

*6.1. SI: The Abbreviated SIELE Test for Leveling*

SIELE Answer sheet

Name \_\_\_\_\_

**Circle the correct answer** Short readings with multiple choice

1.1. a b c

1.2. a b c

1.3. a b c

1.4. a b c

1.5. a b c

2. Long reading “Hola Sara”

2.1. a b c

2.2. a b c

2.3. a b c

2.4. a b c

2.5. a b c

3. What’s the correct word or phrase “PELIGRAN”

3.1. a b c

3.2. a b c

3.3. a b c

3.4. a b c

3.5. a b c

3.6. a b c

3.7. a b c

3.8. a b c

3.9. a b c

3.10. a b c

3.11. a b c

3.12. a b c

SIELE

Name \_\_\_\_\_

**1. Lecturas cortas:** Usted va a leer cinco textos Elija la opción correcta para cada una de las cinco preguntas.

1.1

Hola, María:

¿Quieres venir al concierto de Shakira? Canta en Santiago este verano, los días 24,25 y 26. Es un concierto con sus grandes canciones, y canta con Alejandro Sanz, Juanes y otros amigos. Adela y yo queremos ir el viernes 24 pero, si no puedes, cambiamos el día. ¿Vienes con nosotros? dime algo pronto porque el lunes empiezan a vender las entradas y siempre se terminan muy rápido.

Adiós,

Pedro

**1.1. Pedro dice que...**

- a. en el concierto hay diferentes cantantes.
- b. quiere ir al concierto el lunes.
- c. ya no hay entradas para el concierto.

**1.2**

«SE ALQUILA»

Se alquila una habitación en apartamento compartido con tres estudiantes. Está muy bien para una joven. El apartamento es grande con 4 dormitorios, 2 baños, y cocina. Tiene 100 m<sup>2</sup> y está al lado del metro y de algunas paradas de autobuses que llevan al centro. 200€/mes.

**1.2. El anuncio es para personas que quieren....**

- a. un apartamento para su familia.
- b. una casa bien comunicada.
- c. vivir en el centro de la ciudad.

**1.3**

«PASIÓN»

Un año más llega a nuestra ciudad la empresa andaluza Hípicus con su interesante grupo Pasión. Más de cien actores y cincuenta caballos en un circo que gusta a pequeños y grandes.

Horarios:

de martes a viernes: 18 h y 21 h

sábado y domingo: 18 h y 22 h

Con la compra de dos entradas para padres, los niños no pagan.

Venta de entradas en la página: [www.pasion.com](http://www.pasion.com)

**1.3. El circo Pasión...**

- a. tiene un horario diferente los fines de semana.
- b. es especialmente para niños.
- c. no cuesta dinero a las familias.

**1. Lecturas cortas:** A continuación

**1.4** VETUSTA EN CONCIERTO

Lugar: Teatro Principal.

Fecha: viernes 20 de noviembre

Hora: las puertas se abren a las 20:00 horas. El concierto empieza a las 22:00 horas.

Precio: 27 euros. Concierto para mayores de 16 años.

Compra tu entrada en las tiendas del centro comercial Las Torres.

**1.4. En el anuncio se dice que...**

- a. el concierto de Vetusta es por la noche.
- b. los niños pueden entrar al concierto.
- c. hay un concierto en el centro comercial.

**1.5**

Queridos compañeros:

Vendo un billete de tren a Barcelona, con ida el viernes 26 de junio y vuelta el domingo 28. El de ida sale de la estación de Madrid a las 19:00 y llega a Barcelona a las 21:30. El de vuelta sale a las 21:00 y llega a las 23:30. Lo vendo porque al final esos días trabajo. Cuesta 80€, más barato que en la estación.

Gracias,

Juan

**1.5. Juan dice en su mensaje que...**

- a. tiene billetes de tren baratos.
- b. puede viajar ese fin de semana.
- c. quiere ir a Barcelona con un compañero.

**2. Lectura larga:** Usted va a leer un correo que Isabel ha escrito a su amiga Sara. Elija la opción correcta para cada una de las cinco preguntas.

Hola, Sara. ¿qué tal todo?

Perdona, ayer no te llamé para comer juntas porque me dolía mucho la cabeza. Pero por la tarde ya me sentí mejor y fui a dar un paseo por el centro. Por cierto, ¿sabes con quien me encontré? Con Eugenia, que salía del cine. Llevaba el vestido que le compramos para su cumpleaños y estaba guapísima. Me preguntó por ti y me dijo que está muy contenta porque ha empezado a trabajar en una tienda de decoración.

En el centro siempre me encuentro con gente conocida: hace dos días vi a tu hermano en una exposición. Me contó que lo pasó muy bien en el concierto de Maná, pero después leí en el periódico que empezó treinta minutos tarde. Decían que los músicos llegaron tarde y que la gente estaba bastante enfadada. Tienes que decirme qué pasó. Ya sabes que me encanta Maná y estuve triste por no poder ir.

Estaba muy ocupada con los exámenes. Sin embargo, la próxima semana quiero descansar, por eso voy a reservar una habitación en un hotel en la montaña. Está muy cerca de la casa donde pasaba los veranos con mis abuelos. ¿Te apetece venir? He visto que va a hacer buen tiempo, podemos pasear y montar en bici.

Si quieres, podemos vernos mañana y lo hablamos. Por la tarde tengo que ir a la biblioteca de la universidad que está cerca de tu oficina. Puedo verte en la cafetería que está enfrente de la biblioteca, esa donde ponen un café tan rico. Dime algo.

Un beso y hasta pronto,

Isabel

**2.1.** Isabel escribe este correo a Sara para...

- a. comer con ella.                      b. invitarla a un viaje.                      c. hablarle de su nuevo trabajo.

**2.2.** En el texto se dice que ayer Isabel...

- a. vio una película.    b. salió de compras.                      c. estuvo con una amiga.

**2.3.** El día del concierto, el hermano de Sara...

- a. llegó un poco tarde.                      b. estuvo muy contento.                      c. se enfadó con Isabel.

**2.4.** La próxima semana, Isabel...

- a. quiere ir a un hotel.                      b. tiene que hacer exámenes.                      c. va de vacaciones con sus abuelos.

