



Building LIFE Language Skills into your Curriculum

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#2bilit2quit @miprofeAP



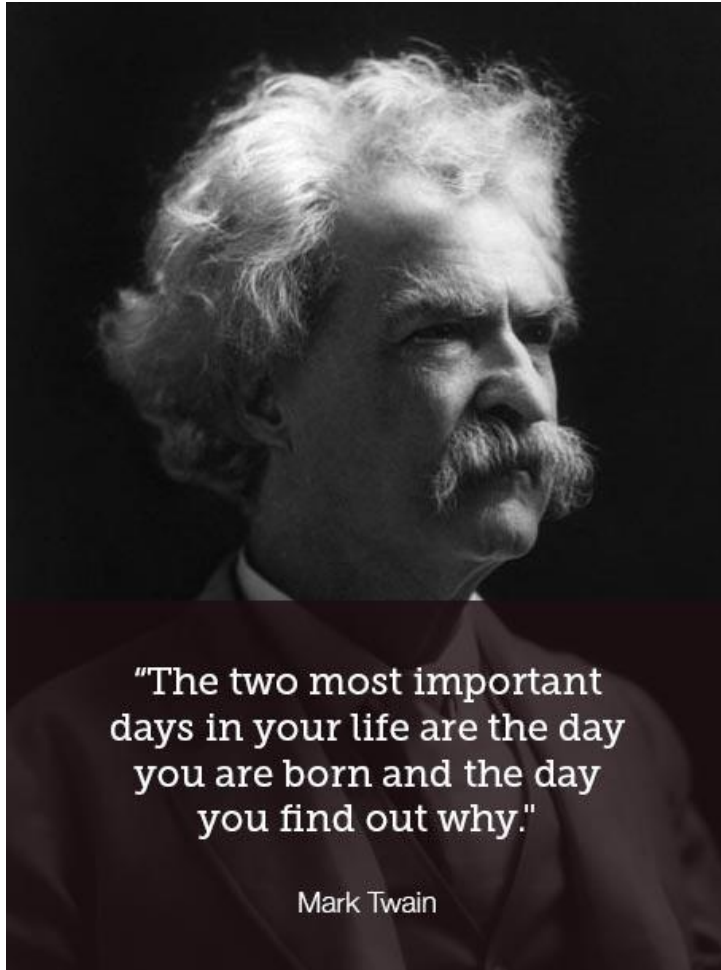


Why reflect?

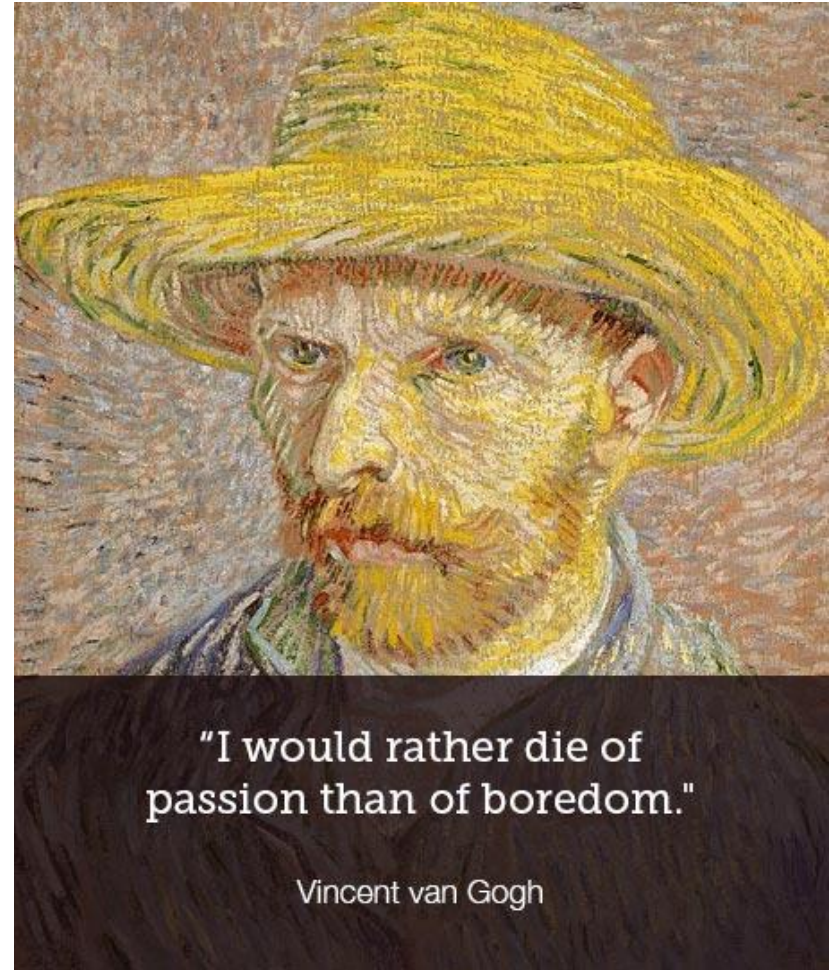
“You can’t connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something – your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.”

-- Steve Jobs

Why teach?



Why languages?

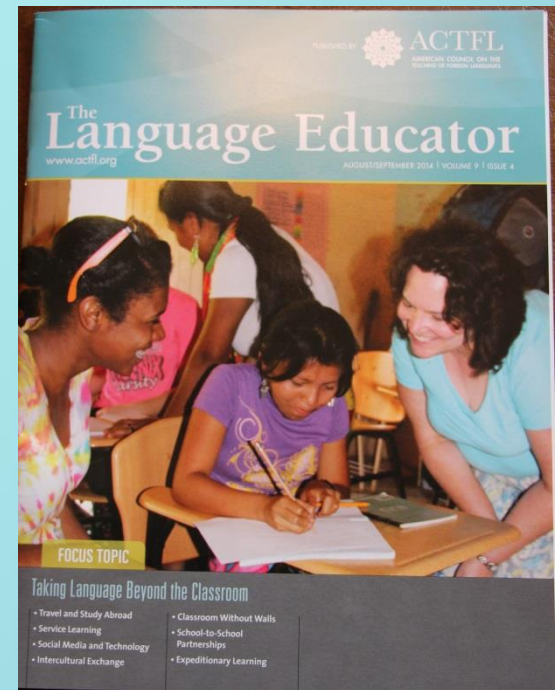


Brainstorm



ACTFL 2014

National Language Teacher of the Year



Linda Egnatz - USC Upstate Reflections Workshop

Expanding Vision: What can BE



K-8

Language
Acquisition:
Expanding
Vocabulary



9-12

Cognition: Expanding
Language Functions
& Global
Perspectives



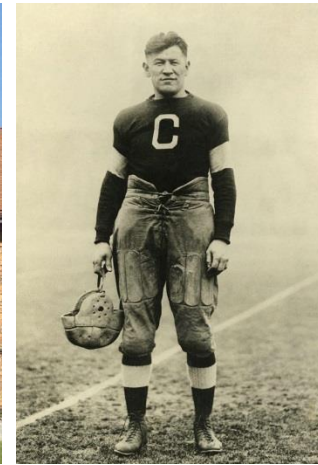
13-16

Application:
Expanding
Opportunity



**Sauk
Language
Revitalization
Program

Sac & Fox
Nation**



**Jim
Thorpe**



**“If we spoke a
different
language we
would perceive
a somewhat
different
world.”**

-Ludwig Wittgenstein

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Workshop

At the end of this session, you will...

