



A DIGITAL APPROACH TO TEACHING AND LEARNING GRAMMAR: THE CASE OF SPANISH FOR SPECIFIC PURPOSES

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2018 EXPLORATORY GRANT

LANGUAGE RESOURCE CENTER

COLUMBIA UNIVERSITY

STRUCTURE OF THE PRESENTATION

1. INTRODUCTION: CONTEXT &
JUSTIFICATION OF THE PROJECT

2. THE COURSE: CONTENTS AND GOALS

3. THE MATERIALS RELATED TO THE
PROJECT

4. PRELIMINARY ASSESSMENT

5. FUTURE DIRECTIONS

INTRODUCTION


What happens when...



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graph TD; A[What happens when...] --> B[ ];
```

INTRODUCTION


What happens when... you are a Spanish language acquirer...



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graph TD; A[What happens when... you are a Spanish language acquirer...] --> B[ ]
```

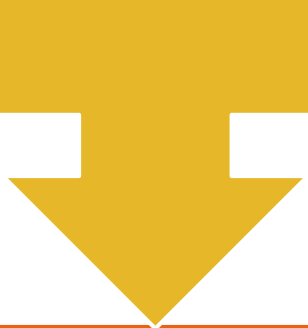
INTRODUCTION

What happens when... .. you are a Spanish
language acquirer learning about cross-cultural
communication and the interaction between patients
and doctors...




INTRODUCTION

What happens when... ... you are a Spanish language acquirer learning about cross-cultural communication and the interaction between patients and doctors, the semantic fields related to those topics,



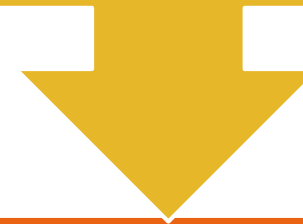
INTRODUCTION

What happens when... ... you are a Spanish language acquirer learning about cross-cultural communication and the interaction between patients and doctors, the semantic fields related to those topics, their relation to diseases, diagnosis, treatment, cure, recovery,



INTRODUCTION

What happens when... ... you are a Spanish language acquirer learning about cross-cultural communication and the interaction between patients and doctors, the semantic fields related to those topics, their relation to diseases, diagnosis, treatment, cure, recovery, and different body systems in the target language and ...



INTRODUCTION

What happens when... ... you are a Spanish language acquirer learning about cross-cultural communication and the interaction between patients and doctors, the semantic fields related to those topics, their relation to diseases, diagnosis, treatment, cure, recovery, and different body systems in the target language and ...



your grammar materials look like...

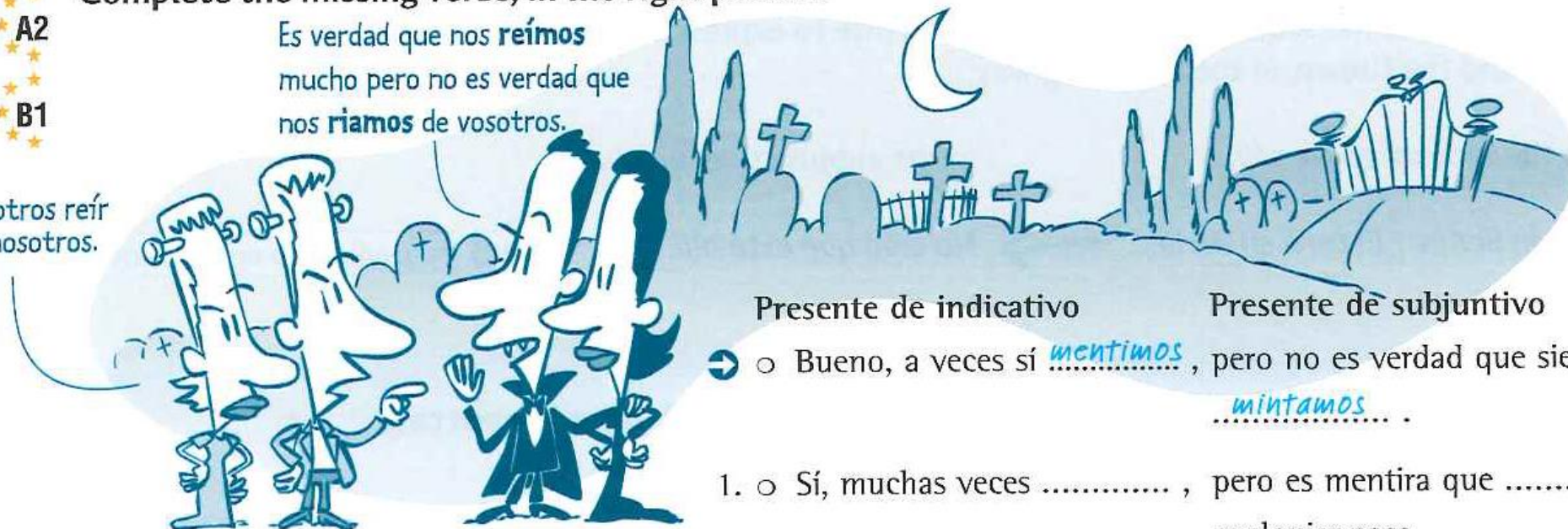
2 Fránkez and Tristicia are quarelling with their neighbours Count and Countess Dráculez.
Complete the missing verbs, in the right person.

A2

B1

Es verdad que nos **reímos**
mucho pero no es verdad que
nos **riamos** de vosotros.

Vosotros reír
de nosotros.



Presente de indicativo

Presente de subjuntivo

➔ ○ Bueno, a veces sí mentimos, pero no es verdad que siempre
mintamos.

1. ○ Sí, muchas veces , pero es mentira que por
cualquier cosa.

2. ○ Sí, es verdad que vosotros tanto
..... la naturaleza, respeto por los animales: ayer os
comisteis dos pollos...

3. ○ Vale, nosotros pero no creemos que
muchas veces, continuamente.

➔ ● Vosotros mentir siempre.

1. ● Nosotros sonreír por cualquier cosa.

2. ● Nosotros amar naturaleza y sentir
gran respeto por animales.

3. ● Nosotros ser solidarios y vosotros

- 3 Little Lucía and Ángela sometimes make mistakes with some of the irregular subjunctives. Find and correct their five mistakes, not counting the example.

A2

➡ ● Mira a papá, Ángela. ¿No ves cómo te pareces a él?

B1

➡ ○ Es extraño que digas eso. Yo no veo que me ~~pareza~~ parezca a papá en nada.

1. ● ¿Quieres que ponamos el vídeo de dibujos animados?
○ Sí, está en el cajón. Espera que lo traiga y lo ponemos.
2. ● ¿Quieres que salamos a jugar al parque con papá?
○ Vale, pero no creo que papá tenga tiempo. Está siempre jugando con el ordenador.
● Voy a decirle que venga con nosotras, a ver qué dice...
3. ● Papá conduce mucho mejor que mamá.
○ Yo no creo que conduzca mejor. Si no sabe ni aparcar...
● ¡Calla! Es mejor que no te oiga decir eso...