**2.5.** Isabel va a ver a Sara en...

- a. su oficina.                      b. la biblioteca.                      c. una cafetería.

**3.** Vocabulario: Usted va a leer un texto en el que faltan doce palabras. Elija la opción correcta para cada hueco.

#### PELIGRAN ARRECIFES DE CORAL POR EL CAMBIO CLIMÁTICO

Recientes investigaciones del Instituto de Ciencias del Mar y Limnología de la UNAM han demostrado que los efectos del cambio climático producen la pérdida de los arrecifes de coral, informó Roberto Iglesias Prieto, académico de esta entidad.

El **(3.1. a. crecimiento, b. incremento, c. alargamiento)** de tan sólo un grado centígrado en la temperatura de los océanos ocasiona el blanqueamiento generalizado de las colonias de coral y les causa la muerte, **(3.2. a. lo que, b. la que, c. el que)** significa la pérdida de miles de especies, debido a que en estos ecosistemas se encuentran las más **(3.3. a. variadas, b. específicas, c. persistentes)** del planeta.

Además, estos arrecifes son la más importante fuente turística de México, pues producen la arena blanca del mar Caribe, preferida por el turismo internacional, que representa la tercera fuente de divisas, solo por debajo de la industria petrolera y de las remesas **(3.4. a. provenientes, b. proviniendo, c. provistas)** de Estados Unidos, refirió.

**(3.5. a. A pesar de que, b. Debido a que, c. Sumado a que)** solo ocupan el dos por ciento de la superficie terrestre, mencionó el investigador, estos ecosistemas son una gran fuente de riqueza económica y de servicios ambientales **(3.6. a. por, b. para, c. a)** más de cien millones de personas en el mundo, y capturan aproximadamente 50 por ciento del carbono planetario.

**(3.7. a. Entonces, b. Por su parte, c. Asimismo)**, informó, son las estructuras geológicas de origen biológico más grandes del orbe y han dominado las zonas poco profundas de los mares tropicales en los últimos 200 millones de años.

Por eso, argumentó, sería necesario que se **(3.8. a. generaría, b. generaba, c. generara)** conciencia entre la población para el cuidado de estas fuentes de riqueza, **(3.9. a. por lo tanto, b. ya que, c. aunque)** tan perjudiciales son el calentamiento global y el efecto invernadero como la contaminación marítima producida por la población.

Como ya se dijo, los arrecifes **(3.10. a. resultan, b. producen, c. suceden)** del crecimiento de las colonias de corales que dejan sus esqueletos en la roca calcárea, y a través de miles de años forman una estructura definida que se incrementa mientras no **(3.11. a. hubiera, b. hay, c. haya)** erosión. Si bien este último fenómeno explica las playas blancas como las de Cancún, especificó el investigador, en caso de que la erosión sea mayor a la incorporación de carbonato de calcio, se seguirá produciendo la arena blanca pero el arrecife no podrá prosperar.

Las acciones para el cuidado de los arrecifes son escasas e insuficientes, algo no exclusivo del país, señaló el especialista, pues en todo el mundo persiste el desconocimiento sobre el estado de ese ecosistema o se minimiza su importancia, **(3.12. a. además, b. por añadidura, c. inclusive)** en países que tienen políticas de protección del medio ambiente.

(Adaptado de [www.dgcs.unam.mx/boletin/bdboletin/2008\\_368.html](http://www.dgcs.unam.mx/boletin/bdboletin/2008_368.html). México)

This document is an abridged version of the SIELE exam of Spanish proficiency: <https://siele.org/>.

## 6.2. S2: The Background Questionnaire

### The Background Questionnaire

**PARTICIPANT #** \_\_\_\_\_ **Sex:** M F **(Bold one)** **IRB #** \_\_\_\_\_

**AGE:** \_\_\_\_\_ **Number of years living in the United States** \_\_\_\_\_

**What year in school are you?**

- \_\_\_\_\_ A. Freshman  
\_\_\_\_\_ B. Sophomore  
\_\_\_\_\_ C. Junior  
\_\_\_\_\_ D. Senior  
\_\_\_\_\_ E. Grad Student  
\_\_\_\_\_ F. Continuing Education

**What major are you?** \_\_\_\_\_

**Answer the following questions to the best of your ability.**

**Family related questions**

**1.** Does your family trace its heritage to Spanish-speaking countries? If so, which one(s)?

\_\_\_\_\_

**2.** What country were your parents born?

Mother \_\_\_\_\_

Father \_\_\_\_\_

**3.** What country were your grandparents born?

Paternal grandparents \_\_\_\_\_

Maternal grandparents \_\_\_\_\_

**4.** Do you have stepparents who speak Spanish? Bold one: YES NO

*If you answered YES....* where were they born? \_\_\_\_\_

**Language related questions**

**1.** At what age did you begin learning Spanish? (for example: from birth or age 5) \_\_\_\_

**2.** At what age did you begin learning English? (for example: from birth or age 5) \_\_\_\_

**3.** Did you attend a preschool or day care before starting kindergarten? Bold one: YES NO

*If you answered YES....* What languages did the teachers use with you at your day care or preschool?

- A. All of them spoke Spanish.  
B. Some used only Spanish, and some used only English.  
C. All of them used both languages (English and Spanish).  
D. All of them spoke only English.

E. Other (please describe) \_\_\_\_\_

4. Before entering school, what statement best describes your exposure to languages at home?

A. I heard only Spanish and needed to speak Spanish.

B. I heard Spanish and spoke Spanish and English.

C. I heard and spoke both languages (Spanish and English)

D. I heard both Spanish and English and used only English.

E. I heard only English and needed to speak English.

5. Did you start school in the United States? Bold one: YES NO

6. Have you studied in a Spanish-speaking country? (e.g., Puerto Rico, Mexico)

Bold one: YES NO

If you answer **YES....** What country? \_\_\_\_\_ From age \_\_\_\_\_ to age \_\_\_\_\_

7. Have you studied in an immersion or dual language program (a school where you learned Spanish and English at the same time)? Bold one: YES NO

If you answered **YES....** Which grades? \_\_\_\_\_

6. Did you attend English as a second language (ESL) courses? Bold one: YES NO

If you answered **YES....** Which grades? \_\_\_\_\_

7. Have you studied Spanish in the past? Bold one: YES NO

If you answer **YES**, please write how many academic years you have been studying Spanish: \_\_\_\_\_

8. Briefly write your main reason for studying Spanish. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. What generation are you in the United States? **Mark** the correct one.

