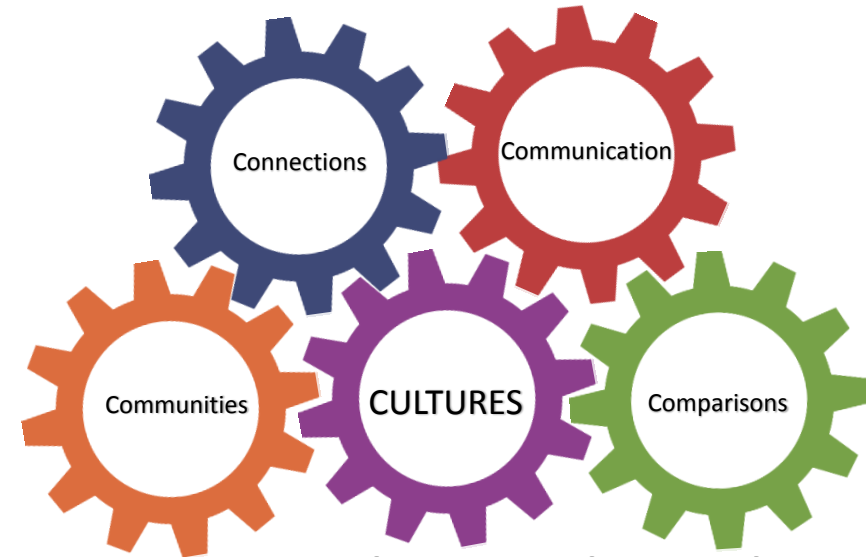


C's the Day:



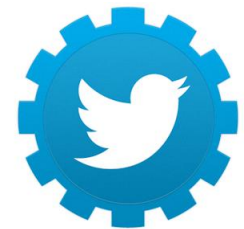
Planning to Connect and Communicate through Culture

FLAVA CONFERENCE 2015

Linda L. Egnatz, NBCT

www.lindaegnatz.com

Tweet it out! #FLAVA15 @miprofeAP



Our Goals for this Workshop:

- **C's the Day: Revving up our engines . . .**
 - I can describe the 5 C's of the World-Readiness Standards for Language Learning
 - I can describe how the 5 C's are connected.
- **Plan the Day: Putting our brain into gear.**
 - I can identify student interests.
 - I can link curriculum to areas of student interest.
 - I can thematically integrate culture with other curricular or career areas.
 - I can scaffold learning activities to grow student language performance.

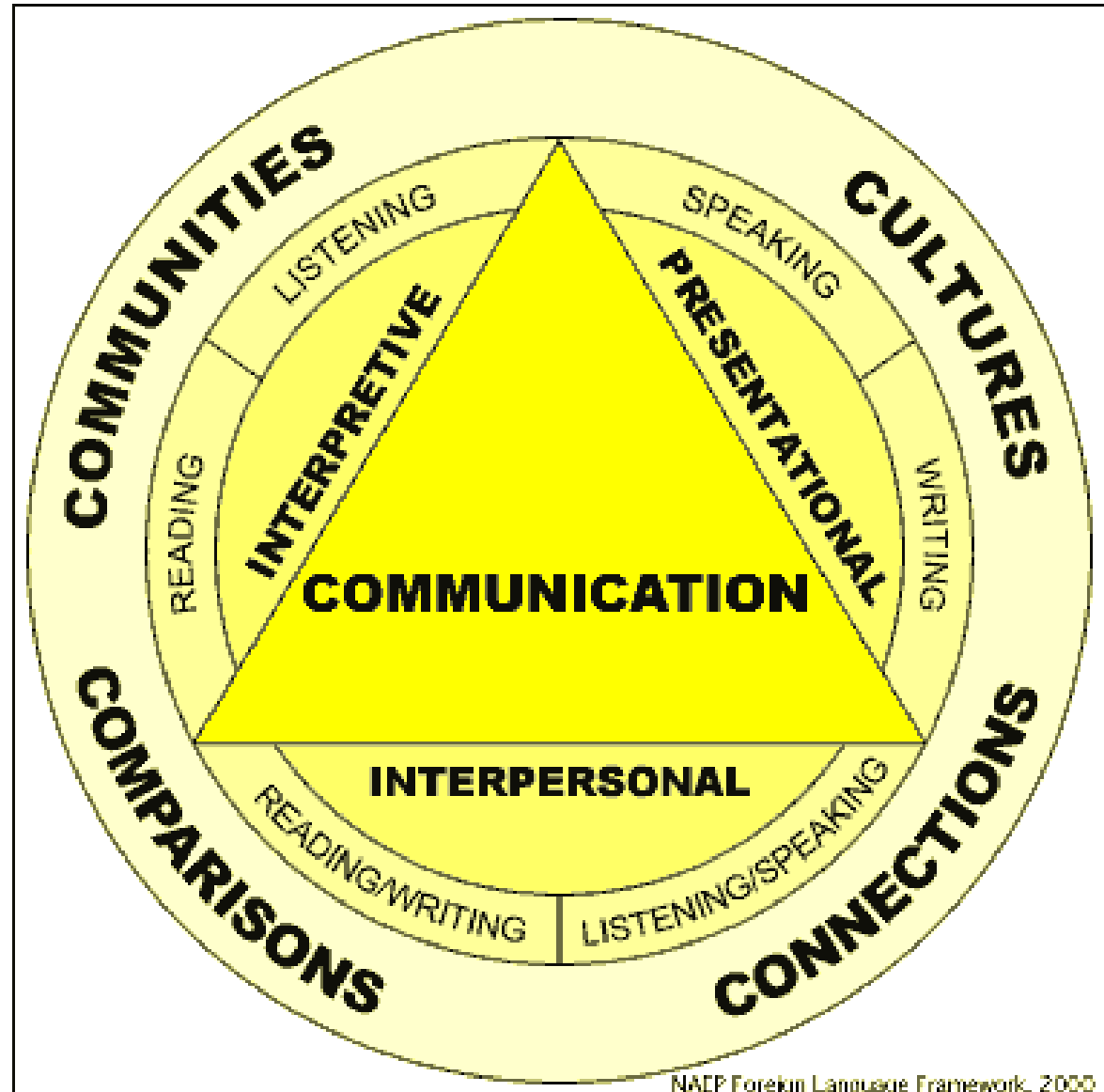
Meet our
National Standards:
Preparing students to
be
WORLD-READY.



**WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES**

How do you
connect the
standards?

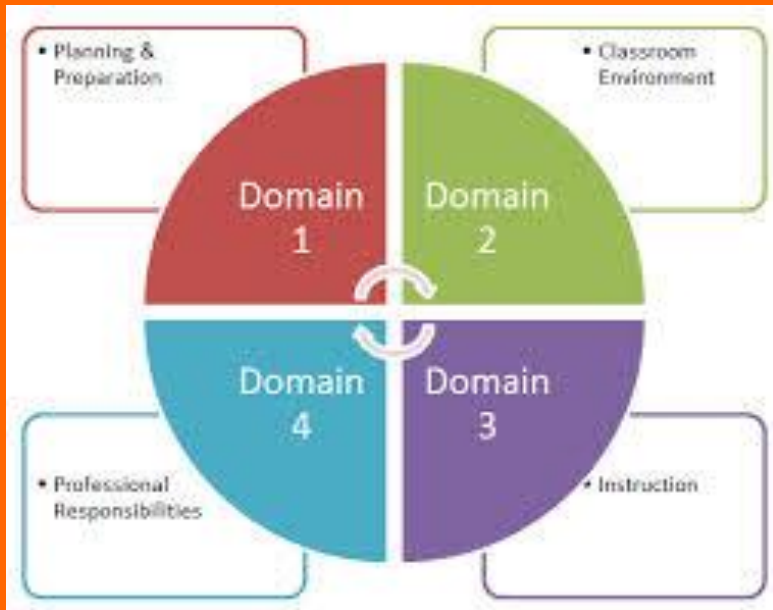
National Assessment of
Educational Process –
Foreign Language
Framework



