Your Classroom G.P.S.

Teach Grammar as Concepts in Meaningful Contexts

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“Key” Notes

I KNOW YOU'RE WITH THE GRAMMAR POLICE, BUT WHO'S THAT GUY?
HE'S THE CORRECTIONS OFFICER...
Your
a
loser
if
there
You think
going
too
to
do
10-14
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WHAMOND

LOST
CONFUSED
UNSURE
UNCLEAR
PERPLEXED
DISORIENTED
BEWILDERED

Guiding Principles for Language Learning

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

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GUIDING PRINCIPLES FOR LANGUAGE LEARNING

- Introduction
- Opening Statement
- Benefits
- Literacy
- Articulated Sequences
- Use of Target Language
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- Learners
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https://www.actfl.org/guiding-principles

CORE PRACTICES

For World Language Learning

Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.

Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.

Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.

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Visit www.actfl.org/virtuallearning

ACTFL Guiding Principles for Language Learning

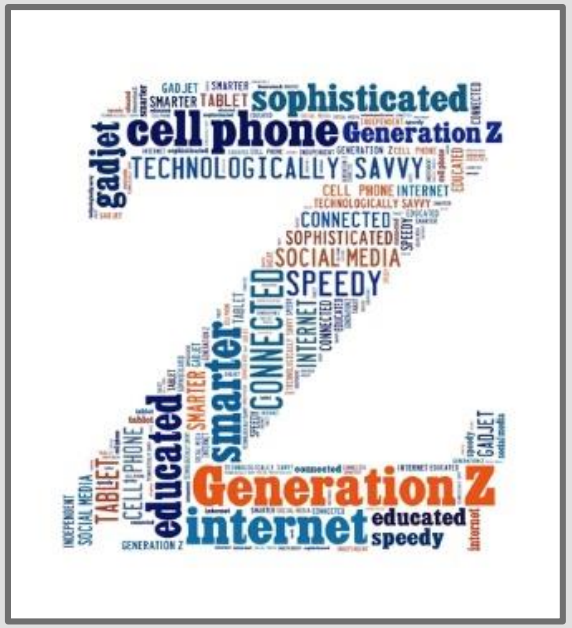
The principles that are the **underpinnings** of our core practices

Guiding Principles . . .

+ World-Readiness Standards

= G.P.S.

8-Seconds


sophisticated
cell phone
Generation Z
gadjet
TECHNOLOGICALLY SAVVY
CONNECTED
SOCIAL MEDIA
SPEEDY
smarter
educated
internet
Generation Z
educated
speedy

FOCUS: Meet Generation "Z"

Born 1995-2012 - 25% of US Population

- For Gen Z, the last generation was the 20th
- Gen Z is the most diverse and multicultural of any US generation *55% Caucasian, 24% Hispanic, 14% African-American, 4% Asian*
- Gen Zers are the least likely to believe in the "American Dream" - Hunger Games
- Gen Z is cynical. There is no generational memory of a time the US was not at war, facing global terrorism, school shootings or post 2008 recession economy.
- ***"Bubble Wrap" -*** Generation Z is generally more risk-averse in certain activities than earlier generations – Alcohol, smoking, teen pregnancies are 40% down, seat-belt use is up along with the average age for driver's licenses.

ZOOM in on Generation "Z" - 8 Seconds

- They respond to independence, entrepreneurialism & self-direction

- **Gen Zs are digital natives** and expect to virtually engage to socialize, but are also more private than Millenials, limiting their digital exposure to a close inner circle of friends (5-8) with Snapchat and Whisper

- Constantly updating their lives on social media makes them a self-conscious, more anxious generation. Anxiety increases with face-to-face interactions.

ZOOM in on Generation “Z” - Seekers

- Millennials are the generation of customer service -- Gen Z is a generation of highly-educated, technologically-savvy, innovative thinkers. They look for solutions on their own. Don’t know something? Google it.

- **Gen Zs are multi-taskers.** Researchers reveal that they experience: 4D Thinking. Because their minds are streaming in so many directions. They prefer to be on 5 screens at once, not 2 screens like Millennials.

FILTER: "Mobile First" Mindset

93% of Gen Zers say they visit YouTube at least once a week; 54% visit multiple times per day

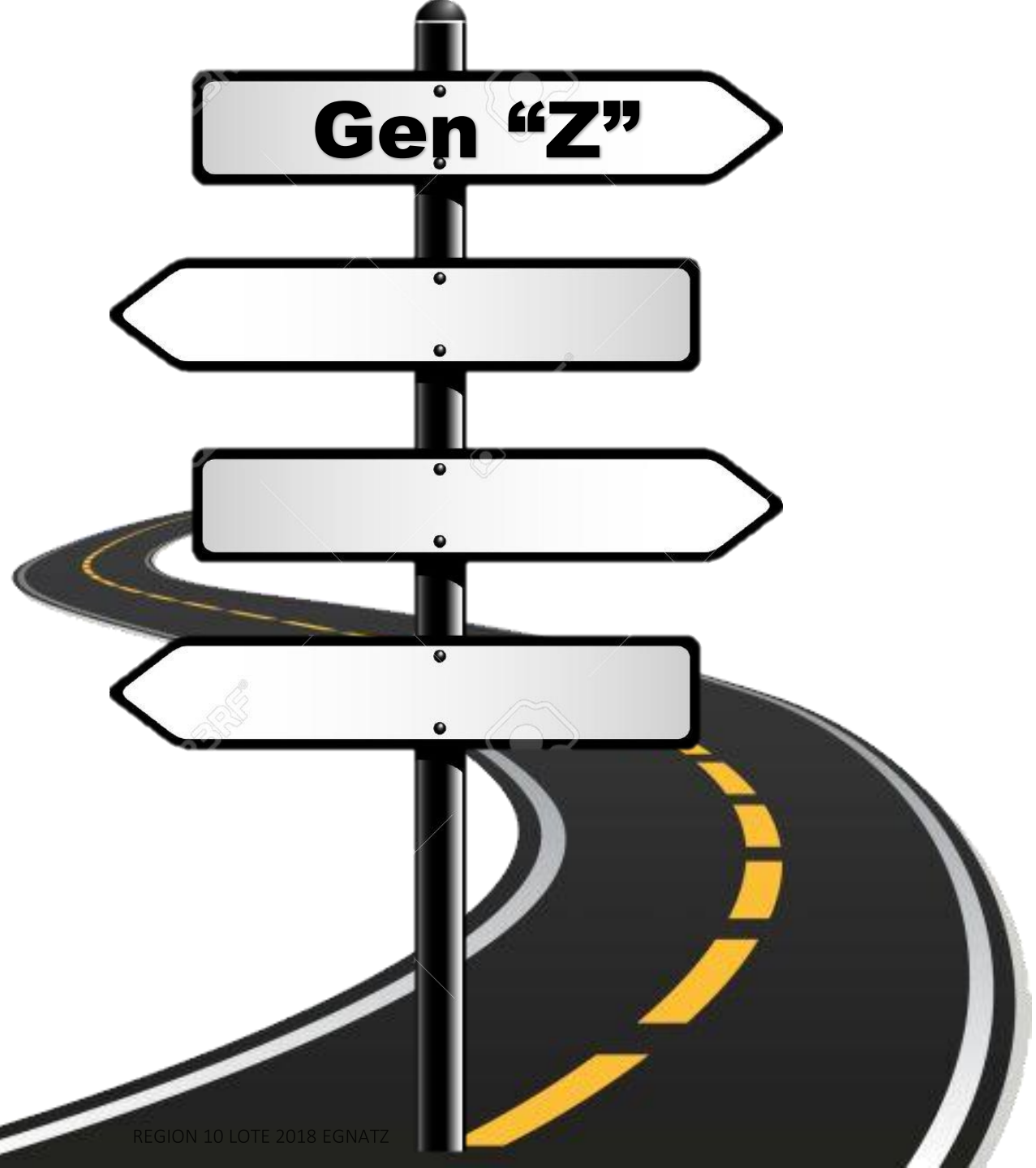
65% say they visit Facebook weekly; only 38% visit multiple times per day