\_\_\_\_\_ 1<sup>st</sup> generation: I was born outside of the US

\_\_\_\_\_ 2<sup>nd</sup> generation: I was born in the US, but one or both of my parents were born elsewhere

\_\_\_\_\_ 3<sup>rd</sup> generation: My parents and I were born in the US, one or more of my grandparents were born elsewhere

\_\_\_\_\_ 4<sup>th</sup> generation or more: My grandparents, parents, and I were born in the US.

10. Do you travel to your family's home country? YES NO

If **YES**, how often: \_\_\_\_\_ For how long each time? \_\_\_\_\_

**11.** Mark an **X** for the language(s) you used most in the following periods of your life:

AGE	SPANISH	ENGLISH	BOTH SPANISH & ENGLISH	OTHER LANGUAGES
0-5 yrs. old				
6-12 yrs. old				
13-18 yrs. old				
18+ yrs. old				

**12.** Rate your proficiency in Spanish and English (speaking, reading, writing, listening) according to the following scale (write the number next to each skill):

**6 = NATIVE FLUENCY**

**3 = INTERMEDIATE FLUENCY**

**5 = NEAR (ALMOST) NATIVE FLUENCY    2 = BASIC FLUENCY**

**4 = ADVANCED FLUENCY**

**1 = BEGINNING FLUENCY**

SPANISH

ENGLISH

OTHER

Speaking		Speaking		Speaking	
Reading		Reading		Reading	
Writing		Writing		Writing	
Listening		Listening		Listening	

**13.** Read the following statements about Spanish and bold each answer.

Knowing Spanish...	strongly agree	agree	disagree	strongly disagree
a. is an important part of who I am.	4	3	2	1
b. is useful.	4	3	2	1
c. made school more enjoyable.	4	3	2	1
d. has helped me make friends.	4	3	2	1
e. is a valuable skill.	4	3	2	1



f. is a necessary skill.	4	3	2	1
g. at times is embarrassing.	4	3	2	1
h. has been a barrier to learning English.	4	3	2	1
i. has made school more challenging.	4	3	2	1
j. has made school less enjoyable.	4	3	2	1
k. has made it difficult to make friends.	4	3	2	1

**14.** Please answer the following questions about your daily language use. Bold each answer.

*For English:*

	always	sometimes	rarely	never	doesn't apply
1. I speak English with my parents or caretakers...	4	3	2	1	0
2. I speak English with my brothers and sisters...	4	3	2	1	0
3. I speak English with my relatives (cousins, uncles, grandparents)...	4	3	2	1	0
4. I speak English with my friends at school...	4	3	2	1	0
5. I speak English with my friends in my neighborhood...	4	3	2	1	0
6. I speak English with my teachers...	4	3	2	1	0
7. I speak English to the school staff...	4	3	2	1	0
8. I speak in English in my community (grocery stores, mall, supermarket, church, community center)....	4	3	2	1	0
9. I write in English at school....	4	3	2	1	0
10. I write in English (notes, e-mails, text messages, chat) at home...	4	3	2	1	0
11. I write in English at work...	4	3	2	1	0

12. I read in English at school...	4	3	2	1	0
13. I read in English at home....	4	3	2	1	0
14. I read in English at work....	4	3	2	1	0
15. I listen to English at school....	4	3	2	1	0
16. I listen to English at home....	4	3	2	1	0
17. I listen to English at work....	4	3	2	1	0
18. I watch T.V. in English....	4	3	2	1	0
19. I listen to music in English....	4	3	2	1	0
20. I watch movies in English....	4	3	2	1	0

**15.** Please answer the following questions about your daily language use. Bold each answer.

*For Spanish:*

	always	sometimes	rarely	never	doesn't apply
1. I speak Spanish with my parents or caretakers...	4	3	2	1	0
2. I speak Spanish with my brothers and sisters.....	4	3	2	1	0
3. I speak Spanish with my relatives (cousins, uncles, grandparents)....	4	3	2	1	0
4. I speak Spanish with my friends at school....	4	3	2	1	0
5. I speak Spanish with my friends in my neighborhood....	4	3	2	1	0
6. I speak Spanish with my teachers....	4	3	2	1	0
7. I speak Spanish to the school staff....	4	3	2	1	0
8. I speak in English in my community (grocery stores, mall, supermarket, church, community center)....	4	3	2	1	0
9. I write in Spanish at school....	4	3	2	1	0

10. I write in Spanish (notes, e-mails, text messages, chat) at home....	4	3	2	1	0
11. I write in Spanish at work....	4	3	2	1	0
12. I read in Spanish at school....	4	3	2	1	0
13. I read in Spanish at home....	4	3	2	1	0
14. I read in Spanish at work....	4	3	2	1	0
15. I listen to Spanish at school....	4	3	2	1	0
16. I listen to Spanish at home....	4	3	2	1	0
17. I listen to Spanish at work....	4	3	2	1	0
18. I watch T.V. in Spanish....	4	3	2	1	0
19. I listen to music in Spanish....	4	3	2	1	0
20. I watch movies in Spanish....	4	3	2	1	0
21. When I speak to my parents/caretakers, I switch between Spanish and English....	4	3	2	1	0
22. When I speak to my siblings, I switch between Spanish and English....	4	3	2	1	0
23. When I speak to my friends/peers, I switch between Spanish and English....	4	3	2	1	0
24. When I speak to my teachers, I switch between Spanish and English....	4	3	2	1	0
25. When I speak to members in the community (stores, supermarket, church), I switch between Spanish and English....	4	3	2	1	0
26. When I speak to the staff at school, I switch between Spanish and English....	4	3	2	1	0

27. I feel more comfortable speaking with people who can switch between Spanish and English....	4	3	2	1	0
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**16.** Please check the programs you have experience using and your comfort level.

