Creating a Flexible Foreign Language Classroom

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Objectives and Outcomes for this presentation:

- Identify strategies to promote flexibility in the class design.
- Define ways to adapt the language curriculum in order to create a flexible learning environment to fulfill students needs.
- Familiarize with strategies to incorporate educational technologies.
- Identify UDL principles.

At the end of this session participants will be able to:

* Set of principles for curriculum development that give all individuals equal opportunities to learn.* (Center for Applied Special Technology: www.cast.org)

- Objectives:
  - Account for learners’ variability
  - Create inclusive learning environments

What is UDL?
Learners vary...

- Is how they take in, process, and make meaning from information.
- Is how they are able to convey what they learn.
- Is what they find motivating.

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UDL Principles

Provide
- Principle #1: To support recognition learning: provide multiple, flexible methods of representation. How learners interact with content?

Provide
- Principle #2: To support strategic learning: provide multiple, flexible methods of expression and apprenticeship. How learners demonstrate their learning?

Provide
- Principle #3: To support affective learning: provide multiple, flexible options for engagement. How can learners become more engaged and motivated?

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UDL Principles and Teaching Strategies

- We will now focus on each principle and examine strategies for implementation in the foreign language classroom.
Principle #1: To support recognition learning: provide multiple, flexible methods of representation

- Flipped classroom model: flexible interaction with content
- Systematic Implementation of digital tools to be integrated into the LMS
- Examples: Sway + Loom

Sway: Interactive presentation
- Accessibility view and CC images and videos

Loom: Video and screencast/speed control
Let’s share ideas
Reflect on how you present content:
Share some barriers (different background knowledge/needs for accommodations)
Share with colleagues some strategies that have worked to facilitate students’ interaction with the target content

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Principle #2: To support strategic learning: provide multiple, flexible methods of expression and apprenticeship

Activities and Tasks:
- Individual & guided to collaborative & open

Multiple options for daily assignments, formative and summative assessments:
- Writing by hand, phone, laptop, or digital devices
- Drawing and uploading images, creating comic strips, and sharing links
- Audio recording, video submissions
- Sutori, Pearltrees

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Sutori: Interactive timeline

La clase de Español vamos a Disney World.
Pearltrees: Digital curation

Let's share ideas
Select an assignment or assessment from your classes
Reflect on how you implement it
Share some possible aspects that can be incorporated to flexibilize the way students show their knowledge.

Principle #3: To support affective learning: provide multiple, flexible options for engagement.

Engagement elements:
- Class design
- Implementation of Digital tools
- The instructor
- The student
- Opportunities for reflection
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**UDL Principle #3 & Engagement**

- The L2 Learning experience
  - Positive learning environments that allow students to have a higher degree of autonomy in their path towards proficiency.
  - It can help create an environment conducive towards the development of communicative skills through different avenues, lowering the self-concern and lowering students' affective filter.

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**Final Thoughts**

- UDL creates a teaching and learning experience that will allow students to:
  - Access content, practices and demonstrated knowledge through multiple avenues
  - Increase engagement by having students and opportunities to create with the language in digital ways
  - Develop self-regulation and autonomy in communication with others, positive and collaborative learning experiences
  - Define their input & learning process and the effective strategies to acquire knowledge

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**Thank you!**
For more information on UDL visit:

www.cast.org

References