- ❑ be able to identify the language functions needed for language performance.
- ❑ understand how student personality and interests can lead to better student involvement and motivation.
- ❑ be able to coach students as they spiral the language functions toward higher levels of language proficiency.

Communication

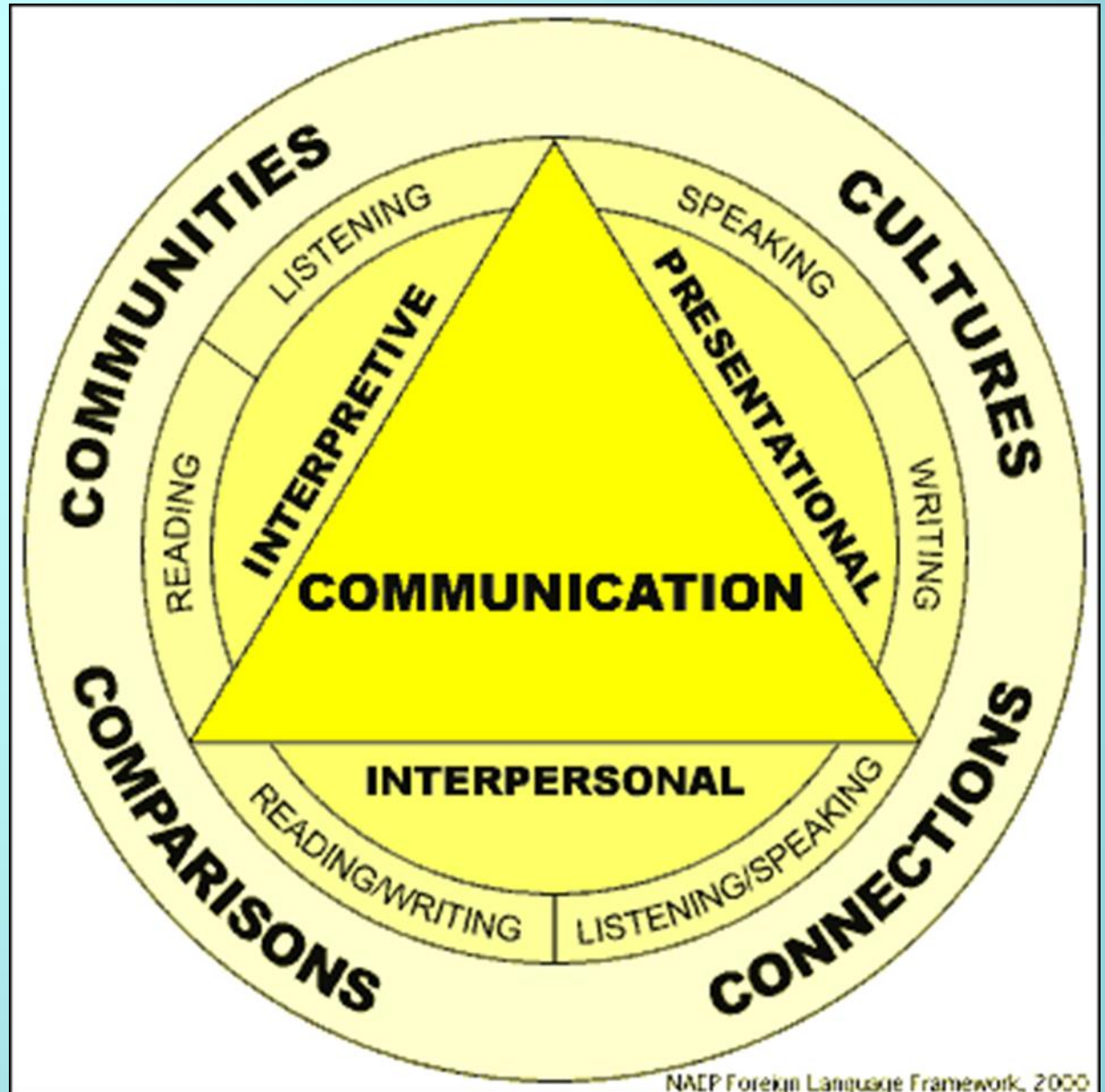
I started traveling abroad in high school and it's greatly changed who I am as a person. I've made all sorts of connections with new people through travel and I've been encouraged to come out of my shell and try new things. Traveling in high school also really impacted how I view travel in college. I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



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

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— Patricia Brekke

World- Readiness Standards for Learning Languages



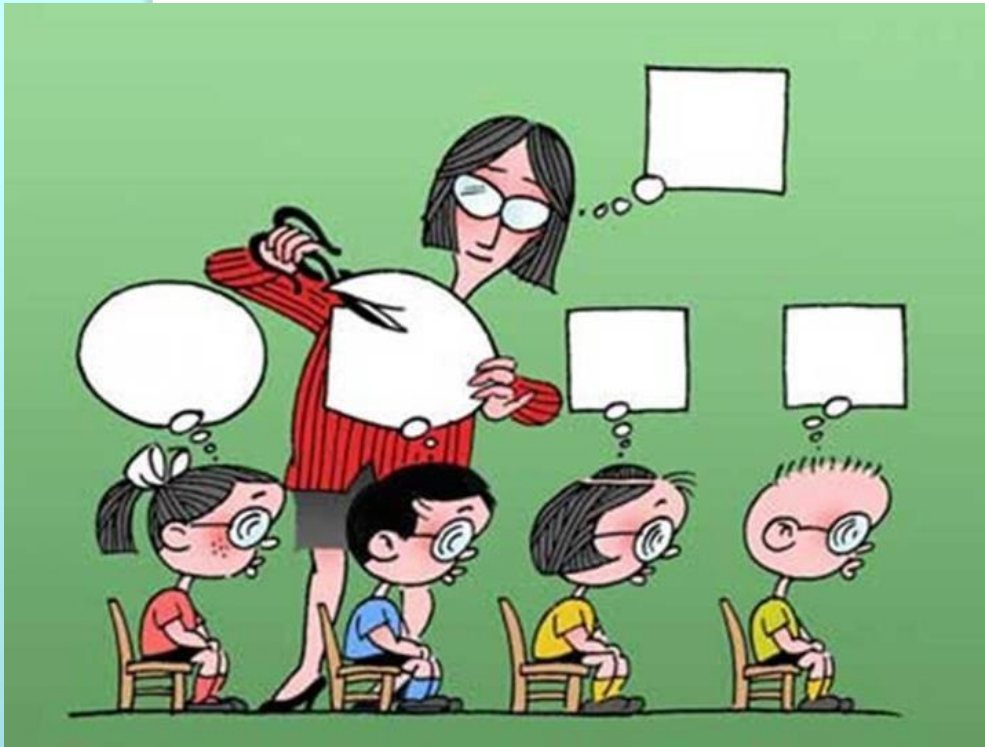
What language skills should students have to be able to function at each level? *Brainstorm*



Language Functions

1. Greetings/Introductions
2. Ask / Answer Questions
3. Descriptive Narrative
4. Expressing likes/opinions
5. Compare / Contrast
6. Expressing needs/wants
7. Three Time-Frames
8. Agree/Disagree, Debate
9. Numbers, Calendar, Time
10. Practiced, predictable
11. Unrehearsed, unexpected
12. Hypothetical
13. Organized, Transitions
14. Circumlocution, Clarify
15. Interjections, Colloquialisms

