Coaching for Proficiency

Moving Students from Novice to Intermediate

#ICTFL2015

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“The 5 Ss of sports training are: stamina, speed, strength, skill and spirit. . .” *– Ken Doherty, Track Coach*

The 5 Cs of our National World-Readiness Standards
for Language Learning are:
Communities, Comparisons, Connections, Culture and Communication

Lincoln-Way North High School

How are Coaches different from teachers?

- Our Goal:
- **Coach** students as they spiral the language functions toward higher levels of language proficiency.

2008 0 wins – 9 losses

2009 8 wins – 1 loss

2009 –14 47 wins – 19 losses

2015 So far… Undefeated!

“The bar is set high.”

--Coach Czart

“I am not a teacher, but an awakener.”

--Robert Frost

The most important role you play for your students is the visionary.

Our greatest challenge as educators will be to make classroom learning relevant.

21st Century Interdisciplinary Themes

www.p21.org

- Global awareness
  - ***INTERCULTURALITY***
- Financial literacy
- Civic literacy
- Health literacy
- Environmental literacy

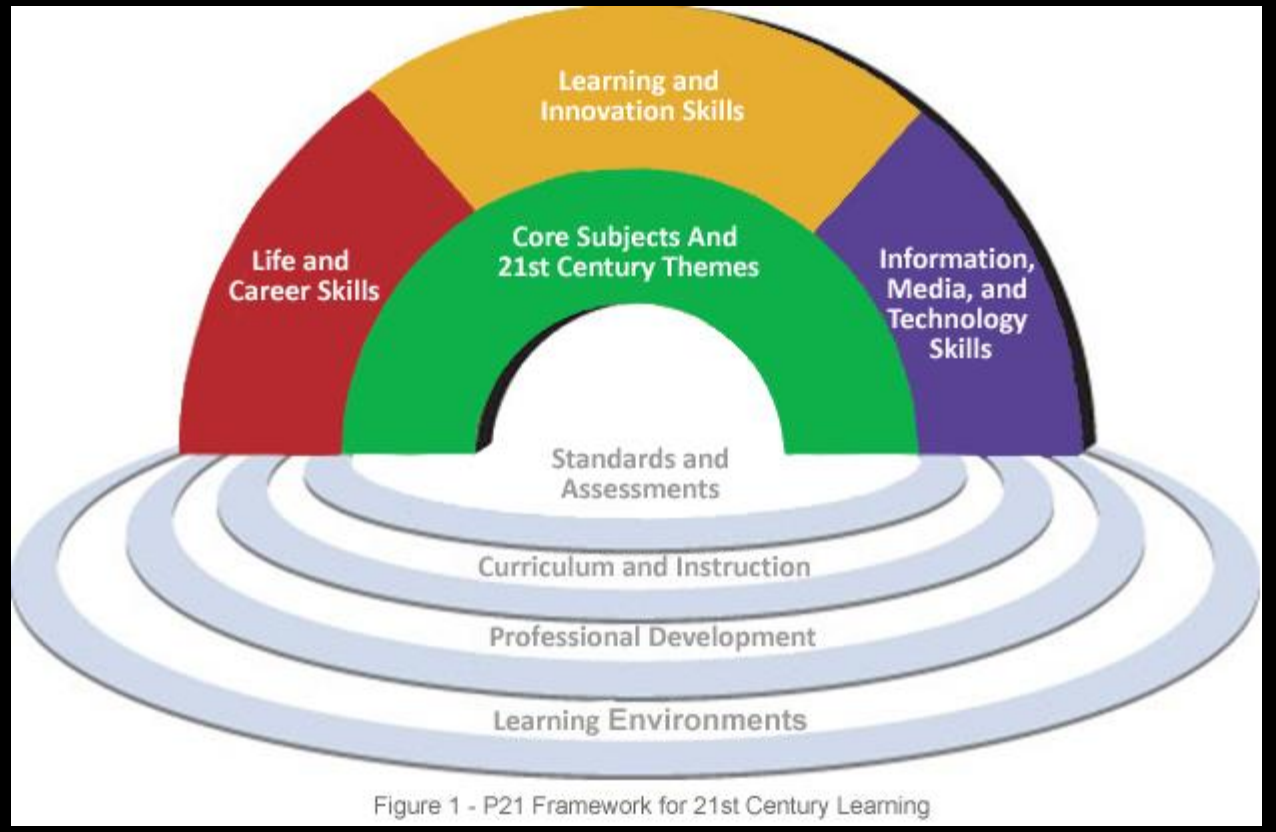


Figure 1 - P21 Framework for 21st Century Learning

Language is not a college requirement, it is an enviable life skill.

Language isn't a "credit for graduation to check off,"
but a skill that "checks you in" to future opportunity.

Language learning does NOT have to take place in a classroom.

Learning a second language should meet the same goal as learning your first. . . **to communicate.**

Embera Village
Panama
LW student tutor

Are you culturally curious? Students are.

In 1979, the President's Commission on Foreign Language and International Studies found that "Americans' incompetence in foreign languages is nothing short of scandalous..."

My first trip to Spain - 1978

Mohamed Abdel-Kader,
Deputy Assistant Secretary
U.S. Department of Education

"Language learning is a *civil rights narrative*."

"One in five jobs is linked to international economy."

"Language learning is ***not a nice to have***, it's an ***essential***."

U.S. Language Education Needs a Makeover.

Europe

- 73% of Europeans claim to speak two or more languages well. (only 46% in Great Britain)
- In Europe, 90% of children begin language study at age 6. Elementary second language education is required by 20 countries.
- 42% begin learning a third language after age 12.

United States

- 25% of Americans speak a language other than English. *(87% of those say they learned it in their childhood home -- only 7% cite school as setting.)*
- 15% of US public elementary schools offer language programs, fewer are proficiency-based.
- 91% of high schools offer World Language courses, only 44% of students enroll. Only 50.7% of higher education institutions require foreign language study.

Statistics from U.S. Department of Education, 2010 and Eurostat, 2012

It’s time to see our students, not as test-takers,

But as LANGUAGE USERS . . .

We need to see ourselves as OPPORTUNITY PROVIDERS.

What does success look like?

Performance – The Classroom

Proficiency – The Real World

"How, When, and in What REAL LIFE situation will this vocabulary or structure be needed?"

Coaches push limits.

