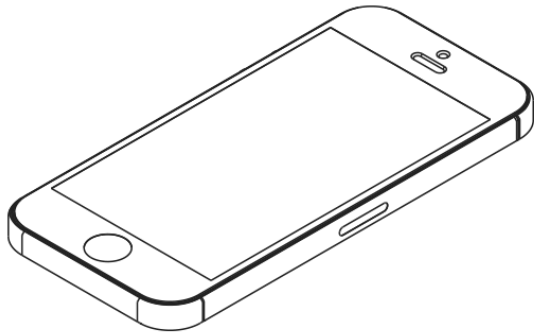
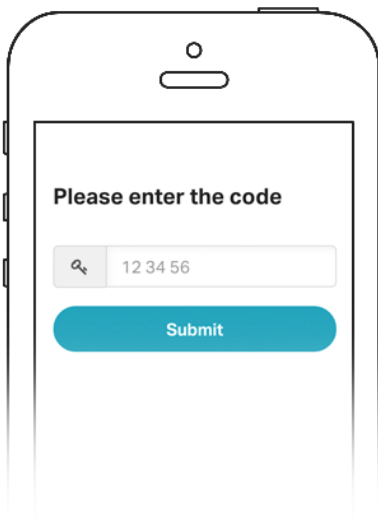


# DO NOW



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Enter code: **19 03 73**

And answer the question:

***What are your current goals as an educator?***



# **Six Core Practices for Effective World Languages Instruction**



# Six Core Practices for Effective Languages Instruction

Nathan Lutz

- Global Learning Coordinator & Primary School French Teacher, Kent Place School
- President, National Network for Early Language Learning
- Vice President of Programs, Foreign language Educators of New Jersey
- 2020 Chair, Northeast Conference on the Teaching of Foreign Languages
- World Languages Community Coach, Teach for America



# Stay in Touch



**@nathanlutz**



**#earlylang**



**[pinterest.com/mrlutz](https://pinterest.com/mrlutz)**



**[nlutz@flenj.org](mailto:nlutz@flenj.org)**



# Join a Professional Organization

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[flenj.org](http://flenj.org)



# Today's Agenda

- Icebreaker
- Set Goals
- Explore 6 Core Practices
  - Theory
  - Strategies
  - Practical Hands-On Examples
- Reflection
- Farewell



# What are Your Goals as an Educator?



**I can describe strategies for making my target language use comprehensible for my learners.**



**I can choose authentic resources and create tasks at my learners' proficiency level.**



**I can create relevant interpersonal tasks with which my learners can interact.**



**I can identify my unit's salient goals and plan backward so all activities lead to those goals.**



**I can present grammar topics in such a way that it is presented in context and meaningful for my learners.**



**I can correct learners' errors in such a way that they can learn from them.**



**I can...**

---

---

---



**I can...**

---

---

---




**I can...**

---

---

---





**not yet;  
working  
on it**

**I can do  
it with  
help**

**I can do  
it on  
my own**

**I can describe strategies for making my target language use comprehensible for my learners.**



**I can choose authentic resources and create tasks at my learners' proficiency level.**



**I can create relevant interpersonal tasks with which my learners can interact.**



**I can identify my unit's salient goals and plan backward so all activities lead to those goals.**



**I can present grammar topics in such a way that it is presented in context and meaningful for my learners.**



**I can correct learners' errors in such a way that they can learn from them.**



**I can...**

---

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---



**I can...**

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**I can...**

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# The Six Core Practices

1. Target Language
2. Authentic Resources
3. Interpersonal Communication
4. Backward Design
5. Grammar in Context
6. Appropriate Feedback



# CORE PRACTICES

For World Language Learning



## Facilitate Target Language Comprehensibility

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

## Guide Learners through Interpreting Authentic Resources

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



## Design Oral Interpersonal Communication Tasks

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

## Plan with Backward Design Model

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



## Teach Grammar as Concept and Use in Context

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



ACTFL  
AMERICAN COUNCIL ON THE  
TEACHING OF FOREIGN LANGUAGES

Visit [www.actfl.org/virtualllearning](http://www.actfl.org/virtualllearning)

