

2017 STARTALK Fall Conference
**FROM NOVICE TO
ADVANCED:**

**Differentiated Tasks for a Multilevel
Language Class**

University of Washington STARTALK Program

PORTUGUESE THROUGH STEM AND PROJECT-BASED LEARNING

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SESSION OUTCOMES

- I can self-assess my instructional effectiveness with multilevel language classes.
- I can explain effective strategies for using STEM resources with learners at different proficiency levels.
- I can describe the impact of text type and mode of communication in the authentic material selection process.

WHY THIS SESSION?

- Facilitating Learner-Centered Classroom
 - The role of collaborative work
 - The importance of independent work
- Adapting and Using Age-Appropriate Authentic Materials
 - The selection of STEM material for teenagers
 - The adaptation of tasks



COURSE HIGHLIGHTS – PORTUGUESE THROUGH STEM AND PROJECT-BASED LEARNING

- STEM course modeled after a well-established STARTALK Russian Program for heritage speakers
- Students from grades 9 to 12
- 8 speakers of Spanish (4 heritage, 1 Dual Language, 3 AP)
- 8 heritage speakers of Portuguese
- 4 weeks of asynchronous online classes (5 hours a week)
- 4 weeks of face-to-face classes (5 hours a day)

YOUR SOLUTION/TOOL/STRATEGY

- Clear expectations to students about the mixed languages
- Class observations from an external consultant from day one and incorporation of suggestions
- Collaborative work through elective projects
- Selection of authentic and age-appropriate material
- Partnerships with the local community: visits to the Museum of Flight and interview with professionals

Elective Project: GIS

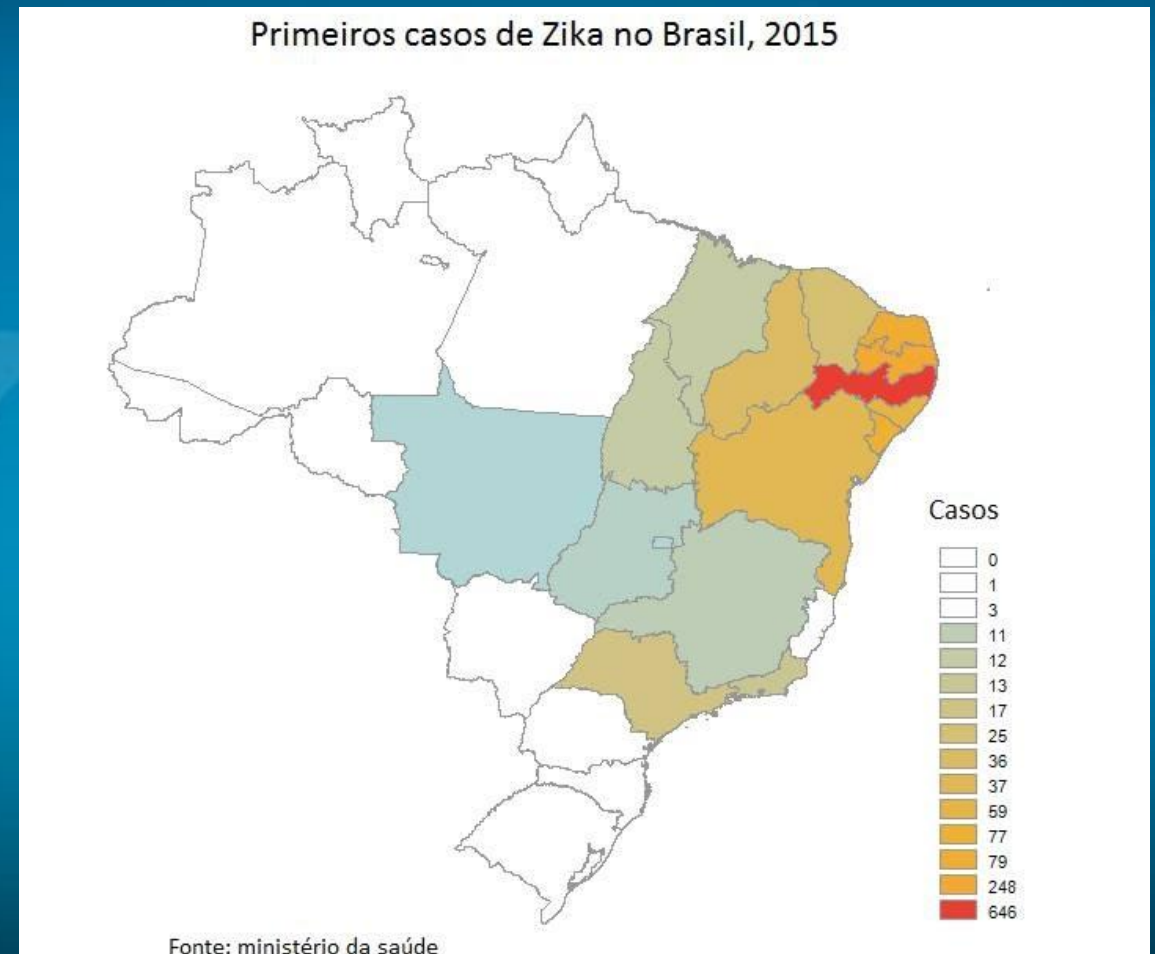
“Hey, what is GIS?!”