Language teachers can PUSH:

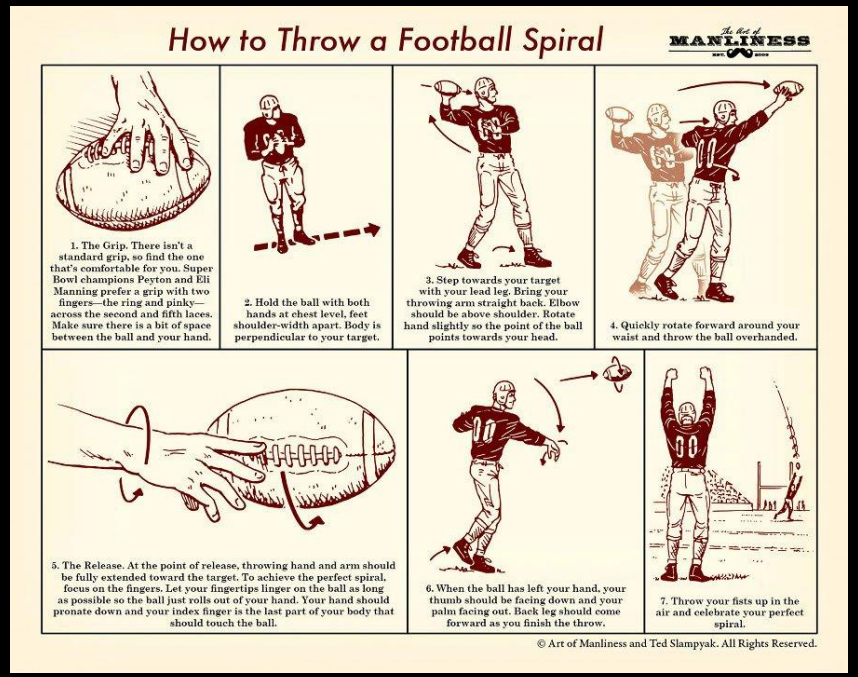
- **Text-Type**
  (how much they say/write)

- **Vocabulary**
  (past, present & personalized)

EXPAND COMMUNICATION:

Identify the baby steps: Spiral the functions

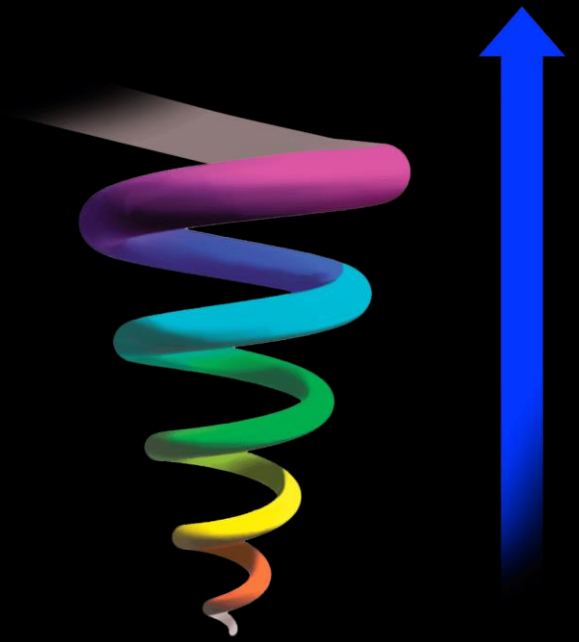
- Function: Descriptive Narrative
- Function: Expressing likes/dislikes, preferences, opinions
- Function: Asking / Answering Questions
- Function: Compare / Contrast
- Function: Expressing needs, wants, hopes
- Expanding Vocabulary
- Expanding Text-Type - Elaboration
- Expanding Text-Type - Organization



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)**

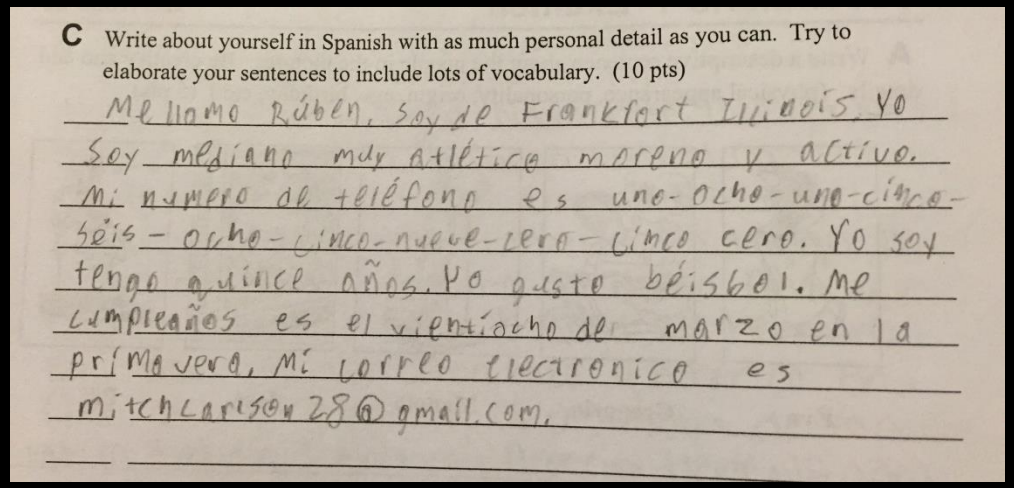


Scaffold Descriptive Narrative:

Vocabulary / Length

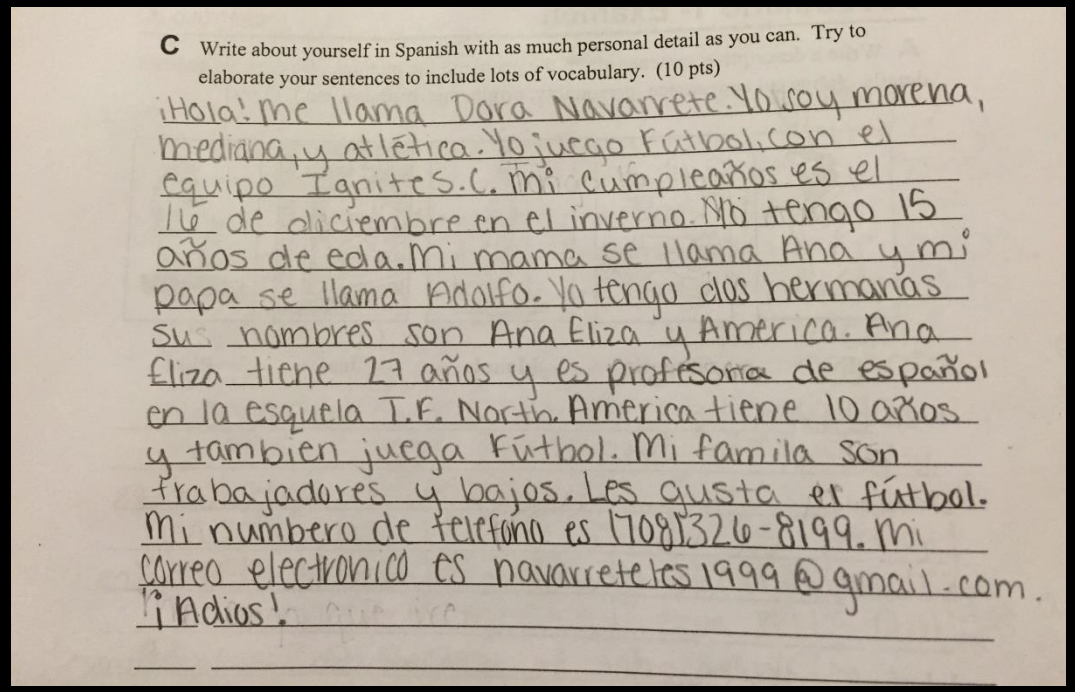
- I can identify characteristics. (list)
- I can write a descriptive sentence.
- I can describe in sentences with multiple parts. (conjunctions)
- I can describe with strings of sentences. (pre-paragraph)
- I can write an organized, descriptive paragraph.

Coaches push limits. Ask for more.



