DO NOW

Respond to the Can Do Statements

BVP's Principle 1:
Teaching Communicatively Implies a Definition of *Communication*

	Yes, for sure!	Sort Of.	Not yet.
1. I can offer a working definition of communication.			
2. I can describe the two major purposes of communication.			
3. I can understand how the classroom is a "limited context" environment for communication.			
4. I can describe/explain how knowledge about communication informs choices and behaviors in term of language teaching.			

Source:
VanPatten, Bill. 2017. Underline While We're on the Topic. ACTFL: Alexandria, VA.

AGENDA

Target Language

Interaction

Communication

Authenticity

Work TIme

Reflection

ACTFL'S POSITION STATEMENT ON TARGET LANGUAGE

"Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K–16 Standards for Foreign Language Learning in the 21st Century."

ACTFL'S POSITION STATEMENT ON TARGET LANGUAGE

"ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90%+) at all levels of instruction during instructional time and, when feasible, beyond the classroom."

USE OF TARGET LANGUAGE USE IN THE CLASSROOM

Instructors are urged to use a variety of different strategies in order to facilitate comprehension and support meaning making

BUT HOW IS THE TARGET LANGUAGE?

OR

Maximizing TL use is *necessary* but not *sufficient*

It must be accompanied by strategies to facilitate comprehension and meaning making

STRATEGIES

1. provide comprehensible input that is directed toward communicative goals;

2. make meaning clear through body language, gestures, and visual support;

3. conduct comprehension checks to ensure understanding;

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4. negotiate meaning with students and encourage negotiation among students;

5. elicit talk that increases in fluency, accuracy, and complexity over time;

6. encourage self–expression and spontaneous use of language;

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STRATEGIES

7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and

8. offer feedback to assist and improve students' ability to interact orally in the target language.
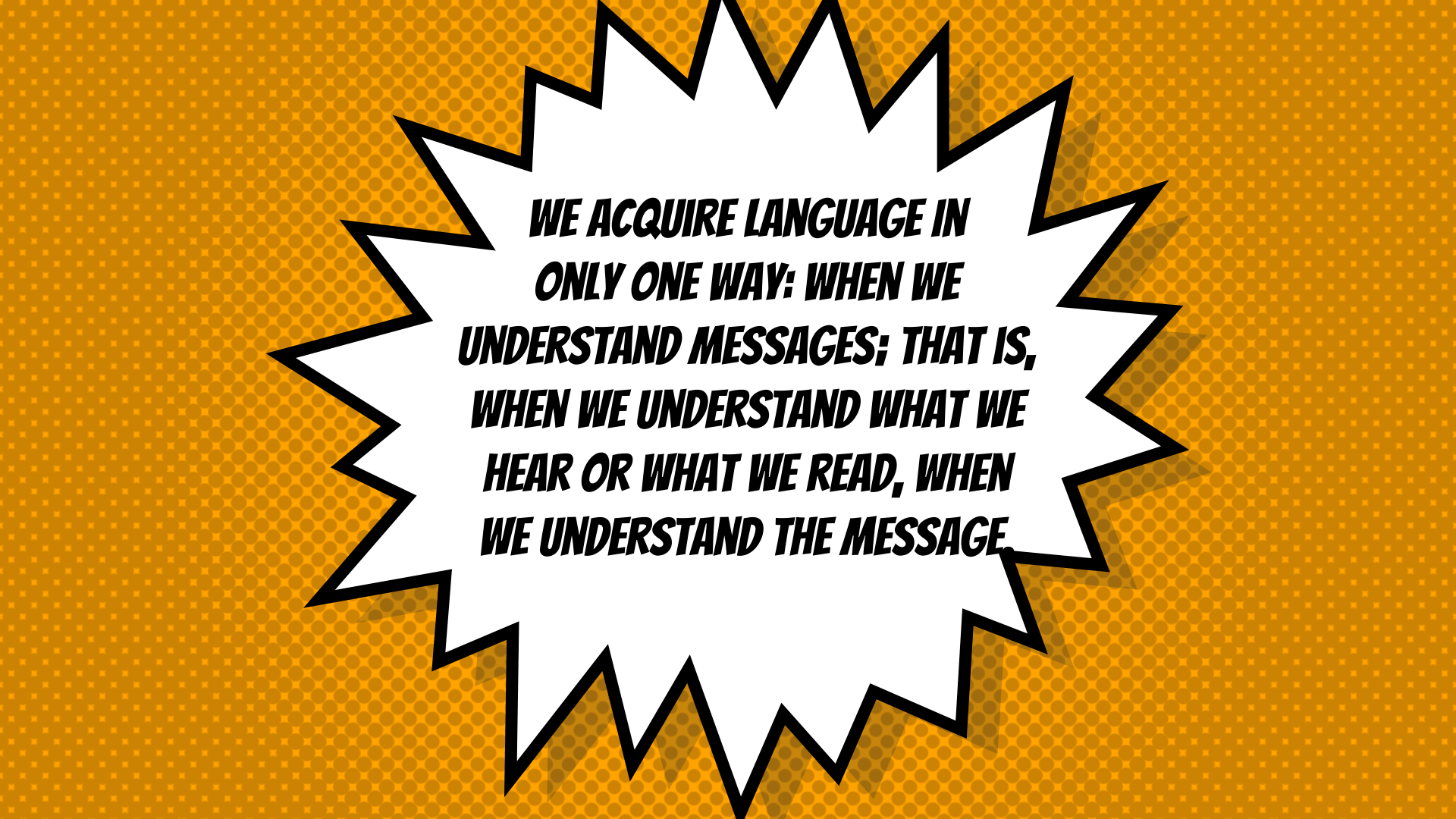
STRATEGIES

