PROFICIENCY as a tool to FOCUS Curriculum, Instruction and Assessment

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#ACTFL17

Find your Camera Crew.

This activity can be used as a Formative Check for Interpretive Mode for Novices

Why FOCUS on Proficiency?

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

Questions – Share out via Social Media #ACTFL17

Tweet and post all you want to save quotes and comments for later and to share with others!

@miprofeAP
#ACTFL17

Tweet questions to @miprofeAP

This session will be posted as a PDF file in PAST PRESENTATIONS on my website: www.lindaegnatz.com

Perfect Picture: PROFICIENT LANGUAGE LEARNERS

- **Sharpen Your FOCUS**

- **Add a FILTER**

- **"Frame" it with FUNCTIONS**

FOCUS: Think - Pair - Share

Think (90 seconds):

•What does it mean to be a World Language Teacher in the 21st Century? What is it and what is it not?

Pair (90 seconds):

•Discuss with your partner what it is and what it is not.

Share with whole group (2 minutes)

FOCUS: Language Education Then and Now

Introduction (continued)

Then and Now

The language classroom in the U.S. has been transformed in the last 20 years to reflect an increasing emphasis on developing students' communicative competence. Unlike the classroom of yesteryear that required students to know a great deal of information about the language but did not have an expectation of language use, today's classroom is about teaching languages so that students use them to communicate with native speakers of the language. This is what prepares them to use their language learning as a 21st Century Skill. Following is a chart comparing how language classrooms looked in the past compared to today.

www.p21.org

IN THE PAST	TODAY
Students learned about the language (grammar)	Students learn to use the language
Teacher-centered class	Learner-centered with teacher as facilitator/collaborator
Focused on isolated skills (listening, speaking, reading, and writing)	Focus on the three modes: interpersonal, interpretive, and presentational
Coverage of a textbook	Backward design focusing on the end goal
Using the textbook as the curriculum	Use of thematic units and authentic resources
Emphasis on teacher as presenter/lecturer	Emphasis on learner as "doer" and "creator"
Isolated cultural "factoids"	Emphasis on the relationship among the perspectives, practices, and products of the culture
Use of technology as a "cool tool"	Integrating technology into instruction to enhance learning
Only teaching language	Using language as the vehicle to teach academic content
Same instruction for all students	Differentiating instruction to meet individual needs
Synthetic situations from textbook	Personalized real world tasks
Confining language learning to the classroom	Seeking opportunities for learners to use language beyond the classroom
Testing to find out what students don't know	Assessing to find out what students can do
Only the teacher knows criteria for grading	Students know and understand criteria on how they will be assessed by reviewing the task rubric
Students "turn in" work only for the teacher	Learners create to "share and publish" to audiences more than just the teacher.

PARTNERSHIP FOR 21ST CENTURY SKILLS

One Massachusetts Ave. NW, Suite 700   Washington, DC 20001   202-312-6429   www.P21.org   Publication date: 03/11   4

Discuss with your Partner or Small Group

- how you have changed your teaching style

and / or

- what you would like to change.

TAKE ONE: PROFICIENCY

- What do I need to know?
- What should students know?

Let's talk about Proficiency

What do you hear ?

What do you fear ?

What do you cheer ?
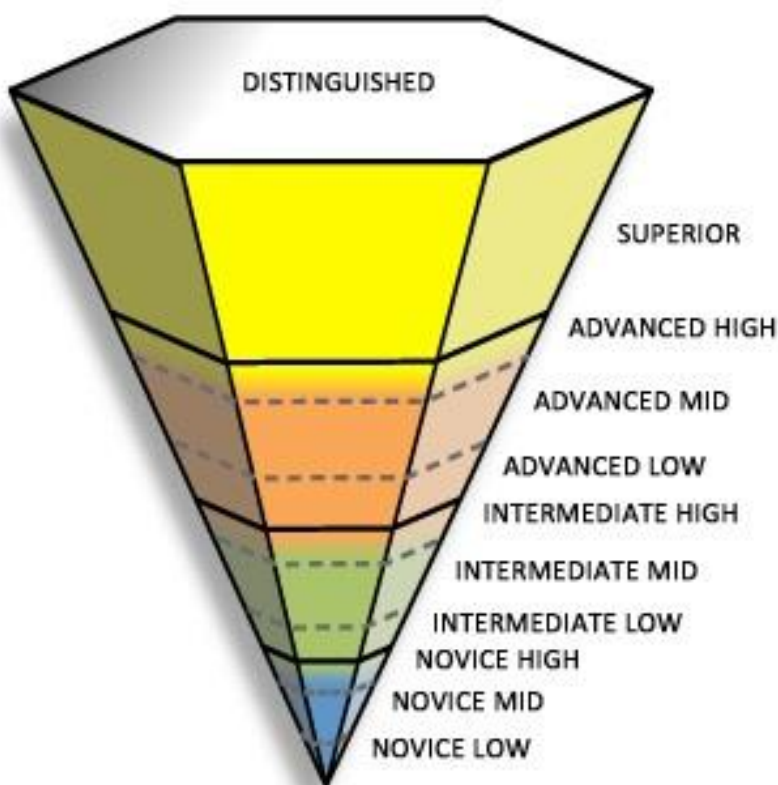
Does your School/District have a Unified Vision?

Visionary foreign language programs do 4 pivotally important things:

1) set proficiency targets for every year of instruction

2) design instructional pathways to lead to those targets

**3) assess--both internally and externally--
to see if the targets are being met**

4) analyze data to make appropriate modifications

Greg Duncan, Interprep, Inc

ZOOM in on Proficiency

ACTFL PROFICIENCY GUIDELINES 2012

▸ Arabic

Azerbaijani

▸ Chinese

▾ English

    Speaking

    Writing

    Listening

    Reading

▸ French

▸ German

Indonesian

▸ Japanese

Korean

▸ Portuguese

▸ Russian

▸ Spanish

▸ Turkish

Glossary

SPEAKING

Distinguished | Superior | Advanced | Intermediate | Novice

PREFACE

The ACTFL Proficiency Guidelines 2012—Speaking describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that speakers encounter when attempting to function at the next higher major level.