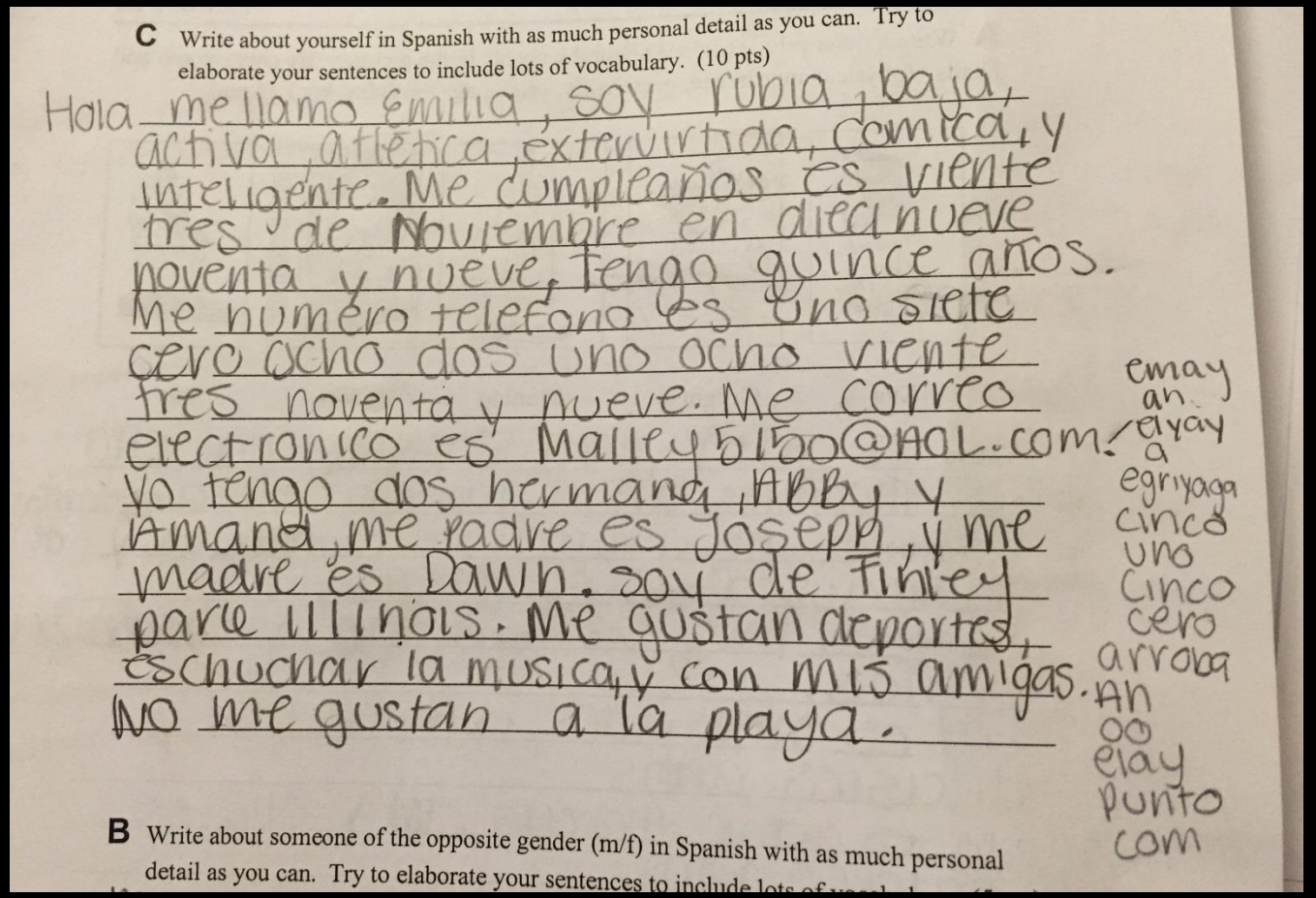
C Write about yourself in Spanish with as much personal detail as you can. Try to elaborate your sentences to include lots of vocabulary. (10 pts)

Me llamo Rúben, soy de Frankfort Illinois. Yo soy mediano muy atlética moreno y active. Mi numero de teléfono es uno-ocho-uno-cinco-séis-ocho-cinco-nueve-cero-cinco cero. Yo soy tengo quince años. Yo gusto béisbol. Me cumpleaños es el vientiocho de marzo en la primavera. Mi correo electronico es mitchcarlson28@gmail.com.



C Write about yourself in Spanish with as much personal detail as you can. Try to elaborate your sentences to include lots of vocabulary. (10 pts)

¡Hola! me llama Dora Navarrete. Yo soy morena, mediana, y atlética. Yo juego Fútbol con el equipo Ignites S.C. Mi cumpleaños es el 16 de diciembre en el inverno. Yo tengo 15 años de eda. Mi mama se llama Ana y mi papa se llama Adolfo. Yo tengo dos hermanas Su nombres son Ana Eliza y America. Ana Eliza tiene 27 años y es profesora de español en la esquela T.F. North. America tiene 10 años y tambien juega Fútbol. Mi famila son trabajadores y bajos. Les gusta el fútbol. Mi numbero de telefono es (708)326-8199. Mi correo electronico es navarreteles1999@gmail.com. ¡Adios!



C Write about yourself in Spanish with as much personal detail as you can. Try to elaborate your sentences to include lots of vocabulary. (10 pts)

Hola me llama Emilia, soy rubia, baja, activa, atletica, extrovirtida, comica, y inteligente. Me cumpleaños es viente tres de Noviembre en diecinueve noventa y nueve. Tengo quince años. Me numéro telefono es Uno siete cero ocho dos uno ocho viente tres noventa y nueve. Me correo electronico es Malley5150@AOL.com. Yo tengo dos hermana, ABBY y Amand, me padre es Josepp, y me madre es Dawn. Soy de Finley parte Illinois. Me gustan deportes, eschuchar la musica, y con mis amigas. NO me gustan a la playa.

emay an elyay a egriyaga cinco uno cinco cero arroba An oo elay punto com

B Write about someone of the opposite gender (m/f) in Spanish with as much personal detail as you can. Try to elaborate your sentences to include lots of

Student sample: text length

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 en Machu Pichu. Paseamos en la capital y ver une Festival del sol. La festival fué a Templo del Sol, una iglesia mas importante con los conquistadors y los aztecas. Los piedras con 12 angulos parece doce es un numero mas historico.

October / February

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

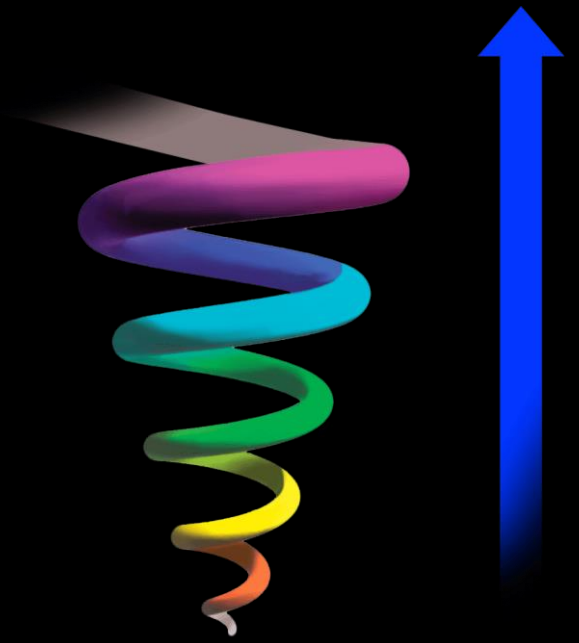
Mi mama y papa no son muy similar. Mi papa es mas alto que mi mama, pero mi mama es mas alta que muchas señoritas. Mi papa trabaja en Ford. Es mecanico y Mi mama trabaja en Metro South. Es enfermera. Mi papa tiene cuarenta y ocho años y mi mama tiene cuarenta y dos años. Mi papa tiene los ojos azules 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 buques pero 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 va la televisión o habla por el telefono con amigas. Mi mama y papa son activo preferido es leer los libros. Mi papa es muy comico pero es secio por la escuela y trabajar. Mi mama es trabajadora es muy cansada todos los dias.