## Provide Appropriate Oral Feedback

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



LILL



# LEADERSHIP

Initiative for Language Learning



**Eileen Glisan, Ph.D.**  
**Indiana University of Pennsylvania**



# #1: Target Language

Use target language as vehicle  
and content of instruction



# Why TL?

- ACTFL recommends 90% TL use in the classroom
- Maximizing TL use is ***necessary*** but not ***sufficient***
  - *It must be accompanied by strategies to facilitate comprehension and meaning making*



# But How Much TL?



or



# But How Much TL?

**Myth: Students Will Acquire L2  
if They Just Hear Enough L2**

Example: The Phone Call

Novice learners need more than just L2

Teacher must therefore use extralinguistic supports



# Strategies

**T.L.**

**NEEDS**

**C.I.**

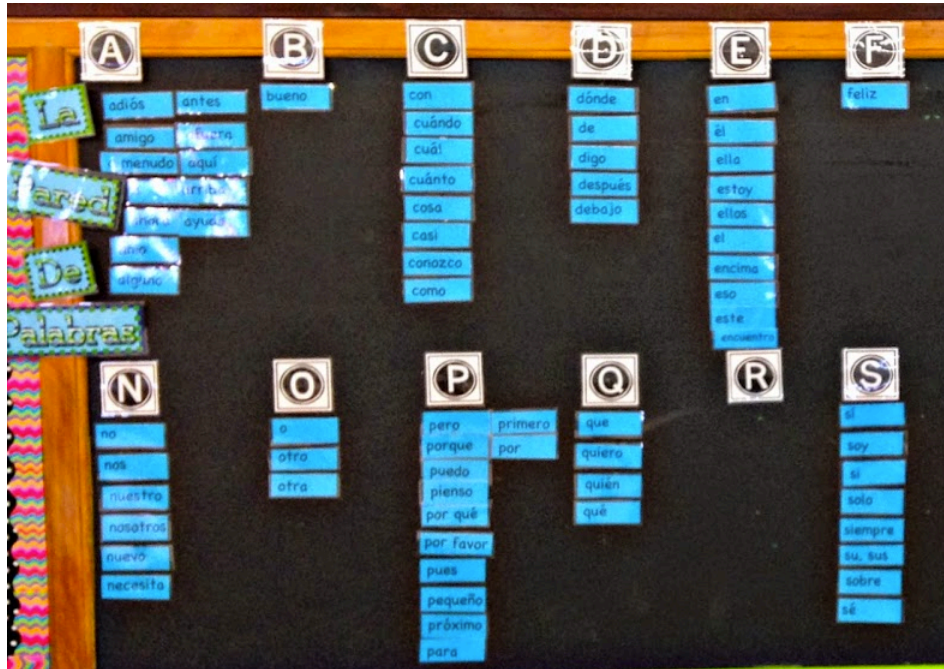




# Making TL Comprehensible

Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"><li>•Visuals</li><li>•Graphics</li><li>•Realia</li><li>•Pictures</li><li>•Graphic organizer</li></ul>	<ul style="list-style-type: none"><li>•Exaggerated pronunciation</li><li>•Slower than normal speech</li><li>•Purposeful pauses</li><li>•Intonation</li><li>•Enunciation</li><li>•Slowed speech for emphasis</li><li>•Key word emphasis</li></ul>	<ul style="list-style-type: none"><li>•Gestures</li><li>•Facial expressions</li><li>•Pantomime</li><li>•Demonstration</li><li>•Routine</li><li>•Context clues</li></ul>

# Hands-On Examples: Word Walls



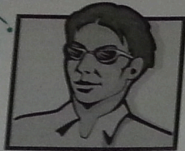
# Hands-On Examples: Environment





# Hands-On Examples: Question Words

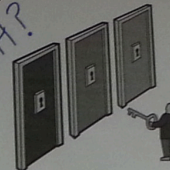
¿quién?



¿por qué?



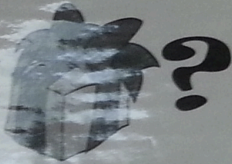
¿cuál?



¿cuánto?



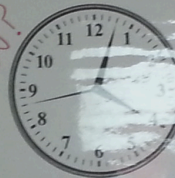
¿qué?