These Guidelines can be used to evaluate speech that is either Interpersonal (interactive, two-way communication) or Presentational (one-way, non-interactive).

The written descriptions of speaking proficiency are accompanied online by speech samples illustrating the features of each major level.
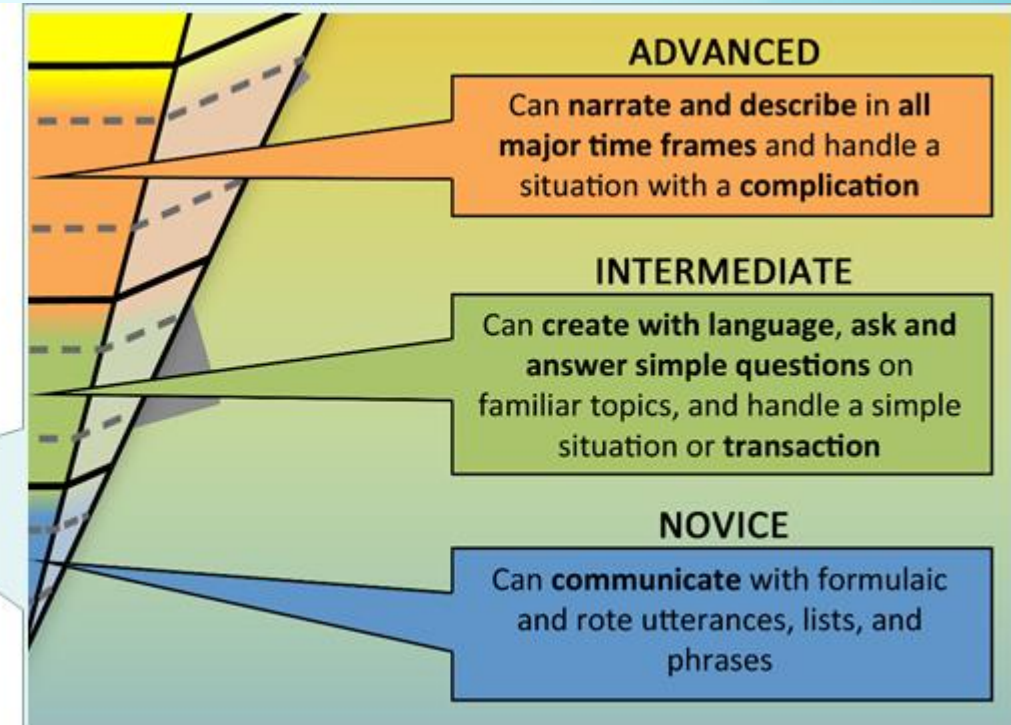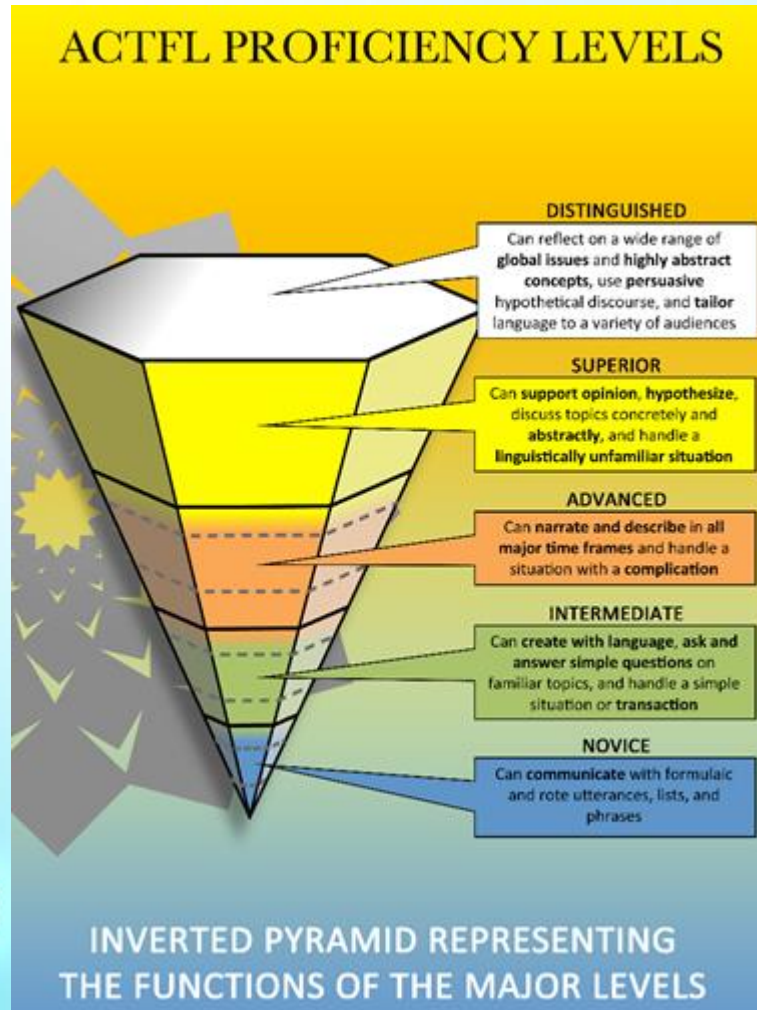
The ACTFL Proficiency Guidelines 2012—Speaking may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

DISTINGUISHED

Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.

Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level,

www.actfl.org/publications

ZOOM in on Proficiency

ZOOM in on the CAN-DO

Interpersonal Communication

NCSSFL-ACTFL
Can-Do Statements
Progress Indicators for Language Learners

NOVICE HIGH

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

I can exchange some personal information.

☐ I can ask and say a home address and e-mail address.