Students' Basic Grammar of Spanish

**REVISED AND
EXPANDED EDITION**

Rosario Alonso Raso
Alejandro Calzadilla Castro
Pablo Martínez Gil
Lourdes Miguel López
Jesús Ortega Olivares
José Flávido Ruiz Caviglio

difusión
A stylized lowercase 'd' logo for the publisher Difusión.

INCLUDING
MORE THAN
370 EXERCISES
CLASSIFIED
ACCORDING TO THE
LEVELS OF CEFR



LEARNING DISSONANCE



**LEARNING
DISSONANCE:**

**LACK OF
INTEGRATION
BETWEEN LEARNING
COMPONENTS**

“Five phenomena of dissonance could be identified: lack of differentiation within learning components, **lack of integration between learning components**, incompatibility of learning strategies, models and orientations, missing learning style elements, and a lack of distinct application-directed learning.”

(Vermunt & Verloop, 2000, p. 1)



Jan Vermunt



**LEARNING
DISSONANCE:**

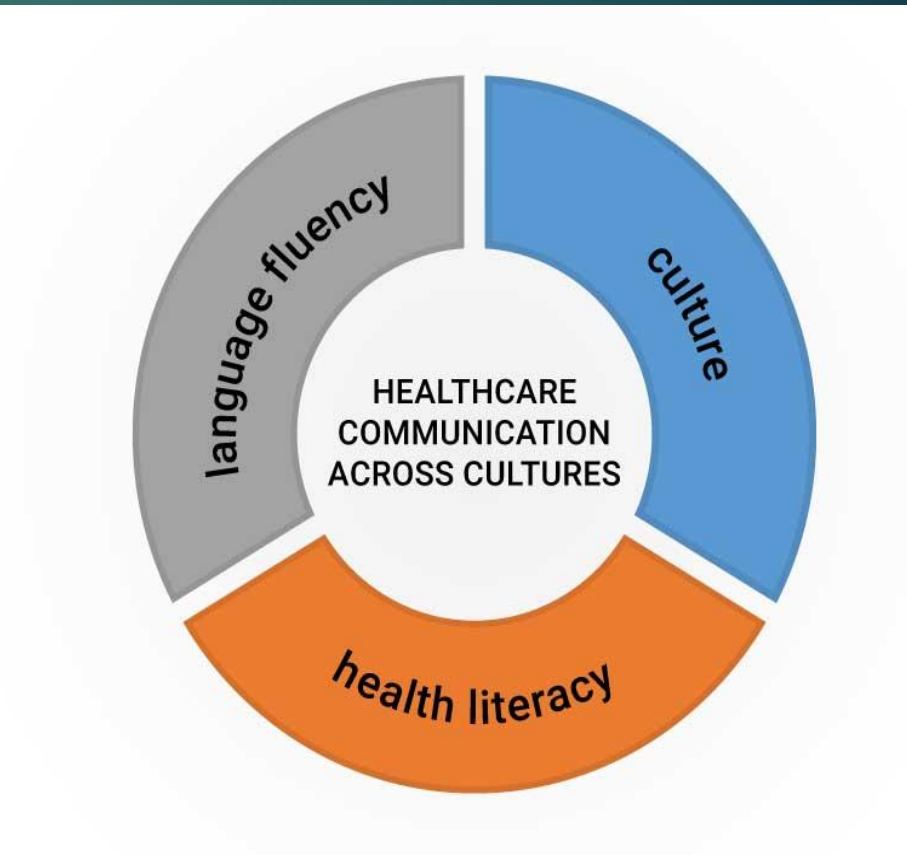
**LACK OF
INTEGRATION
BETWEEN LEARNING
COMPONENTS**

2 NEGATIVE IMPACTS

ACTFL



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CROSS-CULTURAL COMPETENCE AS A CRUCIAL ASPECT OF A CARE SYSTEM

HEALTH CARE SHOULD BE

SAFE
EFFECTIVE
PATIENT-CENTERED
TIMELY
EFFICIENT
EQUITABLE



Institute of Medicine (IOM). 2002. *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academy Press.

CROSS-CULTURAL COMPETENCE AS A CRUCIAL ASPECT OF A CARE SYSTEM

BEING PATIENT-CENTERED MEANS



“providing care that is respectful of and responsive to individual patient preferences, needs, and values and ensuring that patient values guide all clinical decisions.”

(Bau, Logan, Dezii, Rosof, Fernandez, Paasche-Orlow, & Wong, 2019, p.2)

CROSS-CULTURAL COMPETENCE AS A CRUCIAL ASPECT OF A CARE SYSTEM



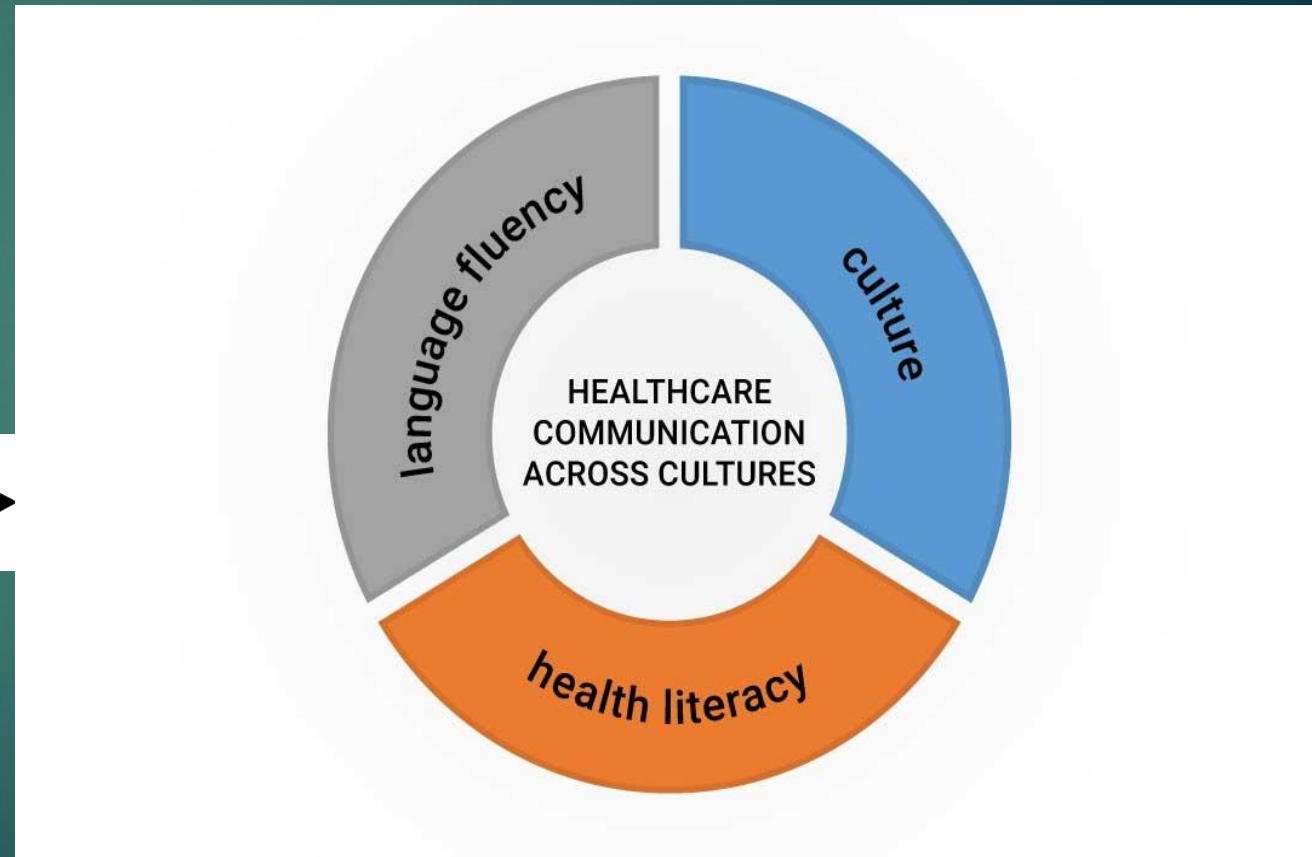
“the integration of health literacy, culture competency and language access services.”