26% visit Twitter weekly

26% visit Google+ weekly

17% visit Instagram weekly

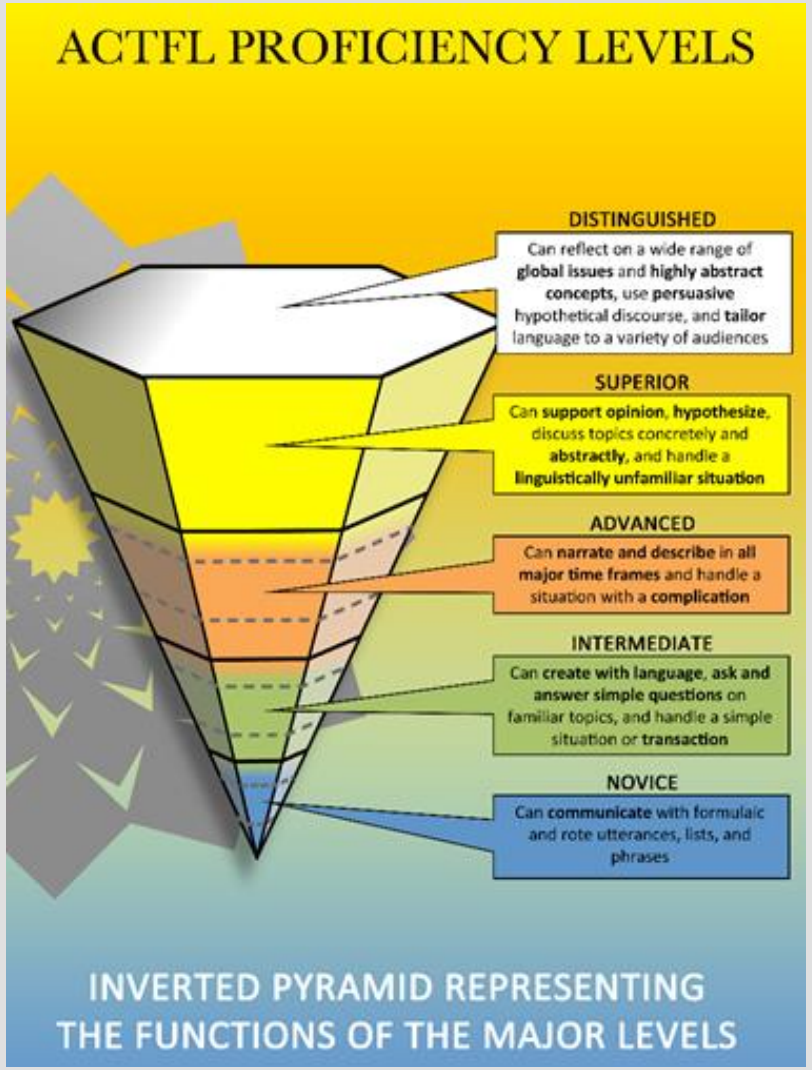
Source: *Study of Wikia Users aged 13-18*

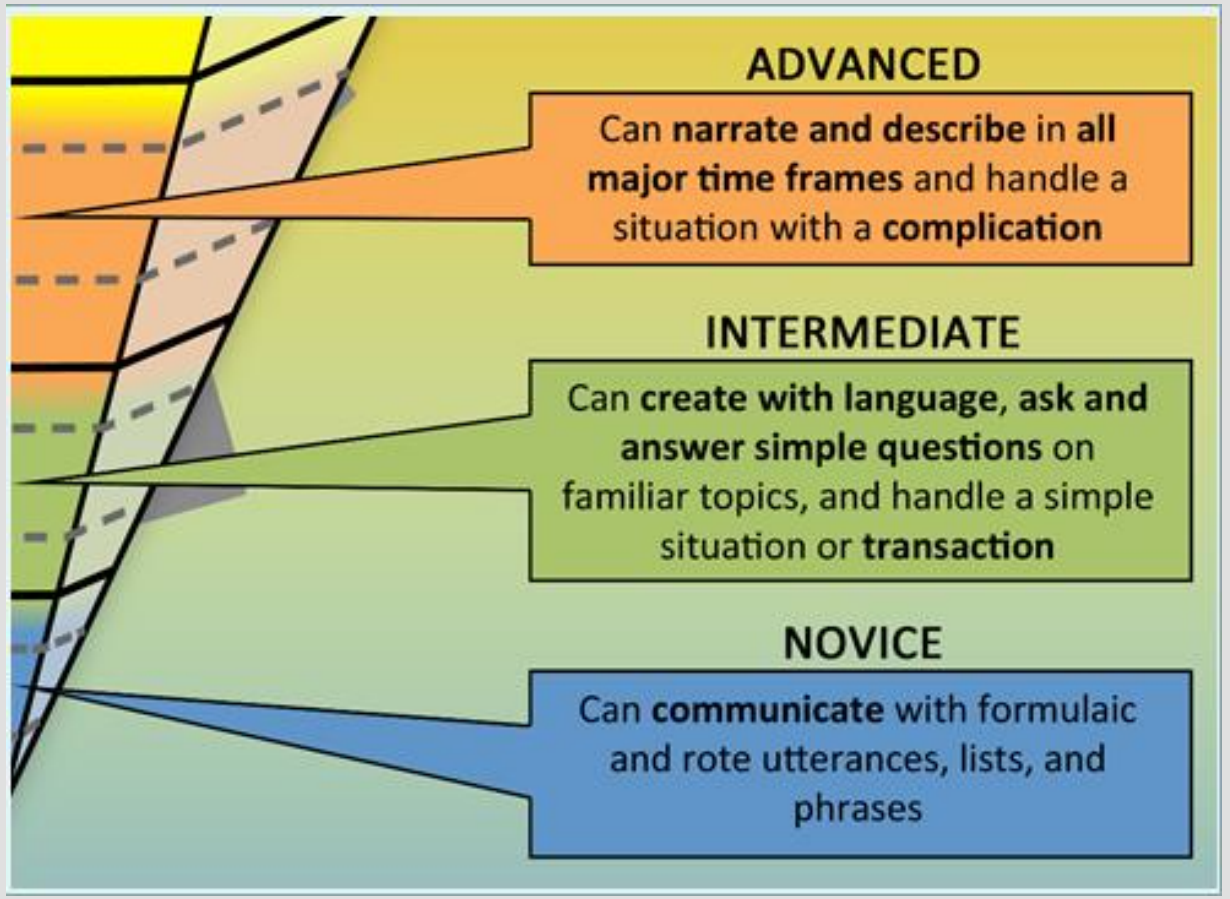


Our WHY #1 to teach Grammar in Context

Proficiency is a critical lens through which we can identify how best to help our language learners succeed.

WHERE are learners on their "Path toward Proficiency" ?





Share the PATHWAY. . . *the sports metaphor*

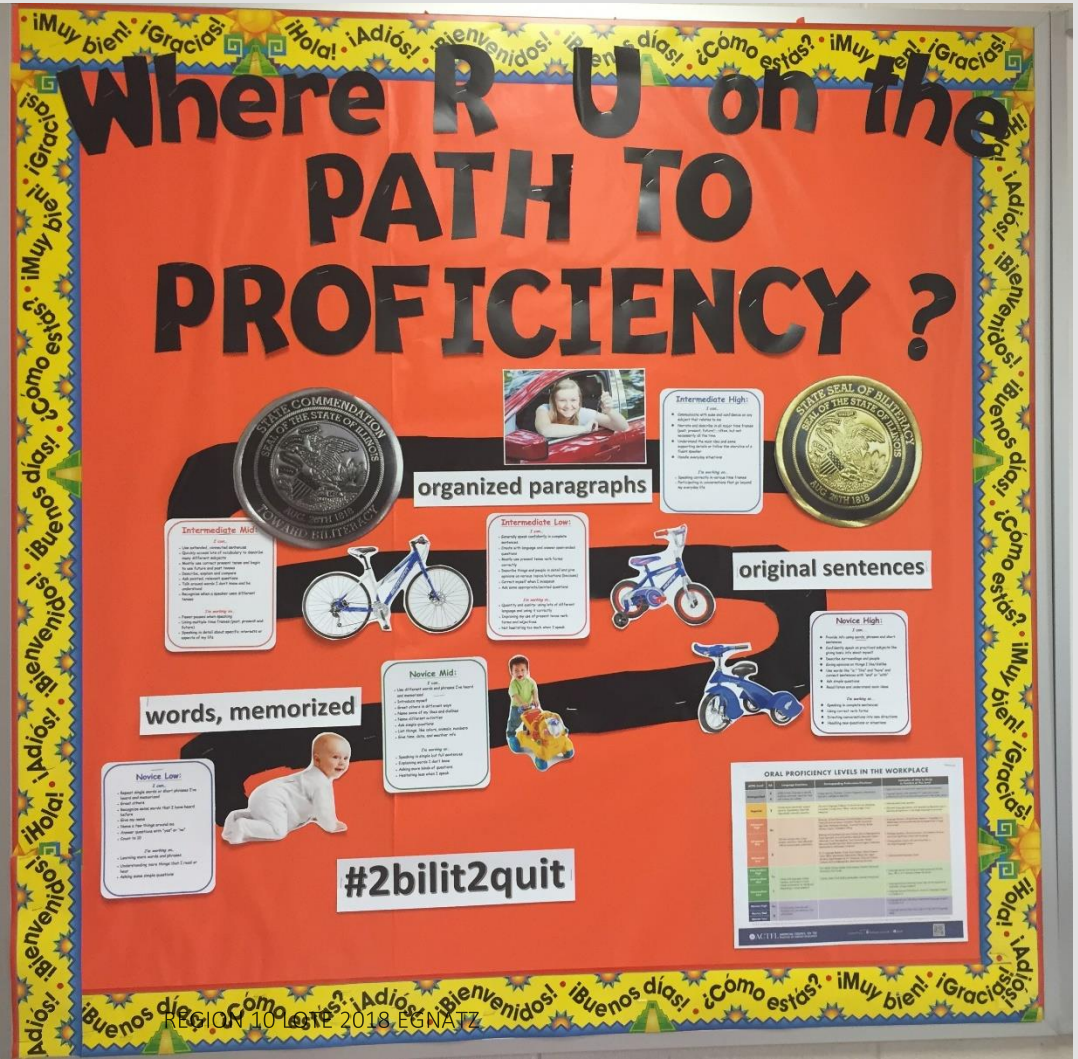
It takes PRACTICE to go PRO.