☐ I can ask and say someone's nationality.

☐ I can ask and talk about family members and their characteristics.

☐ I can ask and talk about friends, classmates, teachers, or co-workers.

☐ I can _____

I can exchange information using texts, graphs, or pictures.

☐ I can ask about and identify familiar things in a picture from a story.

I can ask for and give simple directions.

☐ I can ask for directions to a place.

☐ I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.

☐ I can tell someone where something is located, such as next to, across from, or in the middle of.

☐ I can _____

I can make plans with others.

☐ I can accept or reject an invitation to do something or go somewhere.

☐ I can invite and make plans with someone to do something or go somewhere.

ZOOM in on **Oral Proficiency Descriptors**

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
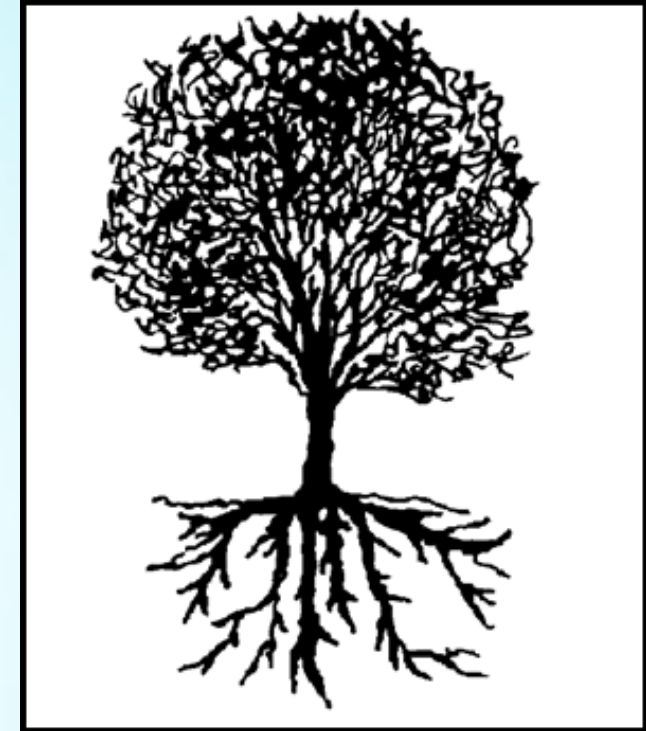
Clementi/Terrill ACTFL Keys to Planning for Learning 2013

Chantal Thompson   9

Thank you Donna Clementi, Laura Terrill and Chantal Thompson

ZOOM in 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)

ZOOM In: Foster Growth of Text-Type

September / November

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

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.

ZOOM In: Foster Growth of Text-Type

En mi viaje a Perú, yo mirandé y visté mucho de cosas y lugares de importantes. Primera, yo fui al restaurante comer comida con mi familia. Próxima, nosotros pasamos en Cuzco, y vimos las carreteras 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 personal en Machu Picchu. Es popular y tiene muchas de las ricueñas que son de la familia de llamas. El domingo, mi familia y yo vamos al Templo del Sal. Es una iglesia que es bonita y histórica. Finalmente, nosotros regresamos a la casa.

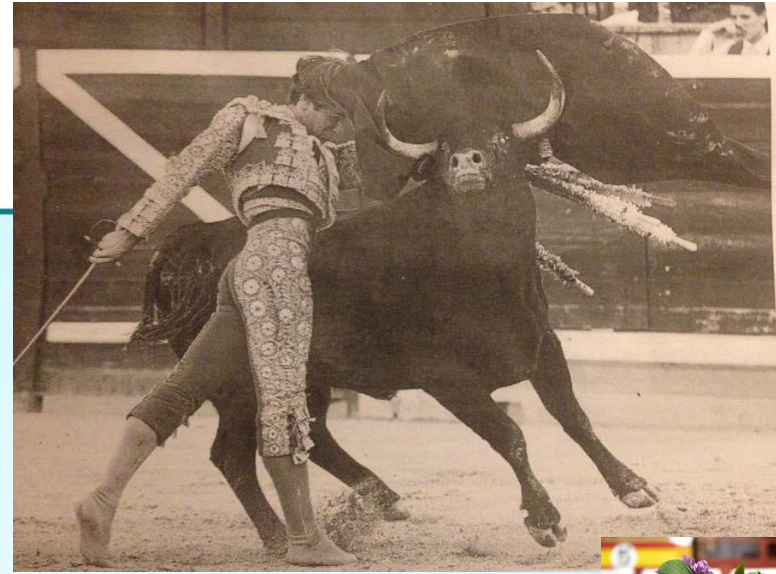**September / November**

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FOCUS on Results

Anything worth doing well is worth doing poorly at first.

It takes PRACTICE to go PRO.

Add a Cultural Lens

Javier Marín, matador

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

ZOOM in with activities

Describe the beach to a person you've met on vacation in . . .

-- Bolivia, S.A.
-- Chad, Africa
-- Inner Mongolia
-- Kyoto, Japan
-- Bonn, Germany

NOVICE LOW

Describe it using only words. Try to think of the ten most important words to describe it. Be very generic. There can be spelling errors and wrong words like a Kindergartener would make.

NOVICE MID

Describe it using simple phrases and lists. You do not need to have verbs. There can be spelling errors and wrong words. "Me like"

NOVICE HIGH

Describe it using simple sentences with few details. Use "I like", "It has" and "It is". Limit the sentences to 4 words or less.

INTERMEDIATE LOW

Describe it using detailed sentences with words like "with" "in" "at" "also".

INTERMEDIATE MID

Describe it using detailed sentences. Combine some of your sentences with transition words like "furthermore" "however".

INTERMEDIATE HIGH

Describe it using a paragraph with detailed sentences. Include a simple personal story in the past tense. *When I was little, I went...* Also include ordinal words like "first" "last" and "then".