Institute of Medicine. (2016). *Integrating health literacy, cultural competence, and language access services: A workshop*. Washington, DC: National Academies Press.

HOW DO WE START MAKING THIS CONNECTION A REALITY?

ACTFL

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HOW DO WE START MAKING THIS CONNECTION A REALITY?



IT IS CRUCIAL TO BLEND MATERIALS SO THAT



BE CONSISTENT WITH THE 5 Cs



CREATE LEARNING CONSONANCE



FOSTER CROSS-CULTURAL COMMUNICATIVE
COMPETENCE IN SPANISH LEARNERS WHO WANT
TO PURSUE CAREERS IN THE HEALTH FIELDS

2. THE COURSE: GOALS AND WHAT STUDENTS LEARN

“A DIGITAL APPROACH TO TEACHING AND LEARNING GRAMMAR: THE CASE OF SPANISH FOR SPECIFIC PURPOSES”



SPANISH 2103. INTERMEDIATE-SPANISH II



“This is an intensive course in Spanish language communicative competence with an emphasis on oral interaction, reading, writing, and culture at an Intermediate II level with focus on health-related topics in the Spanish-speaking world.”

2. THE COURSE: GOALS AND WHAT STUDENTS LEARN



“In an increasingly interconnected world, and in multilingual global cities such as New York City, the study of a foreign language is fundamental not only in the **field of the humanities but also in the natural sciences**. This interdisciplinary course analyzes the intersection between these two disciplines through the study of **health-related topics in Iberian and Latin American cultural expressions** (literature, film, documentaries, among other sources) in order to explore **new critical perspectives across both domains**. Students will learn **health-related vocabulary and usage-based grammar in Spanish**. Students will develop **a cultural understanding of medicine, illness, and treatment in the Spanish-speaking world**. Finally, students will be able to carry out **specific collaborative tasks in Spanish with the aim of integrating language, culture, and health**.”

2. THE COURSE: GOALS AND WHAT STUDENTS LEARN



UNIT 1: HEALTH & HABITS



UNIT 2: HEALTH & SOCIETY



UNIT 3: HEALTH & INTERPERSONAL INTERACTIONS



UNIT 4: HEALTH, HISTORY & ETHICS IN HISPANIC SOCIETIES



UNIT 5: HEALTH & CONTEMPORARY LIFE IN THE 21ST CENTURY

2. THE COURSE: GOALS AND WHAT STUDENTS LEARN



COURSE PROJECT



STUDENTS HAVE TO GIVE AN EDUCATIONAL
PRESENTATION TO SPANISH-SPEAKING SENIORS AT
A SENIOR CENTER IN WASHINGTON HEIGHTS



DIABETES



CHOLESTEROL

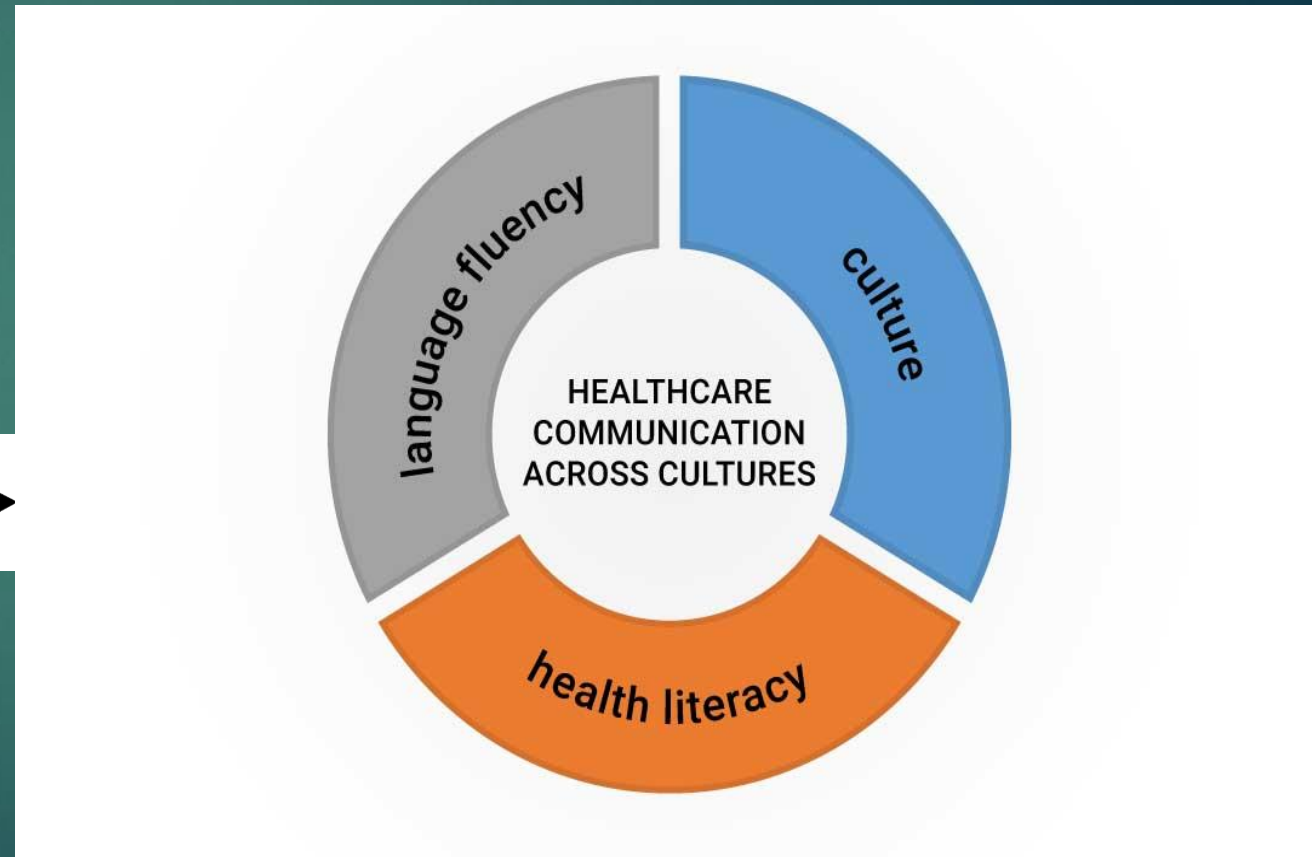


HYPERTENSION

HOW DO WE START MAKING THIS CONNECTION A REALITY?

