND STATE STANDARDS

State standards for world language are based on ACTFL (American Council on the Teaching of Languages) 5 C's: Communication, Cultures, Connections, Comparisons, and Communities. (see attached document for more information). In completing this project, the main focus will be communication, cultures, and connections.

LESSONS AND UNIT OUTCOMES

Students will be able to demonstrate the following upon completion of the eight week project:

1. Students will be able to have a global understanding of latino(a) identity and some of the ways that latino(a) identity is influenced.
2. Students will be able to choose a question that provokes their interest and conduct appropriate research to fully develop their answer.
3. Students will be able to read and analyze texts in Spanish and apply the information to their overall understanding.
4. Students will be able to conference in Spanish with teacher and peers to demonstrate their learnings.
5. Students will be able to reflect in Spanish on their learning and the processes they have gone through to arrive to a final product.
6. Students will employ appropriate language skills and have shown growth in their proficiency and understanding of Spanish.
7. Students will show evidence of using communicative strategies to support their ability convey meaning.

8. Students will be able to provide evidence of language learning through language journaling, note taking and interviews with the teacher. (see project rubric for more detail).

INSTRUCTIONAL STRATEGIES REQUIRED

This project is student-driven. It requires successful time management and collaboration with peers. Students will rely on one another's language capabilities to question and understand required and chosen material. The eight weeks will include discussion, interaction, active learning, and technology. Students will be required to use Google Drive in order to access all resources and support materials.

PUBLIC SCHOLARSHIP

This project will be useful to any language teacher with a strong awareness of language development. The curriculum created will benefit language teachers hoping to bring a sense of real life language learning into the classroom and beyond.

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