

Threshold Concepts for Language Learners

Authors: Emma Arana, Norma Velasquez-Frink, Inta Gertnere, Iraida Fung, and Neoma Williams

Threshold Concepts- Teaching English as a Second Language, Spanish FL, French FL, and Latin (HS)

1. Confirmation Bias

- a. Providing texts with opposing views of an issue in the target language
- b. Identify and deconstruct cultural differences
- c. Have students Identify their own bias
 - i. Understand why we would have this bias
 - ii. Understand why someone else would have a different bias
- d. Ask students: Where do you go to read the news?
 - i. If students state social media, where specifically? Whom do they follow? If students state TV, which channel/programs?] Why do you go there? What other options do you have?
 - ii. Where do your parents go to get the news?
- e. Increase students' understanding of the three political viewpoints: left, center, right
 - i. The teacher shows the website <http://allsides.com> to introduce students to news topics written with three distinct viewpoints: left, center, right. Discuss this as a tool to recognize bias.

2. Academic Civility (Civil Dialogues)

- a. Establish ground rules, and model and post civil dialogues on opposing viewpoints
- b. Expose/Talk (with respect) about topics that can be polarizing
 - i. For Spanish: should Hispanic students be taught in Spanish?
 - ii. Should the children of undocumented immigrants pay in-state tuition?
 - iii. Express view-points about abortion
 - iv. Express different view-points about dating in different cultures
 - v. Express different view-pointes about changing the voting age
 - vi. Should foreign languages be required in schools? How many years should be required.

3. Cautionary Data

- a. determine information that is credible
 - i. Does it come from experts in the field?
 - ii. Is it peer-reviewed?
- b. Learn how to analyze it and interpret it.
- c. Learn how to use the information from the data to support your viewpoint

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