The KEYS to Planning for Learning by Donna Clementi & Laura Terrill

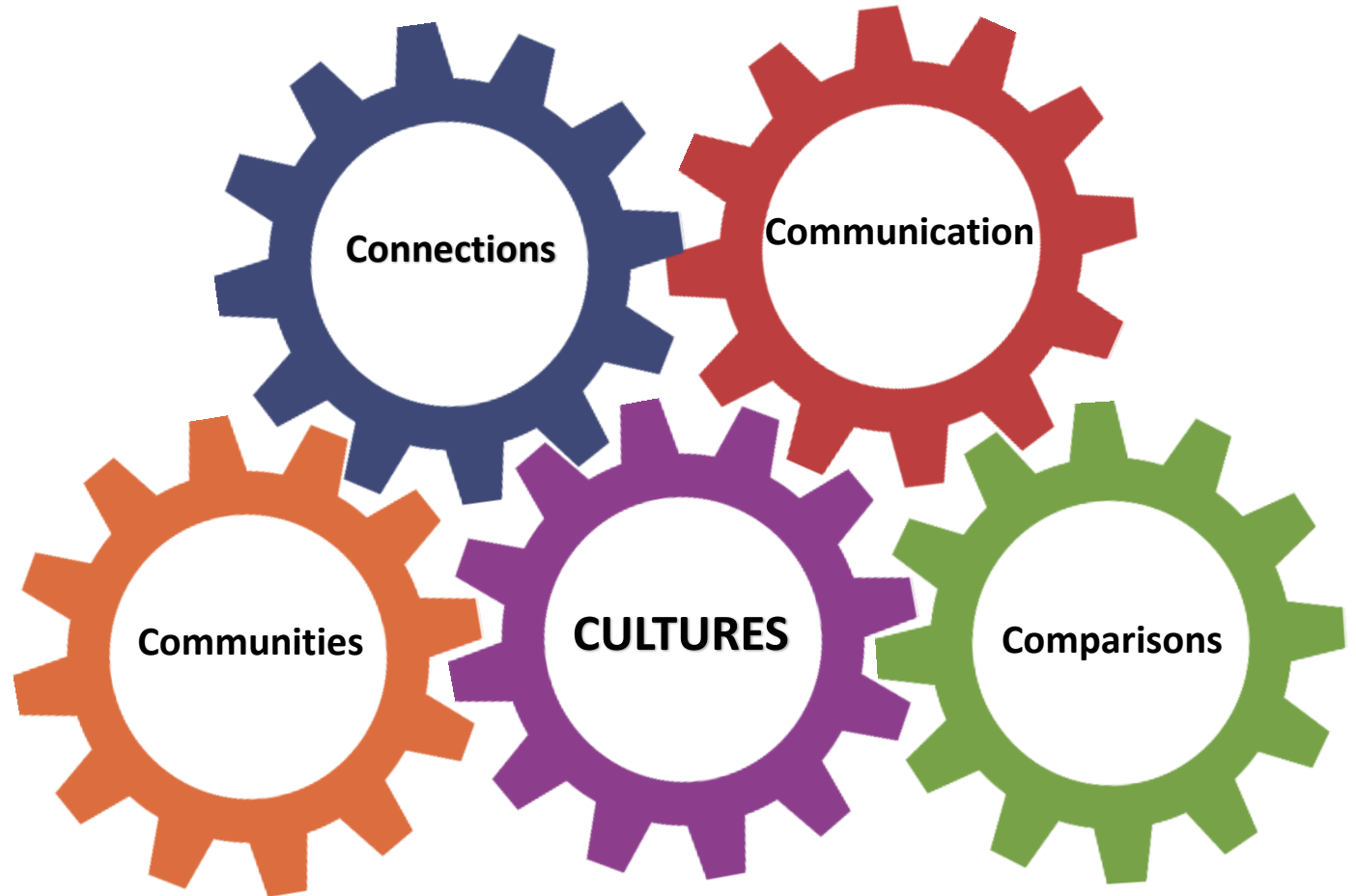


Charlotte Danielson's Domain 1: Planning & Preparation



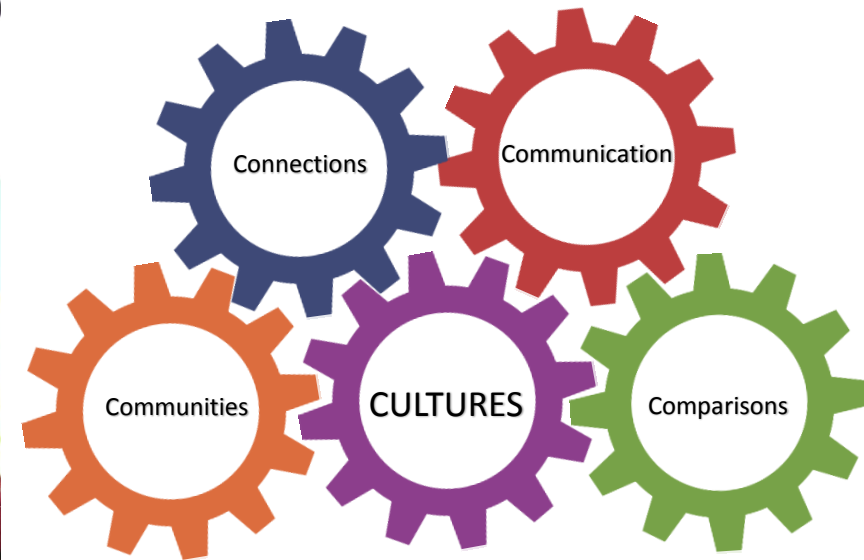
www.tellproject.org

Frameworks: Environment & Learning



What drives learning?

Motivation



What engages students?
Is it time to switch gears?