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.**

Alfabético

El restaurante con todas las letras del alfabeto

A ("ah" like father) aguacate, taco	B ("b" softly spoken) burrito	C (c+a,o,u = "k", c+e,i = "s") Coca Cola, cebolla	D ("d" at beg, "th" in mid) ¡Todo está delicioso!	E ("e" as in long ā o "eh") café, chile, mole
F ("f" like in English) frito, fundido	G (g+a,o,u = "g", g+e,i="h") guacamole, agua, ?	H (h is silent) horchata, helado	I ("I" as in long ē) tortilla, picante	J ("j" sounds like "h") frijoles, jalapeño
K ("k"="c"-measure words) kilo de tamales	L ("l" like in English" leche, lechuga	M ("m" like in English) maíz, menú	N ("n" like in English) nopales (cactus)	Ñ ("ny" like canyon, onion) piña
O ...)	P ("p" softly spoken) ...cado, puerco	Q ("q" with U = "k") queso, quesadilla	R (mid="r"-rolled at beg) carne, rajas (strips)	S ("s" like in English) ensalada, salsa
		V ("V' like a soft "b") vaso de ...agua, limonada	W (like English, found in foreign words/names)	X (x = "ks" or "j" in Mexico) mexicano
		CH (ch—like "church") enchilada, nachos	LL (like "y" in "yellow") tortilla, paella, pollo	RR (rolled rrr) arroz, churros

... I can order from a menu in a Mexican restaurant!

¿A qué hora es la fiesta? Tengo hambre.

Give each lesson a real-life application.

Student rewards must be bigger than a transitory A on a report card.

- **C - C is for COMPLETE.** It means that the student did all parts of the task and "survived" the real-world situation.

- **B – B is for BETTER**. The student goes **BEYOND** the minimum and elaborates.

- **A – A is for ACCURACY.** Not perfect, but the student's performance is **ABOVE** their targeted level.

Coaches watch game footage with the players.

Take time to do:

- **EVALUATE your "stats" – Use your DATA**
- **PRACTICE not just drills**
- **FORMATIVE Assessments**
- **Give quality, personalized FOCUSED feedback**
- **Give students opportunity to evaluate their progress, identify their own strengths and weaknesses, set PERSONAL GOALS**

What does the data say?

STAMP test data 2010

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5+
Year 1	6.6%	23.8%	36.7%	3.1%	0.0%
Year 2	5.3%	21.9%	49.3%	5.0%	0.2%
Year 3	2.0%	10.6%	50.7%	11.6%	0.3%
Year 4	0.9%	3.9%	32.9%	24.4%	3.7%

Writing	Level 1	Level 2	Level 3	Level 4	Level 5+
Year 1	7.1%	17.2%	49.5%	3.9%	0.1%
Year 2	4.0%	15.2%	59.4%	9.7%	0.6%
Year 3	1.9%	6.0%	52.8%	27.2%	2.5%
Year 4	0.7%	3.2%	36.5%	42.6%	13.2%

* Illinois Seal of Biliteracy – Intermediate High

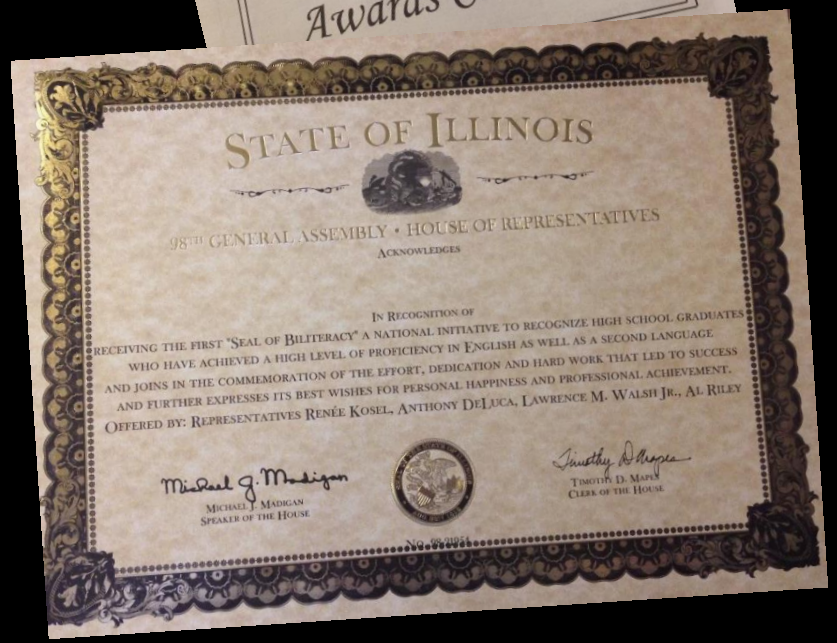
Student

- You made me feel like I was good at Spanish; and then I was.
- I know I'll use this class in my future.
- I always learn something I didn't expect in this class.
- I like learning about culture and other places; it's kind of like history class but more interesting.
- I need to be able to communicate with my patients when I'm a doctor.