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HOW DO WE START MAKING THIS CONNECTION A REALITY?



IT IS CRUCIAL TO BLEND MATERIALS SO THAT



BE CONSISTENT WITH THE 5 Cs

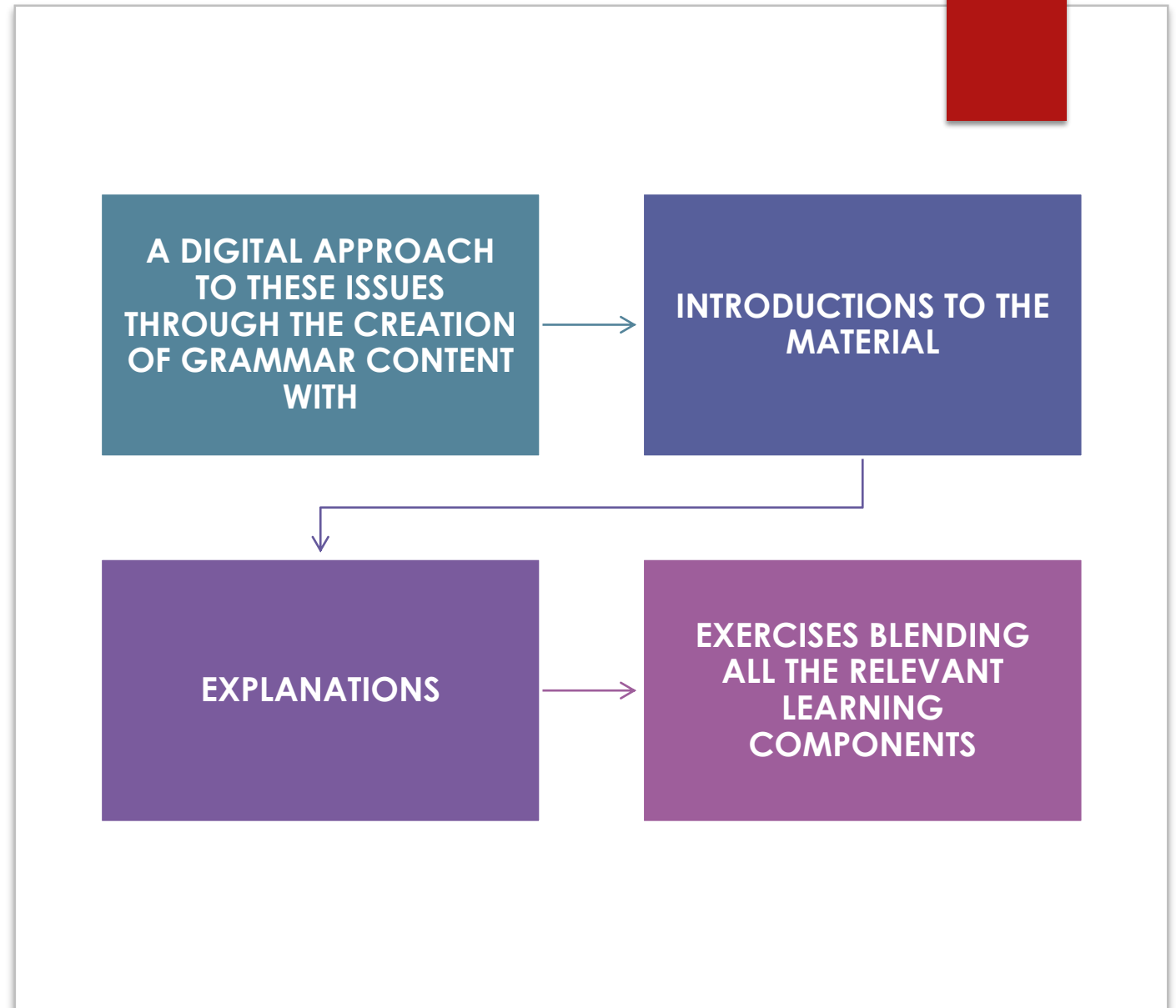


CREATE LEARNING CONSONANCE

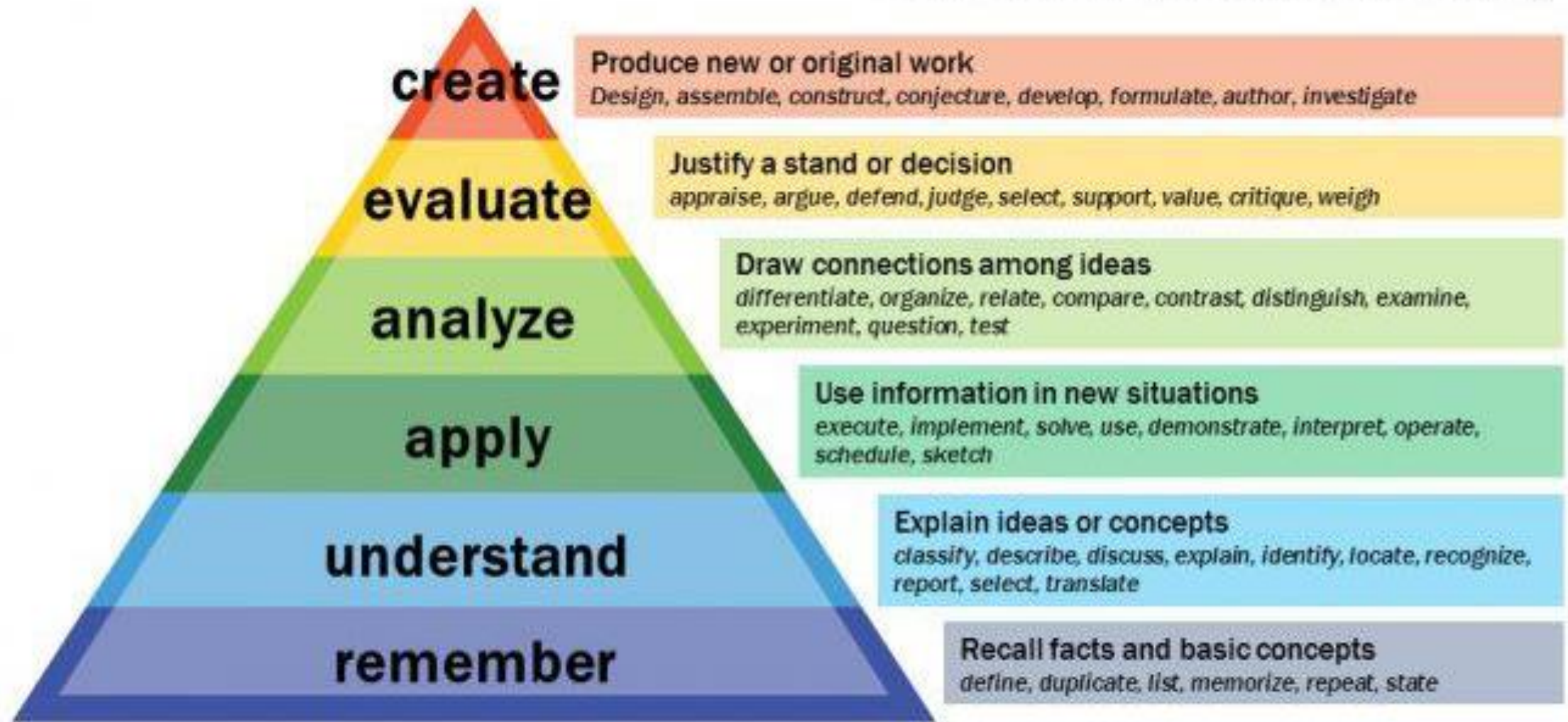


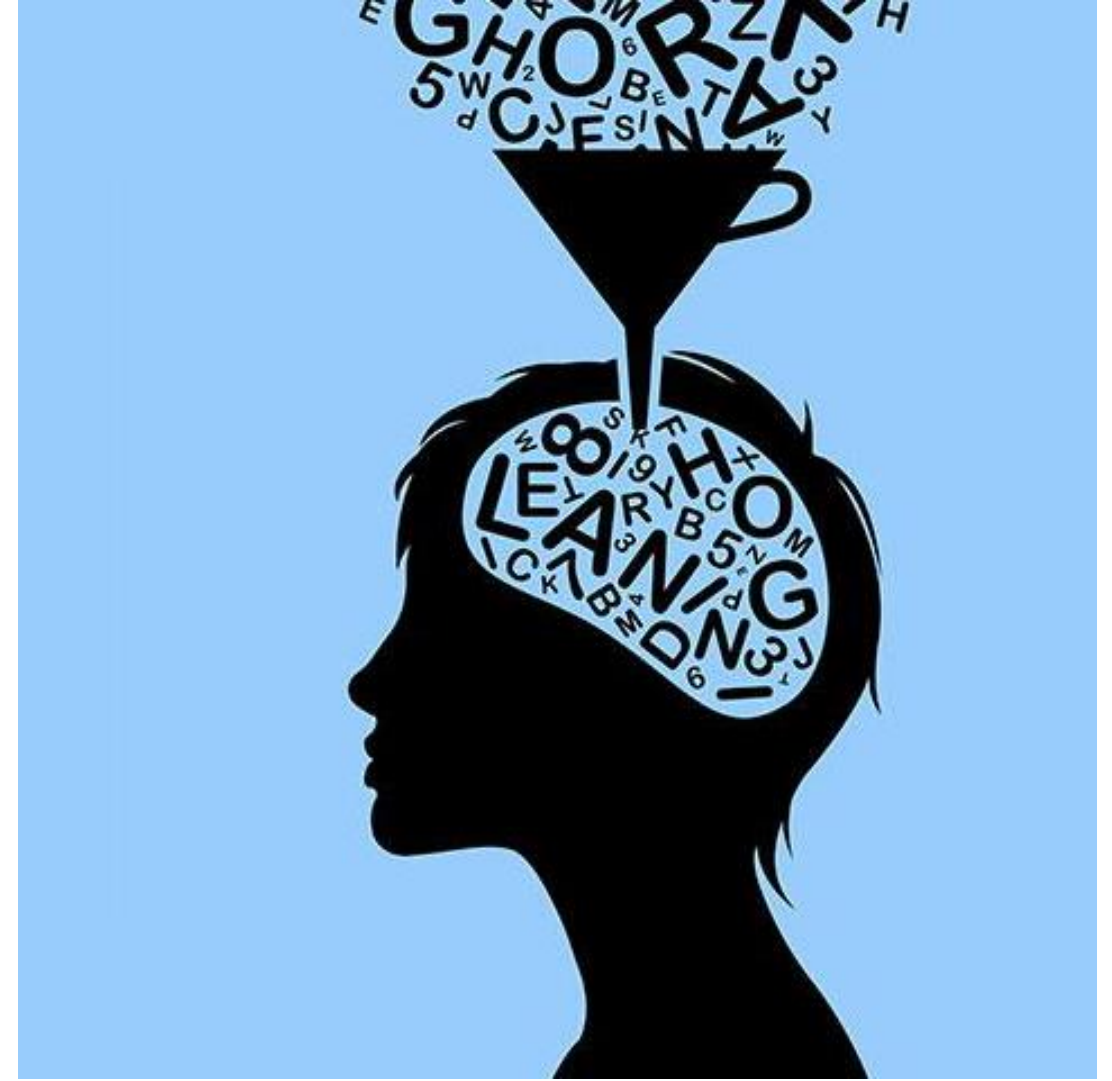
FOSTER CROSS-CULTURAL COMMUNICATIVE
COMPETENCE IN SPANISH LEARNERS WHO WANT
TO PURSUE CAREERS IN THE HEALTH FIELDS

3. THE MATERIALS RELATED TO THE PROJECT



Bloom's Taxonomy





3. THE MATERIALS RELATED TO THE PROJECT:

INTRODUCTIONS



3. THE MATERIALS RELATED TO THE PROJECT: EXPLANATIONS



SISTEMATIZATION OF THE MATERIAL
WITH FOCUS ON FORM AND MEANING
BY USING AN ACCESSIBLE
METALINGUISTIC APPROACH



UTILIZATION OF A VIDEO



A SERIES OF EXPLANATIONS THAT SUM
UP THE PREVIOUSLY PRESENTED
MATERIAL

3. THE MATERIALS RELATED TO THE PROJECT: PRACTICE



EXERCISES THAT BLEND



THE GRAMMATICAL MATERIAL



THE RELEVANT VOCABULARY



THE MAIN TOPICS OF THE UNIT (WITH EMPHASIS ON
CROSS-CULTURAL COMMUNICATION)



REQUIRE ACQUIRERS TO LINK FORM AND MEANING,
INTEGRATING KNOWLEDGE, AND ACTIVELY ENGAGE
IN THEIR RESOLUTION

3. THE MATERIALS RELATED TO THE PROJECT

The screenshot displays a user interface for a course management system. On the left is a dark blue sidebar with white icons and text for navigation: a home icon, 'Account', a dashboard icon, 'Dashboard', a book icon, 'My Courses', a document icon, 'Courses' (highlighted), a calendar icon, 'Calendar', and an envelope icon, 'Inbox'. The main content area has a light gray header with a dropdown arrow, 'UNIDAD 3. GRAMÁTICA', and a plus icon. Below the header is a list of course materials, each with a document icon, a title, '100 pts', a green checkmark, and a three-dot menu icon. The materials are: INTRODUCCIÓN, SISTEMATIZACIÓN, PRÁCTICA I, PRÁCTICA II, PRÁCTICA III, PRÁCTICA IV, and PRÁCTICA V. At the bottom right is a 'Course Chat' button.