ACTFL – Proficiency

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion


Clementi/Terrill ACTFL Keys to Planning for Learning 2013

Chantal Thompson

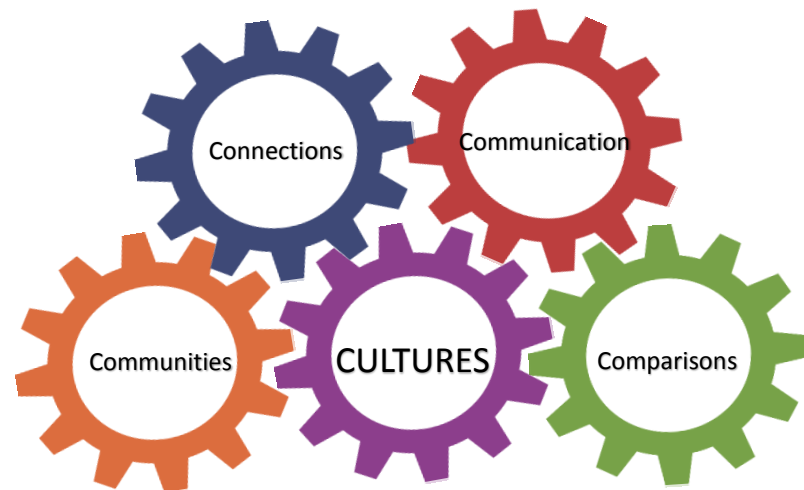
9

**The FOUR ASPECTS of LANGUAGE ACQUISITION:
Roots, Trunk, Branches and Leaves**

Building Proficiency Levels Needed to be Globally Competitive for Work

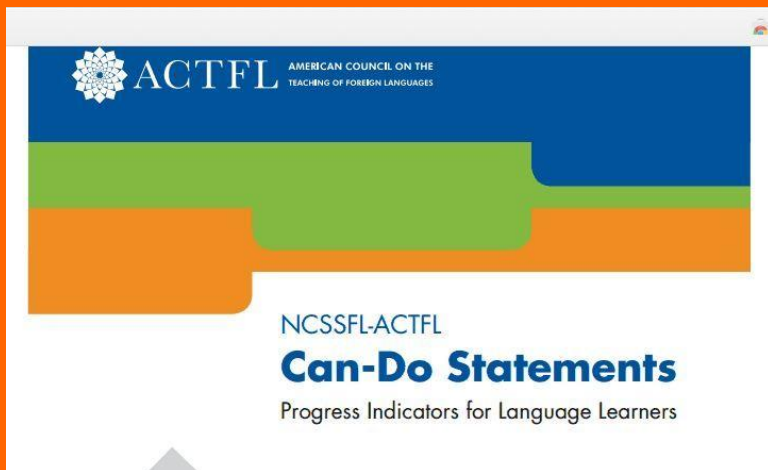
Proficiency Levels & Sublevels		Functions	Corresponding Jobs/Professions (identified by Career Clusters™)	Who has this level of proficiency?
Advanced  The Storyteller	Superior	<i>Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation</i>	Finance: Accountant Executives, Financial Advisors Human Services: Interpreters Law, Public Safety, Corrections & Security: Lawyers, Judges	Educated native speakers Students from abroad after a number of years working in a professional environment
	Advanced High	<i>Narrate and describe in past, present and future and deal effectively with an unanticipated complication</i>	Education & Training: University Language Professors	Students with graduate degrees in language
	Advanced Mid		Health Science: Doctors Human Services: Social Workers Marketing: Sales Representatives	Native speakers who learned language in the home environment Secondary students after Levels VII or VIII
	Advanced Low		Education & Training: K-12 Teachers Human Services: Customer Service Representatives Law, Public Safety, Corrections & Security: Police Officers	Graduates with language degrees who have lived in target language-speaking countries Secondary students after Level VI (alphabetic)
	Intermediate High	<i>Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions</i>	Human Services: Receptionists Information Technology: Telephone Operators Transportation, Distribution & Logistics: Aviation Personnel	Graduates with language degrees who have not lived in target language-speaking countries Secondary students after Level V (alphabetic) or Level VI (logographic, visual)
	Intermediate Mid		Hospitality & Tourism: Tour Guides Human Services: Cashiers	Secondary students after Level IV (alphabetic)
	Intermediate Low			Secondary students after Level III (alphabetic) or Level IV (logographic, visual) K-8 students after 5-6 years of study
	Novice High	<i>Communicate minimally with formulaic and rote utterances, lists and phrases</i>		Secondary students after Level II (alphabetic, visual) or Level III (logographic)
	Novice Mid			Secondary students after Level II (logographic)
	Novice Low			K-8 students after 2 – 3 years of study

Adapted from the paper *La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad* (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira Swender of the American Council on the Teaching of Foreign Languages (ACTFL)



Oral Proficiency Interview Level Descriptors

Proficiency Level*	Global Tasks and Functions	Context / Content	Accuracy	Text Type
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. <i>Wide range of general interest topics and some special fields of interest and expertise.</i>	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse
Advanced	Narrate and describe in major time frames and deal effectively with an unanticipated complication.	Some informal settings and a limited number of transactional situations. <i>Predictable, familiar topics related to daily activities.</i>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Paragraphs
Intermediate	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings and a limited number of transactional situations. <i>Predictable, familiar topics related to daily activities.</i>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
Novice	Communicate minimally with formulaic and rote utterances, lists, and phrases	Most common informal settings. <i>Most common aspects of daily life.</i>	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.	Individual words and phrases



NCSSFL-ACTFL Can-Do Statements

8 NCSSFL-ACTFL Can-Do Statements

Interpersonal Communication

INTERMEDIATE MID

I can participate in conversations on familiar topics using sentences and series of sentences.
I can handle short social interactions in everyday situations by asking and answering a variety of questions.
I can usually say what I want to say about myself and my everyday life.

I can start, maintain, and end a conversation on a variety of familiar topics.

- ☐ I can be the first to start a conversation.
- ☐ I can ask for information, details, and explanations during a conversation.
- ☐ I can bring a conversation to a close.
- ☐ I can interview someone for a project or a publication.
- ☐ I can _____

I can talk about my daily activities and personal preferences.

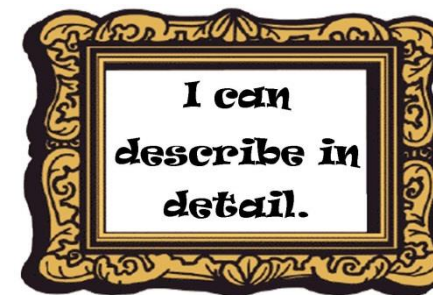
- ☐ I can talk about my daily routine.
- ☐ I can talk about my interests and hobbies.
- ☐ I can give reasons for my preferences.
- ☐ I can give some information about activities I did.
- ☐ I can give some information about something I plan to do.
- ☐ I can talk about my favorite music, movies, and sports.
- ☐ I can _____

I can use my language to handle tasks related to my personal needs.

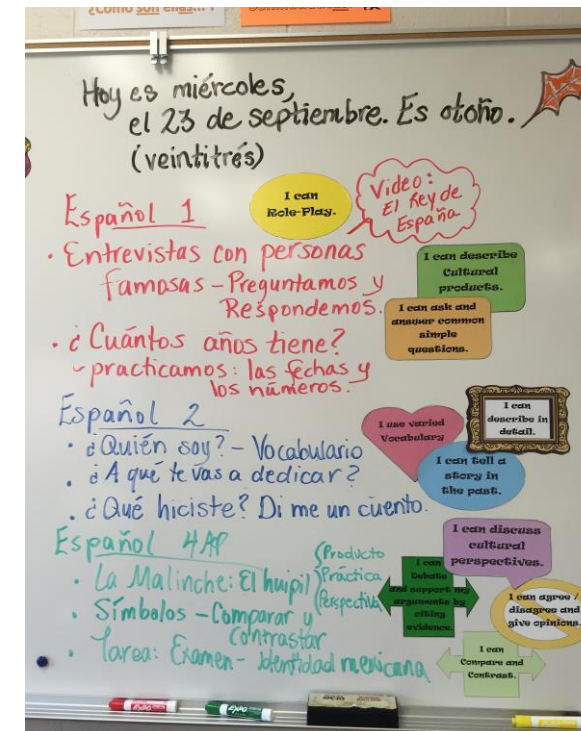
- ☐ I can request services, such as repair for a phone, computer, or car.
- ☐ I can schedule an appointment.
- ☐ I can inquire about membership in an organization or club.
- ☐ I can _____

I can exchange information about subjects of special interest to me.