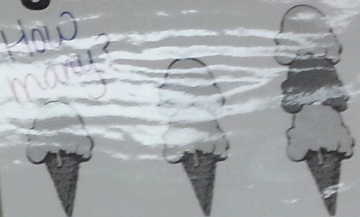
¿cómo?



¿cuándo?



¿cuántos?



# Hands-On Examples:

## Terry Waltz's Super Seven

	French	Spanish
<b>Location</b>	est	hay
<b>Existence</b>	il y a	es
<b>Possession</b>	a	tiene
<b>Identity</b>	est	está
<b>Preference</b>	aime	le gusta
<b>Motion</b>	va	va a
<b>Volition</b>	veur	quiere

# Hands-On Examples:

## Buzan's Top 100 Words

1. A,an	2. After	3. Again	4. All	5. Almost
6. Also	7. Always	8. And	9. Because	10. Before
11. Big	12. But	13. (I) can	14. (I) come	15. Either/or
16. (I) find	17. First	18. For	19. Friend	20. From
21. (I) go	22. Good	23. Good-bye	24. Happy	25. (I) have
26. He	27. Hello	28. Here	29. How	30. I
31. (I) am	32. If	33. In	34. (I) know	35. Last
36. (I) like	37. Little	38. (I) love	39. (I) make	40. Many
41. One	42. More	43. Most	44. Much	45. My
46. New	47. No	48. Not	49. Now	50. Of
51. Often	52. On	53. One	54. Only	55. Or
56. Other	57. Our	58. Out	59. Over	60. People
61. Place	62. Please	63. Same	64. (I) see	65. She
66. So	67. Some	68. Sometimes	69. Still	70. Such
71. (I) tell	72. Thank you	73. That	74. The	75. Their
76. Them	77. Then	78. There is	79. They	80. Thing
81. (I) think	82. This	83. Time	84. To	85. Under
86. Up	87. Us	88. (I) use	89. Very	90. We
91. What	92. When	93. Where	94. Which	95. Who
96. Why	97. With	98. Yes	99. You	100. Your

# Hands-On Examples:

## 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

## 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
währenddessen	= 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

### 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...

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

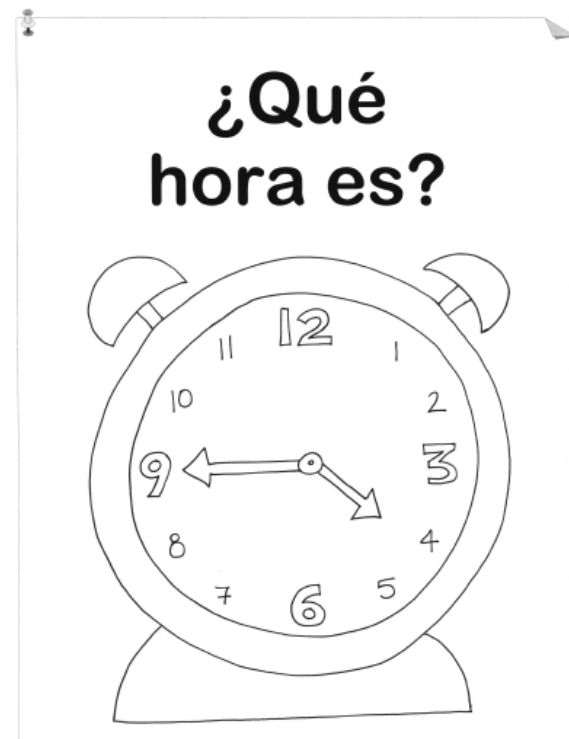
### Actions

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

# Hands-On Examples: Labels





# Hands-On Examples

## ¡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!  
¡Mágifico!  
¡Maravilloso!  
¡Increíble!  
¡Buenísimo!  
¡Fantástico!  
¡Excepcional!  
¡Bien hecho!  
¡Buen trabajo!  
¡Eso es!  
¡Puedes hacerlo!  
¡Lo hiciste!  
¡Estás mejorando!

### JOING 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!

# Sample Language Ladder



**Confusion!?!?**



I don't know.

I don't understand.

Please repeat.

Once again, please.

What?