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MAKING INPUT COMPREHENSIBLE

SENSORIAL

- Visuals
- Graphics
- Realia
- Pictures
- Graphic organizers

PARAVERBALS

- Exaggerated pronunciation
- Slower than normal speech
- Purposeful pauses
- Intonation
- Enunciation
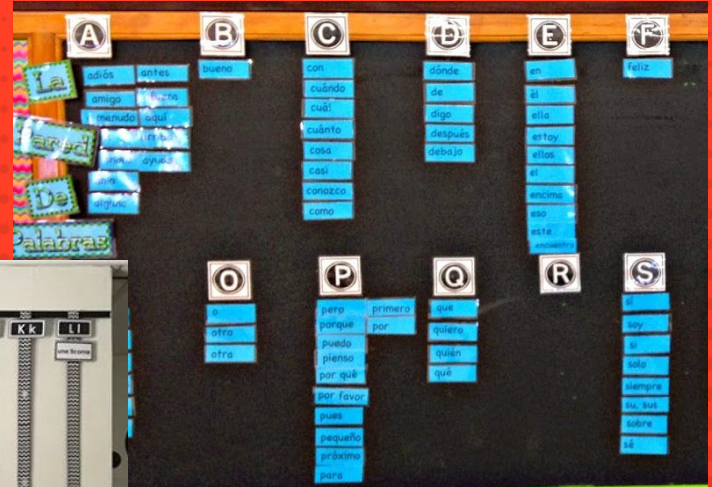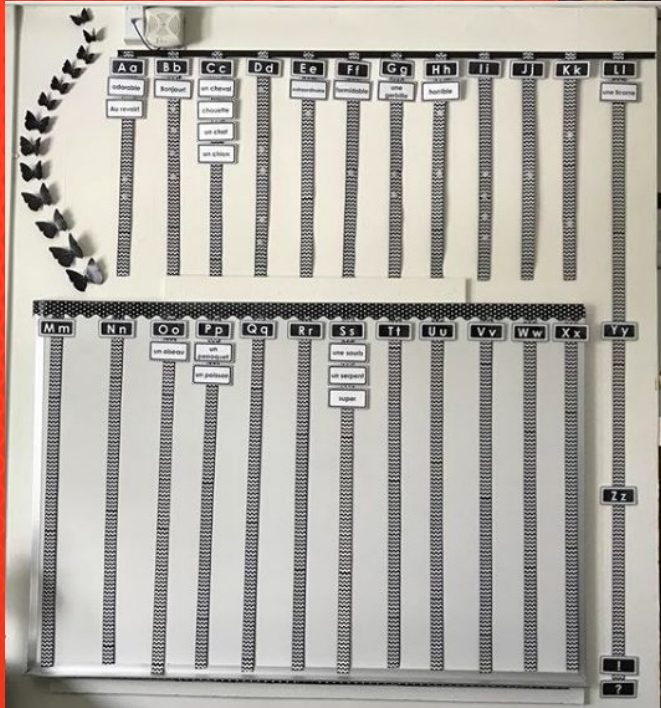- Slowed speech for emphasis
- Key word emphasis