To build proficiency, I need to know what it looks like



- **Novice**
 - Lists, isolated words
 - Memorized phrases
 - Highly practiced contexts



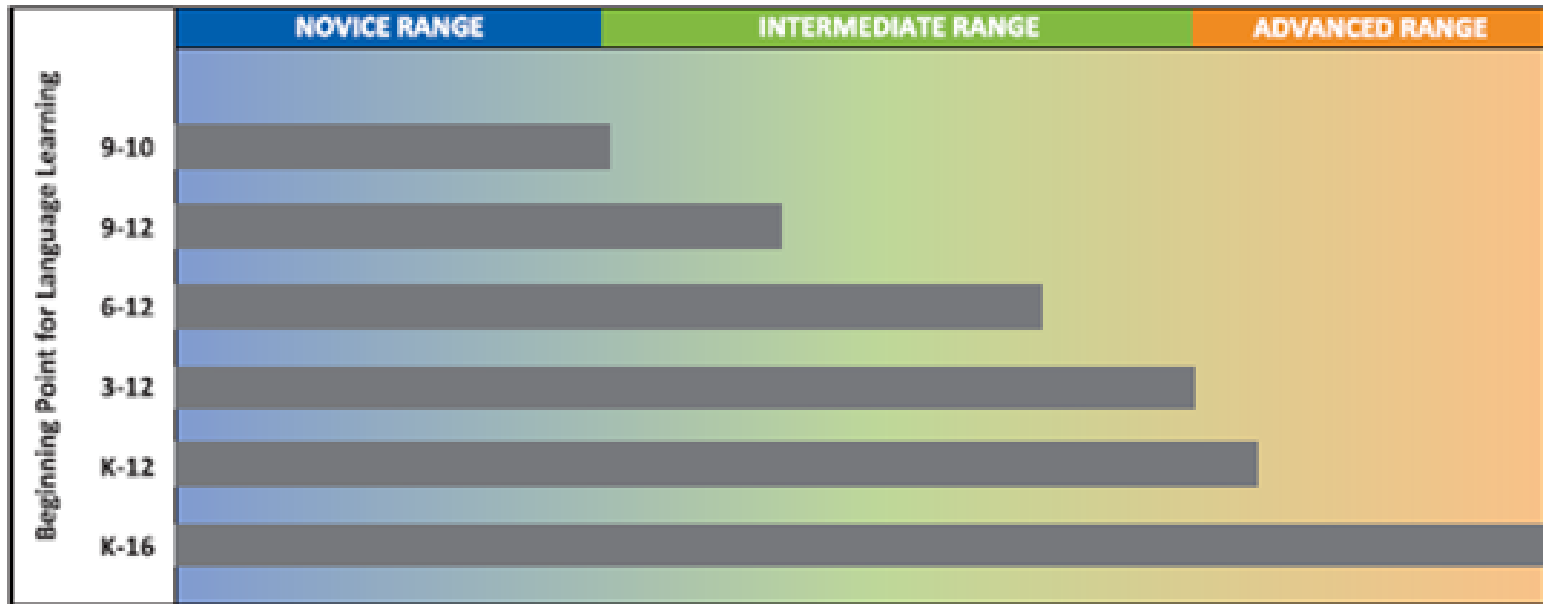
- **Intermediate**
 - Questions & Answers
 - Descriptive narrative
 - Express needs/desires/likes
 - Compare / contrast
 - Sentence strings



- **Advanced**
 - Detailed Question/Answers
 - Past – Present – Future
 - Unexpected, complications
 - Paragraph-length

Language Proficiency takes time.

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE



What level(s) do you teach?

What language skills should students have to be able to function at each level? *Brainstorm*

What gets your heart pumping?



Is it Mach 1.24 – 834 mph – 24miles high?

Practice - Performance - Proficiency



**Increasing
proficiency means
that we must
move from
ACCURACY**

**toward
LEVEL
APPROPRIATE
PERFORMANCES.**

Think Functions!

Performance:



Coaching to **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

Language Functions:



Hoy es miércoles,
el 11 de febrero.

Español 2

- Práctica con Vocabulario 6.1
- Frases útiles
- Descripción en el pasado
- Tarea - Prueba "Skills Check" mañana 12/2

Español 4AP

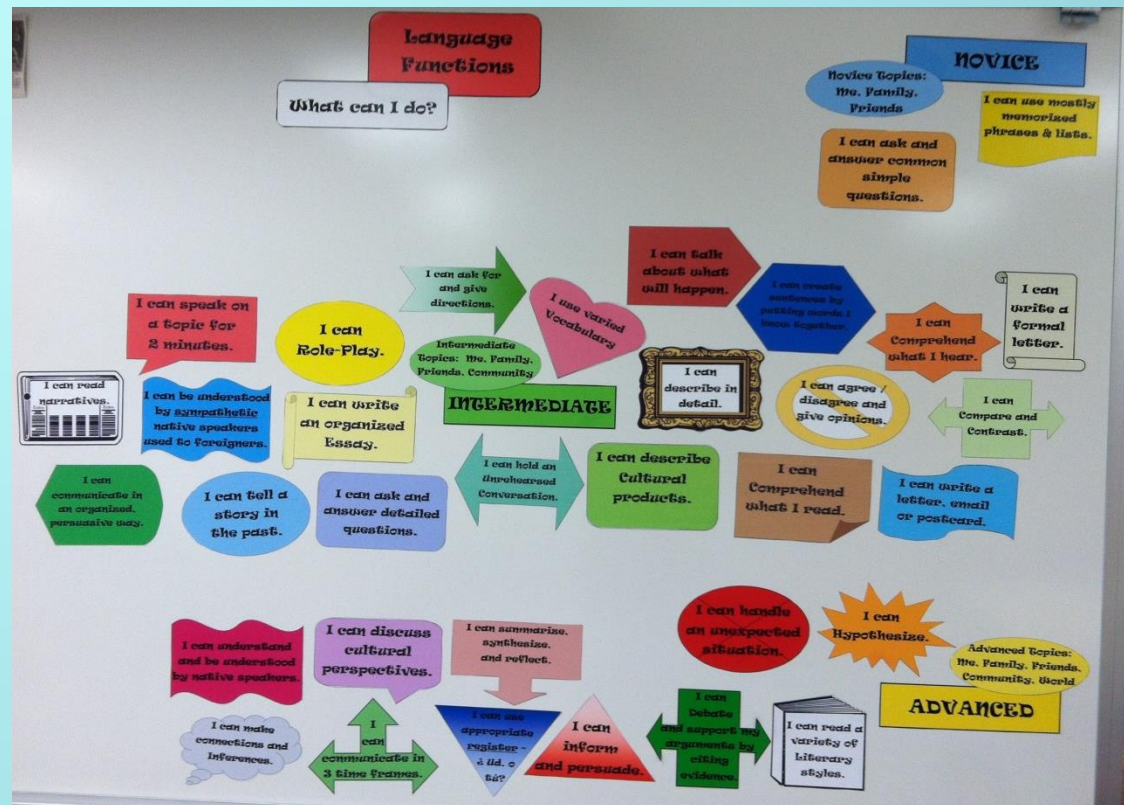
- Artistas - México
- La cultura de la calaca
- Presentación - 2 artistas
- Tarea - Video - D. Breña

Español 5AP

- Azarcillo de Ponce (primer año)

Language Functions:

- I use varied Vocabulary
- I can communicate in 3 time frames
- I can describe in detail
- I can compare and contrast
- I can discuss cultural perspectives
- I can read a variety of literary styles



Scaffold Descriptive Narrative:

- Consider level: Cognitive / Linguistic
 - I can describe people.
 - I can describe things.
 - I can describe places.
 - I can describe ideas, concepts, cultures (3 Ps)
- Scaffold narration: Vocabulary / Length
 - I can identify characteristics. (list)
 - I can write a descriptive sentence.
 - I can describe in sentences with multiple parts. (conjunctions)
 - I can describe with strings of sentences. (pre-paragraph)
 - I can write an organized, descriptive paragraph.