ZOOM in with activities

- Posters and Visual Pathways

- Posted learning targets

- Students document progress with I CAN statements and reflection on language level descriptors

- Listening to level samples (in English and in target)
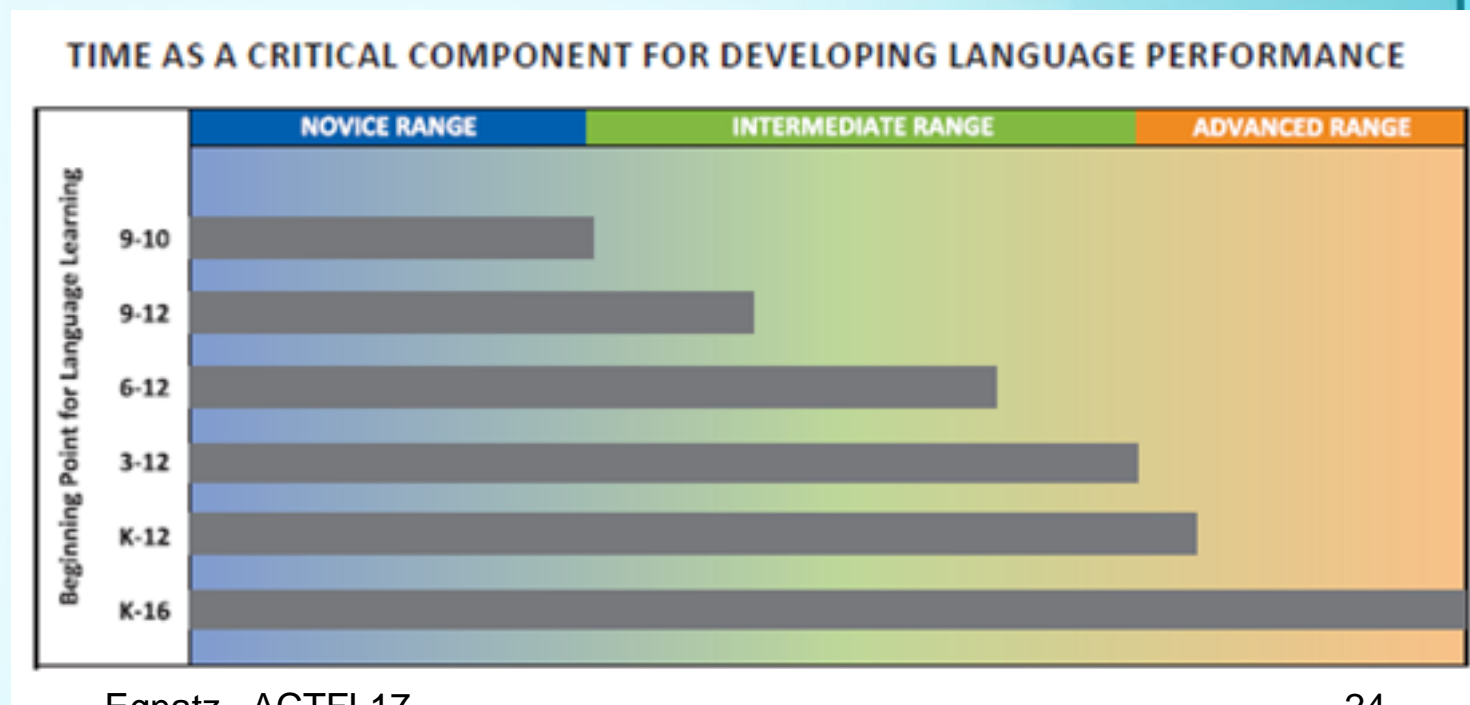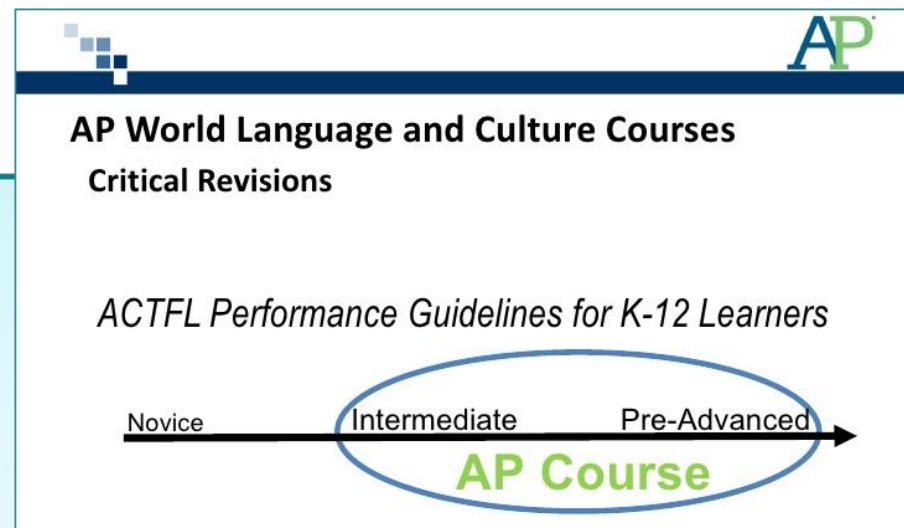
- Students videos

TAKE TWO: CURRICULUM
Proficiency-Based Vertical Alignment

- What do I need to know?
- What should students know?

FOCUS on Vertical Alignment

AP World Language and Culture Courses
Critical Revisions

ACTFL Performance Guidelines for K-12 Learners

- **Student outcome goals for each level**

- **Assessments reflect level benchmarks**

- **Student rewards? Consequences?**

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE

Proficiency takes time.
It also takes Intentional Planning.