My Reflection

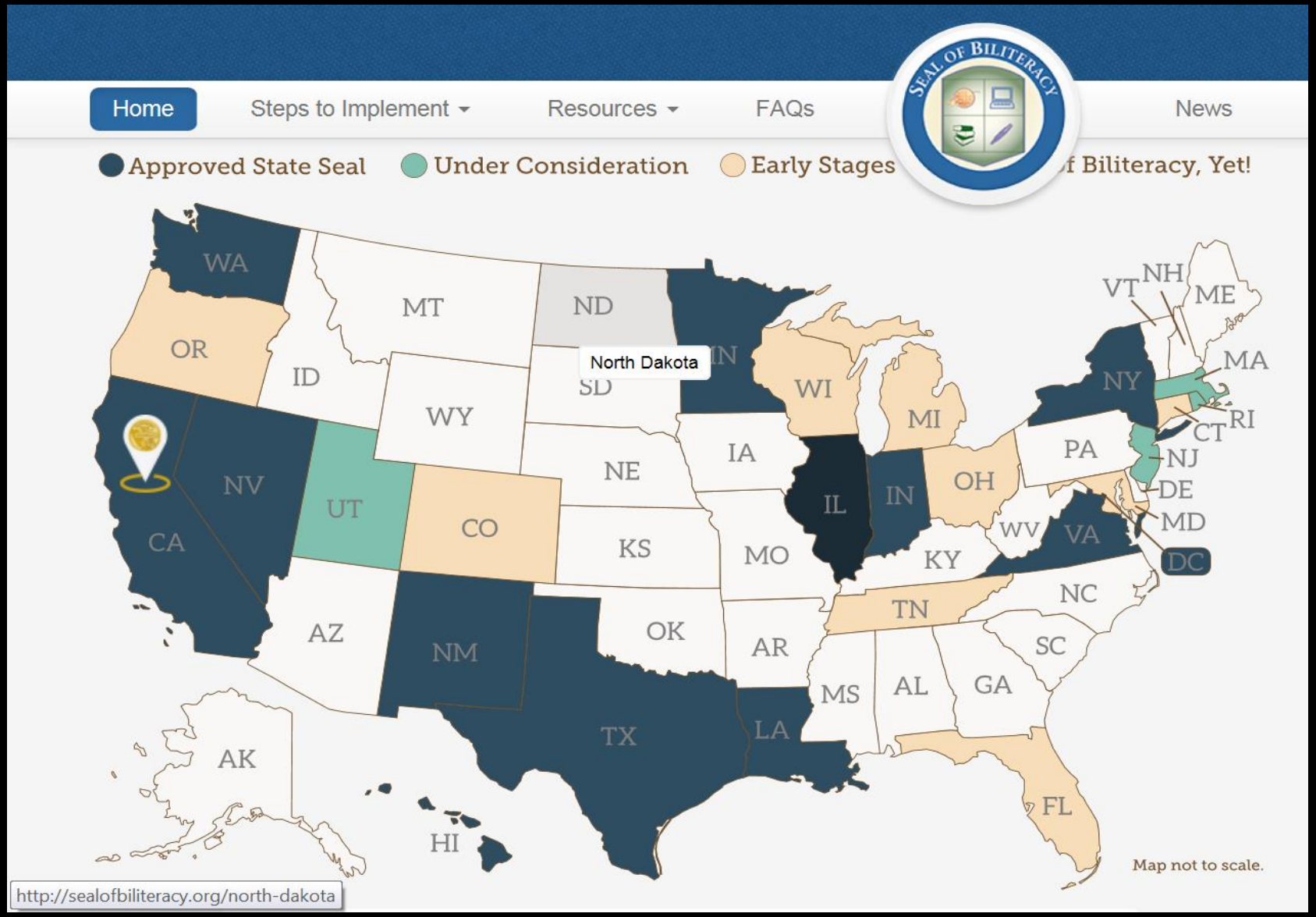
- How can make all of my learners feel successful and see their progress?
- When teaching something new, do I connect it to an authentic, real-life activity?
- Do I connect language learning with other disciplines? Do I include the unexpected?
- How can I put a real face or a story to a cultural lesson? When I teach about a place, who are its heroes and villains?
- Do I help my students visualize themselves using the target language in their careers?

Coaches Celebrate Victories with the Team.



Our first Lincoln-Way North students to receive the Seal of Biliteracy. 2014 District #210 Pilot Program.

State Seal of Biliteracy



#2bilit2quit

Recognize high school graduates proficient in <u>both</u> English and another language.

High School quarterbacks don’t start playing their freshmen year.

Anything worth doing well is worth doing poorly at first.

Expanding Vision: what CAN BE:

K - 8

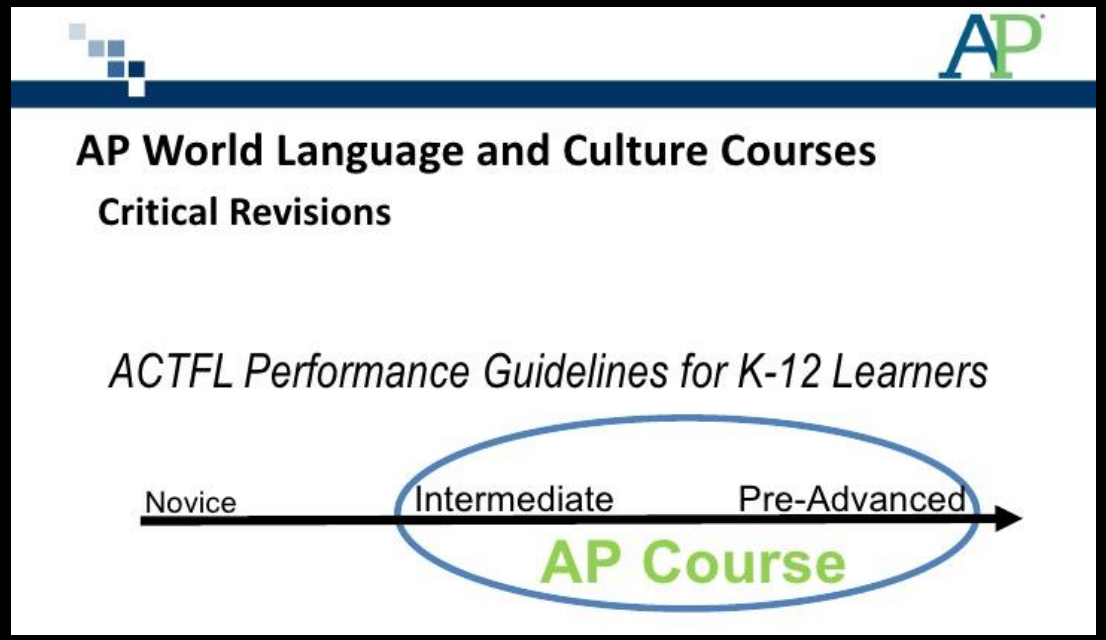
Language Acquisition: Expanding Vocabulary