Cultural

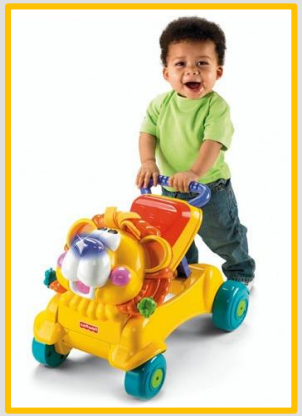
Javier Marín, matador

When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps. -- Confucius

Multi-Lanes: Language Proficiency Levels



Novice:



Intermediate:

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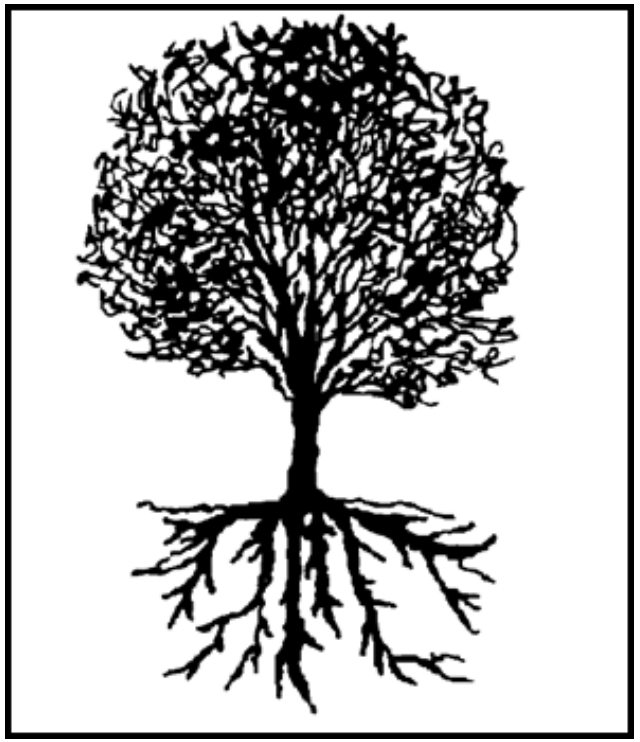
How to Measure Language Proficiency

- **ROOTS: Content & Context**
- **TRUNK: Language Functions**
(learners need to know WHY?)
- **BRANCHES: Text-Type**
- **LEAVES - Accuracy**



Design lessons and tasks that have functional goals, to include specifying clearly the language and activities needed to support and meet the communicative objective. (Backward Design - Grant & Wiggins)

ACTFL – Proficiency

Branches: Text Type
- words
- sentences
- paragraphs

Leaves: Accuracy
- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Roots: Content & Contexts
- Topics
- Social Situations

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

Thank you Donna Clementi, Laura Terrill and Chantal Thompson

Foster Growth of Text-Type

September / November

Examen de Escribir 3: Goals: I can describe places. I can tell a past story.

You and your family went on vacation to Cuzco, Perú. In an organized paragraph, describe at least 2 places that you saw and 3 things that you did (alone or with your family) while on vacation. Your goals are to: (1) demonstrate what you've learned about Perú, (2) show that you can describe with detail and (3) tell a story by describing past actions. These photos may give you inspiration for your paragraph, but you may include anything you've learned about Cuzco.

¡Hola! Me nombre es Javier. Mi familia y yo fuimos a Cuzco, Peru. Anduvimos a Machu Pichu. Paseamos en la capital y ver una Festival del sol. La festival fué a Templo del Sol, una iglesia mas importante con los con quistadors y las Incas. Las piedras son 12 angulos porque dose es un numero mas historico.

Write a descriptive paragraph that COMPARES and CONTRASTS two members of your family (relatives); one male and one female. (age, physical/personality description, jobs, likes/dislikes, free time activities, responsibilities, favorites, etc.) Use varied vocabulary.

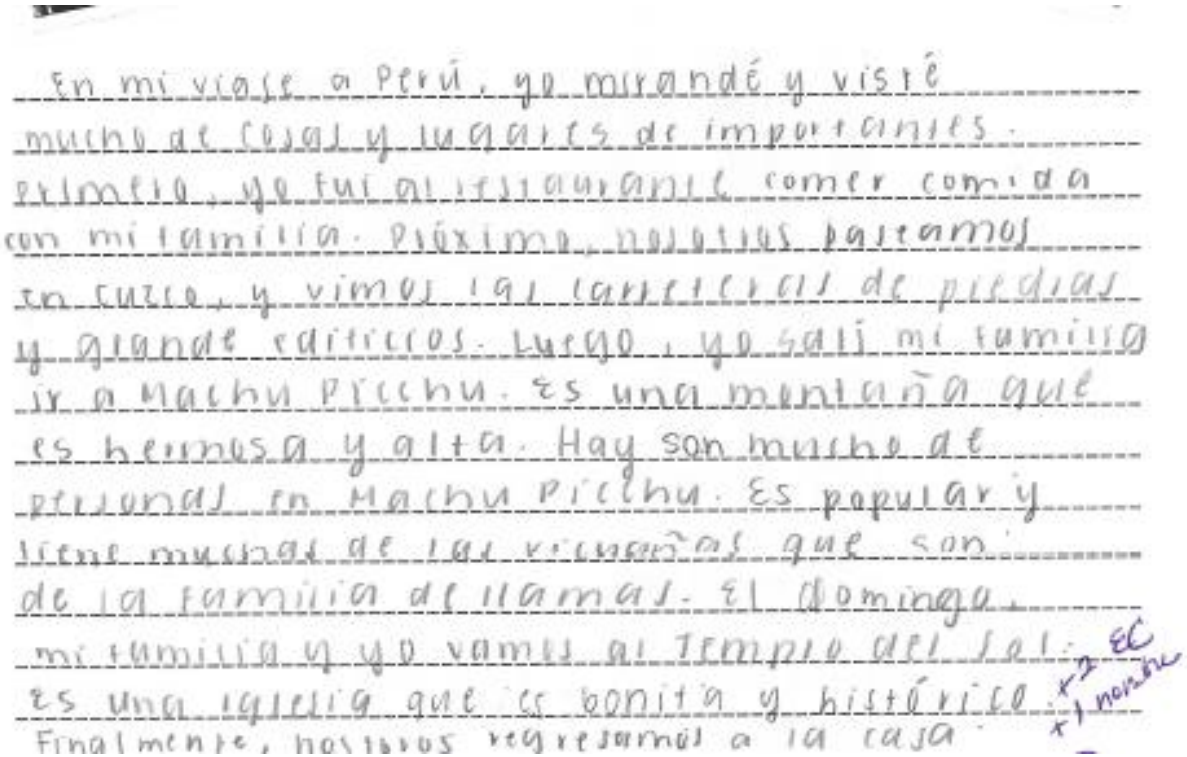
viejo - old

THINK / PLAN SPACE

Mi mama y papa no son muy similar. Mi papa es mas alto que mi mama, pero mi mama es mas alta que muchas señoritas. Mi papa trabaja en Food. Es mecanico y Mi mama trabaja en Metro South. Es enfermera. Mi papa tiene cuarenta y ocho años y mi mama tiene cuarenta y dos años. Mi papa tiene los ojos azules y no tiene mucho pelo. Mi mama tiene los ojos verdes y es morena. Mi mama y papa son les gusta cocinar mucho y van al cine para ver las peliculas. Mi mama y papa limpian la casa todos los dias. Mi papa limpia la cocina y mi mama limpia los baños.