FOCUS on the data

STAMP Ratings:

1. Novice Low
2. Novice Mid
3. Novice High

4. Intermediate Low
5. Intermediate Mid
6. Intermediate High

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%

Level 6
Intermediate High

STAMP test data 2010

FOCUS on Vertical Alignment

- **Student outcome goals for each level**

- **Assessments reflect level benchmarks**

- **Student rewards? Consequences?**

Grading:
- *A = Above level*
- *B = At level*
- *C = Emerging evidence*
- *D = Below Level*

Level One
Speaking and Writing, Novice-High;
Listening and Reading: Intermediate Low

Level Two
Speaking and Writing, Intermediate-Low
Listening and Reading: Intermediate-Mid

Level Three
Speaking and Writing, Intermediate-Mid;
Listening and Reading: Intermediate-High

Level Four
Speaking and Writing, Intermediate-Mid/High
Listening and Reading: Intermediate-High/Adv Low

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CUT! Take a 10 minute break.

PRODUCTION

SCENE | TAKE
| #ACTFL17

DIRECTOR

CAMERA

DATE

ZOOM in on Language Proficiency Levels

Novice:

Intermediate:

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**

❑ Forms simple (practiced) sentences

❑ Simple asking / answering questions

✓ **Useful questions & answers**

❑ 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

ZOOM in with a Needs Assessment

Rossett (1995) pointed out the importance of the needs assessment as a driving force affecting every other aspects in the instructional design system, i.e. design, development, use and evaluation.

1. Optimal Performance: What is it that the learner/performer need to know or do?
2. Actual Performance: What is it that the learner/performer actually know and do?
3. Feelings: How do the learner/performer feel about the topic, is it a priority, is there confidence on the topic?
4. Causes of performance gaps:
   - **Lack of skill or knowledge:** Can the learner or performer do the task?
   - **Flawed Environment:** Does the environment support the task performance?
   - **Improper Incentives:** What are the consequences of doing the task badly or not doing at all?
   - **Lack of motivation**: What is the value of the task, is their confidence in their ability?

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

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

ZOOM in on Opportunity

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	0			• Language learners following 2 years of high school language study
Novice Low				

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

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES   www.actfl.org | facebook.com/actfl | @actfl   © 2015

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

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Making REAL WORLD Connections

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

Proficiency "TALK" in action

Taking turns in your group, imagine students entering class...

- Greet and ask a Novice Low student a question.
- Greet and ask a Novice High student a question.
- Greet and ask an Intermediate Mid student a question.
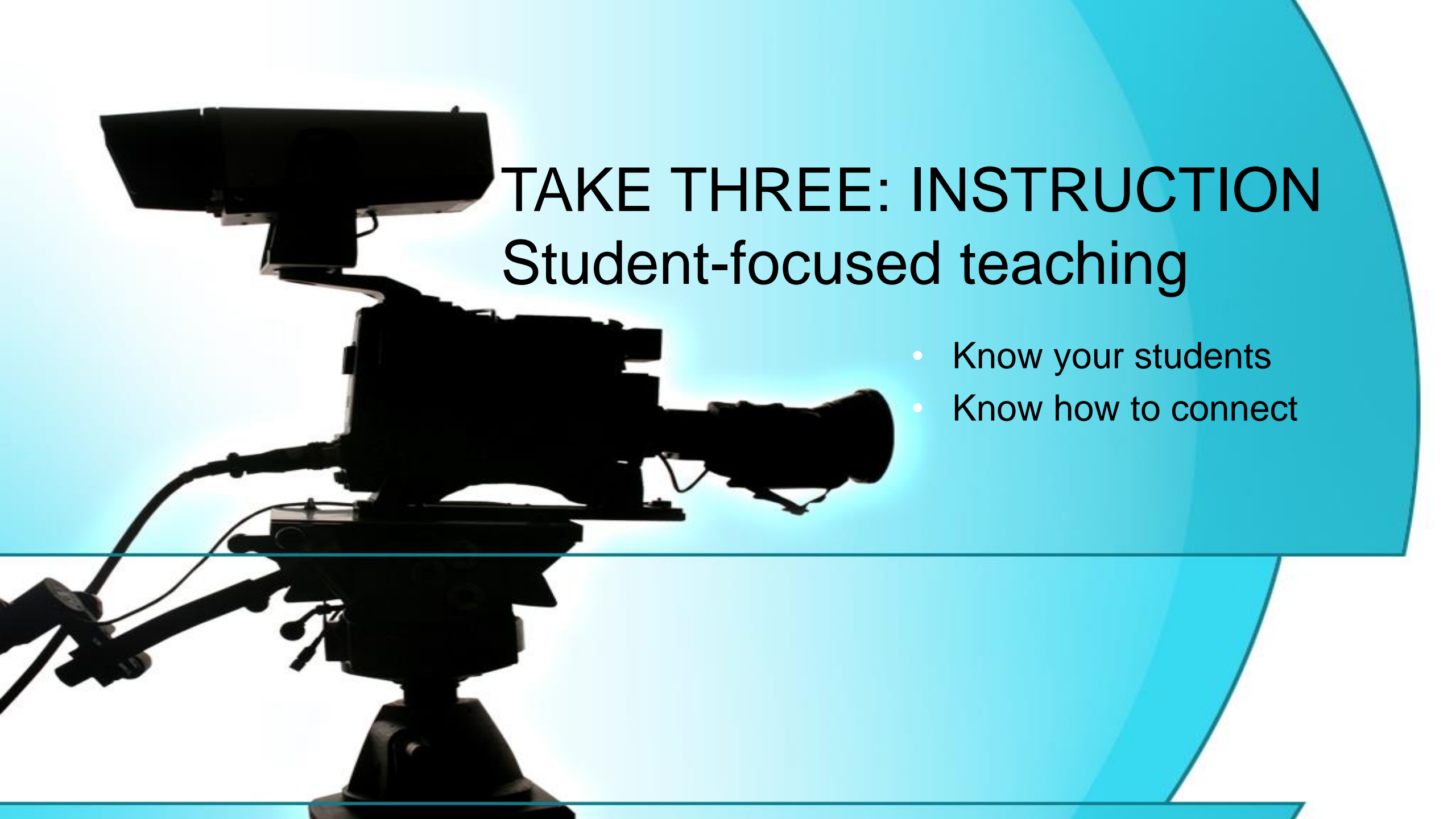- Greet and ask an Advanced Low student a question.