9 - 12

Cognition: Expanding Language Functions & Global Perspectives

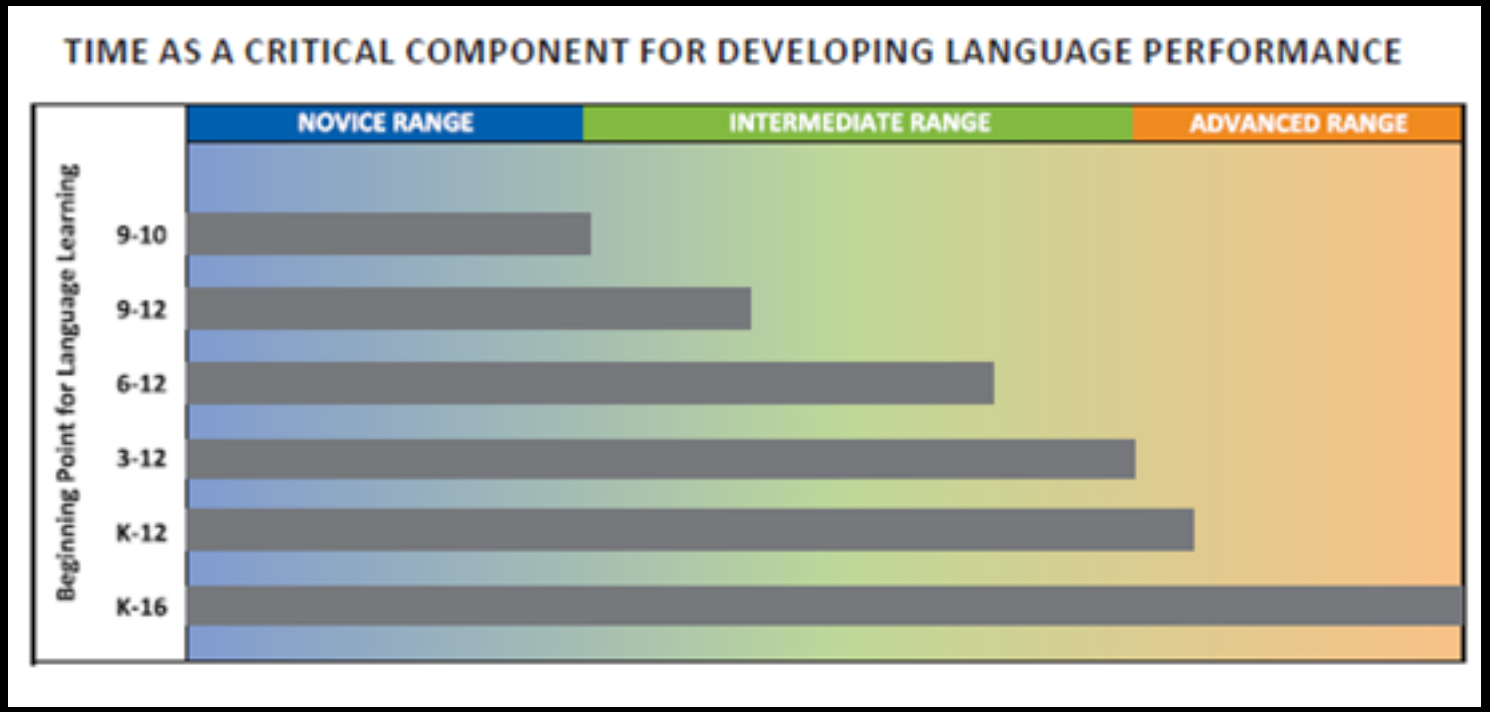
13 – 16 and beyond

Application: Expanding Opportunity



Coaches build teams for future seasons.

- Student outcome goals for each level
- Assessments reflect level benchmarks
- Student rewards? Consequences?



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)

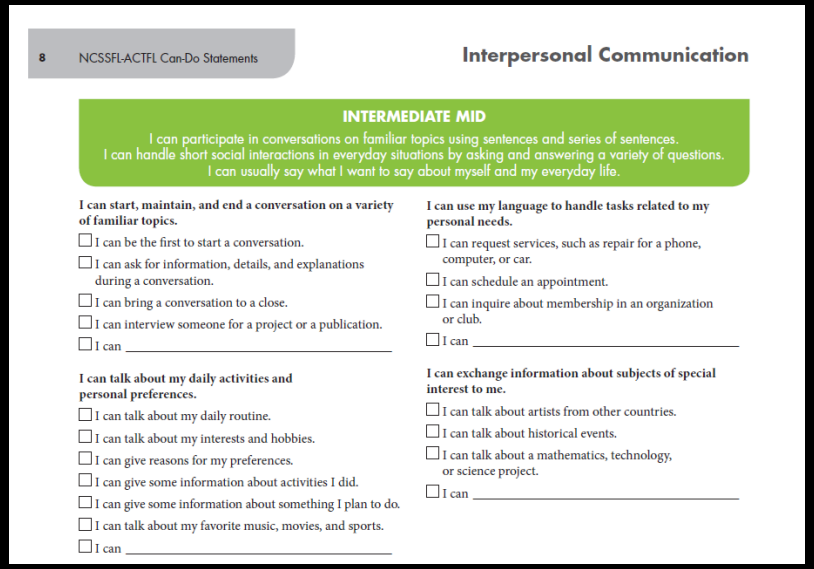
GROW LANGUAGE PROFICIENCY

- 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

Coaches Focus on the Skills needed to WIN the game.

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.

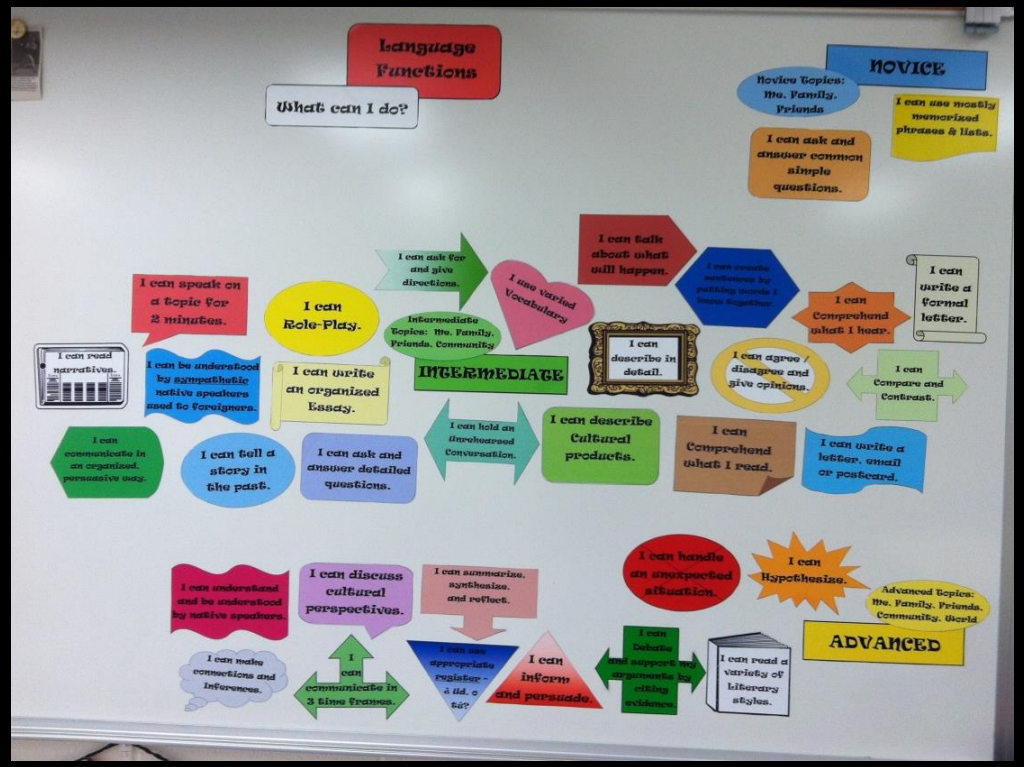
- ☐ I can talk about my daily routine.
- ☐ I can talk about my interests and hobbies.
- ☐ I can give reasons for my preferences.
- ☐ I can give some information about activities I did.
- ☐ I can give some information about something I plan to do.
- ☐ I can talk about my favorite music, movies, and sports.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

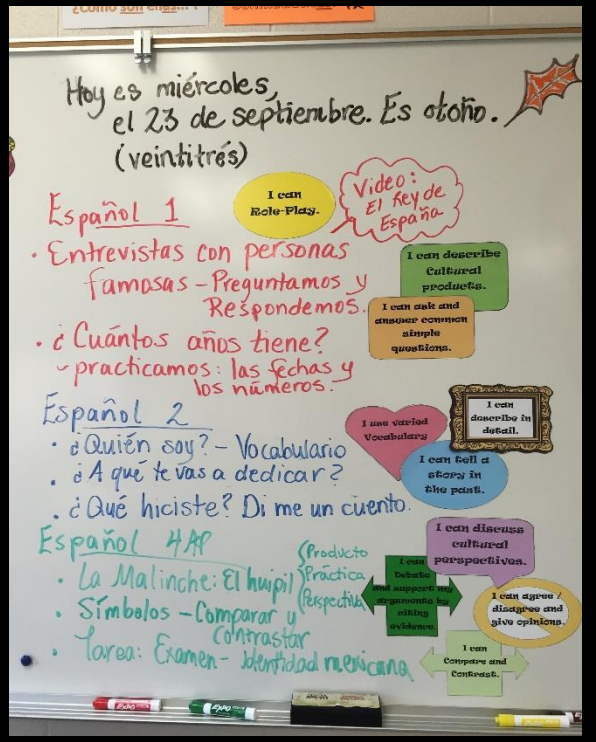
I can use my language to handle tasks related to my personal needs.