Para las Vacaciones, mis padres van South Carolina. Mi papa pasea en los bosques para mi mama nada en la playa. Mis padres montan los bicicletas y van los mercados en South Carolina. Mi papa le gusta mucho pescado, pero mi mama no le gusta. Ella le gusta carne o hamburguesas. Para el rato sola, mi papa juega los videojuegos o juega con Legos. Mi mama ve la television o habla por el telefono con amigos. Mi mama y papa son activo pretado es leer los libros. Mi papa es muy comico pero es seria por la escuela y trabajo. Mi mama es trabajadora es muy cansada todos los dias.

Foster Growth of Text-Type


En mi viaje a Perú, yo miraré y visté mucho de cosas y lugares de importantes. Primero, yo fui al restaurante comer comida con mi familia. Próximo, nosotros pasamos en cuzco, y vimos las catedrales de piedras y grande edificios. Luego, yo salí mi familia ir a Machu Picchu. Es una montaña que es hermosa y alta. Hay son mucho de personas en Machu Picchu. Es popular y tiene muchas de las vicuñas que son de la familia de llamas. El domingo, mi familia y yo vamos al Templo del Sol. Es una iglesia que es bonita y histórico. Finalmente, nosotros regresamos a la casa

September / November

THINK / PLAN SPACE

En mi familia todos de las personas son diferentes. Por ejemplo, mi hermana y mi padre tienen diferencias años. Mi hermana tiene diecisiete años, mi padre tiene cincuenta años. Mi hermana es más extrovertida que mi padre y envía mensajes de texto a su amigos todos los días. Ella prefiere comprar con sus amigos en el centro comercial este fin de semana. En contraste, mi padre es tímido y no tiene amigos en Illinois. A él no le gusta salir la casa y va a aprender cocinar este fin de semana. También, mi hermana es más cómica que mi padre. Ella es tener cómica con ellos bromeen, pero mi padre es en veces somos mi madre.

Con sus diferencias, mi hermana y mi padre tiene similaridades. Primero, ellos le gustan tener comida la semana pasada, ellos visitaron el panadería. Pastel. Ayer le molesta mi hermana y mi padre, pero hablando es muy fácil para los. Ambos les gustan estudiar los animales y ellos ven las películas de animales como Negro Peludo. Además más, ellos les gustan dormir todos los días hasta el sol salió. Ellos duermieron por este horas el fin de semana pasado. ¡Qué loco! Mi hermana quiere trabajar, pero mi padre es médico y trabajó en el hospital por diez años. Ellos estudian juntos y hablan muchos.

Finalmente, mi hermana y mi padre son muy diferencias, pero también tienen muchas similaridades.
*Ella tiene, no é decir pasado. (Viviendo)

Novice Low

- ✓ Increase word count – based on needs
- ✓ Get excited!
- ✓ Lots of visual support

- ❑ Word count (50-100)
- ❑ Basic “intro self” vocabulary
- ❑ High frequency memorized phrases
- ❑ Common vocabulary, forms lists
  - ❑ Numbers
  - ❑ Simple nouns
  - ❑ Family words
  - ❑ Color words
  - ❑ Food words

Novice Mid

- ✓ Describing self
- ✓ Focus on “chunks” of language that can be reordered
- ✓ Useful questions & answers

- ❑ Forms simple (practiced) sentences
- ❑ Simple asking / answering questions
- ❑ Short descriptions with memorized structure
- ❑ Expanding vocabulary on common topics
- ❑ Needs visual support

Novice High

- ✓ Describing people, places, things . . . ideas
- ✓ Conversational skills
- ✓ Elaborating – creating organized narratives

- ❑ Forms (elaborated) sentences
- ❑ Asks / answers questions with some detail
- ❑ Series of sentences, sequencing
- ❑ Vocabulary on multiple topics
- ❑ Frequent structural errors

Being understood by a native speaker is like . . . removing the training wheels.

Intermediate Low

- ✓ Describing events
- ✓ Intentional recycling of vocabulary / structures
- ✓ Agree / Disagree – Supporting opinions

- ❑ Creates to communicate personal messages with frequent grammar errors
- ❑ "Message" more important than form
- ❑ Vocabulary acquisition slows w/o recycling
- ❑ Can sequence sentence strings, transitions

Intermediate Mid

- ✓ Describing events in 3 time frames – past – present – future
- ✓ Building endurance with authentic resources
- ✓ Use the language in REAL ways – Foster interaction with native speakers

- ❑ Creates to communicate personal messages with fewer grammar errors
- ❑ "Message" is comprehensible to sympathetic native speakers
- ❑ Mix & Matches vocabulary phrases
- ❑ Organized sentence strings, transitions
- ❑ Creates and responds to questions
- ❑ Narrates a story with description

Making REAL WORLD Connections

DISTRICT 210

Spanish students put skills to test with letter exchange

STAFF REPORT

Spanish students at Lincoln-Way North are putting their language skills to the test by exchanging letters with children in Hondu-

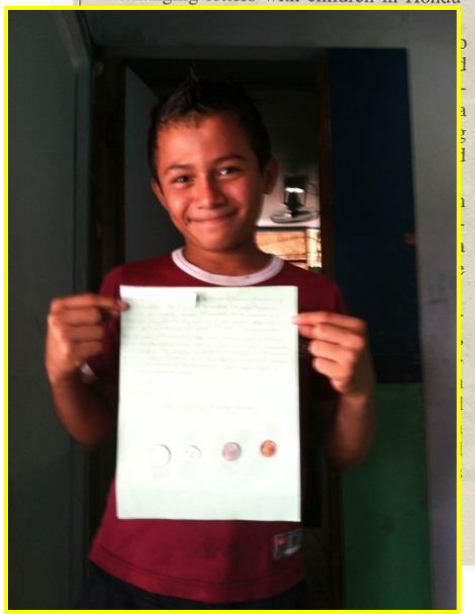
Children in Honduras read a letter that a Spanish student at Lincoln-Way North High School wrote during a class exercise. The students at North are practicing their Spanish skills by exchanging letters with the children in Honduras. PHOTO SUBMITTED

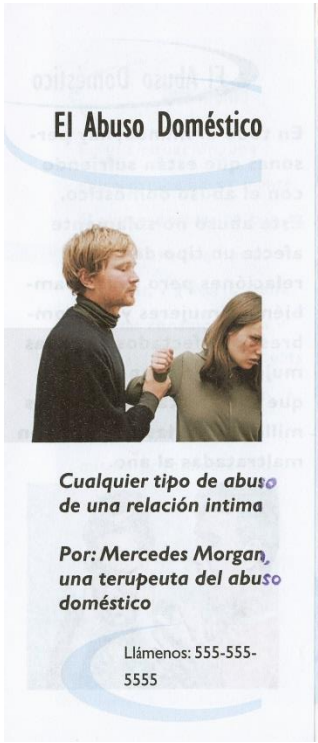
wrote in Spanish to the boys at ProNino.

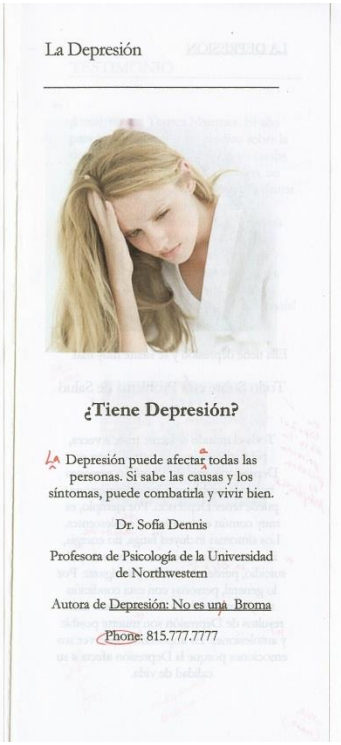
"Each child got one to two letters," Egnatz said. "Some of the kids included a photo, gum or candy — which was the highlight."