Program (type)	very (comfortable)	somewhat	limited
____ Microsoft Word	_____	_____	_____
____ Google Docs	_____	_____	_____
____ Audio recording	_____	_____	_____
____ Video recording	_____	_____	_____
____ Video editing	_____	_____	_____

**17.** Do you have any visual or hearing problems that make your participation in regular classroom activities require special attention? If so, please explain.

## Part 2

On a scale of 1-5, indicate your level of agreement with the statement.

1 = Strongly Disagree

2 = Disagree

3 = Uncertain

4 = Agree

5 = Strongly Agree

- \_\_\_\_ 1. I enjoy learning new things, even when challenging.
- \_\_\_\_ 2. I like using technology.
- \_\_\_\_ 3. I need to feel a personal interest in a project in order to do well.
- \_\_\_\_ 4. Learning is more important than getting good grades.
- \_\_\_\_ 5. I intend to travel internationally in the future.
- \_\_\_\_ 6. I feel that my skills in Spanish are adequate to write simple stories.
- \_\_\_\_ 7. I enjoy learning about other cultures.
- \_\_\_\_ 8. It is important to me to do well and get good grades.
- \_\_\_\_ 9. I thrive under pressure.
- \_\_\_\_ 10. I am good at explaining things.

\_\_\_\_\_ 11. I am a competitive person.

Choose your best answer by typing an X next to it

1. To understand something thoroughly, ...
  - a. I need to write/draw it myself.
  - b. I need to say/describe it aloud.
  - c. I need to hear it explained.
  - d. I need to see it written/expressed graphically.
2. When working on important projects, ...
  - a. I work well with a partner.
  - b. I prefer to work alone.

### 6.3. S3: The Collaborative and Individual Tasks

#### The Collaborative Task

- I. COMPOSICIÓN NARRATIVA 1: ¿Qué pasa cuando...?
  - A. STORY CIRCLES – in groups of six, in class

You're a part of a team bringing immigration issues to light for a YouTube series in Spanish called ¿Qué pasa cuando...? You and a partner will choose an immigration issue and tell the story of what **typically** happens when the issue comes into play. For example, what happens when an American student studies in Spain and falls in love with someone from that country? ☺ What does the couple need to do to be together forever? ♥ You can put any spin on your story, but remember that your story needs to narrate **what typically happens** so that Hispanics or other Spanish speakers viewing your piece have **a general idea of what a person facing that situation might encounter**—your story should not be based on one person's personal experience. In our example, what can our *novios* expect to happen as they navigate the immigration experience?

Brainstorm with your group of six about which topics from the earlier class discussion most lend themselves to **a good story** (fiction inspired by your research) and where to find possible print or online source materials. Later you will write the stories in pairs, each about a different topic or a different perspective of a topic.

Once you are in pairs in pairs, it's time to claim your topics! Choose your top 5 and rate them from 1 to 5, with 1 being your first choice. Pairs will claim topics when called in random order. Then it is time to work on the prewriting activities on your assigned Google Doc.

#### Posted in Google Docs

#### ¿Qué pasa cuando...?

Remember the concept: You're a part of a team bringing immigration issues to light for a YouTube series in Spanish called ¿Qué pasa cuando...? You and a partner will choose an immigration issue and tell the story of what **typically** happens when the issue comes into play. For example, what happens when an American student studies in Spain and falls in love with someone from that country? ☺ What does the couple need to do to be together forever? ♥ You can put any spin on your story, but

remember that your story needs to narrate **what typically happens** so that Hispanics or other Spanish speakers viewing your piece have **a general idea of what a person facing that situation might encounter**—your story should not be based on one person’s personal experience. In our example, what can our *novios* expect to happen as they navigate the immigration experience?

## B. PREWRITING – in pairs, in and out of class

Each partner should participate in the rewriting activities. You may work simultaneously or separately. Use the chat function to ask questions and make comments for your partner to read.

### PASO 1

Before doing any research, what do you already know about your topic? What do you want to know? What are your hypotheses about what happens? What are some possible official sources?

our topic is _____	1	2	3	4
known information				
burning questions				
preliminary hypotheses				
links to possible sources				

### PASO 2

Each person should find and summarize 2 different sources that explain what typically happens when your issues comes into play. If you find extra sources, then you can add extra rows to the tables.

Partner 1: \_\_\_\_\_ (Name)

bib entry/link	type/credibility	summary

Partner 2: \_\_\_\_\_ (Name)

bib entry/link	type/credibility	summary

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### **PASO 3**

Now with your partner, list the principle participants in the process and then build a timeline of **typical** events. Add more rows/columns to the table as needed. If you haven't been writing in Spanish, it's time to start!

los participantes/ the players	descripción/description
1.	
2.	
3.	

Add rows to the table as necessary

Organize your imagined events into chronological order.

1. Primero,
- 2.

**Important Note:** In our next class, you will work on writing the narrative with your partner during class using a document in Google Docs. Please bring your laptop!

### **C. WRITING - In pairs, in and out of class**

### **B. COMPOSICIÓN NARRATIVA 1: ¿Qué pasa cuando...?** In and outside of class

The following writing guide is only a suggestion; however, please keep your story in chronological order for now. You may decide to switch it up later, but for now keep things simple. Remember: this is a fictional story inspired by your research—not an essay.

**Paragraph 1:** Start with an introductory sentence or two fictionalizing the immigration issue you are tackling. This is your “what?” Move to the “who?” “why?” “when?” “where?” for background information. Be guided by the premise that you are answering the question ¿Qué pasa cuando...? Create characters that are topic appropriate.

**Paragraph 2:** Tell the chronology of what generally happens. This is your “how?”

**Paragraph 3:** Tell the possible resolutions, both positive and negative, to the action. End with a summary sentence.

Write **500-700** words **in Spanish**.

Important Notes:

1. Do NOT write in English and then translate. However, you may discuss language issues with your partner in the chat function in whatever language you choose.
2. Do NOT use a translation feature. You are better than that. It's cheating and it's pointless. The point is to grow in your Spanish meaning-making skills, and stretching yourself in writing has a big potential to do that.
3. This is a collaborative endeavor: both partners are responsible for the whole piece, and both should participate fully.
4. You will be writing individual reflection pieces to tell us how the collaboration went. It's important to be honest about the struggles you and your partner faced and how you solved them. (You will do these in the individual Reflection document. We will let you know how and when to proceed.)
5. Always be kind. Breathe.
6. Do your best.
7. Don't wig out and become partnerzilla. It's a challenging assignment, but you can do it! The final products are going to be awesome!