Material	Points	Status
INTRODUCCIÓN	100 pts	Completed
SISTEMATIZACIÓN	100 pts	Completed
PRÁCTICA I	100 pts	Completed
PRÁCTICA II	100 pts	Completed
PRÁCTICA III	100 pts	Completed
PRÁCTICA IV	100 pts	Completed
PRÁCTICA V	100 pts	Completed

3. THE MATERIALS RELATED TO THE PROJECT:

UNIT 3 OVERVIEW

HEALTH & INTERPERSONAL INTERACTIONS



**INTERACTIONS BETWEEN DOCTORS AND
PATIENTS**



BODY SYSTEMS (ENDOCRINE)



THE SUBJUNCTIVE MOOD AND ITS TENSES



**LITERATURE: THE EXPERIENCE OF AN LGBT+ PATIENT AND
THEIR DOCTORS (*A YEAR WITHOUT LOVE*)**



**SCIENCE: A MEDICAL PAPER ON CROSS-CULTURAL
COMMUNICATION & THE DOCTOR-PATIENT
RELATIONSHIP**



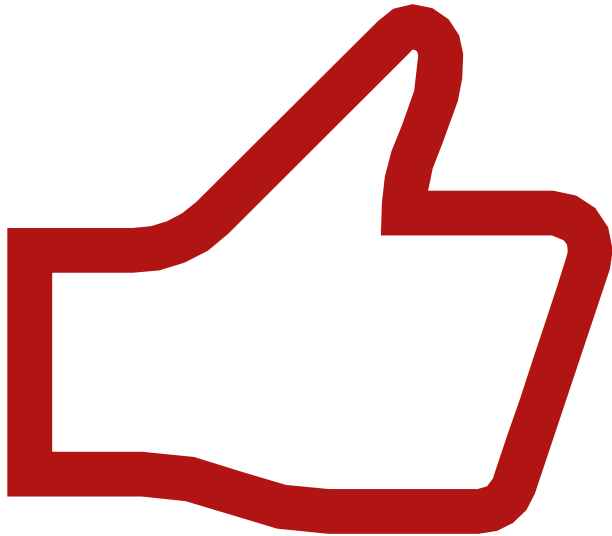
**NARRATIVE MEDICINE: DIABETES AND THE DOCTOR-
NURSE-PATIENT RELATIONSHIPS**

4. PRELIMINARY ASSESSMENT

USER EXPERIENCE: FOUR DIMENSIONS



GENERAL EXPERIENCE



- ▶ The presentation was very good. I really like that you included examples at the top of each of the section, so it gave me a clearer sense of what had to be done. The sections really helped me progress through the different tenses of the subjunctive.
- ▶ I liked using the online materials. I felt as though it was good practice for the subjunctive tenses and reinforced what we learned in class
- ▶ My experience was good. I like the video because I think that I learn better when there is a person teaching it, and the video was very comprehensive.
- ▶ I liked the video a lot. I thought the exercises were more consistent with what we do in class than la Gramatica Básica.
- ▶ My experience was positive because I liked the format. I understood the instructions very clearly.
- ▶ In general, I liked these materials a lot!

EXPERIENCE CONCERNING THE GRAMMAR EXERCISES

I always like this kind of grammar practice online rather than using a book. With things online I can immediately get feedback on my work, rather than check my answers in the back of Gramática Básica, which is a lot less efficient and more frustrating.

I also really liked having a platform that I can access on my phone with immediate feedback on whether I got the answers right or not.

I think that there is value in having our grammar-based assignments correlate with the material we're learning in class.

I like the video explanations more, and it is better to have examples related to the topics that we are learning in class.

I thought this was more useful than la Gramática Básica because we received immediate feedback on our answers, and I could revise them in the moment.

The examples were very useful to understand what kind of answer each exercise required. These materials were clear and went to the point.

THESE GRAMMAR MATERIALS VS. GRAMÁTICA BÁSICA

These grammar materials are much more interesting, efficient, and effective in comparison to Gramática Básica. It is much easier to complete these exercises, not because the material is easier, but because the format was clearer and interesting. Gramática Básica is uncomfortable when compared to these materials.

I always prefer online grammar than grammar in a book, which is a lot less efficient.

I found the online exercises to be much more pertinent to the topics we're covering in class and, consequently, much more interesting. While Basic Grammar is useful in helping foster essential grammatical skills, the online resources provided important groundwork for Spanish grammar while simultaneously keeping in line with the medical topics we've covered in class. For that reason, I found the online exercises to be more engaging and more relevant to my personal goal of improving my ability to speak about health-related topics in Spanish.

THESE GRAMMAR MATERIALS vs. GRAMÁTICA BÁSICA

Digital exercises seem more efficient because they are related to what we work in class; in addition to practicing the subjunctive tenses, we can learn more vocabulary and more information about the relevant topics.

These materials are more relevant for this class than la Gramática Básica. They reinforced both the vocabulary and the grammar that we need to learn. I thought it was more consistent with what we do in class than la Gramática Básica.

The themes of the new exercises were definitely more tied to what we learn in class than Gramática Básica.

VIDEO EXPERIENCE



I DEFINITELY FEEL LIKE MY USE
OF THE SUBJUNCTIVE
IMPROVED, AND THE
CONTENT OF THE
QUESTIONS SEEMED
CAREFULLY THOUGHT OUT
AND ON-THEME.



IT WAS VERY HELPFUL IN
EXPLAINING THE GRAMMAR
OF THE DIFFERENT
SUBJUNCTIVE TENSES IN A
VERY COMPREHENSIVE
WAY.

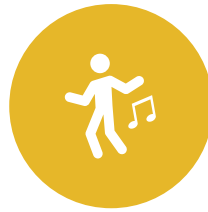


THE VIDEO IS VERY
VALUABLE IN REITERATING
AND CONSOLIDATING ALL
OF THE KEY POINTS. IT
HELPED ME ORGANIZE MY
THOUGHTS A BIT BETTER IN
TERMS OF HOW TO FORM
DIFFERENT TENSES OF THE
SUBJUNCTIVE AND THE
CONTEXTS IN WHICH THE
SUBJUNCTIVE IS USED.

VIDEO EXPERIENCE



I THINK THAT THE GRAMMAR VIDEO ABOUT THE SUBJUNCTIVE TENSES WAS VERY USEFUL TO UNDERSTAND THE TOPIC. I LIKE IT WHEN YOU CAN USE AUDIOVISUAL MATERIALS TO LEARN SPANISH.



I LIKED THE VIDEO. I THOUGHT IT WAS ENGAGING. I LIKE BEING ABLE TO CHANGE THE SPEED, AND LISTEN TO EXPLANATIONS OF GRAMMATICAL CONCEPTS MULTIPLE TIMES.



I LIKED THE VIDEO ABOUT THE TENSES OF THE SUBJUNCTIVE. I AM A VISUAL LEARNER, AND FOR THAT REASON, FOR THE MOST PART, I LIKE WATCHING VIDEOS TO UNDERSTAND AND ABSORB CONCEPTS, SPECIALLY WHEN IT COMES TO LANGUAGE. THIS VIDEO WAS VERY CLEAR, AND I LIKE THAT SPECIFIC EXAMPLES WERE INCLUDED FOR EACH TENSE.