In addition to writing letters, the Lincoln-Way North students sent a collection of school supplies that they donated to ProNino. They saw photographs of the children enjoying their letters and school supplies when Sarah returned to the United States later that month.

"They were so excited to share their letters with their class," Egnatz said. "Making these broader global community connections is what 21st century learning is all about."







Intermediate High

- ✓ Use language to create products for REAL audiences
- ✓ Role-Plays with a twist
- ✓ Storytelling
- ✓ Deep culture / Social issues

- ❑ Can communicate on a wide variety of topics
- ❑ Can use past – present – future time frames but with errors.
- ❑ Organized, paragraph-length
- ❑ Struggles but can survive unexpected situations
- ❑ Narrates a story in the past with description

How do I make a unit relevant to the learner?

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5 4	*Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.*	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	• Highly articulate, professionally specialized native speakers • Language learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	3	*Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.*	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	• Well-educated native speakers • Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	*Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.*	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	• Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	• Heritage speakers, informal learners, non-academic learners who have significant contact with language • Undergraduate majors with year-long study in the target language culture
Advanced Low	2		K–12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	• Undergraduate language majors
Intermediate High	1+	*Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.*	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	• Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low	1			• Language learners following 4-year high school sequence or 2-semester college sequence • Language learners following an immersion language program in Grades K–6
Novice High	0+	*Communicate minimally with formulaic and rote utterances, lists, and phrases.*		• Language learners following content-based language program in Grades K–6
Novice Mid Novice Low	0			• Language learners following 2 years of high school language study

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.

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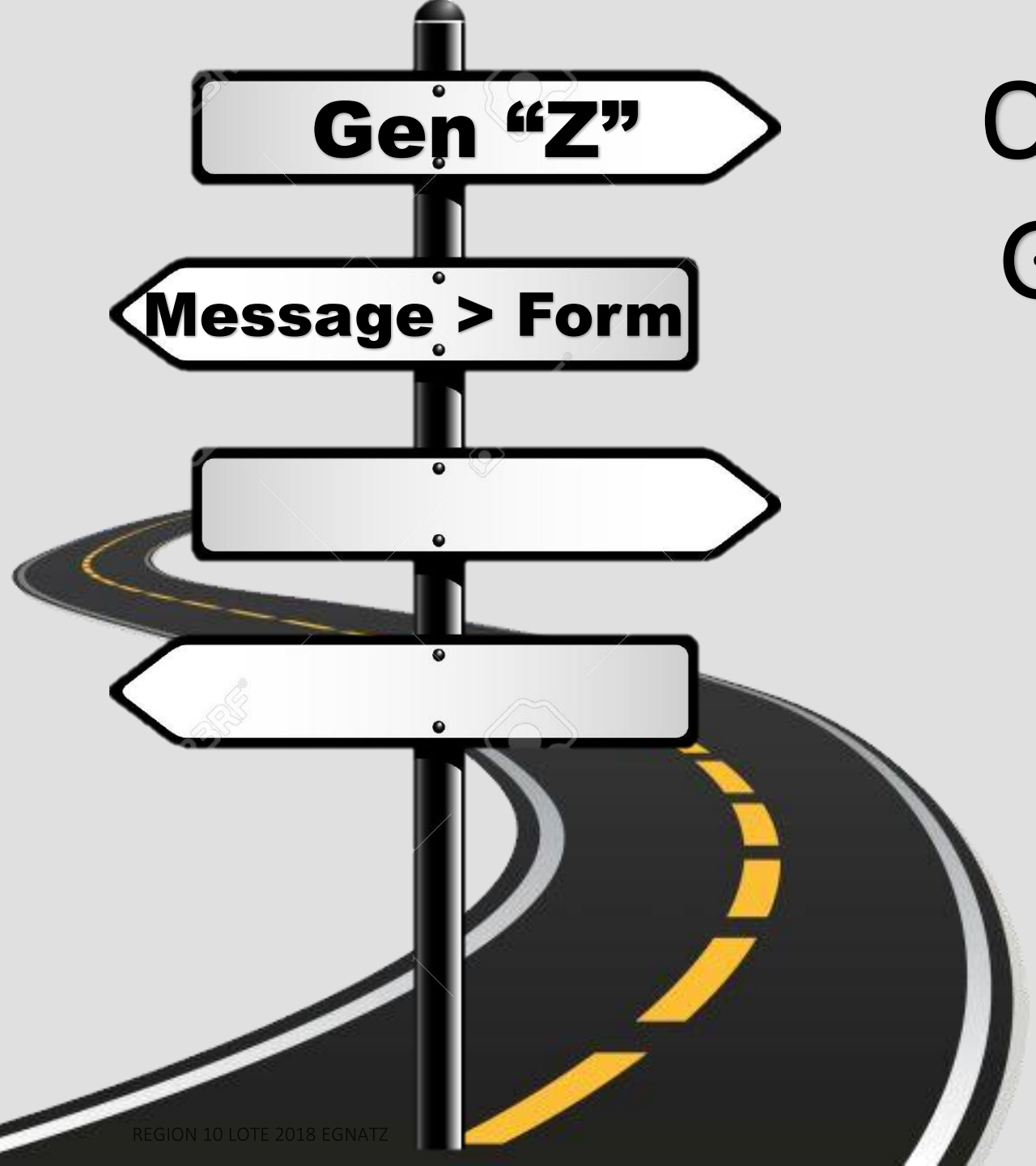
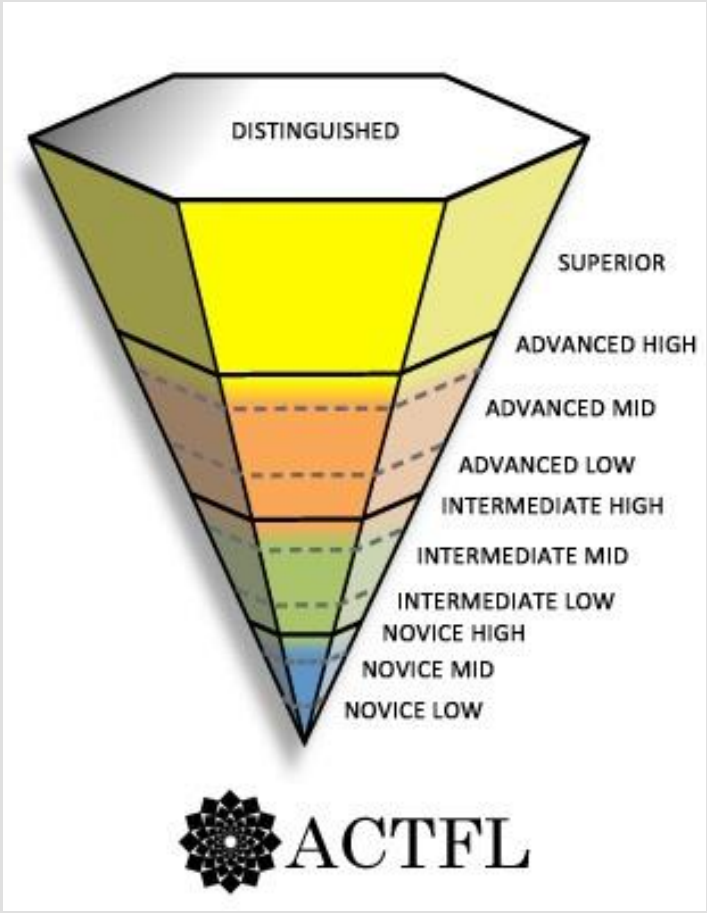
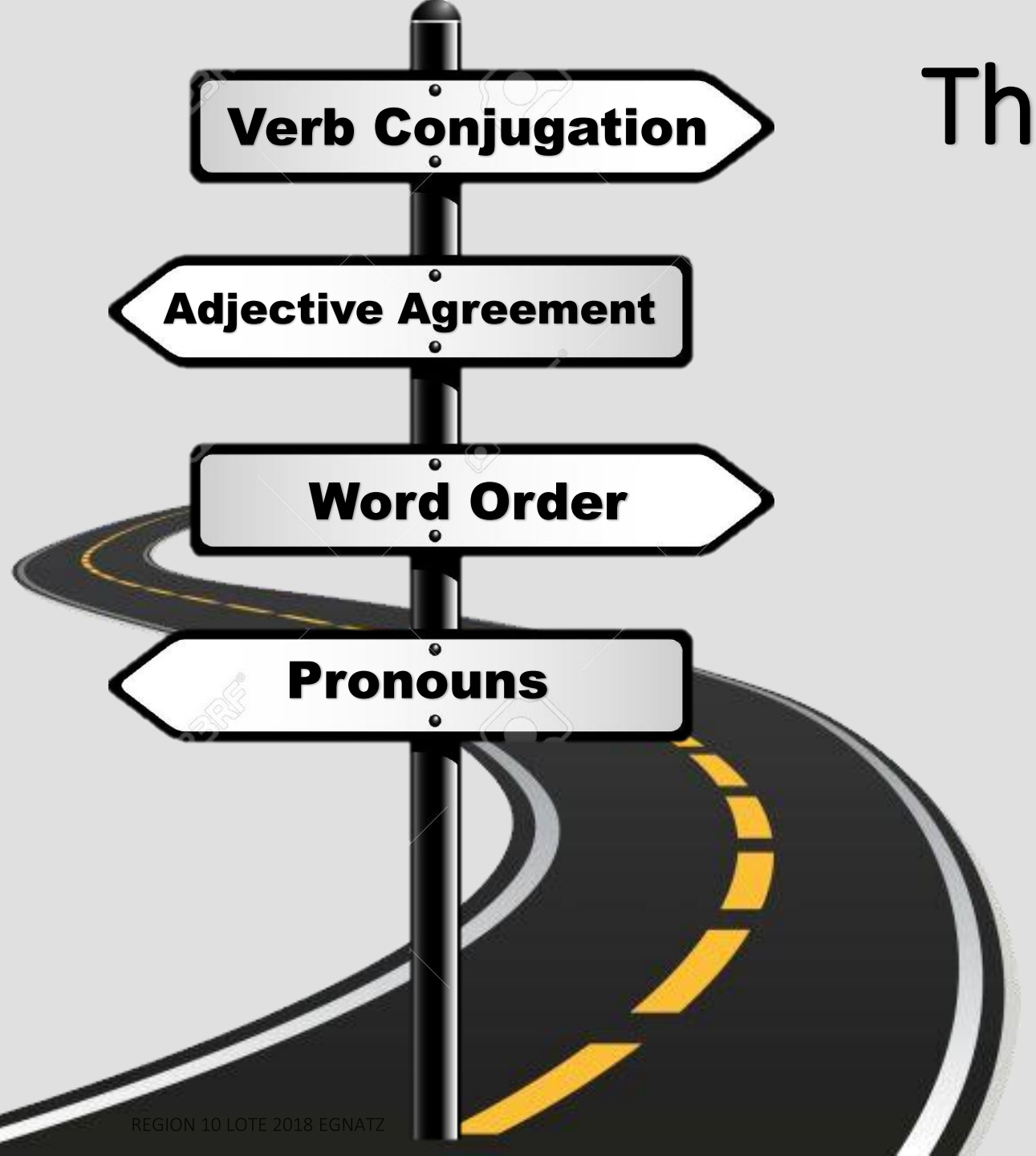


