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

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

What happens when... ... you are a Spanish language acquirer learning about cross-cultural communication and the interaction between patients and doctors...
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.
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.
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...
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...
Fránkez and Tristica are quarrelling with their neighbours Count and Countess Dráculez.
Complete the missing verbs, in the right person.

Presente de indicativo
- 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 ............... la naturaleza,
   pero es falso que ............... tanto
   respeto por los animales: ayer os comisteis dos pollos...

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

- Vosotros **mentir** siempre.
- Nosotros **sonreír** por cualquier cosa.
- Nosotros **amar** naturaleza y sentir 
  gran respeto por animales.
- Nosotros **ser solidarios** y vosotros
Little Lucía and Ángela sometimes make mistakes with some of the irregular subjunctives. Find and correct their five mistakes, not counting the example.

1. Mira a papá, Ángela. ¿No ves cómo te parece a él?
   - Es extraño que digas .............. eso. Yo no veo que me parezca .............. a papá en nada.

2. ¿Quieres que ponamos ............. el video de dibujos animados?
   - Sí, está en el cajón. Espera que lo traiga ............. y lo ponemos.

3. ¿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...

4. 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...
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.”

(Vermut & Verloop, 2000, p. 1)
LEARNING DISSONANCE:

LACK OF INTEGRATION BETWEEN LEARNING COMPONENTS
2 NEGATIVE IMPACTS

ACTFL

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

HEALTH CARE SHOULD BE

SAFE
EFFECTIVE
PATIENT-CENTERED
TIMELY
EFFICIENT
EQUITABLE

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.”

HOW DO WE START MAKING THIS CONNECTION A REALITY?
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

“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

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2. THE COURSE: GOALS AND WHAT STUDENTS LEARN

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<th>COURSE PROJECT</th>
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<td>STUDENTS HAVE TO GIVE AN EDUCATIONAL PRESENTATION TO SPANISH-SPEAKING SENIORS AT A SENIOR CENTER IN WASHINGTON HEIGHTS</td>
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FOSTER CROSS-CULTURAL COMMUNICATIVE COMPETENCE IN SPANISH LEARNERS WHO WANT TO PURSUE CAREERS IN THE HEALTH FIELDS
3. THE MATERIALS RELATED TO THE PROJECT

A DIGITAL APPROACH TO THESE ISSUES THROUGH THE CREATION OF GRAMMAR CONTENT WITH

INTRODUCTIONS TO THE MATERIAL

EXPLANATIONS

EXERCISES BLENDING ALL THE RELEVANT LEARNING COMPONENTS
Bloom's Taxonomy

- **Remember**
  - recall facts and basic concepts
    - define, duplicate, list, memorize, repeat, state
  - **Know**
  - explain ideas or concepts
    - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
  - **Apply**
    - use information in new situations
      - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
  - **Analyze**
    - draw connections among ideas
      - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
  - **Evaluate**
    - justify a stand or decision
      - appraise, argue, defend, judge, select, support, value, critique, weigh
  - **Create**
    - produce new or original work
      - design, assemble, construct, conjecture, develop, formulate, author, investigate
3. THE MATERIALS RELATED TO THE PROJECT:

INTRODUCTIONS

ACTIVE LEARNING EXPERIENCE WITH STRUCTURED INPUT IN WHICH LEARNERS:

1. HAVE TO ACTIVELY ENGAGE AND EMPLOY THEIR LINGUISTIC INTUITIONS TO DEVELOP NEW GRAMMAR HYPOTHESES IN THEIR MIND/BRAIN

2. FOCUS ON FORM AND THEIR CONTRASTS IN MEANINGS
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
3. THE MATERIALS RELATED TO THE PROJECT:

UNIT 3 OVERVIEW

HEALTH & INTERPERSONAL INTERACTIONS

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<td>INTERACTIONS BETWEEN DOCTORS AND PATIENTS</td>
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<td>BODY SYSTEMS (ENDOCRINE)</td>
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<td>THE SUBJUNCTIVE MOOD AND ITS TENSES</td>
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<tr>
<td>LITERATURE: THE EXPERIENCE OF AN LGBT+ PATIENT AND THEIR DOCTORS</td>
<td>(A YEAR WITHOUT LOVE)</td>
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<tr>
<td>SCIENCE: A MEDICAL PAPER ON CROSS-CULTURAL COMMUNICATION &amp; THE DOCTOR-PATIENT RELATIONSHIP</td>
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<tr>
<td>NARRATIVE MEDICINE: DIABETES AND THE DOCTOR-NURSE-PATIENT RELATIONSHIPS</td>
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4. PRELIMINARY ASSESSMENT

USER EXPERIENCE: FOUR DIMENSIONS

1. GENERAL EXPERIENCE WITH THE MATERIALS
2. EXPERIENCE CONCERNING GRAMMAR MATERIALS
3. THESE GRAMMAR MATERIALS vs. GRAMÁTICA BÁSICA
4. VIDEO 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!
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 that 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 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.
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 DISSONANCE:
LACK OF INTEGRATION BETWEEN LEARNING COMPONENTS
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Bloom’s Taxonomy

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- **Evaluate**: Justify a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weigh)
- **Create**: Produce new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate)
HOW DO WE START MAKING THIS CONNECTION A REALITY?

ACTFL

NAM
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!
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