4. PRELIMINARY ASSESSMENT

USER
EXPERIENCE

WHAT
TO IMPROVE

GRAMMAR
EXERCISES



Immediate feedback?



DESIGN: GUI / FORMAT
ON THE CANVAS APP

4. PRELIMINARY ASSESSMENT

USER EXPERIENCE

WHAT TO IMPROVE VIDEO



INTERACTIVE COMPONENT

TIMESTAMPS

SUBTITLES?

LENGTH?

MUSIC?

SPEED?



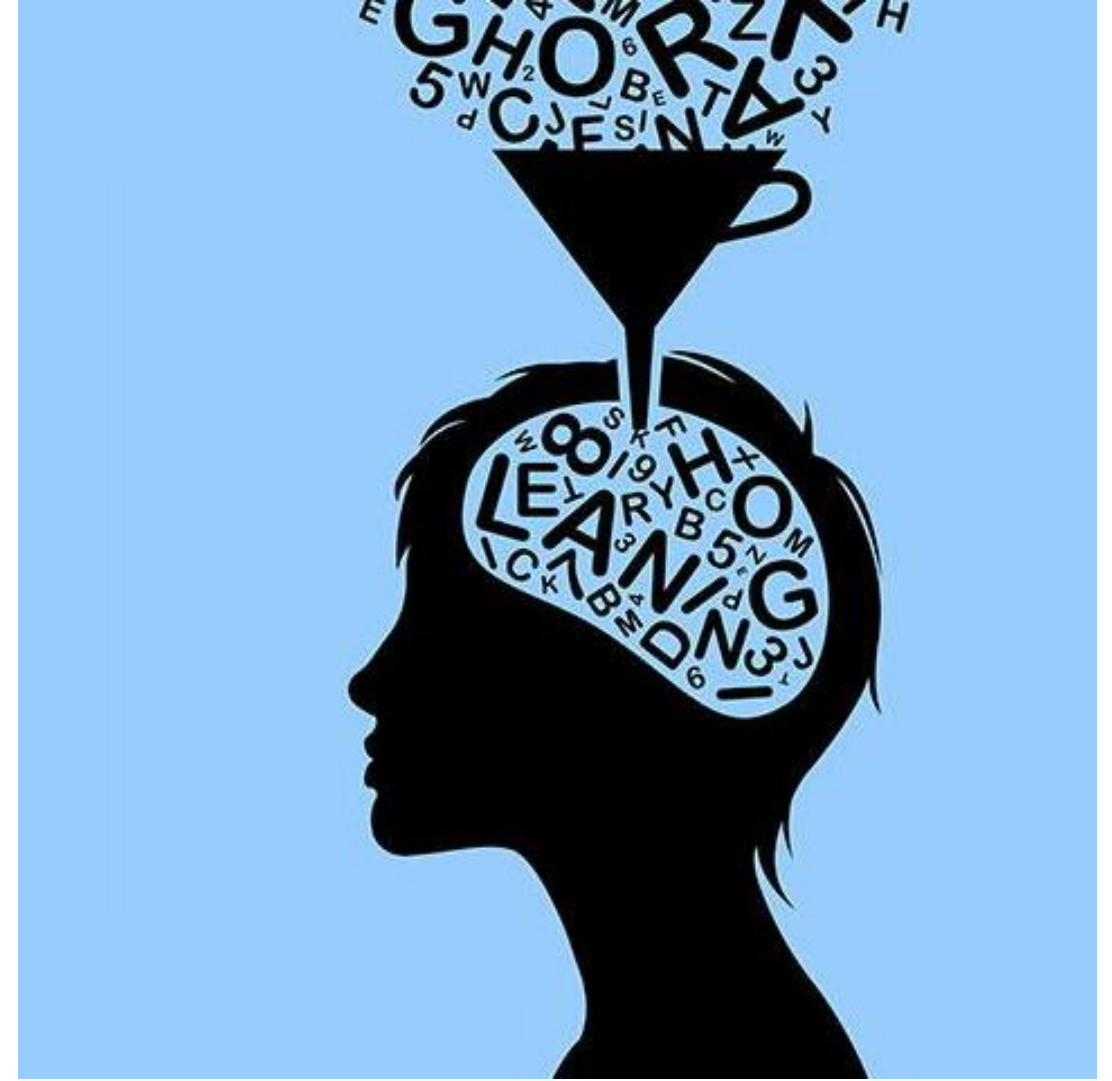
**LEARNING
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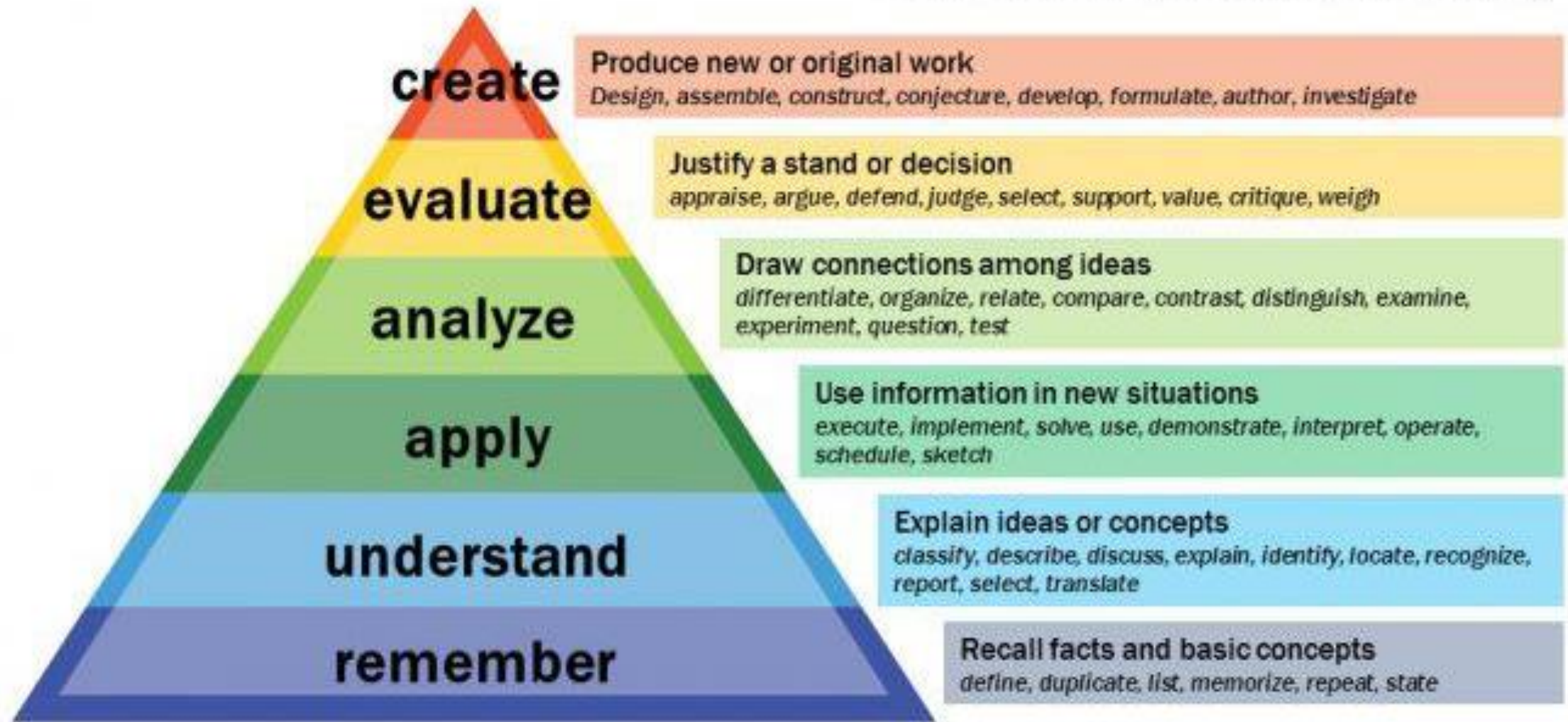