## II. **LA HISTORIA DIGITAL 1: ¿Qué pasa cuando...?**

### A. PREWRITING: In pairs in and out of class

Now it is time to transform your narratives into digital stories.

#### **PASO 1**

While you are waiting for the feedback on your narrative, you can gather some of the visual materials you need for your *digital story* (DS from here on out). Remember from class discussion that in a DS part of the communicated message comes from non-textual sources, which would replace or enhance the audio narration. An ideal number of visual images may be 15 (Lambert 2013). Let's start by collecting 2 images each for possible use.

Images have the potential to create their own meaning and as such to tell part of your story. They can deepen the meaning beyond the obvious expression of explicit imagery to include implicit imagery. Explicit imagery refers to the literal images that are used to illustrate a story; however, implicit imagery refers to the representation or implication of other meanings beyond the explicit image.

Another factor in gathering images: any personal images carry no copyright issues; however, borrowing images may create ethical problems of the appropriate use of copyrighted materials. Some websites accumulate images that may be used in not-for-profit projects with the understanding that the user would credit the originator at the story's end. One such site is <http://search.creativecommons.org>.

**Each partner should upload at least 2 images here! Include the photo cred.** Use the chat feature to discuss the images with your partner. As you go, keep adding here or in a shared file with your partner.

Partner 1: \_\_\_\_\_

Photo/image 1 and credit

Photo/image 2 and credit



Partner 2: \_\_\_\_\_

Photo/image 1 and credit

Photo/image 2 and credit

**Important note:**

Remember that these images are preliminary and you may not end up using them. As the project unfolds, be open to eliminating a favorite image if that's best for the project as a whole. Remember to be kind and flexible, but use your powers of persuasion if you truly feel it should stay.

**PASO 2**

Now that you have your narratives back, it's time to modify them into the digital story. This involves two unique actions: transformation and transduction (Kress 2003, 2009; Elola 2016, class presentation). Here's a reminder about what we talked about in class.

**Transformation:** actions that reorder and reposition semiotic resources within a mode, these are the changes you make to the text you wrote so that they best fit into the DS format. For example, your narrative essays followed the typical format of narrative writing, but in a DS script, you have to economize and you may want to change the chronological order by starting with the ending or climax and looping back.

**Transduction:** actions that reorganize semiotic resources across modes: one way to economize and make new meaning is by shifting your written words to images, music and other sounds; using these other modes as meaning-making devices. For example, instead of saying, "She missed her mother," you may use an image of a girl with a sad face and a thought bubble containing a mother-like figure, and at the same time, you pause the music track to communicate a feeling of emptiness and solitude.

1. Discuss with your partner the possible changes you can make to change the story to a condensed, digital version (consider the definitions of transformation and transduction above). Your voice over narration needs to be right at 250 words. That means that some of your information needs to be expressed in other ways: text on the screen, images, sounds, music, etc.
2. Make digital storyboards of the action of the story. Decide if you are going to manipulate the order in some way: chronological, looping, flashback, etc.

Image(s)	Narration	Sound	Other modes
1. faded pictures of airport, letters, map  EXAMPLE→	none	none	text on screen: title and authors

Add rows to the table as necessary

**PASO 3,** In class

Now it's time to finalize your voice-over narrative and who will say what. The script should be divided more or less 50/50.

Working script divided by “scene” or storyboard

Reader	Content

Add rows to the table as necessary

Practice reading the script together, and see if it needs some revision.

Reminder: Do you have all your images?

- B. WeVideo is next!
- C. Then publication!

**The Individual Task**

**I. COMPOSICIÓN NARRATIVA 2: Una ventana al mundo de un inmigrante**

**A. STORY CIRCLES – in group of fours, in class**

The YouTube series in Spanish called ¿Qué pasa cuando...? was a tremendous hit, and you're your audience is begging for more. Many of the viewers expressed a desire to see stories that were more personal. Individually, you will find and interview an immigrant from a Spanish-speaking country and tell his or her story, ideally illustrating the issue from your first digital story although this is not a requirement. For example, what happened when an immigrant tried to keep her traditions alive in her American-born children but they resisted her efforts? Try to find a specific, pivotal “moment” to focus on for your story.

Brainstorm with your group of four about how to find an interviewee and begin a document with possible interview questions. Each member of your group of four will produce his or her own story, but you and your previous partner may want to keep helping one another out with technical and editorial support.

***Posted to Google Docs:***

**B. PREWRITING – individual, in and out of class**

**PASO 1**

### The interviewee:

My interviewee is \_\_\_\_\_.

This person is appropriate because \_\_\_\_\_.

### The interview questions (in Spanish!):

First, think about the appropriateness of *tú* vs. *usted* based on the **age** and **origin** of your interviewee.

Choose one and rationalize:

I will use **tú** forms in my interview questions because \_\_\_\_\_.

I will use **usted** forms in my interview questions because \_\_\_\_\_.

Be careful about trying to translate metaphorical language; they may say something different. Keep things simple and clear. You have two goals: illuminating identity—finding out who he or she is—and finding a compelling event to focus on in your narrative.

1. Hola....
- 2.

Review your questions. Are they in a logical order?

### PASO 2

After your questions are approved, you are ready to do the interview. You may need to download a recording app such as Recorder Plus. Make sure to tell your interviewee about the steps you will take for anonymity. Ask the interviewee if he or she would like to view the final product.

Make a list of your concerns. Talk about them with your partner/story circle.

- 1.

### PASO 3

Now, list the principle participants in the life events inspired by your interviewee and then build a chronological timeline of your focal event. Add more rows/columns to the table as needed. Writing in Spanish!

los participantes/ the players	descripción/description
1.	
2.	
3.	

Add rows to the table as necessary

Organize your imagined events into chronological order.