Geographic Information Systems is a technology that enables us to:

- (1) manage, organize, and manipulate spatial data,
- (2) perform spatial investigations, and
- (3) visualize spatial information.

GEOGRAPHIC INFORMATION SYSTEMS

GIS is a multidisciplinary tool. It can be used to investigate and map virtually anything. It can be applied in several fields. To name a few: medical geography, history, urban planning, agriculture, aviation, transportation, engineering, forestry, crime, national defense, homeland security and anti-terrorism. We can investigate and map everything that moves through space.

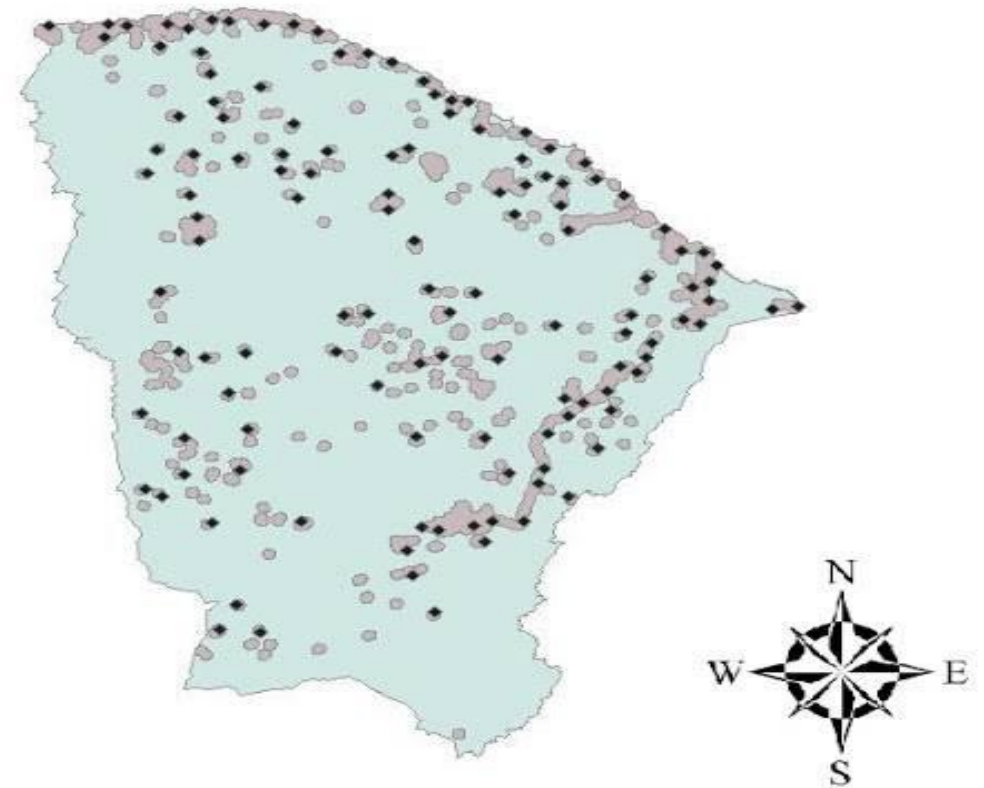


What did students do?

1. Students used GIS to organize, manage, and manipulate spatial data.
2. Perform spatial investigations (for example: “which cities in the State of Ceará, in Brazil, are within 2 miles of a river?”)
3. Map topics that they chose for their elective projects (poverty, tourism, education).
4. Have fun. As part of my teaching philosophy, I expect my students to have fun while learning.