# Sample Language Ladder



**Surprise!!!**

**Tiens!**

**Ça alors!**

**Sans blague!**

**Ça m'étonne!**

**C'est pas croyable!**

## #2: Authentic Resources

Design and carry out interactive reading and listening comprehension tasks using authentic cultural texts of various kinds with appropriate scaffolding and follow-up tasks that promote interpretation.



# Why Authentic Resources?

- Why spend time on a dress rehearsal for a show that is never going to happen?



# What is a Text?





# FOLK ART

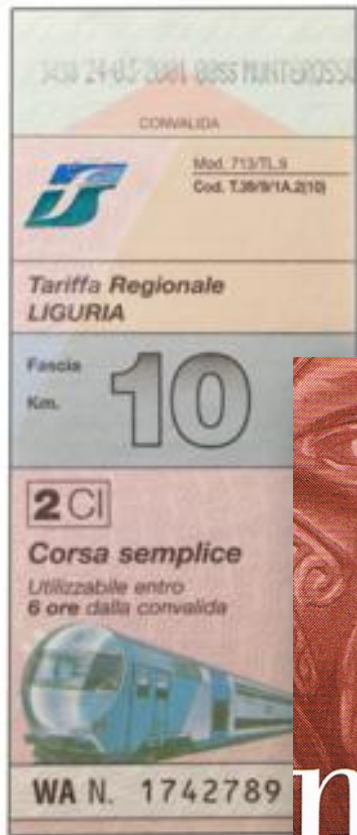


# UTILITARIAN OBJECTS





# TICKETS, BROCHURES, ADS



# MEMES



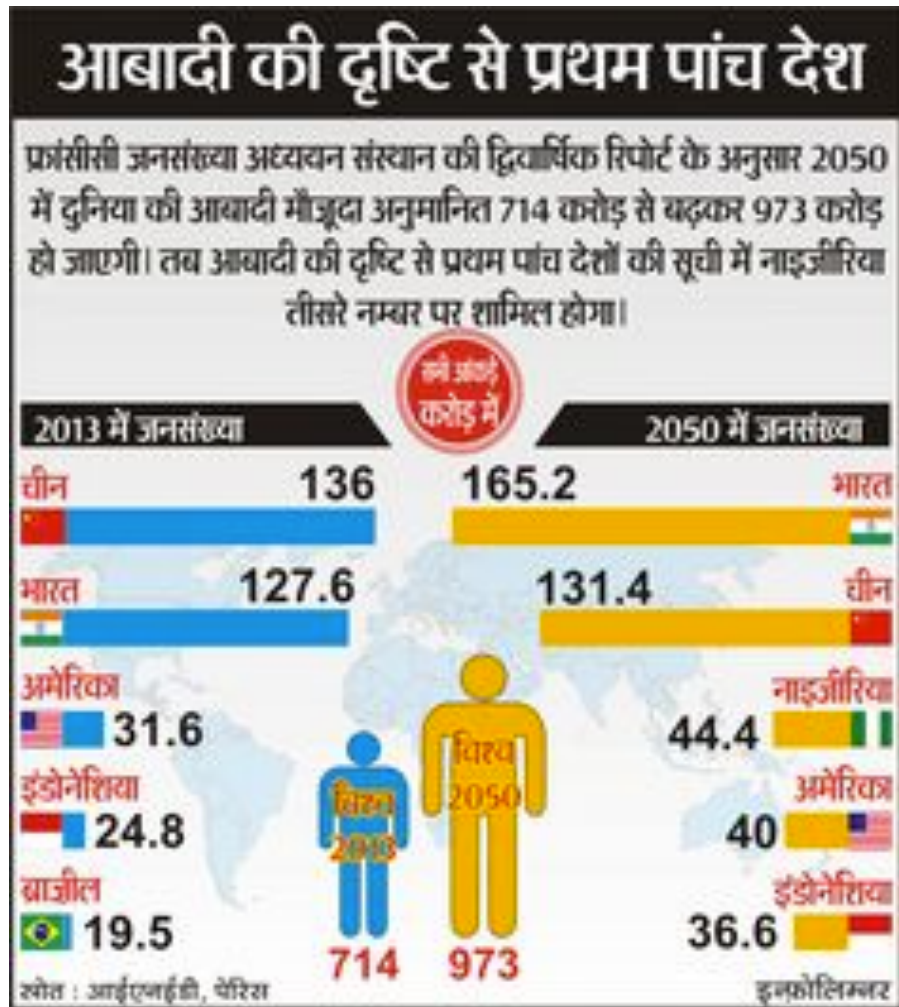
# Strategies

- *Vary the task, not the text.*
- Keep the authentic resource but scaffold it to make it accessible for our learners.