Discuss with your Partner

What have you learned?

What next step(s) will you take?

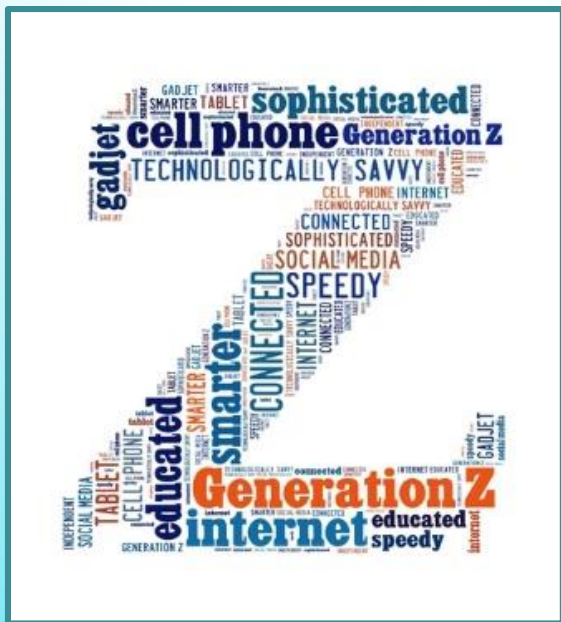How will you teach Proficiency levels to your students?

TAKE THREE: INSTRUCTION
Student-focused teaching

- Know your students
- Know how to connect

8-Seconds

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.

Why FILTERS?

- Inspire interaction and engagement.
- Give students the floor and an important, creative voice.
- Make the teacher a facilitator, coach and cheerleader
- Foster risk-taking and eager participation.
- Focus on students as primary, teacher as secondary communicators
- Celebrate each stride, each step toward proficiency
- Allow for errors and celebrates them as necessary steps toward learning.

FILTER: "Mobile First" Mindset

DIGITAL INTEGRATORS

- 10 HRS 19 MINS TECH. USE/DAY
- 5,100,000,000 SEARCHES/DAY
- 4,000,000,000 VIEWS/DAY
- 1,000,000,000+ ACTIVE USERS
- 500,000,000 TWEETS/DAY
- 1,000,000+ APPS

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

Gen Z social media breakdown

Facebook is used by teens primarily for keeping tabs on extended family and acquaintances.

Instagram is less about keeping a personal photo journal, and more about sharing interesting visual life moments

Twitter is a place to stay informed and to follow trusted digital curators of culture and information

Snapchat is more for a private mode of communication to share silly, or candid moments with their inner circle of friends

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FILTER: Use Technology – for learning's sake

With your group, identify activities where technology doesn't just REPLACE the paper activity but RADICALLY enhances or transforms it.

In this situation . . . Is technology more responsive, more responsible or more authentic?

FILTERS: Classroom Implications

Challenges

- *Risk-taking*
- *Anxiety – Speaking tasks*
- *Just "google it"*
- *Tuning out*
- *Lack of Stamina and Grit*

Opportunities

- *Interpretive tasks*
- *Collaborative small groups*
- *Customizing projects - PBL*
- *Workplace Digital tools*
- *Integrated Performance Assessments - IPAs*

Why FILTERS?

All there is to know about a LANGUAGE - vocabulary, structures, its culture and history

This is what the teacher loves and cares about.

Your full Curriculum
4 years?
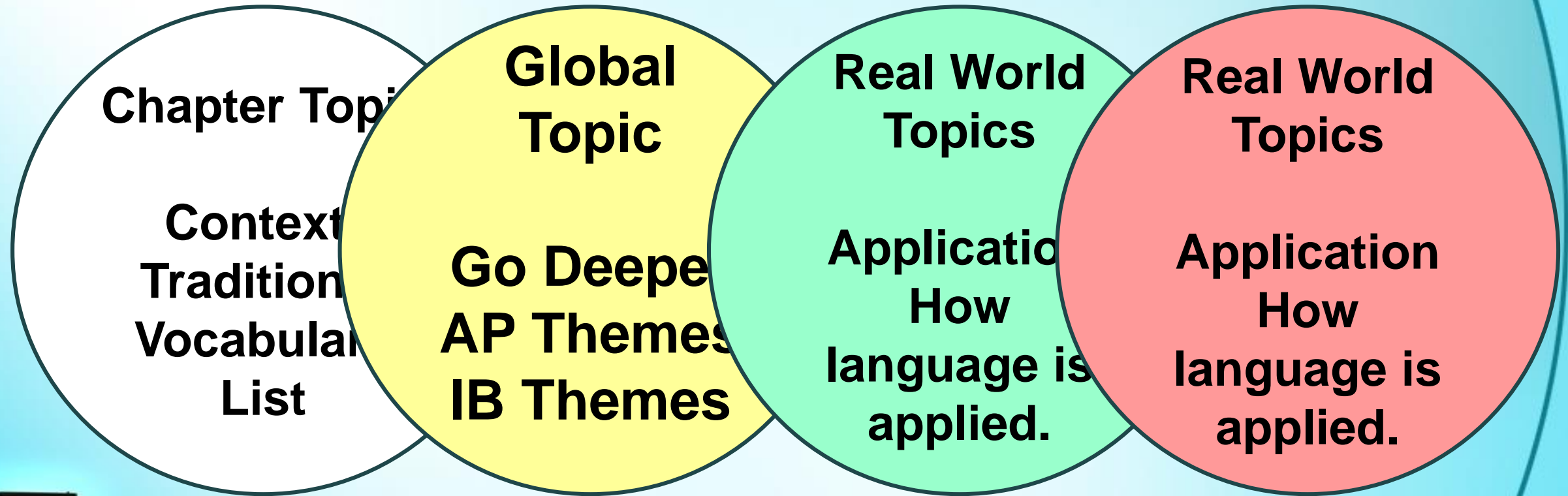6 years?
more?