All activities conducted in the target language

Cidades no Estado do Ceará
que Estão a 2 Milhas de um Rio





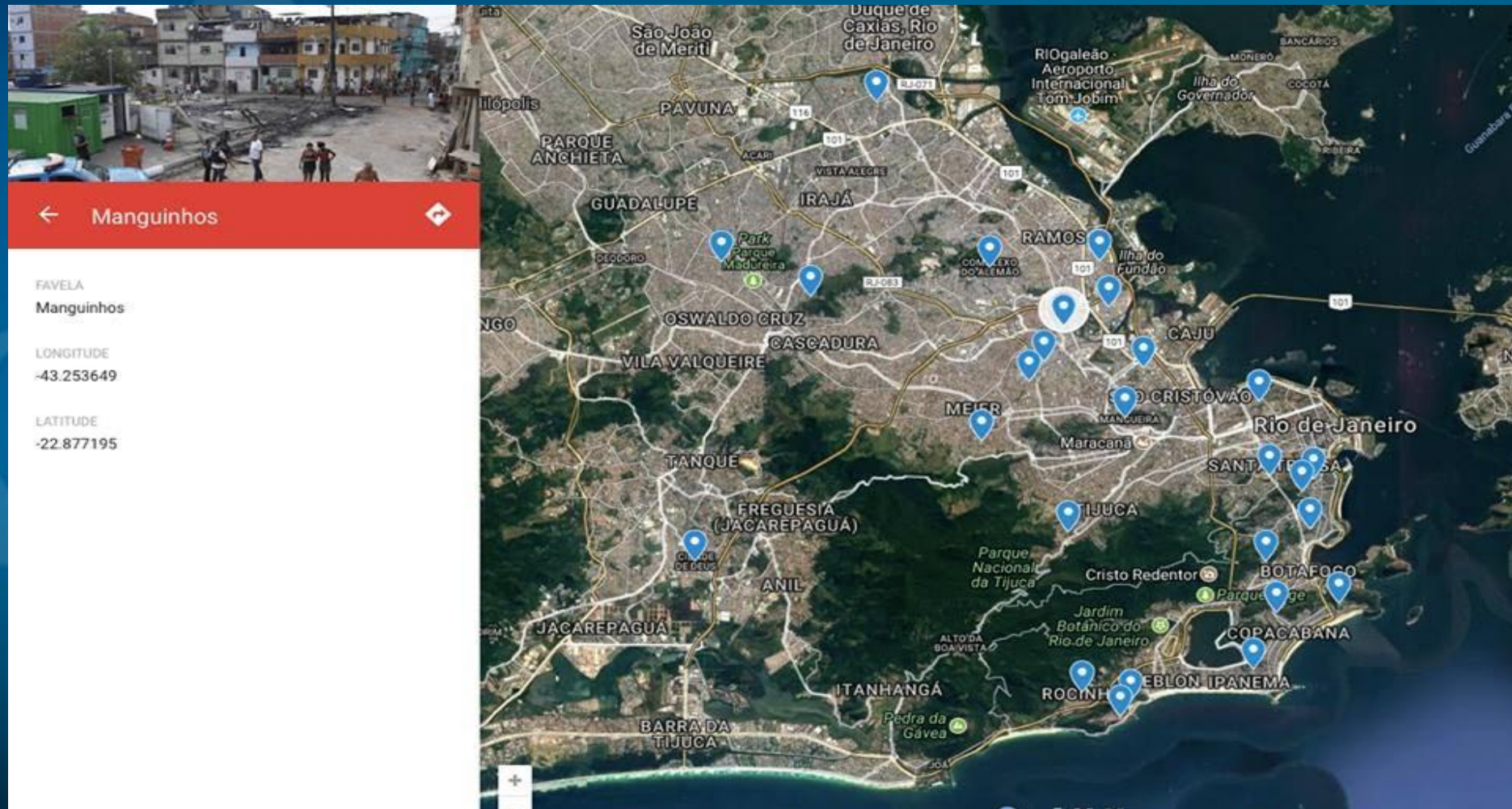
Student GIS Project: TOURISM



Student GIS Project: EDUCATION



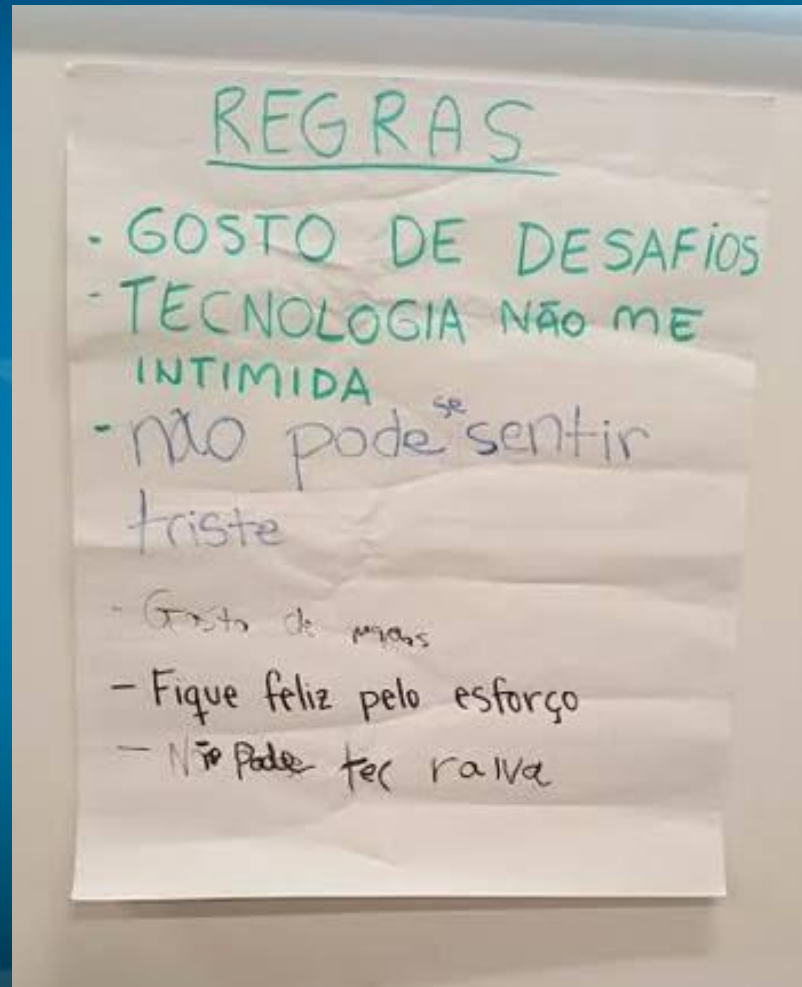
Student GIS Project: POVERTY



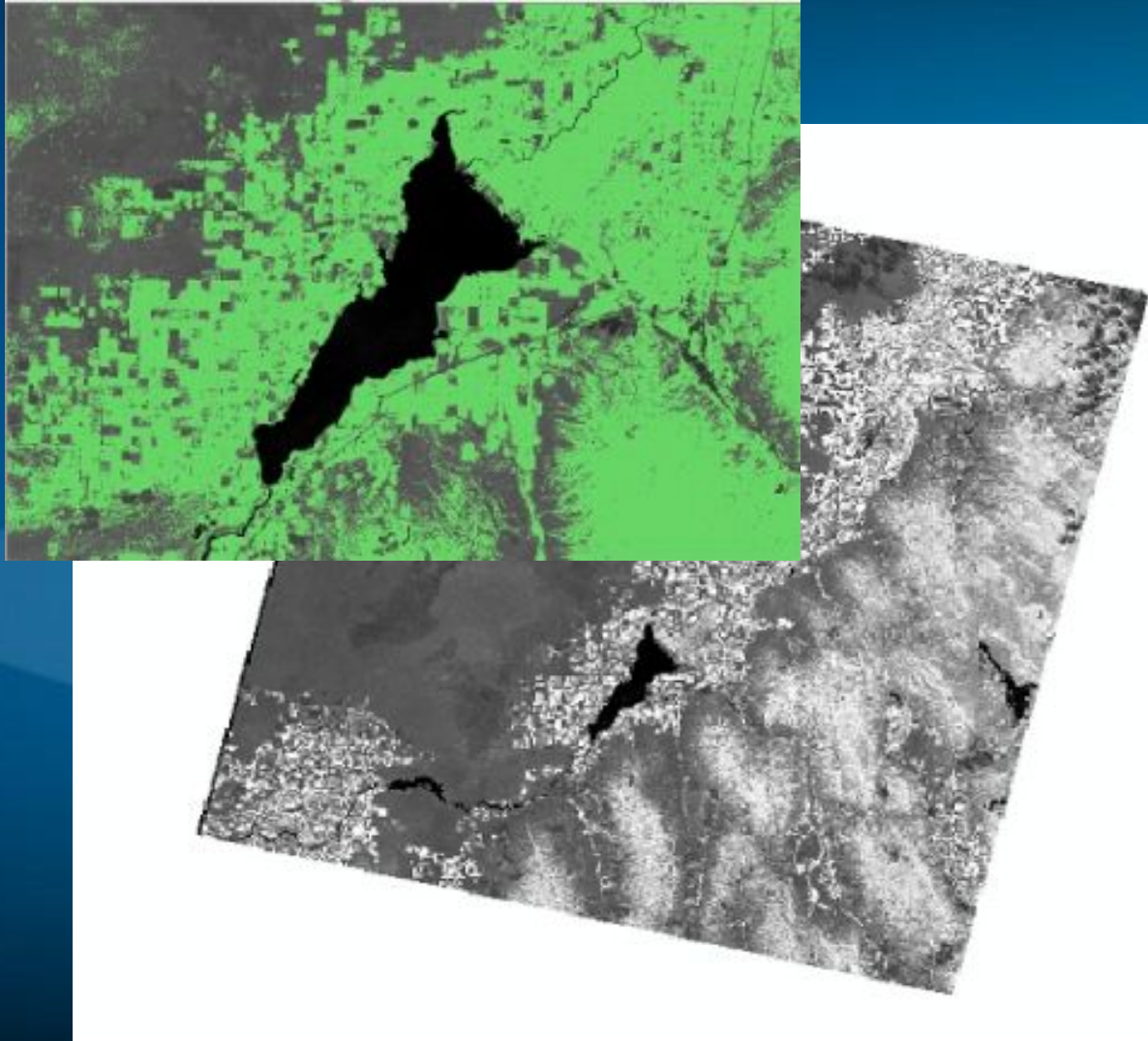
SOME DIFFERENTIATED STRATEGIES LEARNED

1. Group students by proficiency and shared interest: 3 groups with 3 students; each group had 1 Portuguese-speaking student and 2 Spanish-speaking ones. Students helped one another.
2. Manage the classroom. I wanted to foster a positive, kind environment; students who are fearless, not anxious can achieve a lot (affective filter, Krashen). Invite students to write down the classroom rules.
3. Adjust lesson content when needed – giving students more time to complete activities.