Scaffold Compare & Contrast:

- Consider level: 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 narration: Vocabulary / Length
 - I can identify characteristics. (T-chart, Venn Diagram)
 - I can write 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 write an organized, comparative paragraph.

Student A: text length

mi familia y ya visitamos Cuzco, Peru porque necesitamos vacación. Queremos mirar el manumentos y divertirse. por la mañana vimos la casa de incas. tiene mucho bonitos los monumentos. Después comimos en la restaurante y mirar salsayhuaman. luego tenemos sueño y aspertemos.

tengo dos hermanos en mi familia. mi mejor hermano nombre es Mario. También tiene ventiseis años. mi menor hermana nombre es Mía. tiene dieciséis años. mi mejor hermano Mario vive con su novia en su casa. trabaja en el mercado porque va a colegio por la mañana. la semana pasado trabajó en mecánica con mi padre porque tuvimos rato libre. Después cenamos y jugamos deportes junto, pero mi menor hermana no le gustan los deportes. preferó escuchar la música. por ejemplo mi mejor hermano jugó el fútbol en escuela y mi menor hermana baila. También Mario le gusta jugar naipes y conversar con sus amigos, pero Mía no le gusta. en su rato libre le gusta ir al cine con sus

Amigos. me gusta mirar mi mejor hermano y no me gusta mirar mi menor hermana porque no le gusta mirar mí.

October / February

Student B: 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 a Machu Pichu. Paseamos en la capital y ver una Festival del sol. La festival fue a Templo del Sol, una iglesia mas importante con los conquistadores y las azulecas. Los piedras con 12 angulos porque 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.

vejo - old

THINK / PLAN SPACE

Mi mamá y papá no son muy similares. Mi papá es más alto que mi mamá, pero mi mamá es más alta que muchos señores. Mi papá trabaja en Perú. Es mecánico y mi mamá trabaja en Metro South. Es enfermera. Mi papá tiene cuarenta y ocho años y mi mamá tiene cuarenta y dos años. Mi papá tiene los ojos azules y no tiene mucho pelo. Mi mamá tiene los ojos verdes y es morena. Mi mamá y papá a mí les gusta cocinar mucho y van al cine para ver las películas. Mi mamá y papá limpian la casa todos los días. Mi papá limpia la cocina y mi mamá limpia los baños.

Para las vacaciones, mis padres van South Carolina. Mi papá pasea en las bañeras pero mi mamá nada en la playa. Mis padres marcan los cumpleaños y van los mercados en South Carolina. Mi papá le gusta mucho pescada, pero mi mamá no le gusta. Ella le gusta carne o hamburguesas. Para el rato solo, mi papá juega los videojuegos o juega con la pelota. Mi mamá va la televisión o habla por el teléfono con sus amigos. Mi mamá y papá son active preferida es leer los libros. Mi papá es muy comica pero es serio por la escuela y trabaja. Mi mamá es trabajadora pero es muy cansada todos los días.

Student D: basic errors

GOAL: I CAN DESCRIBE. Answer the questions using your best and most complete Spanish. Be organized, add elaboration and detail and check for errors. Each answer should be a minimum of 3 sentences.

B ¿Cómo eres? Describe a tu misma e incluye tus gustos y preferencias.

Me llama Mary. Yo soy
baja y pelo de morena.
Yo es muy simpática y artista.
Mi mejor amiga es Livi. Me gusta
jugar los deportes por que es
muy divertido. Yo jugo el fútbol
y el tenis.

C ¿Cómo son tus padres?

Me padre es Joe y Donna.
Joe es me padre y Donna es
me madre. Me padre es muy serio
y alto. Me gusta los deportes. Me padre
gustan el fútbol americano y el
beisbol. Me padre gustan el cortar
el cespen. Me madre es baja y
comica. Me madre gusta visitar
el centro de comercial por que es
muy divertido.

THINK / PLAN SPACE

ambos - Both	entonces - next
pero - but	tambien - also
los dos - both	* check verbs
mas - > que	
tan = como	

mi madre y mi padre son muy divertidos.
Mi madre es mejor en contraste mi padre.
Mi madre es cincuenta y mi madre es
cincuenta y una. Mi madre es muy bonita y
comica. Mi padre es muy serio. Tambien mi
padre es mas alto que mi madre. Mi madre
es la cocinera para la escuela y mi
padre es el negociante. En la fin de
Semana mi padre le gusta el cortar el
cespen y tratar pero mi madre le
gusta hacer actividades con tu hermano
y cocinar el cena para tu familia.
Tambien mi madre le gusta
ver el television con ya antes de
escuela pero mi madre le gusta trabajar

en el jardin porque mi padre tiene mucho
flores. Mi madre descansar much en la
fin de semana pero mi padre descansar
un poco porque muy trabajar en la
mañana. La fin de semana pasado mi
padre feste el juego de el beisbol
con mi hermano y yo. Mi madre no
feste el juego porque los deportes aburrido.
En el rato libre mi madre le gusta
dibujar y mi padre le gusta jugar. Me gusta
madre y mi padre mucho porque vosotros
muy divertido y mejor amigos.

September / February

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Keep it simple:

- Target language (no English)
- Variety of vocabulary
- Sentences that answer multiple questions (multiple parts)
- Elaboration

Vivir al T.O.P.E. (Carpe Diem) T – Todo en español

O – Organizado

P – Palabras variadas

E - Elaboración

Coaching to **Expand** Communication:

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Brainstorm

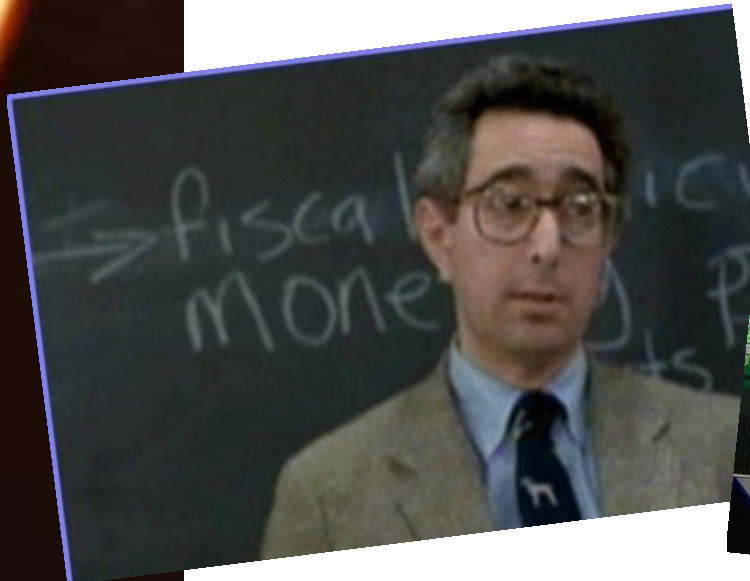


“Kindling Communication”