**LEARNING
CONSONANCE:**

**INTEGRATION
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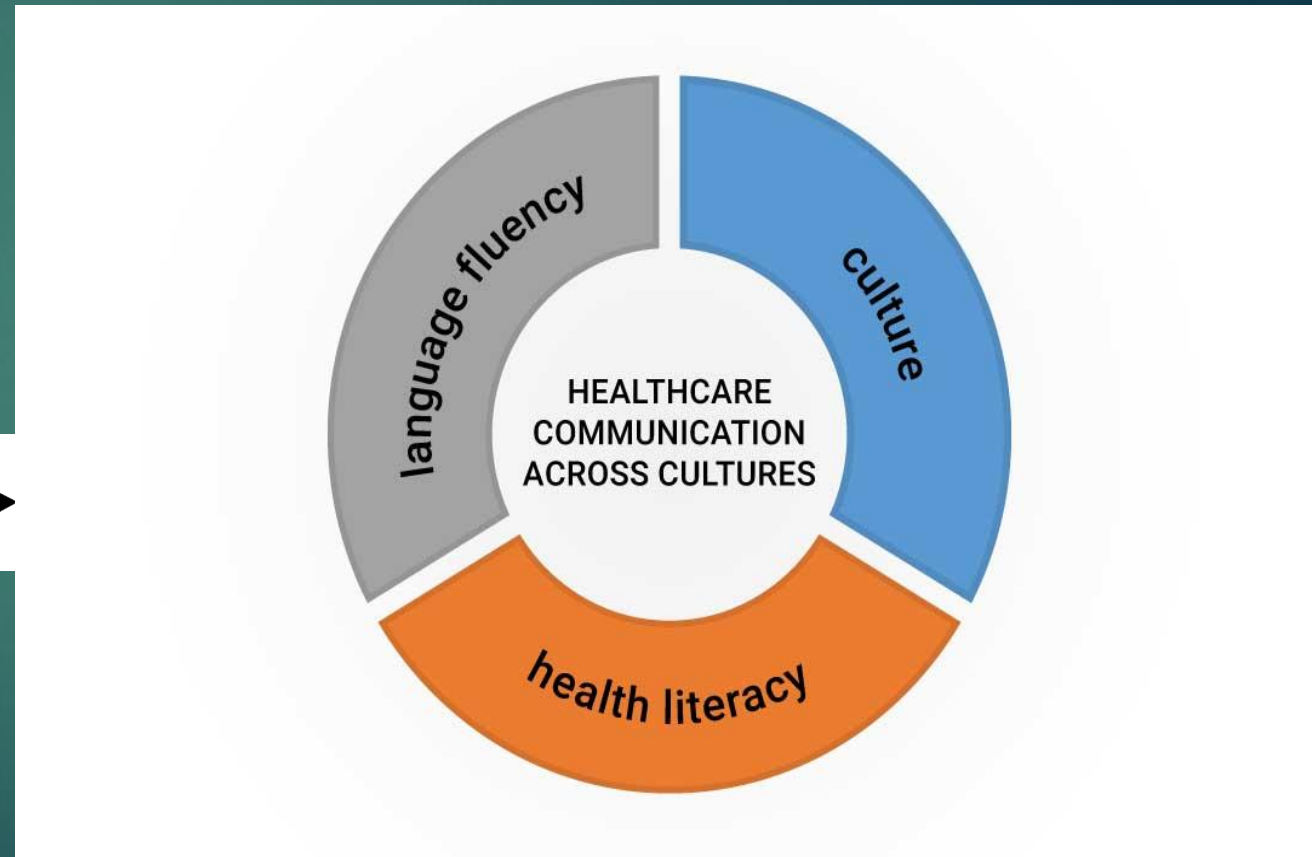
Bloom's Taxonomy



HOW DO WE START MAKING THIS CONNECTION A REALITY?

ACTFL

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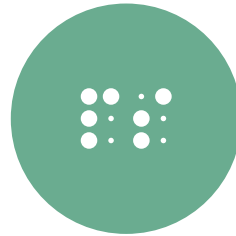
5. FUTURE DIRECTIONS



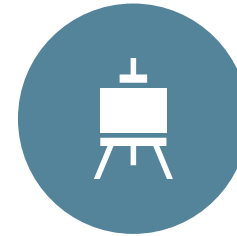
**1. CREATE A SERIES OF
GRAMMAR VIDEOS FOR
EVERY UNIT**



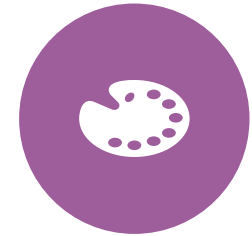
**2. INCORPORATE AN
INTERACTIVE COMPONENT
WITHIN THE VIDEOS AND
ALSO AFTER THE
VISUALIZATION**



**3. INTEGRATE ANIMATIONS
FOR MORE VISUAL
LEARNERS IN WHICH THE
CATEGORIES AND THEIR
MEANINGS ARE VISUALLY
EXPLAINED ALONG THE
VERBALIZATION**



**4. HOMOGENIZE THE
FORMAT AND DESIGN FOR
DIFFERENT PLATFORMS**



**5. WORK ON GENERAL
DESIGN DEVELOPING A
MORE VISUALLY
ATTRACTIVE FORMAT**

¡MUCHAS GRACIAS!

Dr. Juan Pablo Comínguez

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LAIC

Columbia University

SELECTED REFERENCES

Bau, I., R. A. Logan, C. Dezii, B. Rosof, A. Fernandez, M. Paasche-Orlow, and W. F. Wong. (2019). Patient-centered, integrated health care quality measures could improve health literacy, language access, and cultural competence. *NAM Perspectives*. Discussion Paper, National Academy of Medicine, Washington, DC. <https://doi.org/10.31478/201902a>

Institute of Medicine. (2002). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academy Press.

Institute of Medicine. (2016). *Integrating health literacy, cultural competence, and language access services: A workshop*. Washington, DC: National Academies Press.

Vermunt, J.D. and Verloop, N. (2000). 'Dissonance in students' regulation of learning processes', *European Journal of Psychology of Education* XV(1), 75–89.