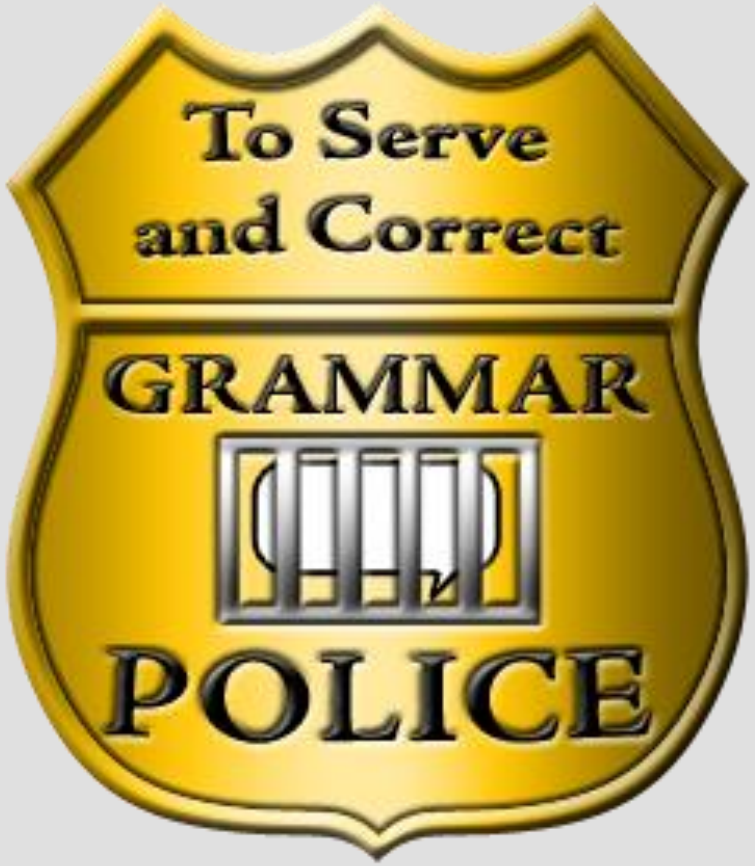
Our WHY #2 to teach Grammar in Context

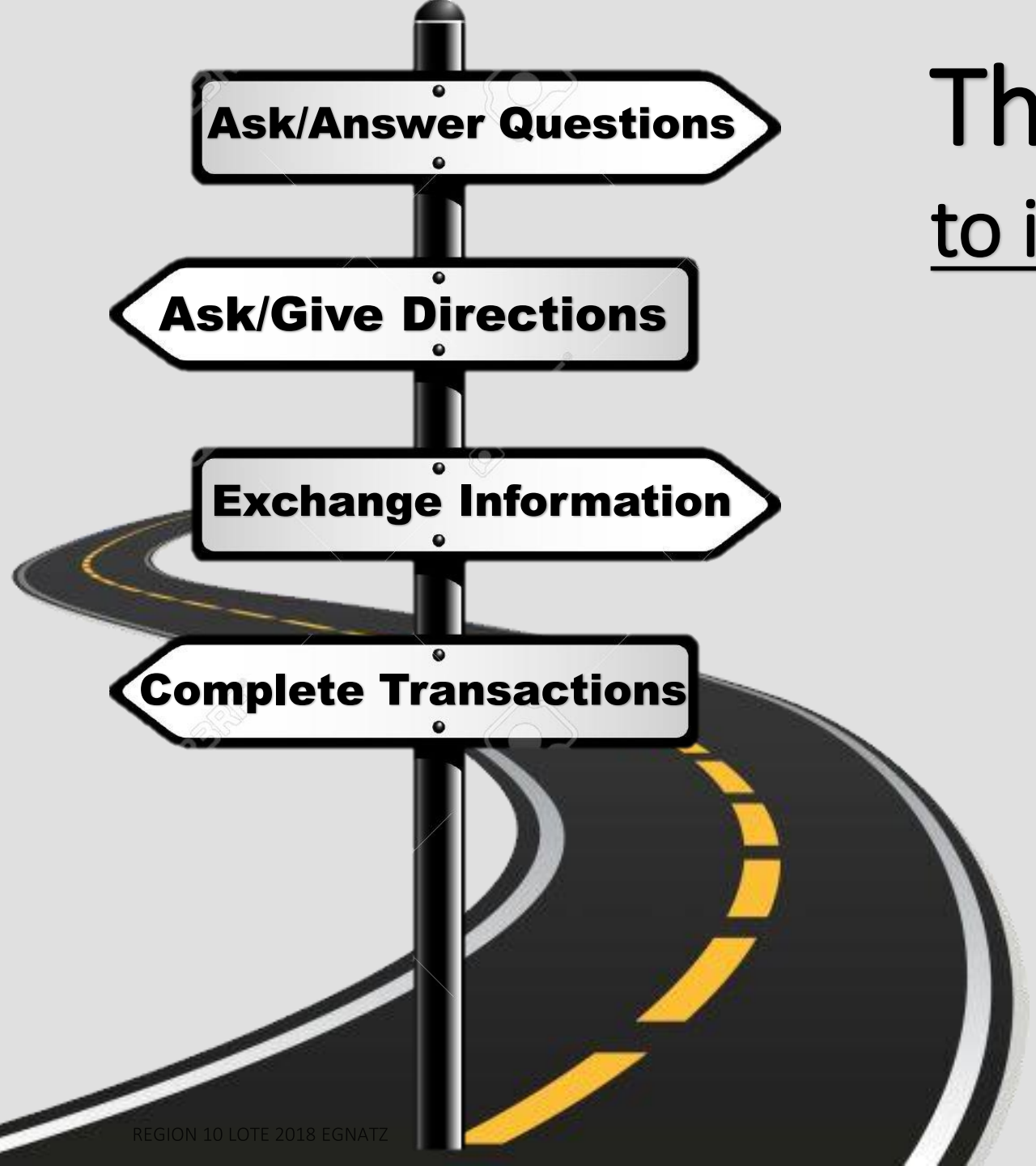




The Role of Grammar:

to increase Accuracy

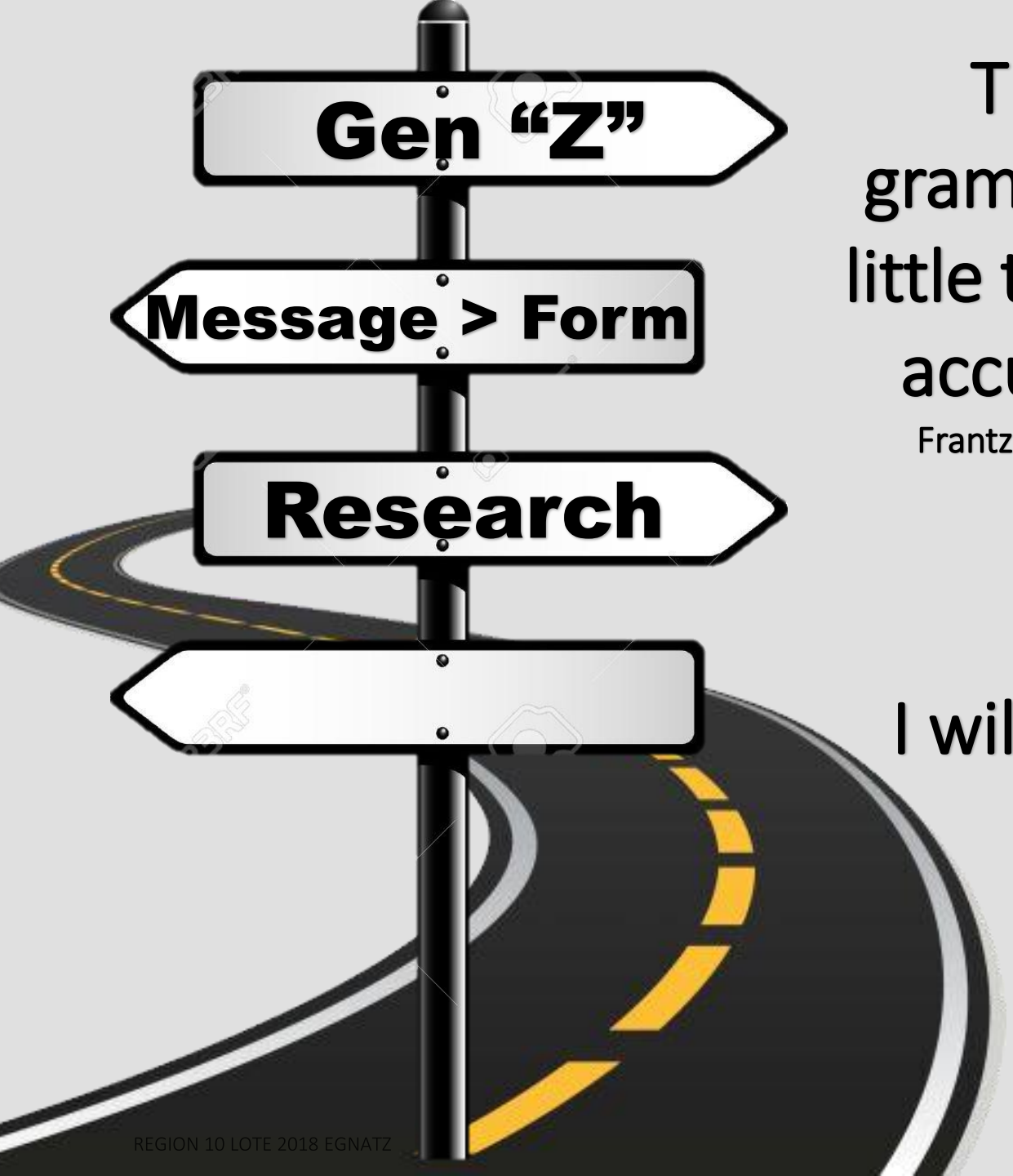




The Role of Grammar:

to increase Comprehensibility

Our WHY #3 to teach Grammar in Context



The research says … "explicit grammar instruction seems to have little to no effect on the grammatical accuracy of the written product."

Frantzen, 1995; Manley & Calk, 1997; Wong & VanPatten, 2003;

Think VIDEO GAME.

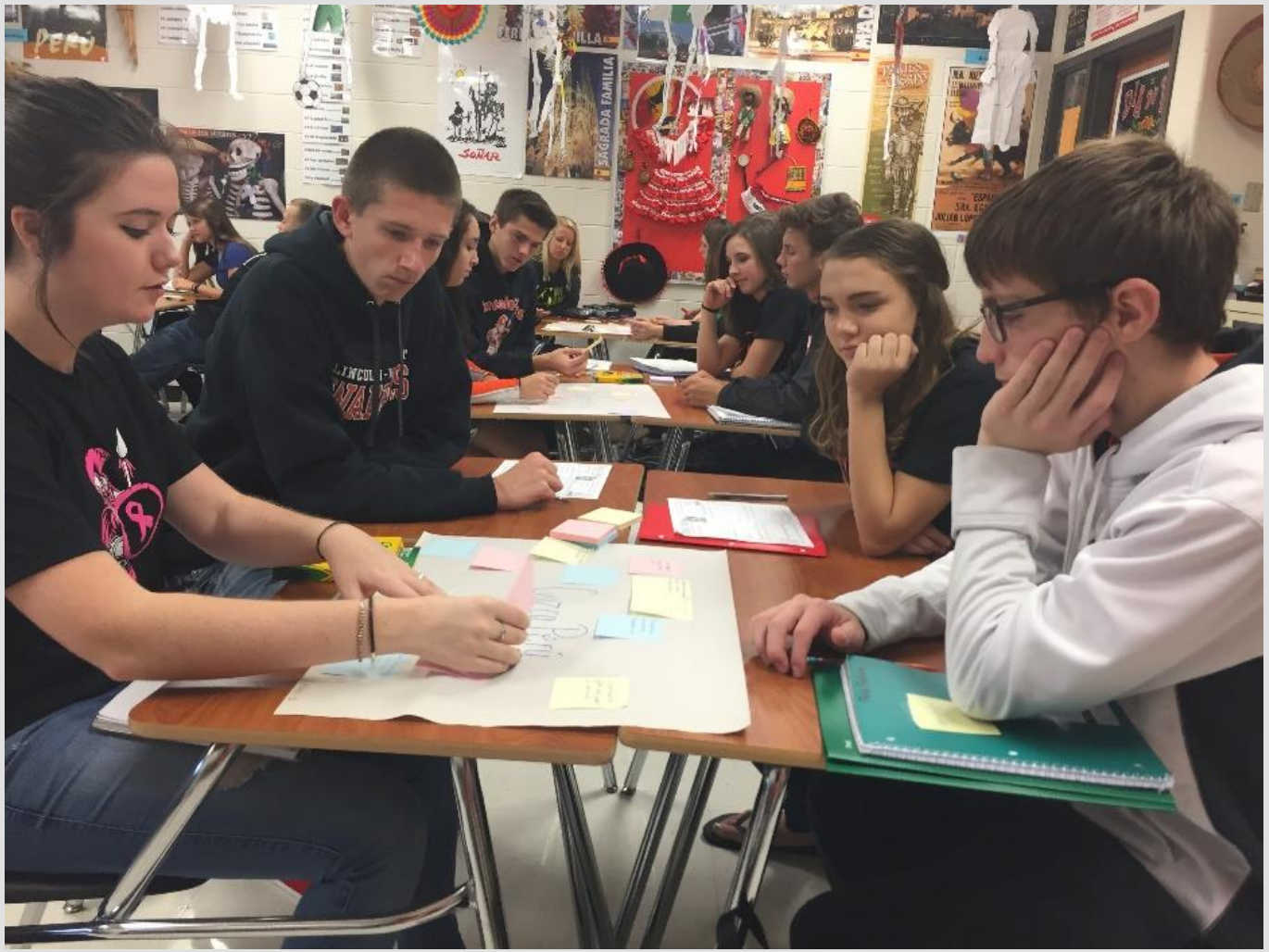
I will need to know the *rule* to get to the NEXT LEVEL.