- ☐ 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.

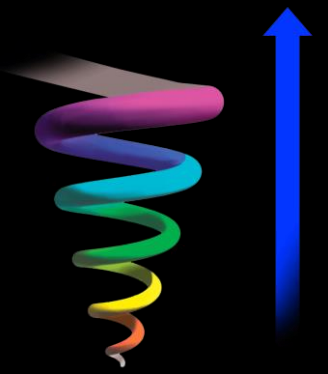
- ☐ I can talk about artists from other countries.
- ☐ I can talk about historical events.
- ☐ I can talk about a mathematics, technology, or science project.
- ☐ I can _____





Language Functions by Level

SPIRALING: Global Tasks & Language Functions



Novice

- Minimal autobiographical information
- Formulaic, rote phrases
- Lists
- Highly practiced, memorized
- Informal settings
- Most common aspects of daily life
- Difficult to understand

Intermediate

- Create with language (mix and match acquired language)
- Ask and answer simple questions
- Narrate and describe (present)
- Predictable and familiar topics (daily activities, personal life)
- Understood, with some repetition
- SURVIVAL

Advanced

- Narrate and describe in three time frames
- Handle an unanticipated complication
- Extended and more organized
- Formal and informal settings
- Topics of general interest
- Easily understood
- PARTICIPATORY

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:

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. *Wide range of general interest topics and some special fields of interest and expertise.*	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. *Predictable, familiar topics related to daily activities.*	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. *Predictable, familiar topics related to daily activities.*	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. *Most common aspects of daily life.*	May be difficult to understand, even for speakers accustomed to dealing with non-natve speakers.	Individual words and phrases

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 diffiiculty 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 dificult 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

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined) Interpretive Communication: Audio Texts	35 questions		Approx. 55 minutes
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: Email Rely		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 ***demonstrates excellence*** in Interpersonal Writing accomplishes the following:	• Fully addresses and completes the task • Responds fully and appropriately to all or almost all of the parts/prompts of the writing task	• Relevant, thorough treatment of all/almost all elements of the topic • Very well-organized, cohesive response • Accurate social and/or cultural references included	• 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 highly appropriate
4 **Demonstrates command**	**MID–HIGH** A writing sample that ***demonstrates command*** in Interpersonal Writing accomplishes the following:	• Appropriately addresses and completes the task • Responds appropriately to all or almost all of the parts/prompts of the writing task	• Relevant, well-developed treatment of the elements of the topic • Well-organized, generally cohesive response • Generally accurate social and/or cultural references included	• 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 breadth of vocabulary • 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 ***demonstrates competence*** in Interpersonal Writing accomplishes the following:	• Addresses and completes the task • Responds adequately to most parts/prompts of the writing task	• Relevant treatment of the elements of the topic • Organized response with adequate cohesiveness • Generally appropriate social and/or cultural references included	• 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 ***suggests lack of competence*** in Interpersonal Writing can be described as follows:	• Partially addresses and/or completes the task • Responds inappropriately to some parts/prompts of the writing task	• May have some irrelevant treatment of elements of the topic • Response may have inadequate organization • Inaccurate social and/or cultural references may be included	• 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 ***demonstrates lack of competence*** in Interpersonal Writing can be described as follows:	• Does not complete the task • Responds inappropriately to most parts/prompts of the writing task	• Irrelevant treatment of elements of the topic • Response may be disorganized • Inaccurate social and/or cultural references included	• 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.

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

Coaches teach sportsmanship.

- Why the handshake?
- How do athletes treat the “other” team?

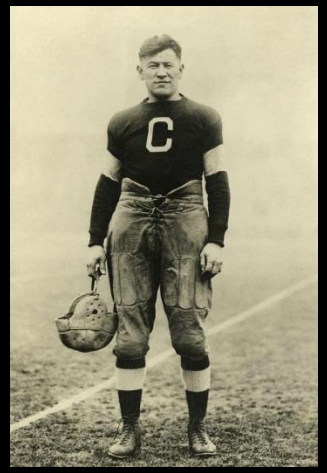
Interaction with others: The WHY of Language Education

INTERCULTURALITY is the interaction of people from different cultural backgrounds using authentic language appropriately in a way that demonstrates knowledge and understanding of the cultures.

Sauk Language Revitalization Program

Sac & Fox Nation

Jim Thorpe



"If we spoke a different language we would perceive a somewhat different world."

-Ludwig Wittgenstein

Interculturality – Where language and culture intersect.

Havana, Cuba

Take Time to Understand Cultural Perspectives

Havana, Cuba

Teams don’t just play HOME games.

What can we do to give our students opportunities to play the REAL GAME?

Adventure through STUDENT TRAVEL

SCHOOL VISITS

Help your students ENVISON themselves using the language with real speakers.

Still uses his Spanish name, “Romeo,” from class. Graduates with double major in Spanish/Marine Biology. Semester in Peru President of his University’s Spanish Club. Now working as an marine biologist intern in Ecuador.

Graduated as a civil engineer that sings in a Men’s Glee Club. Hired by an International firm.

Studied abroad. Graduated with degree in architecture.

Just entered medical school. Plans to use Spanish as a doctor.

Graduated a pharmacist. Now employed as a bilingual with extra pay.

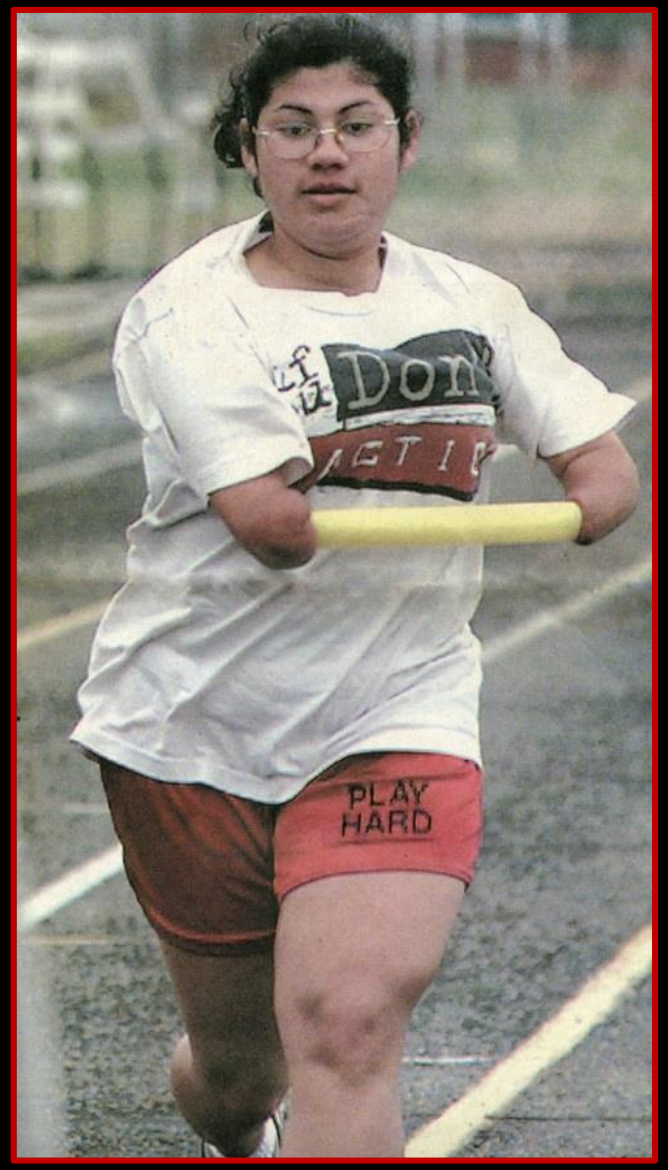
Studied in Sevilla, Spain. She’s a brand new Spanish teacher in an elementary Immersion program.