3. Primero,
- 4.

**Important Note:** Soon, you will begin writing the narrative using a document in Google Docs. You will have a hard copy of your prewriting activities.

### **C. WRITING - Individual**

COMPOSICIÓN NARRATIVA 2: ¿Qué pasa cuando...? La historia de un inmigrante.

The following writing guide is only a suggestion; however, please keep your story in chronological order for now. You may decide to switch it up later, but for now keep things simple.

**Paragraph 1:** Start with an introductory sentence or two describing the background (biographical) information of your fictional character inspired by your interviewee. This is your “who?” “why?” “when?” “where?” for background information. This should be fictional: respect the interviewee’s privacy!

**Paragraph 2:** Tell the chronology of focal event. This is your “what happened?”

**Paragraph 3:** Tell the resolutions (or lack of resolution), both positive and negative, to the action. End with a summary sentence.

Write **500-700** words.

Important Notes:

8. Do NOT write in English and then translate.
9. Do NOT use a translation feature. You are better than that. It’s cheating and it’s pointless. The point is to grow in your Spanish meaning-making skills, and stretching yourself in writing has a big potential to do that.
10. You will be writing a reflection piece to tell me how the individual writing process went. It’s important to be honest about the struggles you faced and how you solved them.
11. Breathe. Do your best.
12. Don’t wig out and become studentzilla. It’s a challenging assignment, but you can do it! The final products are going to be awesome!

## **II. LA HISTORIA DIGITAL 2: Una ventana al mundo de un inmigrante**

Now it is time to transform your narratives into digital stories. Each of you is producing your own story this time, but you may continue to rely on your previous partner for brainstorming, troubleshooting, and moral support!

### **PASO 1**

While you are waiting for the feedback on your narrative, you can gather some of the visual materials you need for your DS. Remember from class discussion that in a DS part of the communicated message comes from non-textual sources, which would replace or enhance the audio narration. An ideal number of visual images may be 15 (Lambert 2013). Let's start by collecting 4 images for possible use.

Remember: Images have the potential to create their own meaning and as such to tell part of your story. They can deepen the meaning beyond the obvious expression of explicit imagery to include implicit imagery. Explicit imagery refers to the literal images that are used to illustrate a story; however, implicit imagery refers to the representation or implication of other meanings beyond the explicit image.

Remember: Any personal images carry no copyright issues; however, borrowing images may create ethical problems of appropriate use of copyrighted materials. Some websites accumulate images that may be used in not-for-profit projects with the understanding that the user would credit the originator at the story's end. One such site is <http://search.creativecommons.org>.

**Upload at least 4 images here! Include the photo cred.** As you go, keep adding here or in a shared file with your partner.

Photo/image 1 and credit

Photo/image 2 and credit

Photo/image 3 and credit

Photo/image 4 and credit

## **PASO 2**

Now that you have your narrative back, it's time to modify it into the digital story. Remember: this involves two unique actions: transformation and transduction (Kress 2003, 2009; Elola 2016, class presentation). Here's a reminder about what we talked about in class.

**Transformation:** actions that reorder and reposition semiotic resources within a mode, these are the changes you make to the text you wrote so that they best fit into the DS format. For example, your narrative essays followed the typical format of narrative writing, but in a DS script, you have to economize and you may want to change the chronological order by starting with the ending or climax and looping back.

**Transduction:** actions that reorganize semiotic resources across modes: one way to economize and make new meaning is by shifting your written words to images, music and other sounds; using these other modes as meaning-making devices. For example, instead of saying, "She missed her mother," you may use an image of a girl with a sad face and a thought bubble containing a mother-like figure, and at the same time, you pause the music track to communicate a feeling of emptiness and solitude.

3. Discuss with your previous partner your possible moves of transformation and transduction. Your voice over narration needs to be right at 250 words. That means that some of your information needs to be expressed in other ways: text on the screen, images, sounds, music, etc.
4. Make digital storyboards of the action of the story. Decide if you are going to manipulate the order in some way: chronological, looping, flashback, etc.

Image(s)	Narration	Sound	Other modes
2. faded pictures of airport, letters, map EXAMPLE→	none	none	text on screen: title and authors

Add rows to the table as necessary

### **PASO 3,** In class

Now it's time to finalize your voice-over narrative. This time it's all you.

Working script divided by "scene" or storyboard

Content

Add rows to the table as necessary

Practice reading your scripts to each other, and see if they have any input on needed revision.

Reminder: Do you have all your images?

- D. WeVideo is next!
- E. Then publication!

### *6.4. S4: DS Task Components by Week.*

The DS Procedures		
Time	Student Activities	Instructor Activities

Week 1: Preparation	<ul style="list-style-type: none"> <li>• Discuss possible topics in Story Circles</li> <li>• Read article on immigration</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the research project and consent forms</li> <li>• Lead discussion on immigration</li> </ul>
Week 2: Preparation	<ul style="list-style-type: none"> <li>• Analyze example DSs</li> <li>• Write the collaborative simple narratives and gather images</li> </ul>	<ul style="list-style-type: none"> <li>• Give instruction on simple narratives</li> <li>• Give instruction/ reminder on copyright issues</li> </ul>
Week 3: Preparation	<ul style="list-style-type: none"> <li>• Complete the simple narratives and gather images</li> <li>• Participate in editing and receiving feedback from peers on collaborative simple narratives</li> <li>• Read article on immigration</li> </ul>	<ul style="list-style-type: none"> <li>• Provide assistance for editing and technology</li> <li>• Give instruction/ reminder on storyboards</li> <li>• Give instructional/ reminder on technology</li> </ul>
Weeks 4: Production	<ul style="list-style-type: none"> <li>• Analyze example DSs</li> <li>• Write reflection Piece</li> <li>• Work on plans for story transformation and the transduction of textual elements in pairs/story circles</li> <li>• Write scripts and create storyboards.</li> <li>• Find images, sound files</li> <li>• Participate in editing and receiving feedback on voiceover scripts</li> <li>• Attend tech workshops outside of class as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Give instruction on technology</li> <li>• Give instruction/ reminder on revision and editing scripts</li> <li>• Provide technology help in and out of class</li> </ul>
Week 5: Production	<ul style="list-style-type: none"> <li>• Analyze example DSs</li> <li>• Revision and editing of voiceover scripts</li> <li>• Begin to build DSs in WeVideo, and gather images and sound tracks</li> <li>• Record voiceover tracks after instructor conferences</li> <li>• Read article on immigration</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction/ reminder on technology</li> <li>• Provide technology help in and out of class</li> </ul>
Week 6: Production	<ul style="list-style-type: none"> <li>• Finalize stories: integrate visual and sound elements and record</li> <li>• Write presentational abstract/introduction</li> <li>• Write reflection Piece</li> </ul>	<ul style="list-style-type: none"> <li>• Provide technology help in and out of class</li> </ul>
Week 7: Presentation	<ul style="list-style-type: none"> <li>• Polish stories: integrate visual and sound elements and record</li> <li>• Present the DSs in class</li> <li>• Write reflection Piece</li> </ul>	<ul style="list-style-type: none"> <li>• Secure DS files and confirm technology needed for viewing</li> <li>• Award prizes</li> </ul>
Week 8: Post-task sequence	<ul style="list-style-type: none"> <li>• Complete midterm/ final survey</li> <li>• Meet with instructor for feedback on collaborative DSs</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with the students to give feedback on DSs</li> </ul>