- ☐ I can talk about artists from other countries.
- ☐ I can talk about historical events.
- ☐ I can talk about a mathematics, technology, or science project.
- ☐ I can _____



Language Functions by Level



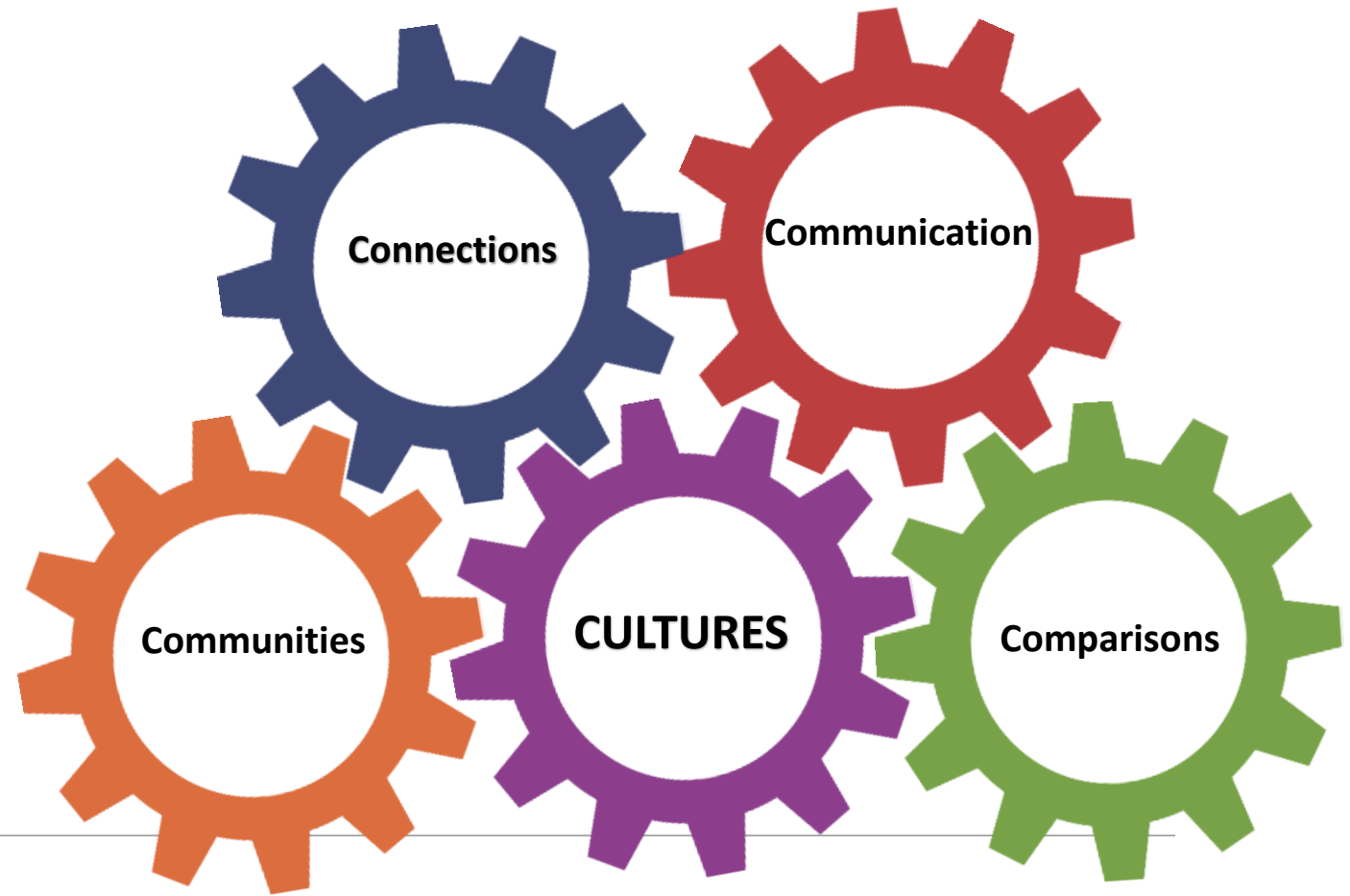
How do I do both?

ENGAGE STUDENTS

1. Connect to their needs
2. Connect to their goals
3. Connect to their interests
4. Grab their attention (in spite of the above)

GROW LANGUAGE PROFICIENCY

1. Functions – what they can do
2. Content – number of topics
3. Text-Type – how much they can say/write
4. Accuracy – how well they can do the above

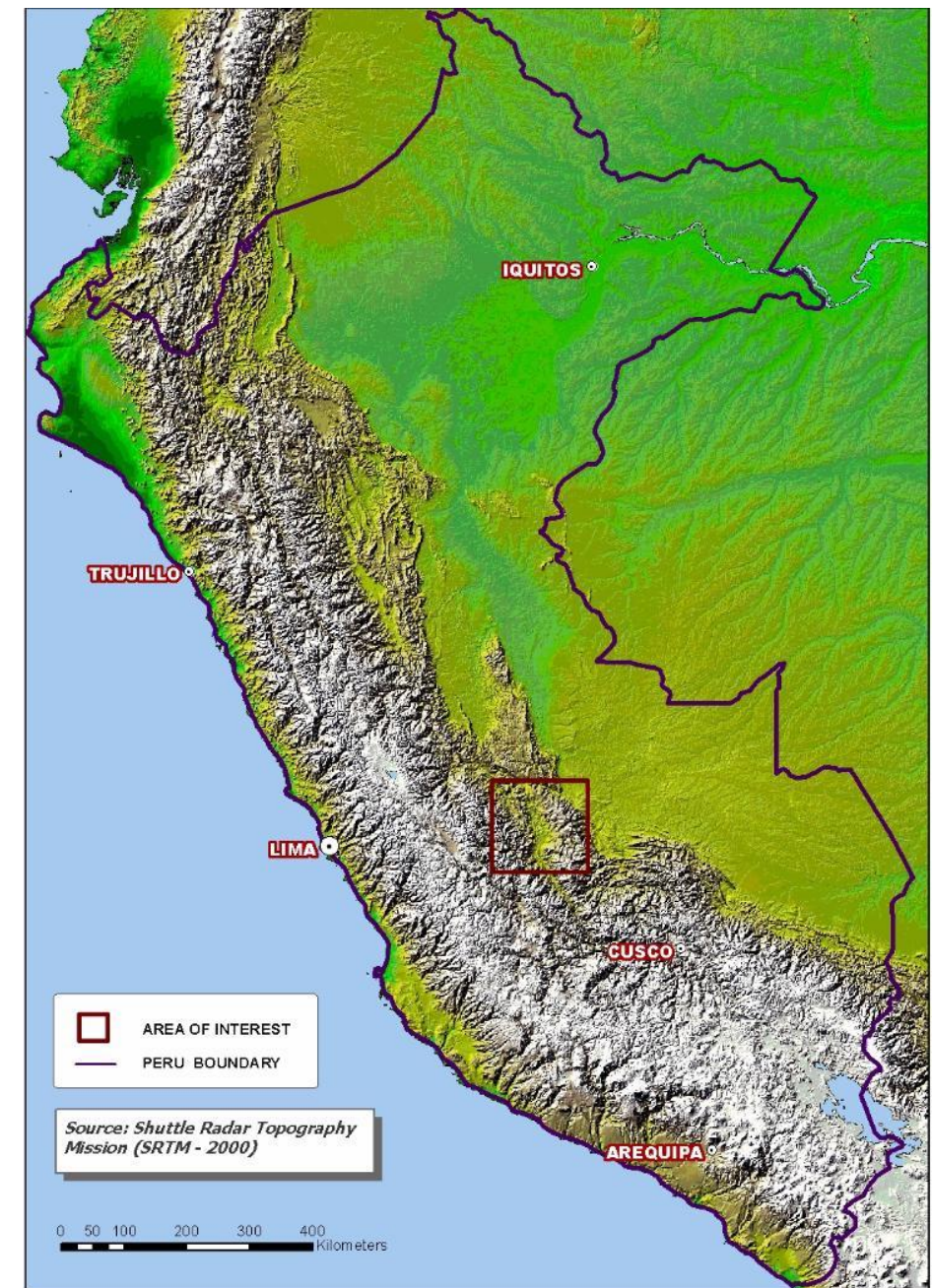


C's the Day:

Planning to Connect and Communicate through Culture

Essential Questions

What might my life be like if I lived here?