The P.A.C.E. Model: Story-based Approach

by Donato and dair-Hauck

Presentation	Attention	Co-Construct	Extension
Goal: Establish meaning • Target structure represented in the presentation • Language is presented in a thematic and contextualized way, usually through stories but also music, primary-source documents, game directions, etc.	**Goal: Connect form and meaning** • Highlight regularities in the language • Ask about patterns • Focus attention on target form in context • Relatively short period of time	**Goal: Develop a concept of the target structure** • Learners and teacher co-construct grammatical explanations • Raise student awareness of the target structure	**Goal: Integrate the new concept into existing knowledge** • Use new grammatical concept in creative and interesting ways • Thematically related activities • Not worksheets or drills

Learner Led & Cooperative Learning Tasks



Remember Gen Z? - They thrive in small, independent groups

Learners choose structures to use from those they own.

Teach requested grammar structures that "arise from their communicative needs" as they notice their own gaps.

Cooperative seating & tasks allow students to be active learners: analyze grammar in context; formulating rules

Peer processing promotes learner ownership and confidence.

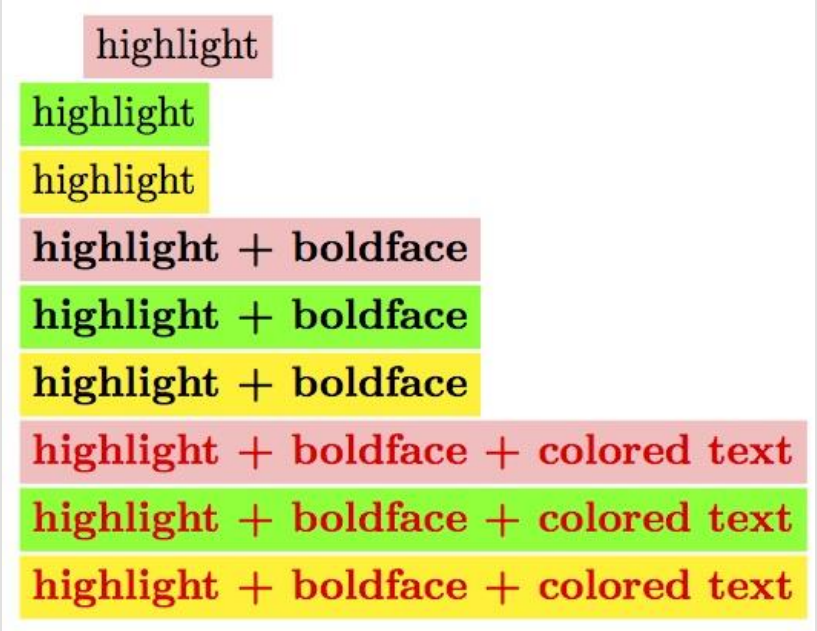
Growing the Internal Monitor: Modeling

- *Use multimedia visual models of authentic language*
- *Model the end product*
- *Scaffold student work:*
  - *Individual think*
  - *Partner*
  - *Small group*
  - *Random partners*
  - *Class*

- *Describe / Role-play desired target language output*
- *Reflect / Assess as class – what was on target? above? below?*

Growing the Internal Monitor: Strategies

1. Color-Coding or Highlighting
   A. Verbs types/tenses
   B. Parts of speech
   C. By gender endings
   D. Vocabulary
2. Grammar Codes
   A. s/v
   B. m/f s/pl
3. Circle / Underline / Word count



MAXIMIZE the Grammar Question

Culture: Engage student curiousity

- ENGAGE - images, menus, videos
- INFORM – food pyramids, articles re: health/ingredients, NEWS
- 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

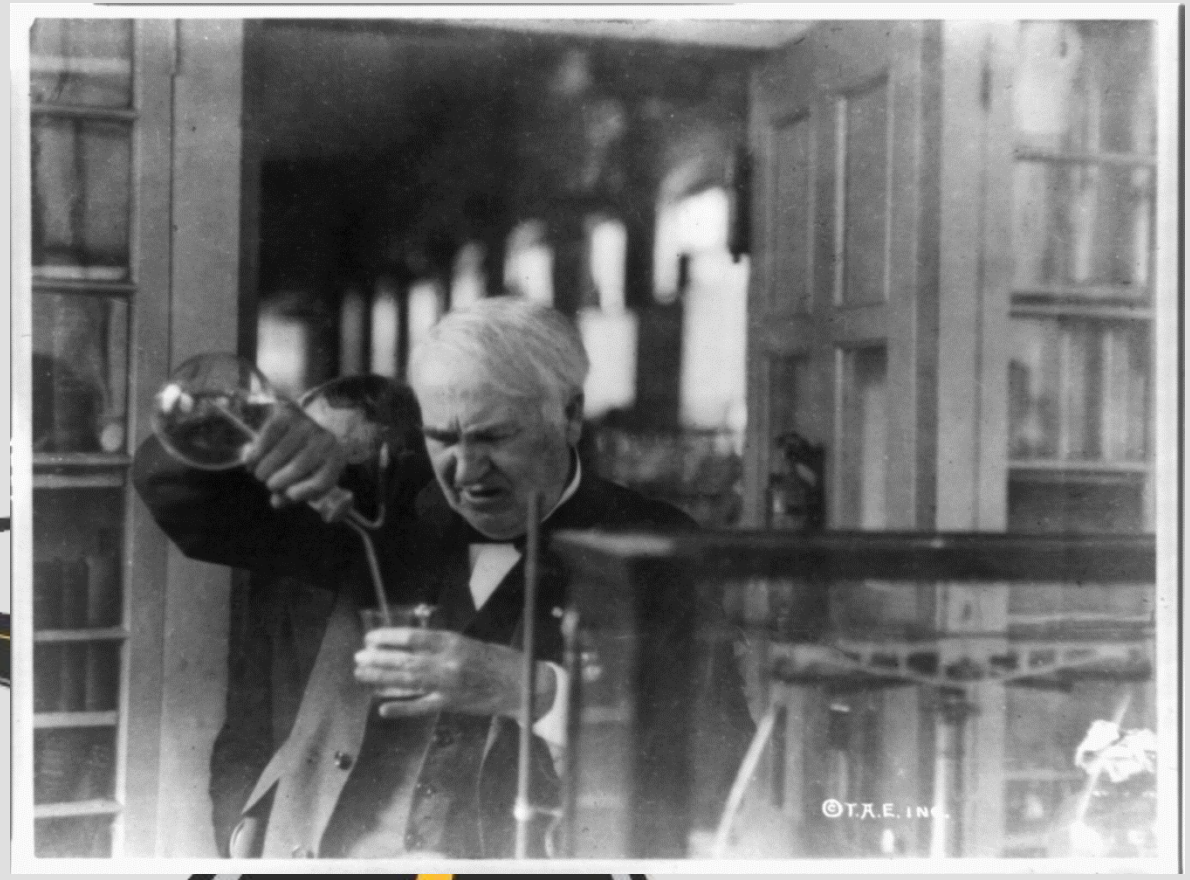
Authentic Resources: Inductive Method

1. Students analyze examples of correct language usage.
2. Students create rules based on their observations.
3. Students tests their rules against additional examples.
4. Students modify and add to rules as necessary.
5. Students apply rules to their own speaking and writing examples.

Memes offer quick grammar lessons.

Our WHY #4 to teach Grammar in Context

Is there a time for Explicit Grammar?



"There ain't no rules around here. We're trying to accomplish something."

– Thomas Edison

What is my goal for this activity?

It's about students.

Your Classroom GPS:

Teach Grammar as Concepts in Meaningful Contexts

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