What teacher actually teaches

test

This is all the student cares about.
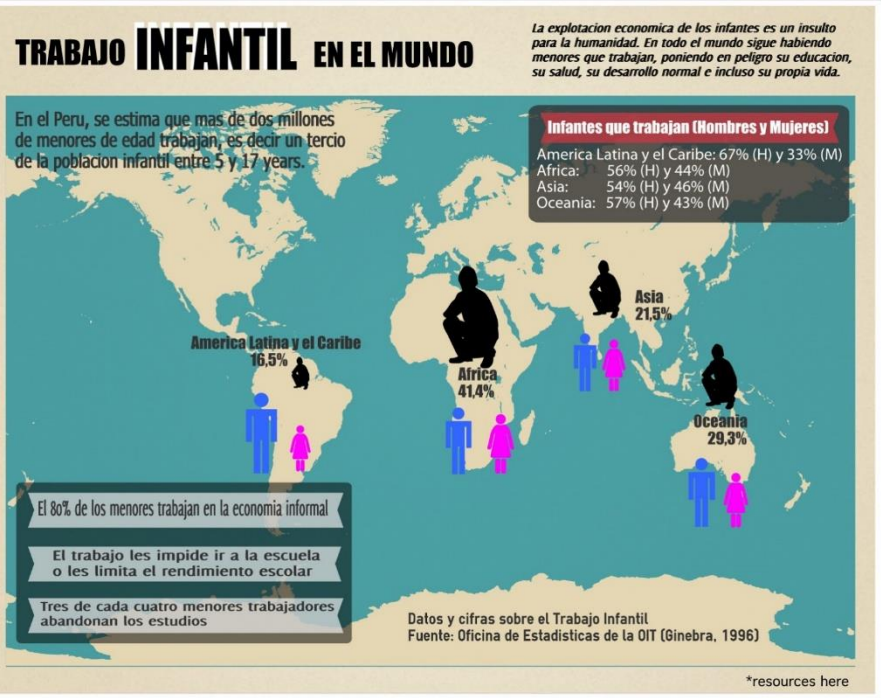
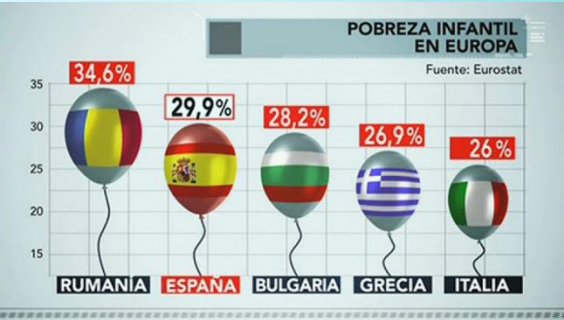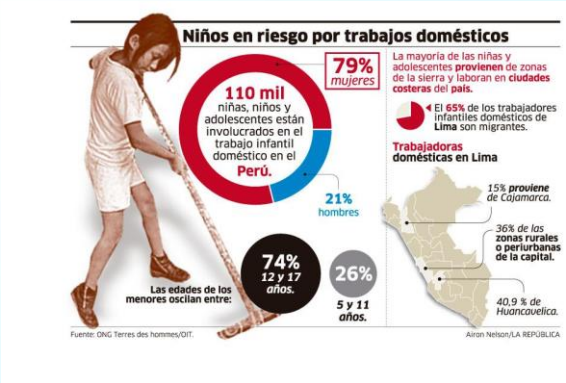# Use Filters to ASSESS more.

FILTERS Impact Learning

Chapter Topic

Context
Tradition
Vocabulary
List

Global Topic

Go Deeper
AP Themes
IB Themes

Real World Topics

Application
How language is applied.

Real World Topics

Application
How language is applied.

Use Filters to Teach CULTURE.

FILTERS: Take Culture Deeper

EQ: Why do young
people get a job?

FILTERS: Social Justice – "C" of Community

It's about more than just vocabulary.

Gain perspective to
- **Be inspired**
- **Make a difference**
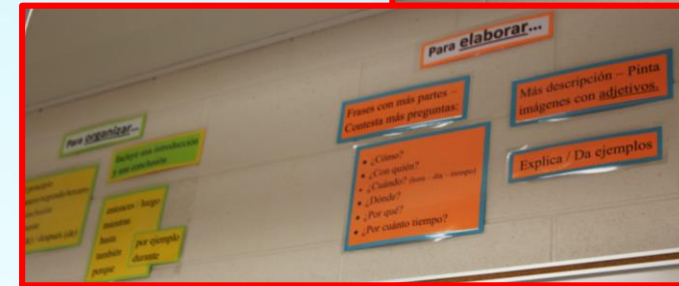- **Take action**

AP with WE

FILTER: Environment
What role does classroom design play ?

The "Classroom as Teacher"

- *Immersion exposure to L2*

- *Heighten sensory experience*

- *Is it language – rich?*

- *Classroom arrangement*

- *Cooperative student interaction*

FILTER: Environment
What role does classroom design play ?

- ✓ **Code-switching**

- ✓ **Design for communication**

- ✓ **Effect of newness of physical surroundings**

- ✓ **"The Third Teacher" – classroom input**

- ✓ **Collaborative – Team building**

Be Intentional.

How might this impact student learning?