**Why might families in
the Andean region of
South America raise
guinea pigs?**







**What goals
would you have
for using this?**

My **BIG** Goals:

Find the pieces that will . . .

- **ENGAGE**
- **INFORM**
- **SUPPORT**
- **CONNECT**
- **COMPARE / CONTRAST**
- **AMUSE and ENTERTAIN**
- **CHALLENGE**
- **SURPRISE / SHOCK**
- **PROMPT more QUESTIONS**



EXPAND COMMUNICATION:

Identify the baby steps: Spiral the functions

- Function: Descriptive Narrative
- Function: Expressing likes/dislikes, preferences, opinions
- Function: Asking / Answering Questions
- Function: Compare / Contrast
- Function: Expressing needs, wants, hopes
- Expanding Vocabulary
- Expanding Text-Type - Elaboration
- Expanding Text-Type - Organization



Scaffold Descriptive Narrative:

Cognitive / Linguistic

- I can describe people.
- I can describe things.
- I can describe places.
- I can describe ideas, concepts, cultures (3 Ps)
- I can use past (recycled), present and personalized vocabulary (3 Ps)



Scaffold Descriptive Narrative:

Vocabulary / Length

- I can identify characteristics. (list)
- I can write a descriptive sentence.
- I can describe in sentences with multiple parts. (conjunctions)
- I can describe with strings of sentences. (pre-paragraph)
- I can write an organized, descriptive paragraph.



Scaffold Compare & Contrast:

Cognitive / Linguistic

- I can compare and contrast people.
- I can compare and contrast things.
- I can compare and contrast places.
- I can compare and contrast cultures (3 Ps)



Scaffold Compare & Contrast:

Vocabulary / Length

- I can identify characteristics. (T-chart, Venn Diagram)
- I can create a comparative sentence.
- (--- but ----)
- I can compare and contrast in a sentence with multiple parts. (conjunctions)
- I can compare and contrast with strings of sentences. (pre-paragraph)
- I can create an organized, comparative paragraph.



Motivation:

**Determining your
students' needs
can help you to
know HOW
to ENGAGE student
interest.**

**Think
5 Cs!**





Communication

I started traveling abroad in high school and it's greatly changed who I am as a person. I've made all sorts of connections with new people through travel and I've been encouraged to come out of my shell and try new things. Traveling in high school also really impacted how I view travel in college. I am studying overseas this summer in Valladolid, Spain, and because of my prior experience, I feel much more confident about spending time abroad. Had I not gone on all of those trips, I probably would be very nervous, or I would not have decided to study abroad at all.—*Madeline Brekke*

My daughter has Asperger's Syndrome. As a child with Asperger's, my daughter struggled to communicate with others and she often withdrew from her peers and teachers. Mrs. Egnatz helped my daughter find her voice and coached her through challenging situations as my daughter worked to acquire a second language. Today's she's double-majoring in Spanish and Biology and is currently studying abroad in Peru.

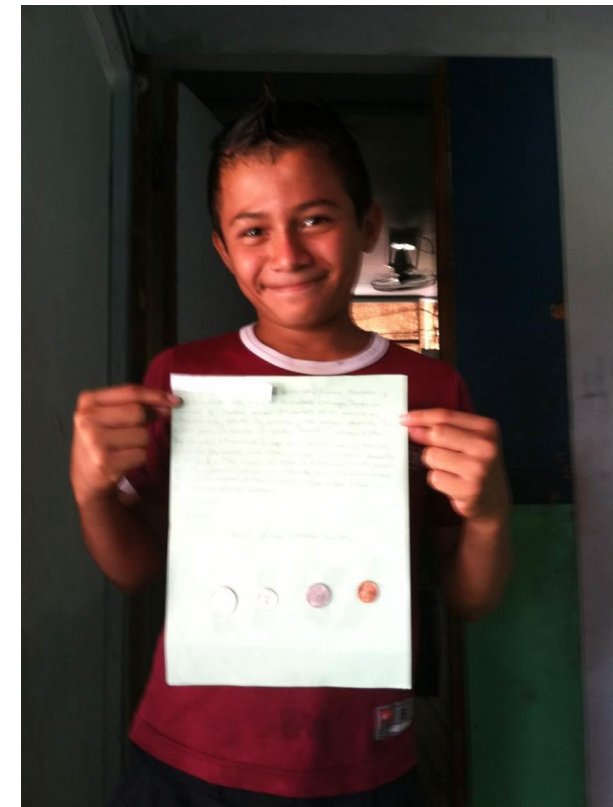
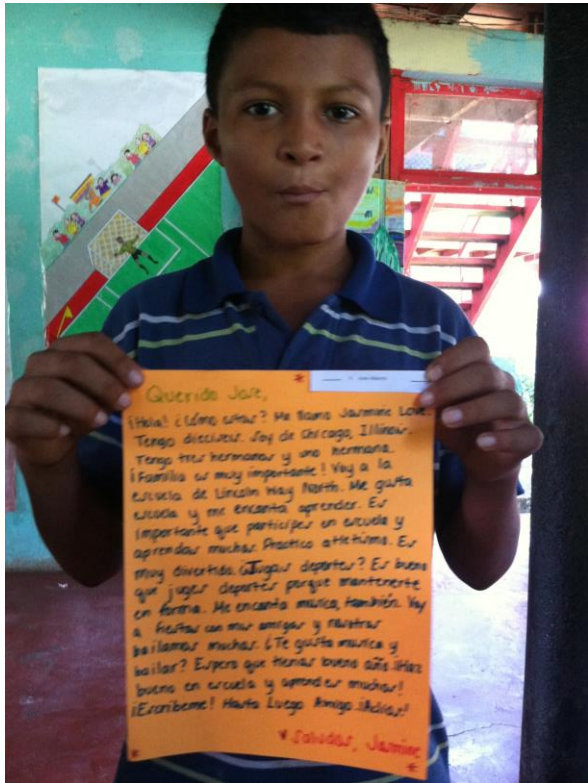
— Patricia Brekke