The Key Factors:

- Motivation
- Opportunity
- Environment
- Personality

Kindling Motivation:



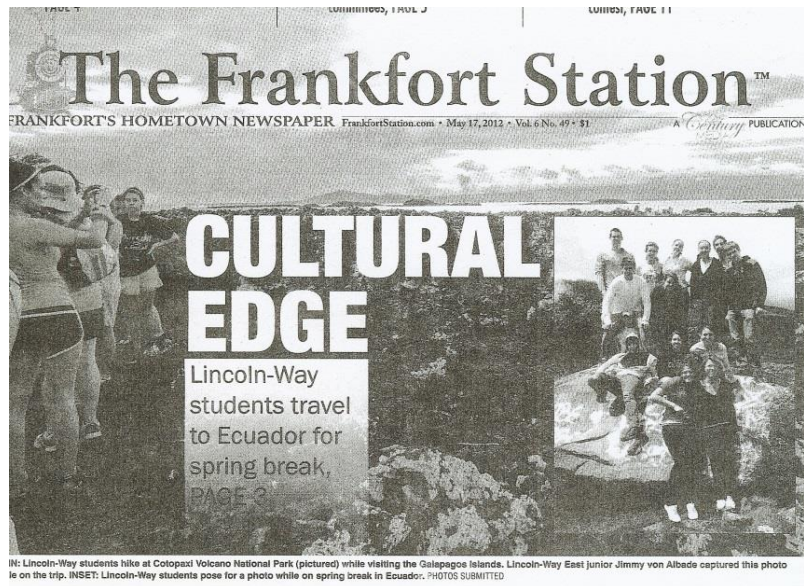
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Motivation:

- Integrative – more effective
 - Intrinsic
 - Want to belong
 - Social interaction w/community
- Instrumental – less effective
 - Extrinsic
 - For rewards, grades ...

Culture



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Classroom Application:

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



**What one idea
will you try?**

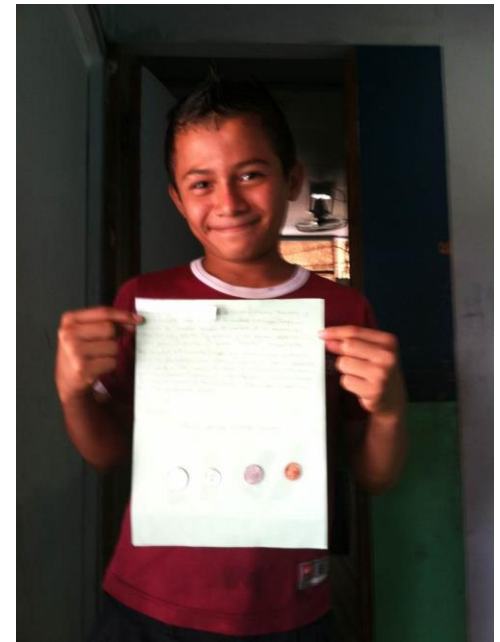
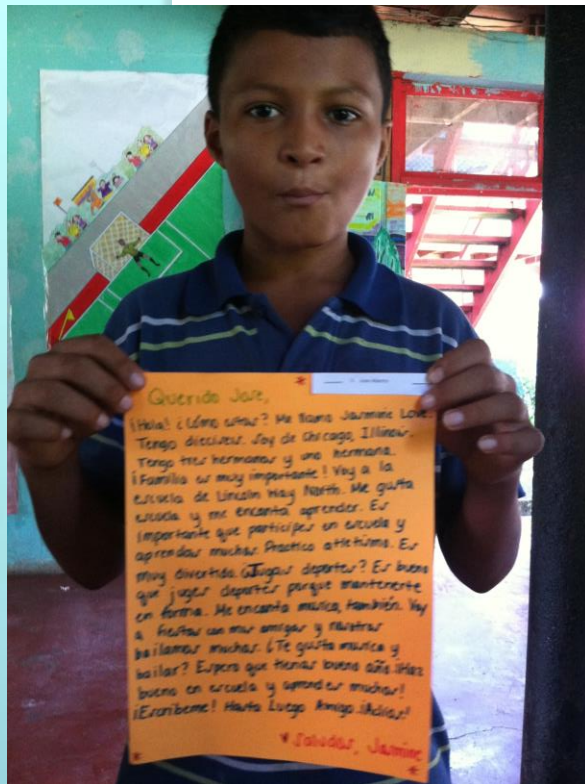


Opportunity:

- Maximum effect is “i+1”
- Access to native speakers
- Regular practice
- Opportunity to take risks
- Role-Play



Community



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Classroom Application:

- Students learn by speaking /doing (formative practice + performance assessments)
- Sheltered, scaffolded instruction
- Level appropriate + higher probes
- Communicative activities
- Authentic audiences



**What one idea
will you try?**



Environment:

- Classroom arrangement
 - Low affective filter
 - Immersion exposure to L2
 - Heighten sensory experience
 - Cooperative student interaction
 - Regular practice without teacher correction
-
- Classroom Application

Environmental Change:



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Personality:

- Three introverts are ...
- Three extroverts are ...



**What one idea
will you try?**



Strategies:

- Sheltered Instruction
 - modeling, manipulatives, realia, imagery, gestures, visual enforcement of words
- Scaffolding
 - Language input
 - Language skills / modes
 - Connect to previous learning



Activities:

- Scaffold the audience
 - Individual
 - Shoulder partner
 - Face partner
 - Moving partners (formative)
 - Class (formative) “Stand in place”
 - Interaction with native speakers
 - Assessment (summative)
- Scaffold the skills
 - Interpretive (listen/read)
 - Speaking (memorize-create)
 - Writing (practice-refine)