CLASS RULES



FOR THE FUTURE...



- Remote sensing (part of GIS)
- Retrieve information from NASA Satellite Imagery

Elective Project: DIGITAL STORYTELLING

“What is Digital Storytelling?!”

Storytelling is the oldest method of communication. It is the social and cultural activity of sharing stories, with improvisation, theatrics and embellishment for entertainment, education, cultural preservation and instilling moral values.

What did students do?

- Brainstorm the idea
- Research the subject
- Gather and select materials
- Use an editor program
- Prepare a script
- Discuss the scenes
- Act
- Edit and include subtitles
- Practice interpersonal and presentational speech
- Practice group work

All activities conducted in the target language



Student Project: DIGITAL STORYTELLING

The students could choose any theme. This year, both groups talked about immigration issues.

<https://vimeo.com/239006438/6ccfe6f53f>

SOME DIFFERENTIATED STRATEGIES LEARNED

1. During the time students were gathering information for the project, they researched in Brazilian websites. The Spanish speakers often asked their peers about expressions.
2. Having each group with one Spanish speaker only gave them the opportunity to use Portuguese.
3. Each student had a role and all of them could reach each other for information. For example, in one group, the person responsible for editing was the Spanish speaker, so when adding the subtitles, they worked as a group dictating and writing in the target language (Portuguese)..

FOR THE FUTURE...



Deal with different ideas and be able to reach a consensus in a collaborative way.

Choose valuable information in a vast universe.