Culture

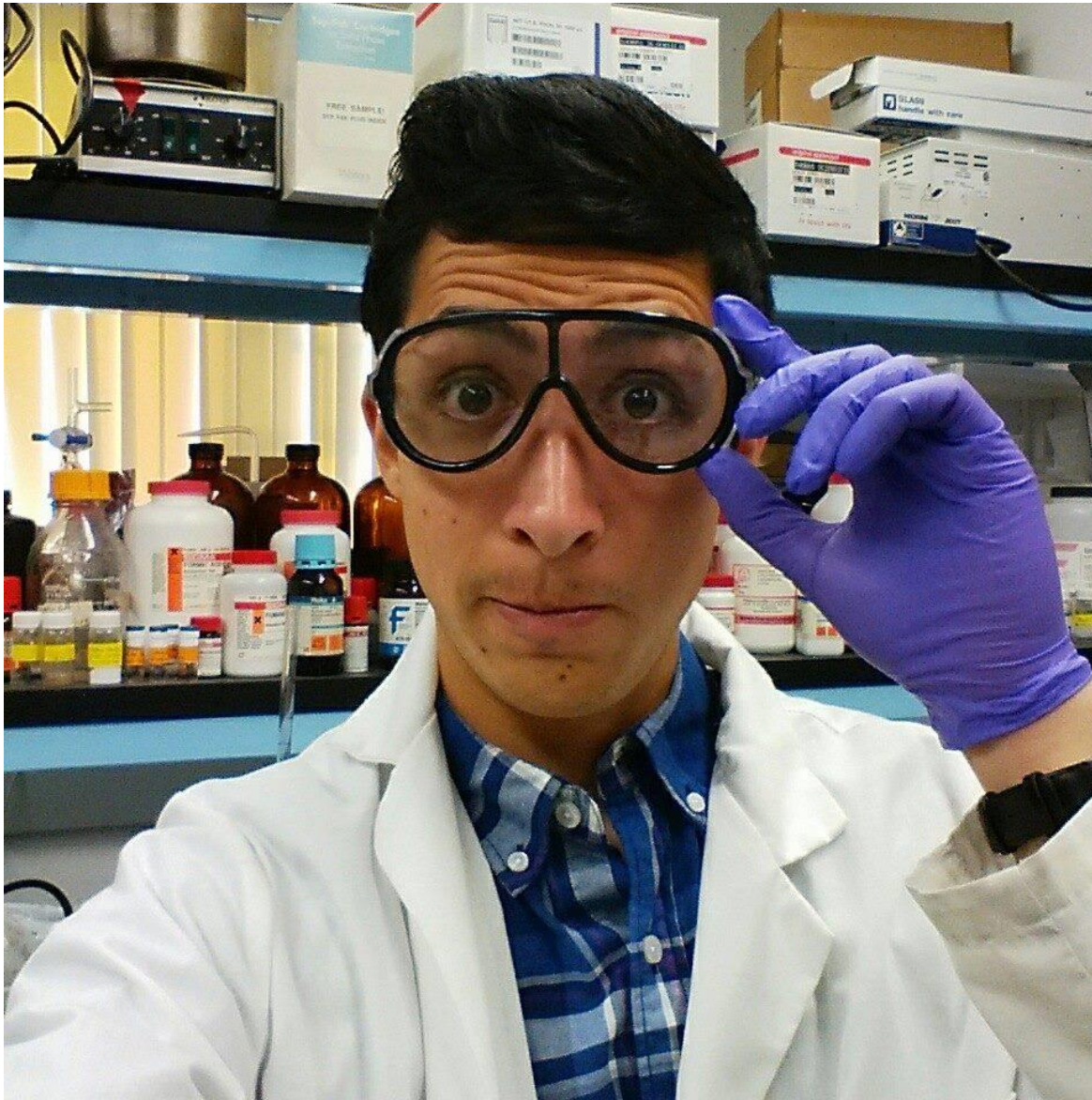




Community



ProNiño USA
Creating Brighter Futures
for Latin American Street Children



Connections

- History
- Art
- Math
- Music
- Sports
- Business
- SCIENCE!



Mix it up! Language – *Science* -- Humor



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Comparisons





*“Interest is a psychological state of engagement. . . Interest acts as an **APPROACH** urge and pushes back the **AVOID** urges that keep us safe. Interest pulls us forward.”* - Paul Silvia, Univ North Carolina

Authentic Resources

Look for online treasures:

- Pinterest
 - Teacher curators
- Online news, magazines
- Official webpages
- Twitter
- Museums

www.lindaegnatz.com
2015 /Authentic Resources



Select carefully

1. Multiple uses, modes, themes, structure
2. Limited, used in tandem with other resources (think scaffolding, puzzles)

- ✓ Why select it? Purpose?
- ✓ What will students do with it?
- ✓ What will students glean from it?
- ✓ What can maximize it?



Balance the Modes

Interpretive Mode:

Interpersonal Mode:

Presentational Mode:



What functions can Students do with imagery?

- Describe
- Use vocabulary
- Identify
- Compare and contrast
- Cultural values/ information
- Evaluate



www.hungryplanet.com

Sample scaffolding... FOOD

- **ENGAGE** - images, menus, videos
- **INFORM** – food pyramids, articles re: health/ingredients
- **SUPPORT** – traditional food recipes, commercials, ads
- **CONNECT** – healthy eating habits (obesity, diabetes)
- **COMPARE/CONTRAST** – geographic impact? school lunches
- **AMUSE and ENTERTAIN** – videos, celebrations, tastings
- **CHALLENGE** – global hunger, social action, renewable sources
- **SURPRISE / SHOCK** – unusual foods
- **PROMPT** more QUESTIONS



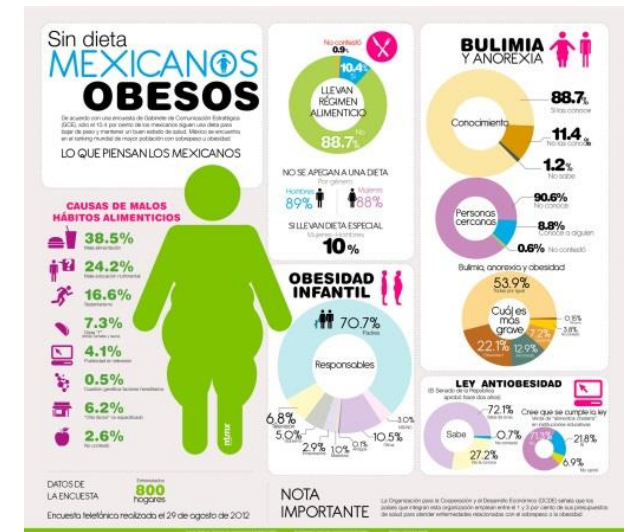
Interpretive Mode:

Interpersonal Mode:

- CLOZE activities
- Q & A: Eating habits, preferences, etc.
- Plan a healthy school lunch or menu – special diets?
- Compare/contrast food pyramids – design your own

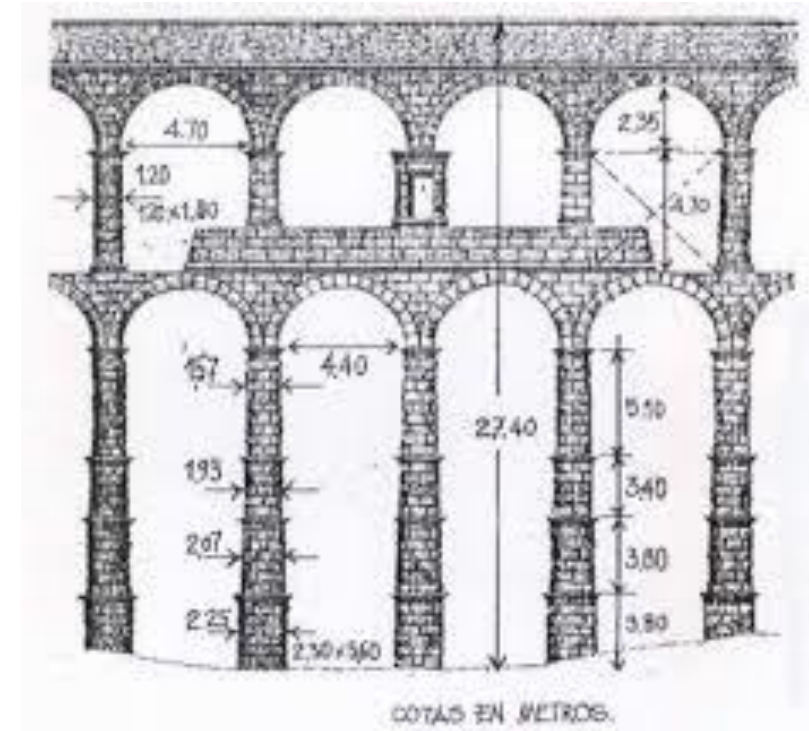
Presentational Mode:

- Research and present an unusual food
- Present a solution to a 'real world' problem



Sample scaffolding . . . SEGOVIA

- ENGAGE - clip from Video series “Isabel I” RTVE
- INFORM – Segovia, Spain online website – history, images
- SUPPORT – Art / Architecture from period (Google earth)
- CONNECT – History – Roman Empire, Americas 1492
- COMPARE/CONTRAST – Renaissance and Modern City
- AMUSE and ENTERTAIN – Disney princesses - Cinderella
- CHALLENGE – Religion, prejudices (cXV Spain / Global)
- SURPRISE / SHOCK – Spanish maps 1560s
- PROMPT more QUESTIONS



Interpretive Mode:

illustrate, summarize, create Qs

Interpersonal Mode:

- CLOZE activities
- Famous people Q & A , Descriptions
- Plan your visit
- Compare/contrast Segovia with US city – now & then



Presentational Mode:

- Write a fairy tale
- Retell the history
- Tell your own childhood story



WHAT ABOUT GRAMMAR?

