Language Partners at the YWCA: UNI Spanish, English and TESOL students collaborating with English students in community ESOL classes

Elise M. DuBord  
*University of Northern Iowa*, elise.dubord@uni.edu

Caroline Ledeboer  
*University of Northern Iowa*, caroline.ledboer@uni.edu

See next page for additional authors

Let us know how access to this document benefits you

Copyright ©2018 Elise M. DuBord, Caroline Ledeboer, Jennifer Cooley, Alejandra Huesca, M. Intizom, and Libby Gleason

Follow this and additional works at: https://scholarworks.uni.edu/communityday

Part of the Adult and Continuing Education Commons, and the Bilingual, Multilingual, and Multicultural Education Commons

Recommended Citation

https://scholarworks.uni.edu/communityday/2018/all/30

This Open Access Other is brought to you for free and open access by the Community Engagement at UNI ScholarWorks. It has been accepted for inclusion in Community Engagement Celebration Day by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.
LANGUAGE LEARNING

A UNI/YWCA Community Collaboration
## Collaborators

### UNI

**Faculty**
- Jennifer Cooley (Spanish)
- Elise DuBord (Spanish)
- Caroline Ledeboer (TESOL)

**UNI Students**
(like Libby Gleason)
- Spanish, Spanish Teaching, English, English Teaching, TESOL, TESOL/SPAN majors & minors

### YWCA

**Umaru Balde,** English class instructor & former multicultural services coordinator

**Alejandra Huesca,** current multicultural services coordinator & English class facilitator

**Cyndi Ritter,** family services coordinator

**Students of English**
- Democratic Republic of Congo, Haiti, Colombia, Myanmar, etc.
Language Acquisition and the Study of Language Structure

Oral production
Grammar
Pronunciation
Cultural Aspects & Linguistics

“While we do not pretend that a level playing field exists between these two groups of students and acknowledge that UNI students come to the encounter with a privileged positionality vis-a-vis YWCA students, we do find that similar kinds of learning occurred as participants’ intercultural communication skills developed over several months of face-to-face interactions” (Dubord, Cooley, and Ledeboer, under review, 2017).
Language Acquisition in/and dialogue
Collaborations and Friendships

Guided interaction: Games, songs, puzzles, dialogues, real-life activities in collaboration with language partners

Clothing Vocabulary

Patterns:

- solid
- striped
- polka-dotted
- plaid
Collaborations and Friendships

Guided interaction: Games, songs, puzzles, dialogues, real-life activities in collaboration with language partners.
Personal Investment

Telling stories, sharing information about life and lifestyles, daily practices, work, talents, music and foods!
Culminating projects: Performances, oral reports, written texts, artwork, recognition and awards, celebrations
Guided Reflection on Learning

- Offering pre- and post-learning prompts for written and oral reflection
- Focus groups and exit interviews
¿Cómo te sientes?

- Animado/a
- Entusiasmado
- Feliz
- Intrigado/a
- Nervioso/a
- Positivo/a
- Molesto/a
- Incómodo/a
- Otro

¿Por qué?

¿Y los estudiantes de la YWCA? ¿Cómo se van a sentir? ¿Por qué?
Having participated in three different iterations of this particular community collaboration, Libby has a unique perspective on this aspect of her education.

Is continued learning sustainable across different courses?
Conference presentations and publication

- CLAC Conference at Drake University Fall 2016
  Included UNI students, YWCA employees, & UNI professors

Continuation of Project: Goals

Sustain the collaboration from semester to semester despite changes in coursework offered or community partner personnel.

Refine the community collaboration to further benefit the community partner and support the goals of each individual course.

Manage activity integration into the curriculum and teaching load of the English class in collaboration with local instructors and students.

Better coordinate logistics of bringing UNI student language partners (transportation, scheduling), and find funds for materials when needed.

Support needs of community partner (feedback, assessment).