	<ul style="list-style-type: none"> <li>• A semi-structured interview at the end of the course</li> </ul>	
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Note: The students were involved in other class assignments, but this table shows only those activities pertinent to the DSs.

### 6.5. S5: The Reflection Prompts

#### Collaborative Task

Please honest; don't just tell me what you think I want to hear.

<p><b>Reflection 1: "Finding the story"</b></p> <p>After writing the simple narrative collaboratively on Google Docs, write a paragraph of 150-200 words. Use these questions as a guide:</p> <ol style="list-style-type: none"> <li>1. What are the short-term goals you have for this first narrative composition and digital story?</li> <li>2. What are the long-term goals you have for this course?</li> <li>3. Describe the process of finding the story that you told with your partner, including the role of the story circles/groups.</li> <li>4. How did you and your partner transform the facts you found into a story?</li> <li>5. Describe your experience of writing collaboratively on Google Docs.</li> </ol>
<p><b>Reflection 2: "Working Collaboratively"</b></p> <p>After composing the collaborative digital story, write a paragraph of 150-200 words. Use these questions as a guide:</p> <ol style="list-style-type: none"> <li>1. How did you and your partner transform the simple narrative you wrote into a voiceover script?</li> <li>2. How did you and your partner find a "special" or focal moment?</li> <li>3. Which elements did you and your partner convert to other modes (images, sounds, music) in order to economize your words?</li> <li>4. Was there any difference in your motivation for the script that wasn't there with the simple narrative? Please Explain.</li> </ol>
<p><b>Reflection 3: "Our First Digital Stories"</b></p> <p>After collaborative project presentations, write a paragraph of 150-200 words. Use these questions as a guide:</p> <ol style="list-style-type: none"> <li>1. What are your overall thoughts on the presentations?</li> <li>2. What would you like to change about your own digital story?</li> <li>3. Other than your own, which one was your favorite and why?</li> <li>4. Reflect on the technology you used for the project (WeVideo, voice recording, etc.). What were the positives and the challenges? How did you view the technology at the outset, and how did your perspectives change as the project progressed?</li> </ol>

#### Individual Task

<p><b>Reflection 4: "An Immigrant's Story"</b></p>
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After interviewing and writing the simple narrative individually, write a paragraph of 150-200 words. Use these questions as a guide:

1. What was most challenging about the interview?
2. What inspiring moment did you use from your immigrant interview?
3. Can you find a “special moment” in the story?
4. How was writing this story/narrative different from writing the previous narrative with your partner?

#### Reflection 5: “Working Alone”

After composing the individual digital story, write a paragraph of 150-200 words. Use these questions as a guide:

1. What were the differences in the writing process between the collaborative and the individual digital stories (how you plan similarly or differently, planning how to write and integrate images and sound/music, organizing ideas, composing the written and the entire digital story, was the editing and revising differently when working with someone else or alone?)
2. How did you navigate multimodal tools (voice-over script, images, sound, music) on your own? Was it different when you were working with a classmate? Were you able to learn better with your classmate and then apply that knowledge to your individual story?
3. What change between the narrative form of the digital story and the final script with images and sound? Was your motivation for DS2 voice-over script different Please explain.
4. Were there any other differences in motivation, attitude, learning experience between the collaborative and the individual? Please explain.

#### Reflection 6: “Our second digital stories”

After individual project presentations, write a paragraph of 150-200 words. Use these questions as a guide:

1. In general, how did all the individual digital stories compare or differ to the collaborative ones (e.g., process, selection of music and images, topic, etc.)? Elaborate based on your perception on the class work and your classmates digital stories.
2. Reflect specifically on your 2 digital stories:
  - a. How do they compare or differ in content, selection of music and images, process and quality? How can you explain the differences?
  - b. Did your goals about the digital story changed when you were working with the digital story (with the collaborative and the individual one)?
  - c. Was the use of technology different or similar when you were working collaboratively or individually)?
3. What would you like to change about your individual digital story? After viewing in class, would you have done your individual one differently?
4. Other than your own, which one was your favorite and why?
5. What did you learn with the collaborative digital story that was similar and different for the individual?

**Instructor Reflection 1:** The Collaborative Writing Process and My Perceptions of Student Behavior and Gains

After the first digital stories are complete,

1. What are your observations on the collaborative process exhibited by the students? (Pre-writing, writing of the narrative in Google Docs, transforming the narrative to the voiceover script, DS production, etc.)
2. What are your observations on the language development exhibited by the students?
3. What are your observations on the development of digital literacies of the students before, during and after writing the DS?
4. Did you notice any differences in your L2 and HL students?

**Instructor Reflection 2: The Individual Writing Process and My Perceptions of Student Behavior and Gains**

After individual project presentations,

1. What are your observations on your students' writing processes during the individual project? How were they different from the collaborative project? (Pre-writing, writing of the narrative in Google Docs, transforming the narrative to the voiceover script, DS production, etc.)
2. What are your observations on the language development exhibited by the students?
3. What are your observations on the development of digital literacies of the students before, during and after writing the second DS?
4. Did you notice any differences in your L2 and HL students?
5. What were the overall gains that you observed in the students, resulting from writing the DSs?