LESSONS LEARNED FROM STEM CLASSES

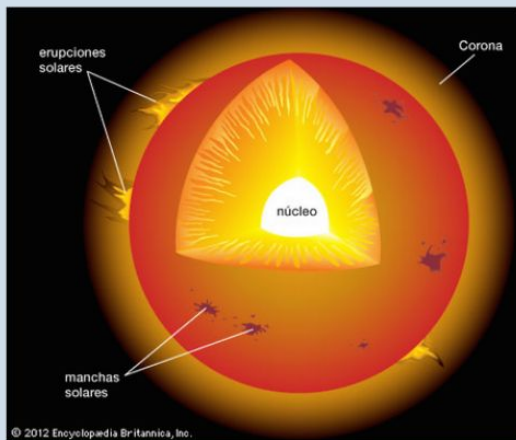
SELECTION OF STEM MATERIAL AND TASKS

- Step 1: Choose material that is authentic and age appropriate
- Step 2: Less is more – Introduce new themes and revisit the topics later on in the course
- Step 3: Use the same materials with differentiated tasks for a multilevel class

SAMPLE OF MATERIAL

Sol

Introdução



Esta vista em corte mostra o núcleo extremamente quente do Sol. Manchas solares aparecem na...

Encyclopædia Britannica, Inc.

O Sol é uma **estrela** situada no centro do **Sistema Solar**. É uma bola quente de gases que libera enormes quantidades de **energia**. A vida na Terra depende da **luz** e do **calor** do Sol.

Planetas, cometas e asteroides que giram em torno do Sol constituem o Sistema Solar. O diâmetro do Sol — isto é, a distância entre dois pontos da superfície passando pelo centro — é de cerca de 1.392.000 quilômetros. Isso equivale a, aproximadamente, 109 vezes o diâmetro da **Terra**. O Sol é o maior corpo do Sistema Solar.

Visto da Terra, o Sol é o objeto mais luminoso do céu. A Terra orbita o Sol a uma distância média de 150 milhões de quilômetros. Depois do Sol, a outra estrela mais próxima da Terra está cerca de 250 mil vezes

SAMPLE OF DIFFERENTIATED TASKS

Question 1

Not yet
answered

Points out of
10.00

 Flag
question

 Edit
question

A maioria do Sistema Solar é formado:

Select one:

- a. por um espaço vazio.
- b. pelo sol
- c. pelos planetas.

SAMPLE OF DIFFERENTIATED TASKS



Números:

1959 - mil novecentos e cinquenta e nove

1,80 - um metro e oitenta de altura

82 - oitenta e dois quilos

5 - cinco

1961 - mil novecentos e sessenta e um

20 - (vinte) de setembro de 1962 (mil novecentos e sessenta e dois)

20 - (vinte) de julho de 1969 (mil novecentos e noventa e nove)

1963 - mil novecentos e sessenta e três

1983 - mil novecentos e oitenta e três

1997 - mil novecentos e noventa e sete

12 - doze

2003 - dois mil e três

SAMPLE OF DIFFERENTIATED TASKS

Question 1

Not yet answered

Points out of 10.00

Flag question

Edit question

Quais são os elementos que formam o Sistema Solar?

Rich text editor toolbar with icons for: bold, italic, underline, list, link, unlink, image, and a dropdown menu.

Empty text area for the answer.

SELECTING DIFFERENTIATED TASKS

- Take a quick look at the hand-out about airplanes from the Encyclopedia Britannica.
- In pairs, select the appropriate tasks for a Novice-High and an Intermediate-Mid student.