Comparisons



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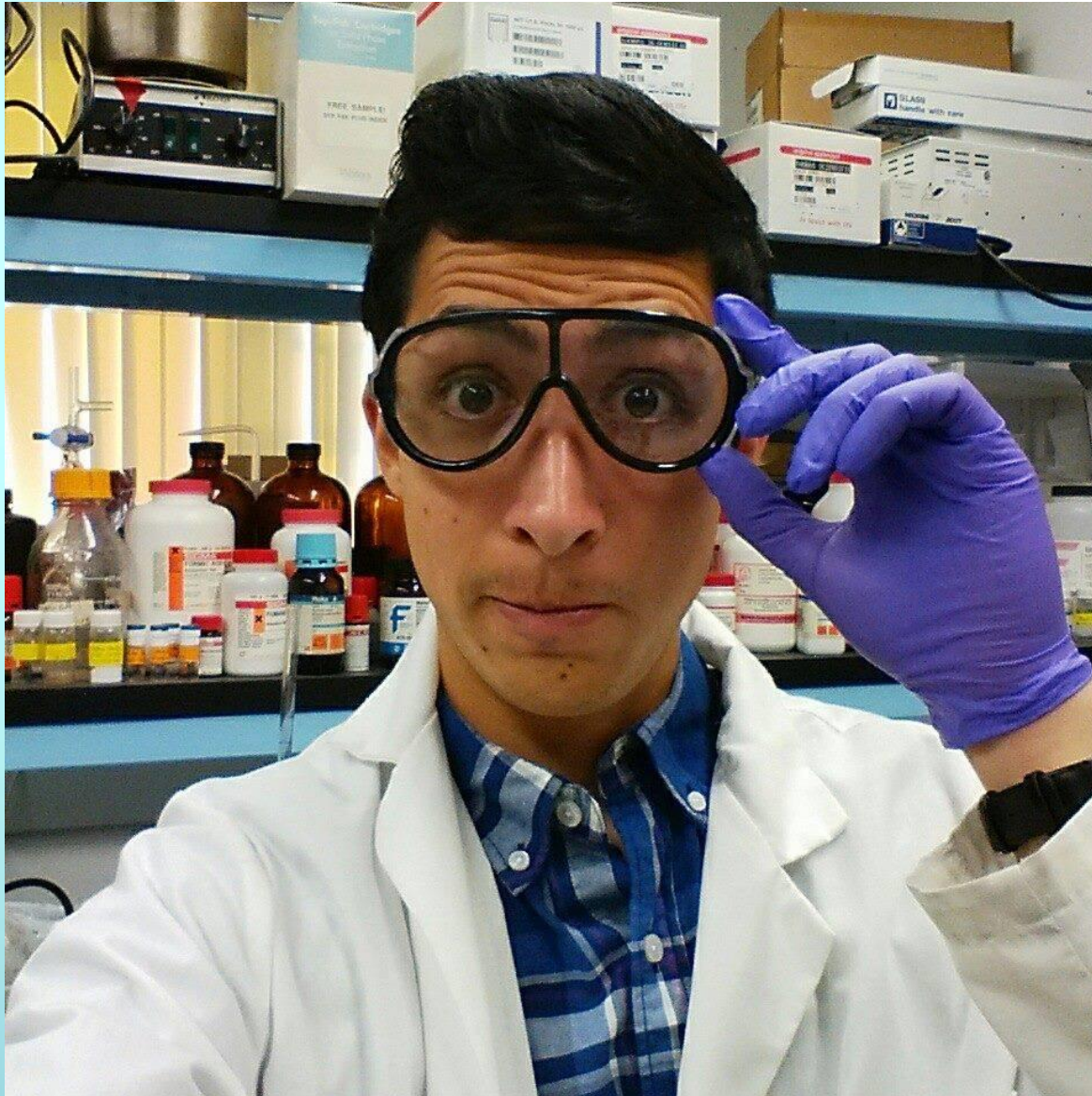
Strategies & Activities:

Scaffold an upcoming activity

- Does it motivate?
- What do students have the opportunity to do?
- How will my environment support learning?
- How will I support my introverts?
- How will I challenge my extroverts?



**What one idea
will you try?**



Connections

- History
- Art
- Math
- Music
- Sports
- Business

- **SCIENCE!**

Why Sciences?



- **It interests students**
- **Keeps students engaged**
- **Increases retention**
- **It's cultural**
- **Crosses the curriculum**
- **Authentic practice**

*“To continue making advances in science and technology, American researchers must not be **limited** to using only data in English or working only with their English-speaking peers.”*
– Huffington Post - Feb 2015

– *Huffington Post* - Feb 2015

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Think! How can you connect your language to ...?



☐ **Biology**

☐ **Physics**

☐ **Chemistry**

☐ **Physical Science**

☐ **Astronomy**

It's CULTURE!



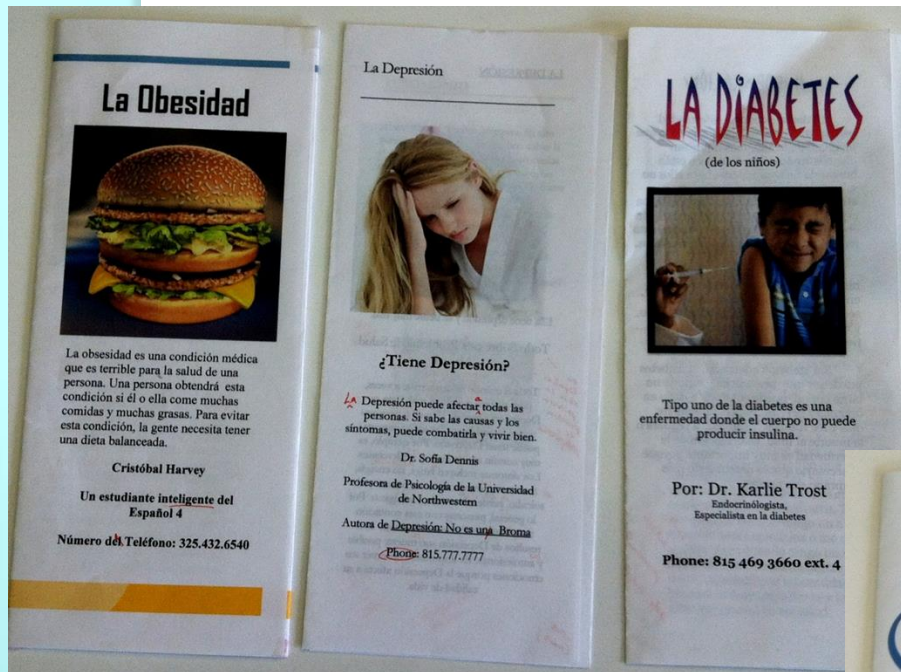
TOPICS:

- **Environment**
- **Famous people**
- **Indigenous cultures**
- **Health and medicine**
- **Technology**
- **Travel abroad**

PROJECTS:

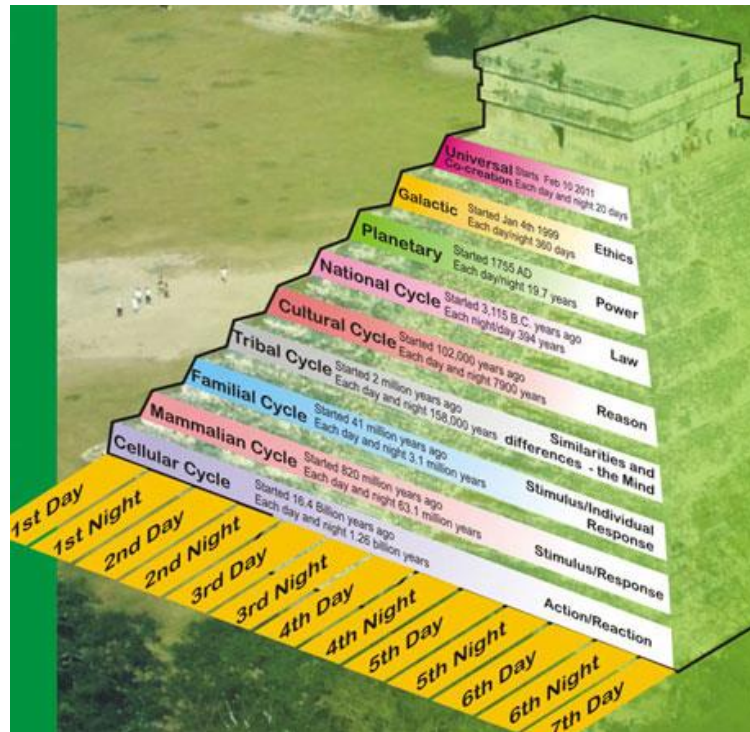
- **Inquiry based projects**
- **Digital storytelling**
- **Educational brochures**