*6.6. S6: The Midterm and Final Surveys*

**Student Post Project questionnaire after Completion of Collaborative DS: Midterm**

Name \_\_\_\_\_ Native language \_\_\_\_\_

Age \_\_\_\_\_ Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Prefer not to say

The first half of this semester, you wrote a narrative story on an immigration topic, which you and your partner used as the foundation for your collaborative digital stories. Please, answer the following questions, using 2 or more complete sentences.

1. Which immigration topic did you and your partner choose? How did you choose?
2. What was the story that you wanted to tell?
3. Why did you want to talk about this story? Why was this story important to you?
4. Which emotions did you want to invoke in your audience when viewing your story?
5. How did the use of the images shape your story?
6. Describe, at least, two images that had an impact on you when you were searching and developing the story.
7. To what extent do your images have more than one meaning?
8. How did you combine the use of explicit imagery and implicit imagery? Explicit imagery refers to the literal images that are used to illustrate a story and implicit imagery refers to the representation or implication of other meanings beyond the explicit image.)
9. What were the challenges when providing an emotional tone to your story?
10. How did the selected music enhance the narrative and images of your story?
11. How did you structure the story to appeal to your audience?
12. How did the pacing of your story contribute to the story's meaning?
13. Did the knowledge that this digital story may be posted on YouTube affect how you approached your writing?

14. How did the purpose of your story shift while creating your story?
15. What differences and/or similarities did you find between writing about the topic using only text and the writing for your digital story (writing processes such as planning, revision, etc., language choice, rhetorical elements)?
16. What resources (websites, images, equipment, etc.) did you use to complete your digital story?
17. What were your goals for this project? Did they change? if they did, what are the reasons that made you change your goal?
18. What is your perception of the final product (recording of digital story)? To what extent did your original idea of your digital story change during the process?
19. What were some advantages of having a partner and writing collaboratively?
20. What were some challenges of having a partner and writing collaboratively?
21. Describe how you and your partner solved a problem together during the writing process.
22. How might the process have been different if you had worked alone?
23. Do you feel like you and your partner both contributed equally?
24. Would you say that your partnership was more of a matter of “divide and conquer/you do this and I’ll do that” or “working together on everything”?

### **Student Post Project questionnaire after Individual DS: Final**

Name \_\_\_\_\_ Native language \_\_\_\_\_

Age \_\_\_\_\_ Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_ Prefer not to say

The second half of this semester, you wrote a narrative inspired by an interview, which you used as the foundation for your individual digital story. Please, answer the following questions, using 2 or more complete sentences.

1. Did you stay with your previous immigration topic or did you change? Explain.
2. How did you go about finding your interviewee?
3. What were the challenges of interviewing an immigrant/ community member?
4. Which emotions did you want to invoke in your audience when viewing your story?
5. How did the use of the images shape this story?
6. Describe, at least, two images that had an impact on you when you were searching and developing the story.
7. To what extent do your images in this story have more than one meaning?
8. How did you combine the use of explicit imagery and implicit imagery? Remember explicit imagery refers to the literal images that are used to illustrate a story and implicit imagery refers to the representation or implication of other meanings beyond the explicit image.)
9. What were the challenges when providing an emotional tone to your story? How was it different from the first story?
10. How did the selected music enhance the narrative and images of your story?
11. How did you structure the story to appeal to your audience? How was it different from the first story?
12. How did the pacing of your story contribute to the story’s meaning?
13. Did the knowledge that this digital story may be posted online affect how you approached your writing? How was it different from the first story?
14. How did the purpose of this story shift while creating your story?
15. What differences and/or similarities did you find between writing about the topic using only text and the writing for your digital story (writing processes such as planning, revision, etc., language choice, rhetorical elements)? And how was it different in the second story?
16. What resources (websites, images, equipment, etc) did you use to complete this second digital

story?

17. What were your goals for this project? Did they change? If they did, what are the reasons that made you change your goal?
18. What is your perception of the final product (recording of digital story)? To what extent did your original idea of your digital story change during the process?
19. What were some advantages of working alone on this second project?
20. What were some challenges of working alone on this second project?
21. Describe how you solved a problem without having a partner during the writing process.
22. How was telling a story inspired by an interview different from telling about a topic that you researched?
23. Did knowing that you would have to transform your writing from one genre to another (500- to 700-word narrative to a 250-word voiceover script) affect your writing process at all? Please explain.
24. Was one of your two stories “better” than the other? Please explain why or why not.

### *6.7. S7: The Semi-Structured Interview Questions*

#### **Semi-Structured Interview Questions**

Date: \_\_\_\_\_

Participant: \_\_\_\_\_

1. What benefits, if any, did you receive from being a part of the story circles (groups of 4, 5 or 6)?
2. What benefits, if any, did you receive from working collaboratively?
3. Your first narrative was \_\_\_\_ words and the second was \_\_\_\_ words. Why do you think that was? [How do you account for the disparity/equity when working by yourself?]
4. Do you feel that writing the digital stories contributed to growth in your Spanish-language writing skills (e.g., personal narratives)? If so, in what ways?
5. Do you feel that writing the digital stories contributed to growth in your Spanish-language oral skills (e.g., pronunciation) and express meaning through text, sound and visual resources? If so, in what ways?
6. Do you feel that writing the digital stories contributed to growth in your Spanish-language reading skills? If so, in what ways?
7. Do you feel that writing the digital stories contributed to growth in your knowledge of Hispanic culture in Latin America and the USA (e.g., immigration)? If so, in what ways?
8. Do you feel that writing the digital stories contributed to growth in your technological skills? If so, in what ways?
9. Do you feel that writing the digital stories contributed to growth in your preparedness for a future job (e.g., presentation skills, work with different resources to present a project, produce a Spanish project, etc.)? If so, in what ways?
10. What makes a digital story a worthwhile activity as a complement to more academic writing in the language classroom?
11. What advice would you give future collaborative digital storytellers? What strategies would you give them to be successful digital story designers?