TAKE FOUR: ASSESSMENT
Student-directed Products

- Student choice
- "C" of Connection

FRAME IT: The Importance of Modeling

- *Use multimedia visual models of language*

- *Model the end product*

- *Scaffold student work:*
  - *Individual think*
  - *Partner*
  - *Small group*
  - *Random partners*
  - *Class*

- *Describe / Role-play desired target language output*

FRAME IT:
Identify the baby steps: Spiral the functions "CAN – DO's"

- **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**

FRAME IT: Spiraling Global Tasks & 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 & 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 functions can Novice Students do with imagery?
(Images provoke curiosity – Focus on meaning)

- **Describe**

- **Identify**

- **Compare and contrast**

- **Cultural values/ information**

- **Evaluate**

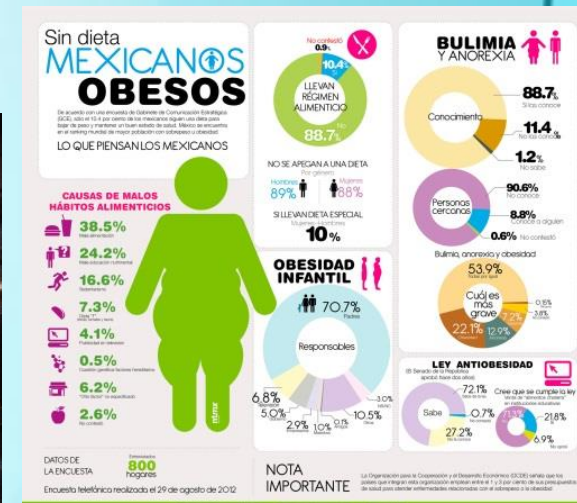*How would the activity change for higher proficiency levels?*

www.hungryplanet.com

Use Authentic Resources to Engage Students
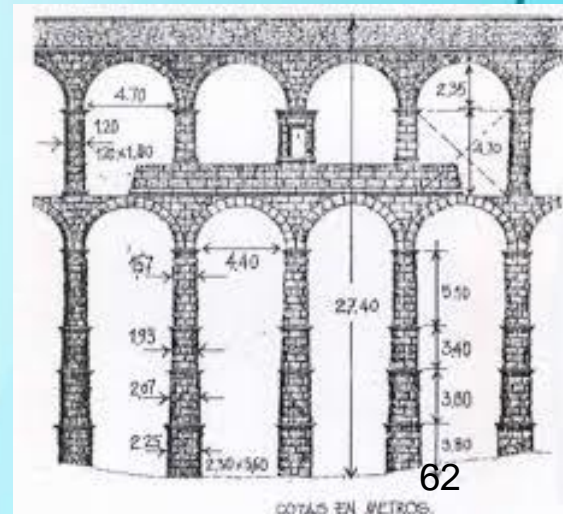*Build interpretive skills: inference, negotiate meaning*

- 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

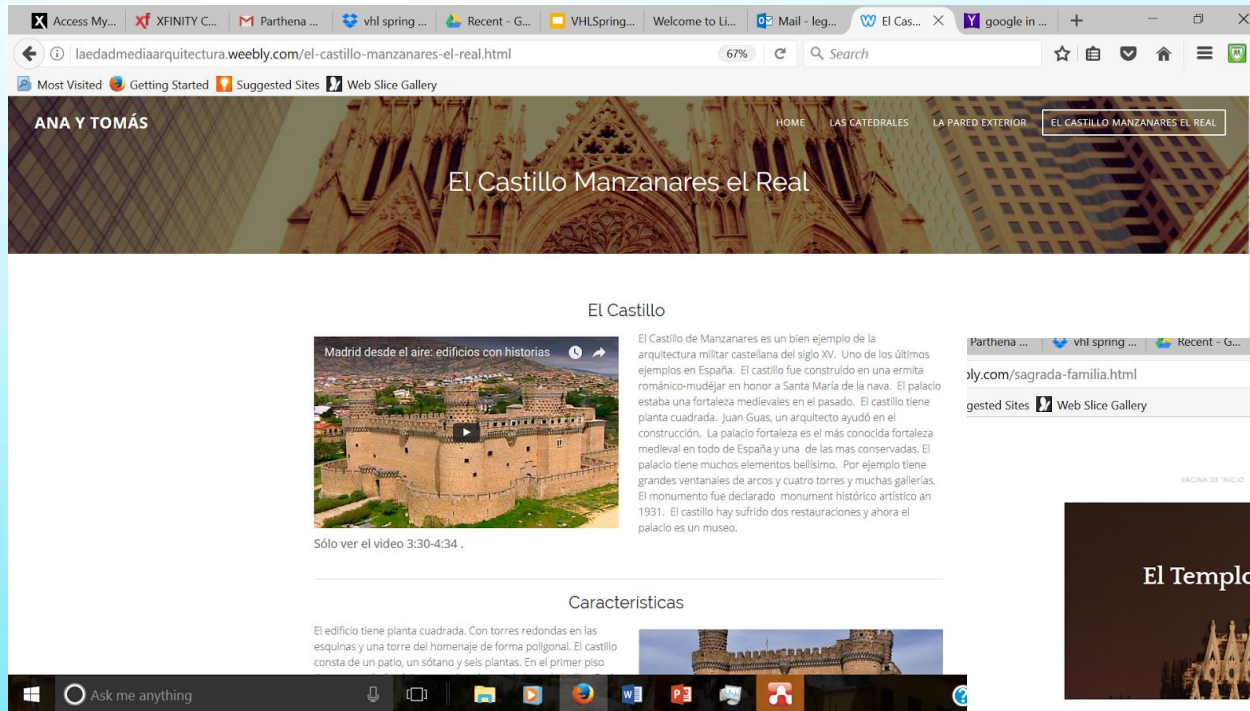- PROMPT more QUESTIONS

FRAME IT: Student Choice

- **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**

FRAME IT: Digitally

- Design websites
- Blogs - Twitter
- Skype presentations
- Voiceover Multimedia presentations
- Public Service commercials

Create a public showcase for student works

Perfect Picture: PROFICIENT LANGUAGE LEARNERS

- **Is your FOCUS sharper? How?**

- **What FILTER concept will you add?**

- **What might you FRAME differently?**

- **What will you ZOOM in on first?**