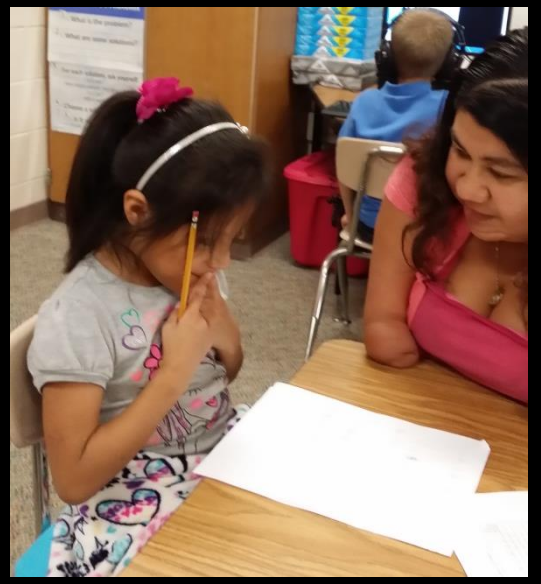
Majored in Chinese and studied in China. Now teaching English there.

Double major with Spanish and Bilingual Education. Will teach elementary ESL in the fall.

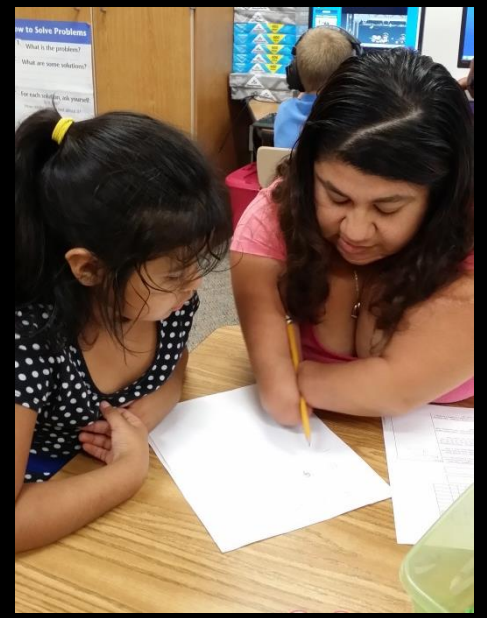
This year's Homecoming was our last.

Motivation





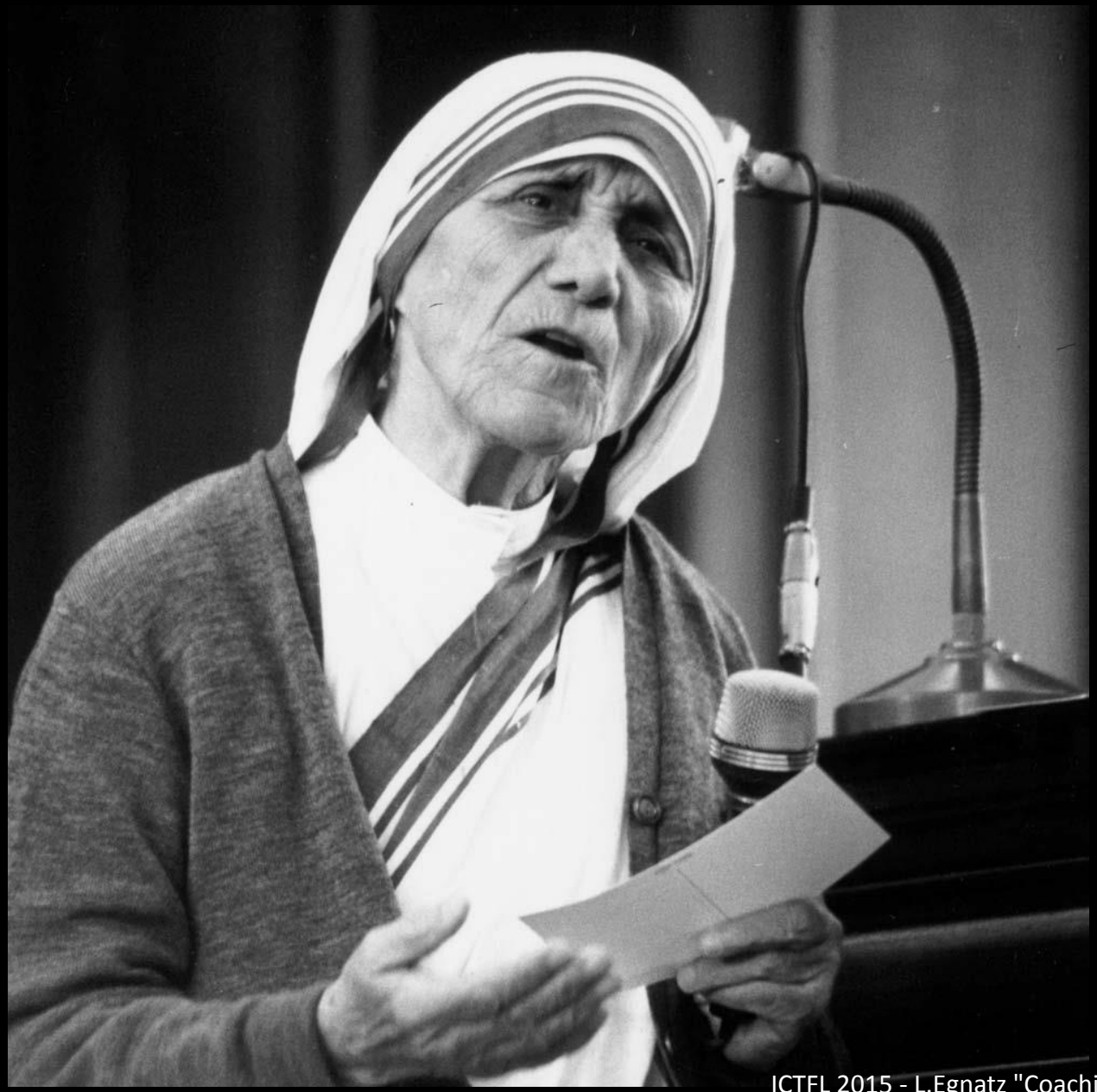
ROSA



Language is a Life Skill.

Build Language Proficiency through Performance.

Connect Globally by Enlarging your Classroom.



“Yesterday is gone. Tomorrow has not yet come. We have only today.

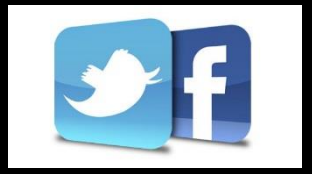
Let us begin.”

- *Mother Teresa*

Coaching for Proficiency

Moving Students from Novice to Intermediate

#ICTFL2015

Linda L Egnatz - ACTFL 2014 National Language Teacher of the Year

www.lindaegnatz.com @miprofeAP