VOYAGE TO MARS AT THE MUSEUM OF FLIGHT



LESSONS LEARNED

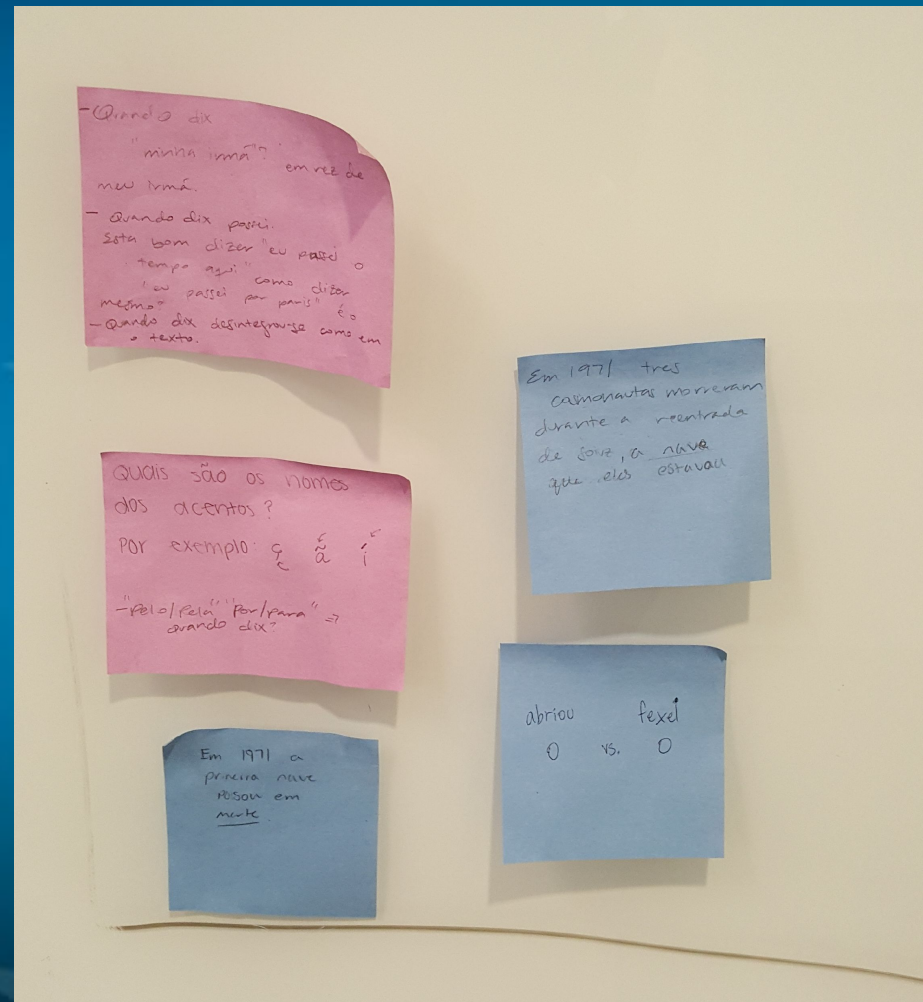
INSTRUCTION EFFECTIVENESS

- Step 1: Provide plenty of opportunities for students to bond (10-minute breaks and cultural activities)
- Step 2: Give enough time for students to ask questions (exit tickets and parking lot activities)
- Step 3: Provide time for students to help each other in small groups and to receive individual attention from the instructors (Translanguaging tables)

CULTURAL ACTIVITY – BRAZILIAN MUSIC



TIME FOR QUESTIONS - PARKING LOT ACTIVITY



ANSWERING QUESTIONS

Acentos em português (Acentuação)

ã - til ex. canção

ê - circunflexo
ex. você

í - acento agudo
ex. família

ç - cedilha ex. maçã

à - crase ex. às 7:00

Como pedir por REPETIÇÕES e CLARIFICAÇÕES

Para Falantes de Português

- Você se importaria de repetir, por favor?
- Você poderia falar mais devagar, por favor?
- Desculpa mas eu não ~~entendi~~ entendi muito bem.
- O que você quer dizer por ... ?

Como pedir por REPETIÇÕES e CLARIFICAÇÕES

Para Falantes de Espanhol

- VOCÊ pode repetir, por favor?
- Essa palavra é igual em espanhol?
- Mais devagar, por favor.
- Repete, Por favor
- Desculpa, não entendi.
- O que quer dizer... em Português

TRANSLANGUAGING TABLES



POTENTIAL PROBLEMS

- Tip 1 : Be upfront about expectations during the student recruitment.
- Tip 2: Be careful with the cognitive overload. Reduce content and increase processing time.
- Tip 3: Be sure to develop differentiated tasks for the class and assign roles to students according to their language proficiency.

CHALLENGES

- Students not able to complete certain tasks.
 - Be sure to provide peer-review, individual attention, and opportunities for pair and group work.
- Frustration with the technology tools/lost data.
 - Promote a positive and supportive environment.
- Students with learning disabilities.
 - Be careful with the language used; be patient and provide extra time for the completion of activities; believe in the students' potential.

BENEFITS FOR PARTICIPANTS

- In pairs, list two pieces of information from this presentation that can be applicable to your STARTALK Program.

CONCLUSION

- When well-designed, it is possible to teach effectively a multilevel language class.

For more information about the Portuguese and Russian STARTALK STEM Programs at the University of Washington, visit the site below or contact us at **startalk@uw.edu**:

<http://depts.washington.edu/startalk/student.php>

OBRIGADO! ¡GRACIAS! THANK YOU!