NON-VERBALS

- Gestures
- Facial expressions
- Pantomime
- Demonstration
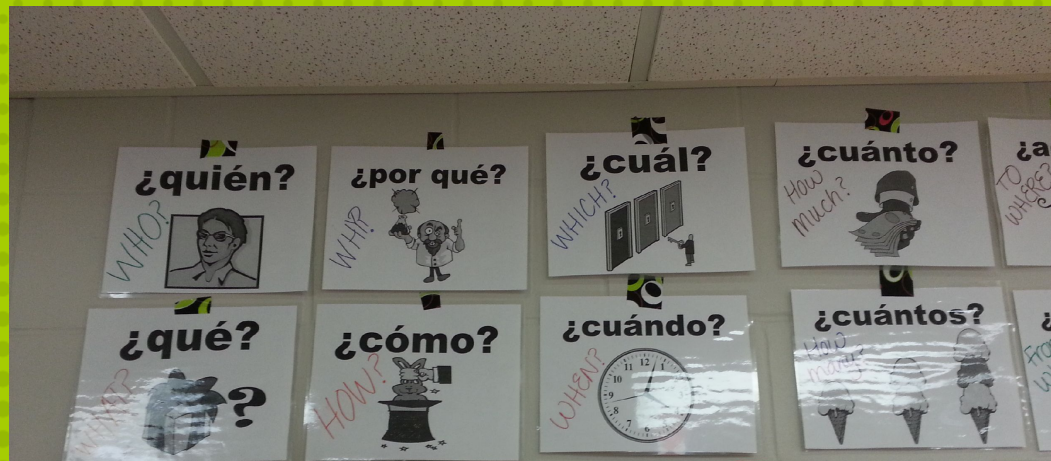- Routine
- Context clues

TARGET LANGUAGE EXAMPLES

WORD WALLS

QUESTION WORDS POSTERS

WORD MATS

Opinions

angenehm	= pleasant	Meiner Meinung nach…	= In my opinion…
anstrengend	= tiring	Ich finde…	= I find…
einfach	= easy	Ich mag…	= I like…
fantastisch	= fantastic	Ich mag… nicht	= I don't like…
faul	= lazy	Ich liebe…	= I love…
häßlich	= ugly	Ich hasse…	= I hate…
interessant	= interesting	Es macht mir Spaß	= I enjoy it
langweilig	= boring	Ich denke, dass… (verb to end)	= I think that…
lustig	= fun/ funny	Ich glaube, dass… (verb to end)	= I believe that…
ruhig	= quiet		
schlecht	= bad	Es ist…	= It is…
schön	= pretty	Es war…	= It was…
toll	= great	Es wird…sein	= It will be…
unangenehm	= unpleasant	Es wäre…	= It would be…

Time Phrases

Past

gestern	= yesterday
letzte Woche	= last week
letztes Jahr	= last year
vor einem Jahr	= a year ago

Present

jetzt	= now
heute	= today
diese Woche	= this week
am Montag	= on Monday

Future

morgen	= tomorrow
nächste Woche	= next week
in einem Jahr	= in a year
in der Zukunft	= in the future

Perfect Tense

The past tense can be categorised into 2 groups

Movement

Ich bin… gegangen	= I went…
du bist… gegangen	= you went…
er ist… gegangen	= he went…
sie ist… gegangen	= she went…
wir sind…gegangen	= we went…
sie sind…gegangen	= they went…

Other movement verbs:

gefahren	= travelled
geflogen	= flew
geblieben	= stayed

Actions

Ich habe… gespielt	= I played…
du hast…gespielt	= you played…
er hat… gespielt	= he played…
sie hat… gespielt	= she played…
wir haben…gespielt	= we played…
sie haben…gespielt	= they played…

Other action verbs:

gegessen	= ate
getrunken	= drank
gemacht	= did/made
gehört	= listened
gesehen	= watched/saw
gekauft	= bought
geschlafen	= slept
gelesen	= read
besucht	= visited
angerufen	= phoned

Connectives

und	= and
aber	= but
weil (verb to end)	= because
denn	= because
obwohl(verb to end)	= although
jedoch	= however
auch	= also
außerdem	= moreover
dann	= then
aus diesem Grund	= for this reason
vielleicht	= perhaps
wegen	= because of
statt	= instead of
außer	= except for
währenddesssen	= meanwhile
bis	= until
nicht nur… sondern auch…	= not only… but also…
entweder… oder…	= either… or…
weder…noch…	= neither…nor…