Supports STEM and Common Core





Indigenous Cultures



Como hacer las Tortillas

Nixtamalization and Masa Production Process



L
a
M
a
s
a



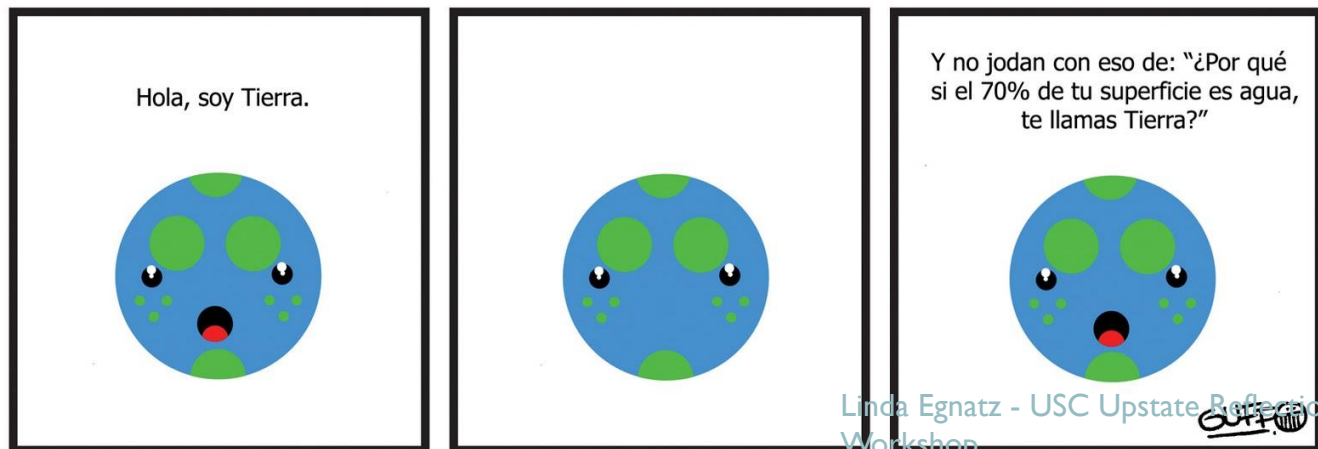


GOALS:

- Inquiry and investigation
- Technology
- Explain graphs (use numbers, compare, form hypotheses)
- Use all 3 Modes: Interpretive, Interpersonal y Presentational



La Neta del Planeta



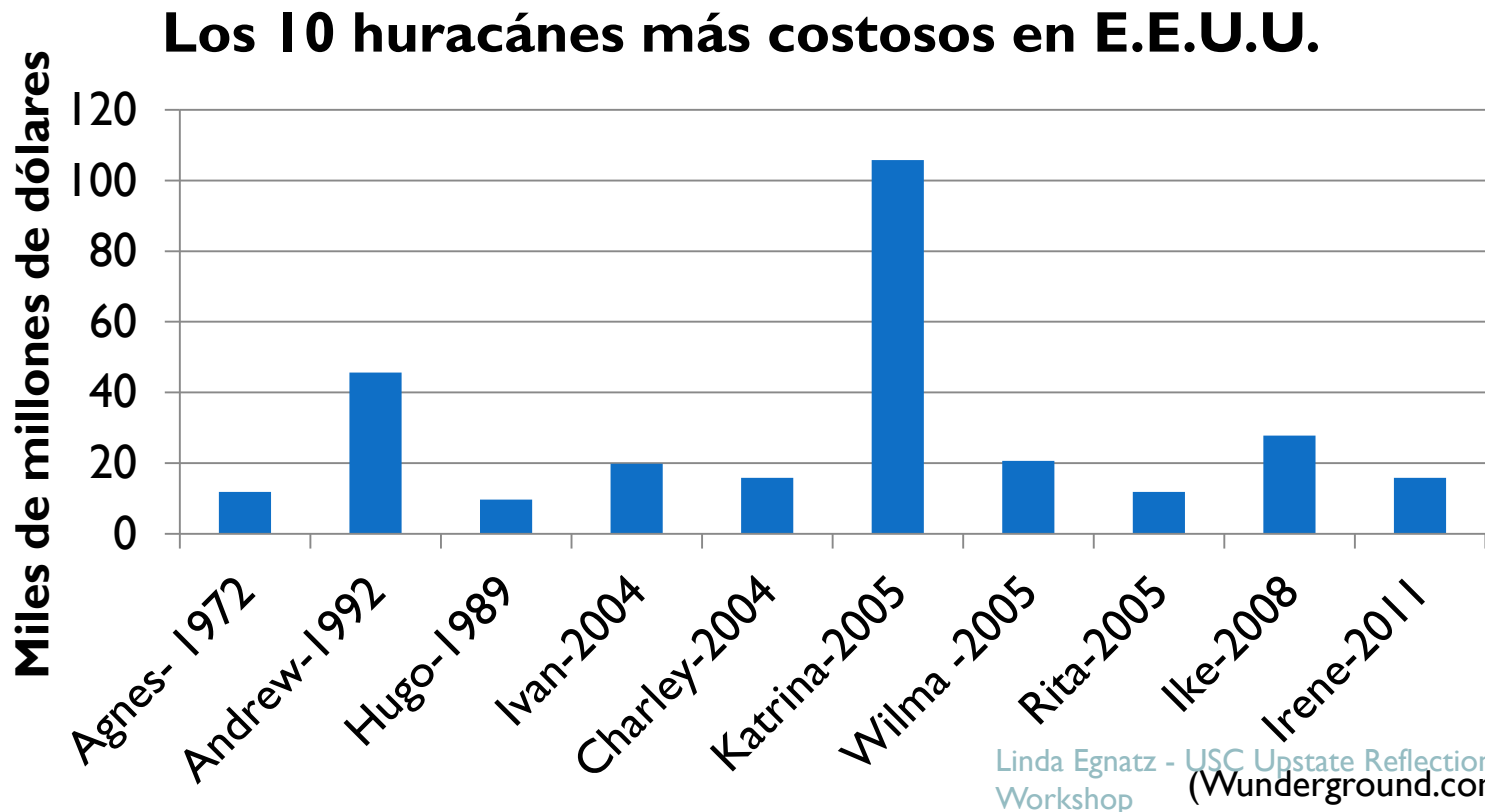
A satellite image of a hurricane over the Atlantic Ocean. The hurricane has a well-defined eye and a dense, swirling cloud structure. The surrounding ocean is dark blue, and the landmasses of North and South America are visible in green and brown. The text "Hurricanes" is overlaid in large white font.