NOVICE Expectations ?

Intelligibility

INTERMEDIATE Expectations ?

Comprehensibility:
Create and survive the situation

ADVANCED Expectations ?

Ability: Handle an unexpected
situation albeit with errors

SUPERIOR:



WHAT ABOUT GRAMMAR?

	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Text Type and Length	short messages and postcards, simple notes, statements, questions sentence length	short, simple letters, essays descriptions loosely connected sentences	notes, letters, summaries, essays simple descriptions and narrations paragraph length	letters, narrations, descriptions, summaries of a factual nature paragraph length units	same as Adv. Low texts of several paragraphs	correspondence, essays, narrations, including special areas of competence multi-paragraph text
Sentence Type	non-complex	non-complex	non-complex some complex	sustained control of simple sentences partial control of more complex structures	complex sentences; good control of coordinating and subordinating structures	all types, with patterns of error when hypothesizing and arguing
Communicative Task(s)	create with language limited expression of elementary needs in present tense	many practical writing needs	all practical writing needs often paraphrase and elaborate describe and narrate in different time frames with some inaccuracies	meet basic work, social, and academic writing needs narrate and describe in major time frames paraphrase, elaborate	a range of work, social, academic writing narrate and describe with some detail in all major time frames paraphrase and elaborate	Write about general and some specialized topics, with some difficulty when abstract Narrate and describe Paraphrase and elaborate Some argumentation and hypothesis
Organizational Skills	simple sentence or question	loosely connected series of sentences minimal cohesive elements, little evidence of deliberate organization	sentences connected into paragraphs with basic cohesive elements, with some breakdown	can link sentences within paragraphs using a limited number of cohesive devices; can include redundancy and awkwardness	a number of cohesive devices to produce text of several paragraphs; intro., topic sentences, support, , comparison and contrast, sequencing, summary, conclusion where appropriate	structure fairly extensive texts including arguments and hypotheses (some weakness and error)
Vocabulary and Accuracy	basic vocabulary on familiar topics frequent errors in grammar, vocab., punctuation, spelling	vocabulary related to personal experience, immed. surroundings Evidence of control of simple sentence syntax, basic present tense verb forms	vocabulary on familiar topics of current, general interest tense and aspect not consistently accurate	Mostly generic vocabulary typical of informal writing Overall control of past tenses, frequent errors in complex sentences Significant deterioration when arguing or hypothesizing	general vocabulary sufficient for clarity; may be frequent errors in complex sentences, spelling, punctuation; decline in quality with superior-level tasks	Fairly wide general vocabulary Good control of full range of grammatical structures, some inaccuracies Lacks flexibility for difficult tasks or readers; cannot sustain superior level
Comprehensibility	can be understood by natives used to non-natives	readily understood by natives used to non-natives	generally comprehensible to natives not used to non-natives	understood by natives not used to non-natives	readily understood by natives not used to non-natives	understood with occasional distractions by natives not used to non-natives

Vertical TEAMING – AP

<u>Section</u>	<u>Number of Questions</u>	<u>Percent of Final Score</u>	<u>Time</u>
<u>Section I: Multiple Choice</u>			Approx. 95 minutes
<u>Part A</u> Interpretive Communication: Print Texts	30 questions		Approx. 40 minutes
<u>Part B</u> Interpretive Communication: Print and Audio Texts (combined)	35 questions	50%	Approx. 55 minutes
<u>Section II: Free Response</u>			Approx. 85 minutes
Interpersonal Writing: Email Reply	1 prompt	12.5%	15 minutes
Presentational Writing: Persuasive Essay	1 prompt	12.5%	Approx. 15 minutes
Interpersonal Speaking: Conversation	5 prompts	12.5%	20 seconds for each response
Presentational Speaking: Cultural Comparison	1 prompt	12.5%	2 minutes to respond

Vertical TEAMING – AP

AP® SPANISH LANGUAGE—INTERPERSONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A writing sample that <i>demonstrates excellence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the topic Very well-organized, cohesive response Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern Rich, precise, idiomatic vocabulary; ease of expression Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is <i>highly appropriate</i>
4 Demonstrates command	MID-HIGH A writing sample that <i>demonstrates command</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Responds appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the topic Well-organized, generally cohesive response Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures Considerable <i>breadth of vocabulary</i> Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct Register is appropriate
3 Demonstrates competence	MID A writing sample that <i>demonstrates competence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Responds adequately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant treatment of the elements of the topic Organized response with adequate cohesiveness Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Errors may occur in a variety of structures Appropriate vocabulary, but may have occasional interference from another language May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is generally appropriate
2 Suggests lack of competence	MID-LOW A writing sample that <i>suggests lack of competence</i> in Interpersonal Writing can be described as follows:	<ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the writing task 	<ul style="list-style-type: none"> May have some irrelevant treatment of elements of the topic Response may have inadequate organization Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures Limited vocabulary; frequent interference from another language may occur Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present Register may be inappropriate
1 Demonstrates lack of competence	LOW A writing sample that <i>demonstrates lack of competence</i> in Interpersonal Writing can be described as follows:	<ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Irrelevant treatment of elements of the topic Response may be disorganized Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication Minimal to no attention to register
0	A writing sample that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement of the topic; or it may not provide sufficient language to evaluate.			

* Scores may be lowered on a writing sample of fewer than 60 words.

WHAT ABOUT GRAMMAR?

CONCEPTUAL Control

PARTIAL Control

FULL Control

Be realistic.