Improve Your German

Present Tense

ich spiele	= I play
du spielst	= you play
er spielt	= he plays
sie spielt	= she plays
wir spielen	= we play
sie spielen	= they play

ich habe	= I have
du hast	= you have
er hat	= he has
sie hat	= she has
wir haben	= we have
sie haben	= they have

ich bin	= I am
du bist	= you are
er ist	= he is
sie ist	= she is
wir sind	= we are
sie sind	= they are

Future Tense

(in place of 'spielen', any infinitive can be used)

ich werde…	spielen	= I will play…
du wirst…	spielen	= you will play…
er wird …	spielen	= he will play…
sie wird …	spielen	= she will play…
wir werden…	spielen	= we will play…
sie werden…	spielen	= they will play…

CLASSROOM LABELS

¿Qué hora es?
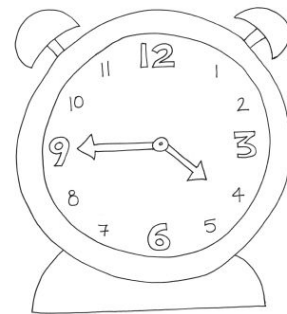
la puerta

la ventana

el ordenador

la pizarra interactiva

la pizarra
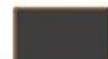
el libro

el cuaderno

el papel

REJOINDERS

¡EXPRÉSATE!

AGREEMENT
¡Exacto!
¡Exactamente!
¡Absolutamente!
¡Obviamente!
¡Evidentemente!
¡Precisamente!
¡Lógicamente!
Estoy de acuerdo.
¡Yo también!
¡Por supuesto!
¡Vale!
¡Claro que sí!
En efecto.
¡Bien dicho!
Es obvio.

PRAISE
¡Bravo!
¡Excelente!
¡Fabuloso!
¡Mágnifico!
¡Maravilloso!
¡Increíble!
¡Buenísimo!
¡Fantástico!
¡Excepcional!
¡Bien hecho!
¡Buen trabajo!
¡Eso es!
¡Puedes hacerlo!
¡Lo hiciste!
¡Estás mejorando!

JOKING AROUND
¡Estoy jugando!
¡Estoy de broma!
Es una broma.
En broma...
¡No realmente!
¡No en serio!
¿Me estás tomando el pelo?
¡No es verdad!
¡Qué cómico!
¡Qué loco!
¡Qué divertido!
¡Qué sarcástico!
¡Qué chistoso!
¡Qué gracioso!
¡No me digas!

DISAGREEMENT
¡Nunca en la vida!
¡No sabes lo que dices!
¡No es justo!
¡No tiene sentido!
No estoy de acuerdo.
¡Yo tampoco!
¡Ni hablar!
¡Claro que no!
¡Eso apesta!
¡Yo discrepo!
¡Ay no!
¡Pienso que no!
¡No lo creo!
¿Estás loco/a?
¿Qué dices?

SUPRISE / SHOCK
¡Caramba!
¡Hombre!
¡Qué sorpresa!
¡Híjole!
¡Qué raro!
¡Qué extraño!
¡Ay Dios mío!
¡Qué barbaridad!
¡No me digas!
¡Imagínate!
¿De veras?
¿Verdad?
¿Bromeas?
¿En serio?
¿Estás seguro/a?

DISBELIEF
¡No lo creo!
¡No te creo!
¡No puede ser!
¡No es verdad!
¡Ay qué no!
¡Es imposible!
¡No es posible!
¡Es una mentira!
¡No me mientas!
Yo lo dudo...
¡No lo puedo creer!

RESPONSES
¡Te lo juro!
¡Te lo prometo!
¡No miento!

LANGUAGE LADDERS

? Confusion!?!

I don't know.

I don't understand.

Please repeat.

Once again, please.

What?

INTERACTIONS

TIRED CLASSROOM INTERACTIONS

Imagine you are a the valedictorian of your class in France and you have to give a speech to your peers, their families, and friends, what would you say…?

COMMUNICATION IS...

...the expression, interpretation, and sometimes renegotiation of meaning in a given context. What is more, communication is also purposeful.

Sandra Savignon. (1998). Communicative Competence: Theory and Classroom Practice. New York, NY: McGraw-Hill.

MEANING

The information in a message

i.e., "It's two o'clock."

EXPRESSION

An entity's production during a communicative event…such as oral and non-oral.

i.e., "Great to see you!"

VanPatten, B. 2017. <u>While We're on the Topic</u>. ACTFL: Alexandria, VA.

INTERPRETATION

"Expression of meaning is communicative *only if* someone or some other entity is expecting to understand the message or intent."

i.e., "Great to see you!" with no audience

VanPatten, B. 2017. <u>While We're on the Topic</u>. ACTFL: Alexandria, VA.