Hurricanes

Por Sandra Fowler

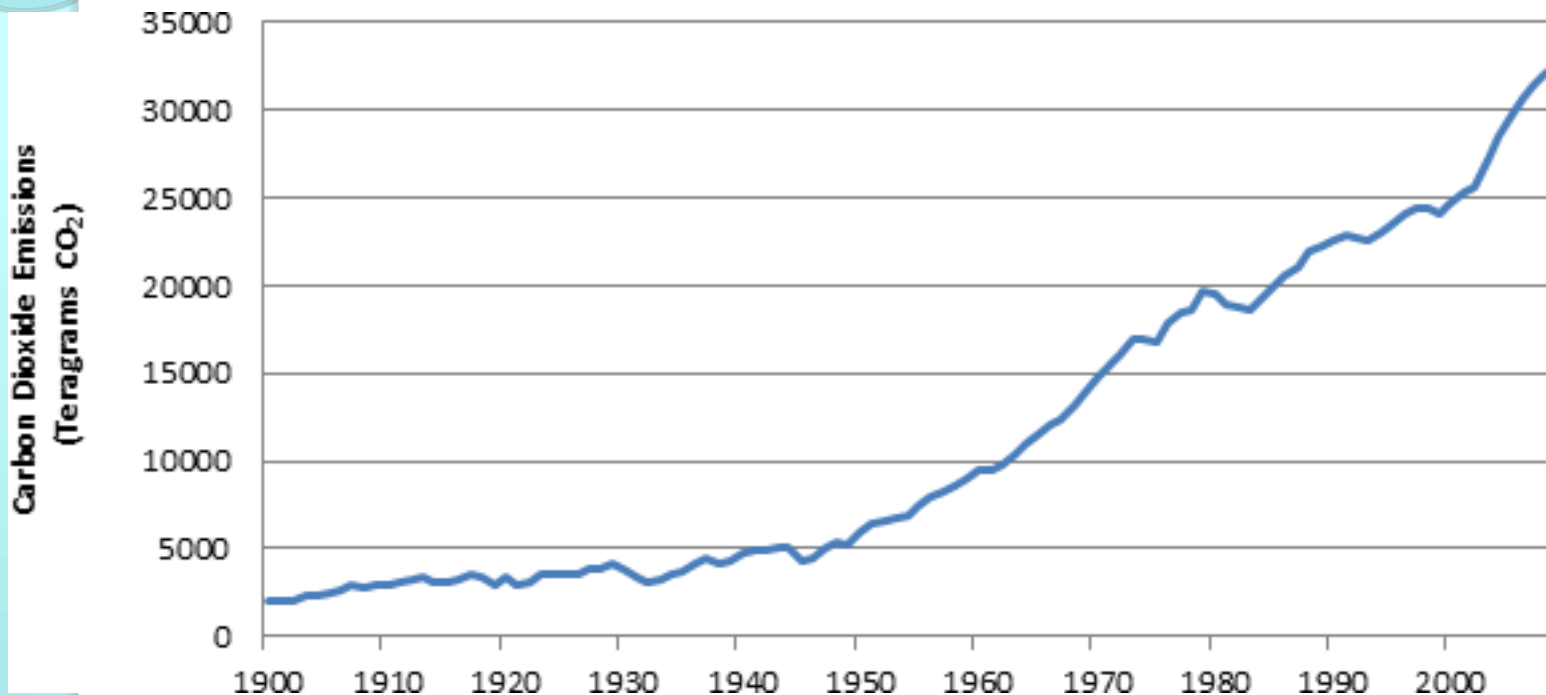
Costos de Limpiar

“De acuerdo con Fox News, una ‘estimación inicial de las pérdidas económicas impuestas por la arena es de aproximadamente \$35 a 45 mil millones.’ Forbes dice que puede ser cerca de \$55 mil millones.” ~ Dominique Mosbergen



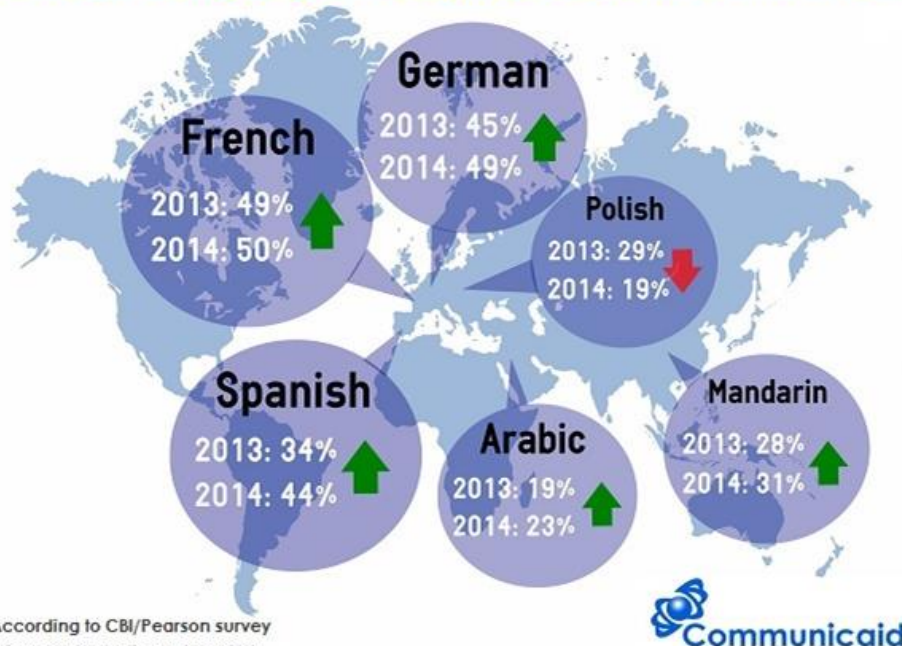
Efecto en el Medio ambiente

- Dióxido de carbono en la atmósfera



Fuente: United States Environmental Protection Agency

Foreign Languages Required by UK Businesses



Languages in the World of Business

“Ensuring you attract and retain top talent for a globally competitive company requires an investment in developing cultural awareness and language skills in your current workforce. Hiring managers must possess the skills necessary to recognize and assess this vital combination of global abilities while each day creating and maintaining an open and inclusive environment that is sensitive to a multi-lingual workforce.”

-- Tony Padilla

**HR LEADER
FOR THE 767 PROGRAM, BOEING
COMMERCIAL AIRPLANES**

How do you make the Connection from a Class to a Career?

JOBS !!!



1. Student Interest Surveys – know your students
2. Connect classroom learning to work applications
3. Be informed – colleges and careers / language study
4. Real-life, authentic job tasks – get creative!
5. Guest speakers – community members, past students
6. Stay current, get connected, get tech-savvy

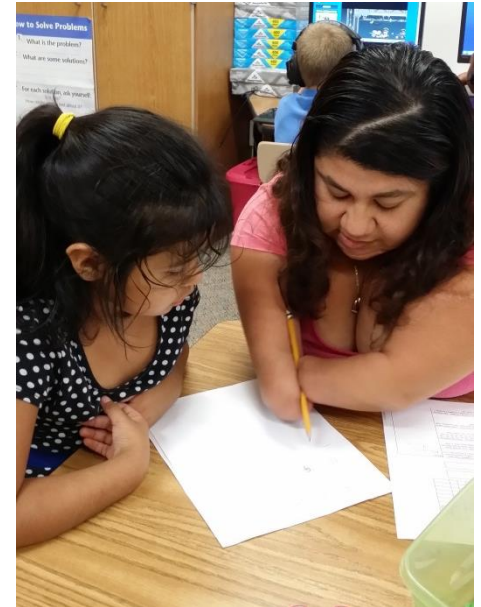
Brainstorm



The Journal-Register
 Friday, February 22, 1991
 City edition 3



ROSA



Motivation:

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Why reflect?

“Reflection is a basic mental process with either a purpose, an outcome, or both, applied in situations in which material is unstructured or uncertain and where there is no obvious solution.”

Jennifer A. Moon, *Reflection in Learning and Professional Development: Theory & Practice* (Sterling, Virginia: Kogan Page, 1999)

Brainstorm



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#2bilit2quit @miprofeAP