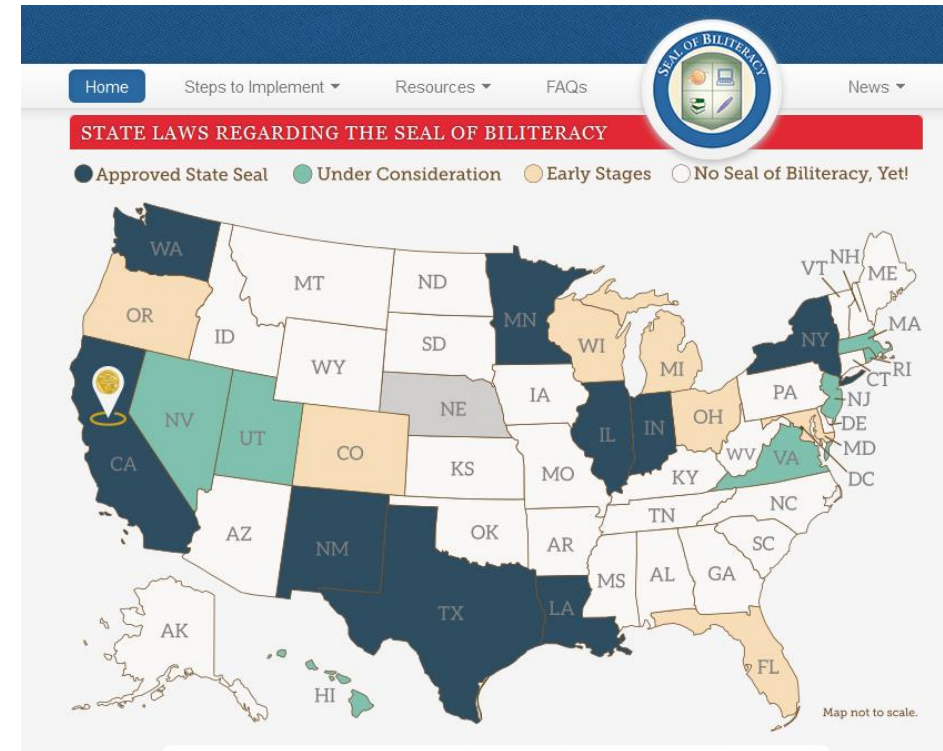
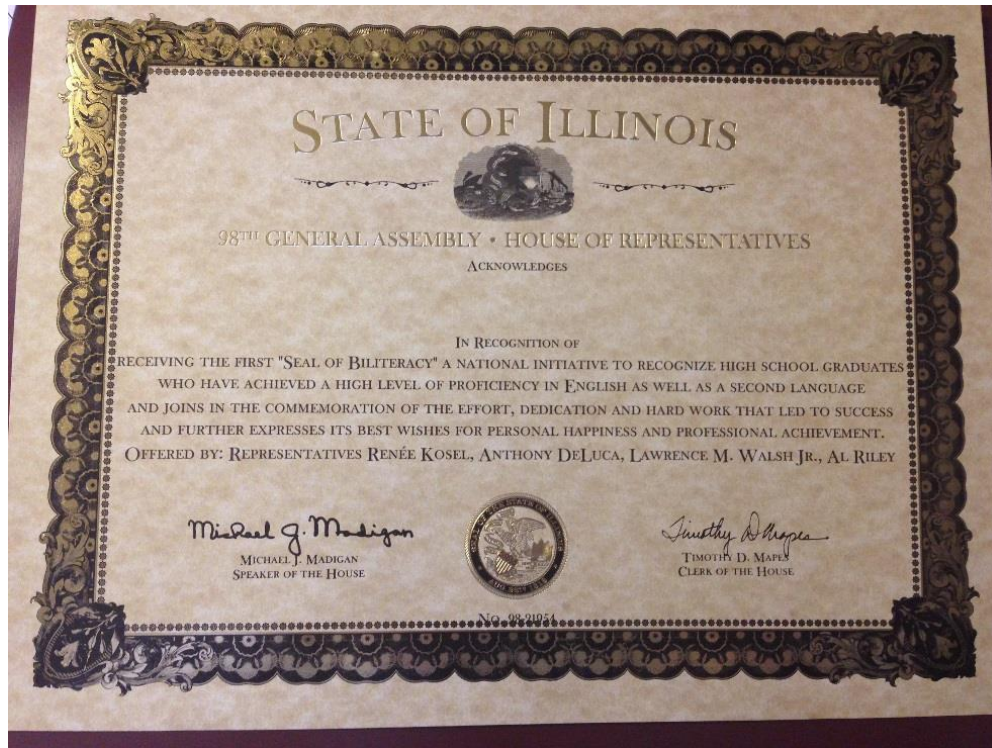
WHY PROFICIENCY MATTERS:



- Seal of Biliteracy
- Teacher Evals / Student Growth

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE



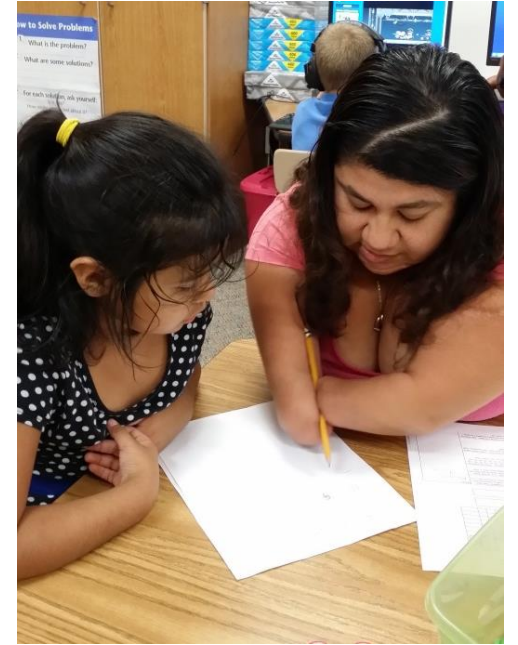
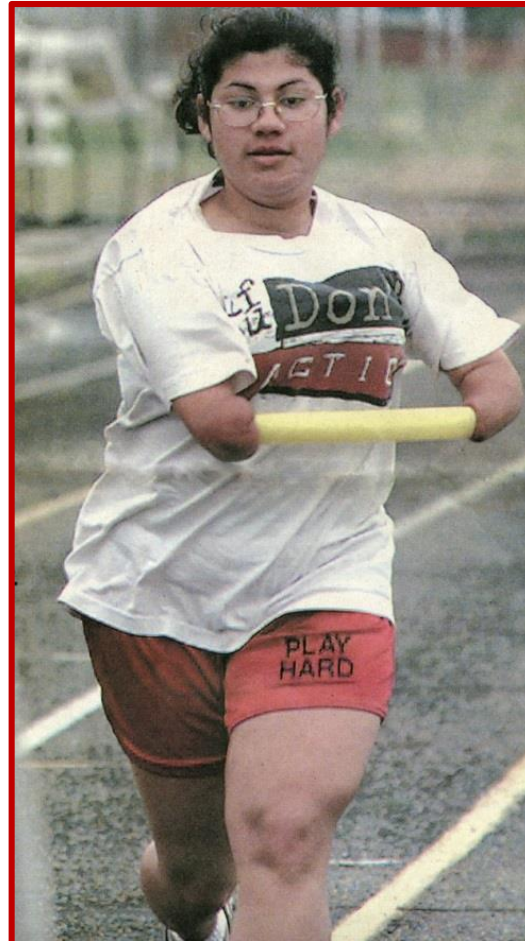


State Seal of Biliteracy

#2bilit2quit

Motivation:

ROSA



Classroom Application:

- **Student polling, questionnaires**
- **Immersive teaching – 90% target**
- **Communicative activities**
- **Add more interpretive activities**
- **Grades reflect proficiency**

Time to put your brain in gear...
What one idea will you try?



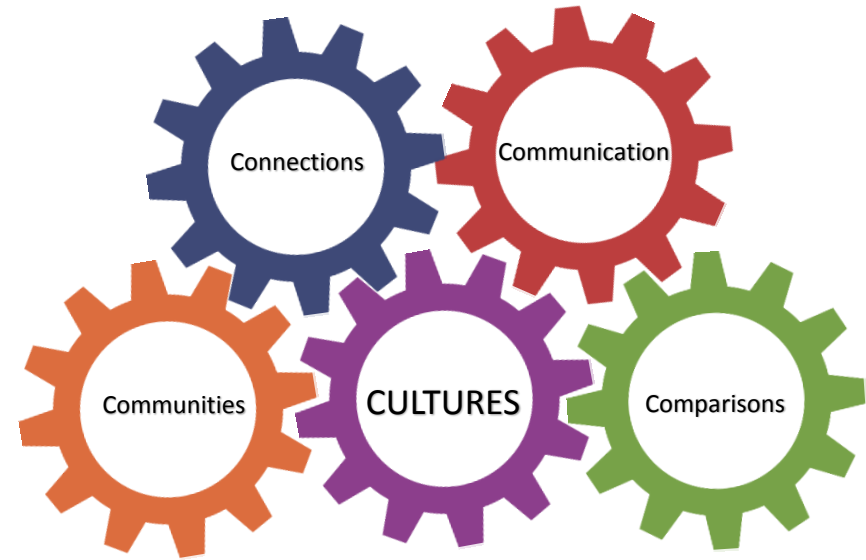
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Linda L. Egnatz, NBCT

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