NEGOTIATION

When communication is unsuccessful, two interlocutors seek clarification

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CONTEXT

The setting and the participants.

Strongly constrains how people communicate.

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PURPOSE

The reason:

- Psychosocial
- Cognitive–informational

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EXERCISES VS. ACTIVITIES VS. TASKS

EXAMPLE 1

RESTATE THE QUESTION USING INVERSION:

Est-ce que vous parlez espagnol?

Est-ce qu'il étudie à Paris?

Est-ce qu'ils voyagent avec des amis?

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EXERCISE

No focus on interpretation of meaning.

No communicative purpose.

The purpose is to practice language.

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EXAMPLE 2

Interview your partner and find out what he or she did over the weekend.

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ACTIVITY

There is a focus on interpretation of meaning.

No communicative purpose.

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EXAMPLE 3 - VERSION A

Step 1:

Read this list. Which of these things did you on summer vacation?

a. Go to the beach
b. Go camping
c. Barbecue with friends
d. Play frisbee with your dogs
e. Eat ice cream
f. Watch fireworks
g. Stay up late and watch the stars

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EXAMPLE 3 - VERSION A

Step 2:

Ask a classmate if they did the following over the summer. Record their answers:

a. Go to the beach
b. Go camping
c. Barbecue with friends
d. Play frisbee with your dogs
e. Eat ice cream
f. Watch fireworks
g. Stay up late and watch the stars

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EXAMPLE 3 - VERSION A

Step 3:

Rate yourself and ask your partner to rate herself on how active of sedentary the activities in steps 1 and 2 were.

<u>Very active</u>   <u>Very sedentary</u>

5   4   3   2   1

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EXAMPLE 3 - VERSION B

Step 1:

List 10 activities you did this weekend

Step 2:

Interview someone in the group & ask if they did your activities. Record their responses

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EXAMPLE 3 - VERSION B

Step 3:

Rate yourself and ask your partner to rate herself on how active of sedentary the activities in steps 1 and 2 were.

Very active				Very sedentary
5	4	3	2	1

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TASK

There is a focus on interpretation of meaning.

There is a communicative purpose.

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COMPARE VERSION A & B

What is the difference between these 2 tasks?

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COMPARE VERSION A & B

A is input-oriented and B is output-oriented.

INPUT-ORIENTED TASK

No creation with language – it's all there for them. Learners are engaged in the interpretation side of communication.

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OUTPUT-ORIENTED TASK

Learners must create meaning with language on their own. Learners are engaged in the interpretation and expression of meaning.

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WHAT HAVE YOU NOTICED ABOUT THESE TASKS?

WHAT HAVE YOU NOTICED ABOUT THESE TASKS?

THEY ARE

STRUCTURED.

PROJECT -BASED TASKS

Create a Pamphlet

Students write a pamphlet to encourage other students to go visit a particular city. What information is useful?

Write a Wikipedia page

Highlight a book that the class has read, Who are the characters? What are the major plot points?

Make a documentary

Students interview speakers of the language and assemble a short film.

Create a collage

Students assemble images that represent a theme and then explain it.

Conduct a survey

Students find out what others think, collect results, and present their findings.

Write song lyrics

Students listen to a melody and write lyrics for it.

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WITH PBL TASKS...

- No intent to practice language structures per se
- Instead, the final outcome involves cognitive-informational purpose.

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WORKING WITH TASKS

- Tasks may be used as measures of proficiency
- Think of Can Do Statements.

VanPatten, B. 2017. <u>While We're on the Topic</u>. ACTFL: Alexandria, VA.

BACKWARD DESIGN

- Select the task you want to be the goal
- Determine what students need to know and know how to do in order to complete the task.
- Develop activities and mini-tasks that work on what they need to know and know how to do so that they work toward the goal.

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WORK TIME

REFLECTION

1. What strategies do you feel you effectively use in your classroom to keep both you and your students in the target language?
2. What are some strategies for keeping you and your students in the target language that you learned today that you would like to try in your classroom? What will you need to do in order to implement them?
3. How can you create situations in which your students can have authentic interactions in the target language?

RESOURCES

https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_AugSep14_Article.pdf

http://www1.udel.edu/eli/educ647/rivers/Rivers1.pdf

http://textbookuse.pbworks.com/f/Textbooks%20%26%20authentic%20interaction.pdf

https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1819&context=gradreports

https://calicospanish.com/connecting-world-language-classroom-real-world/