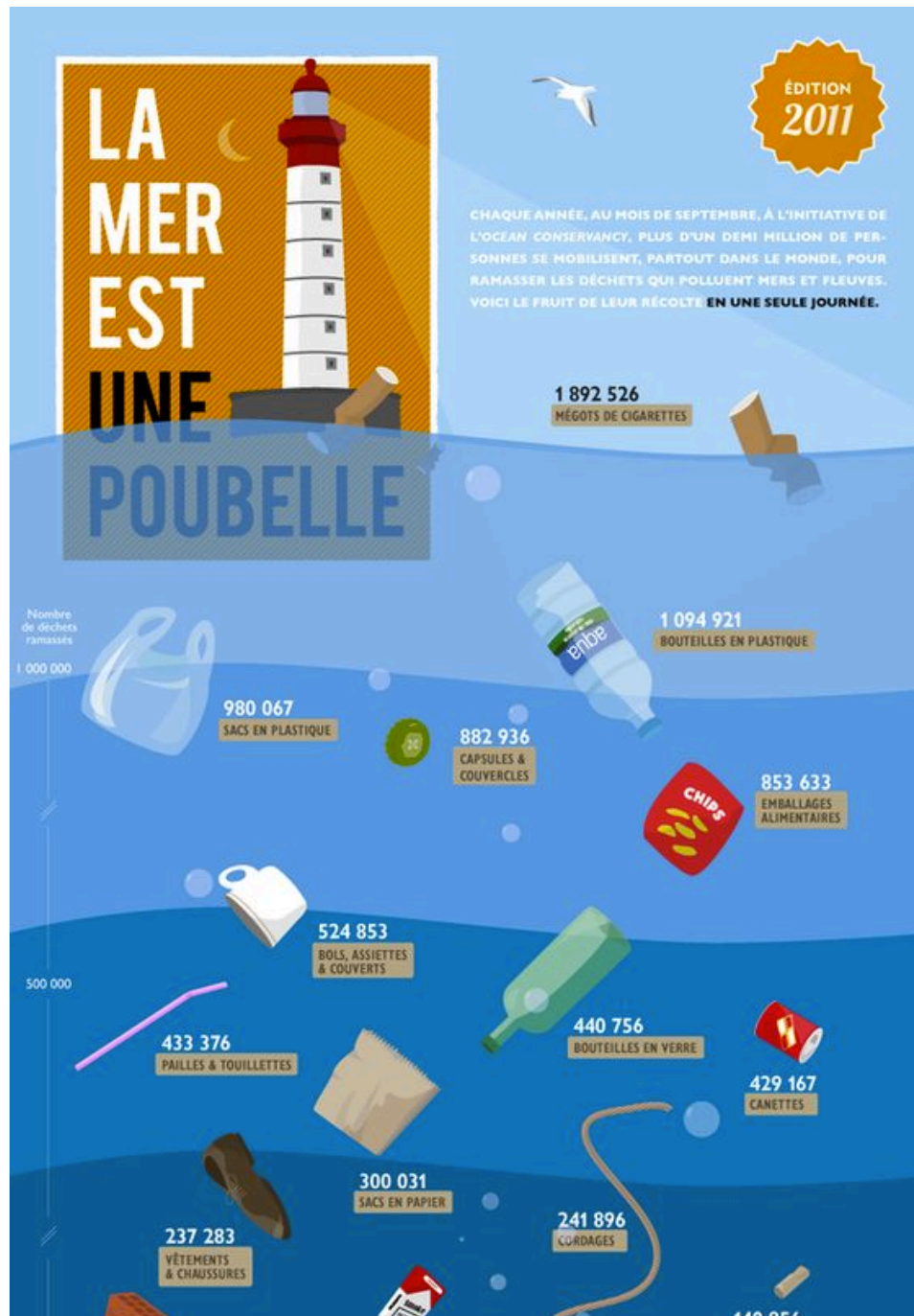
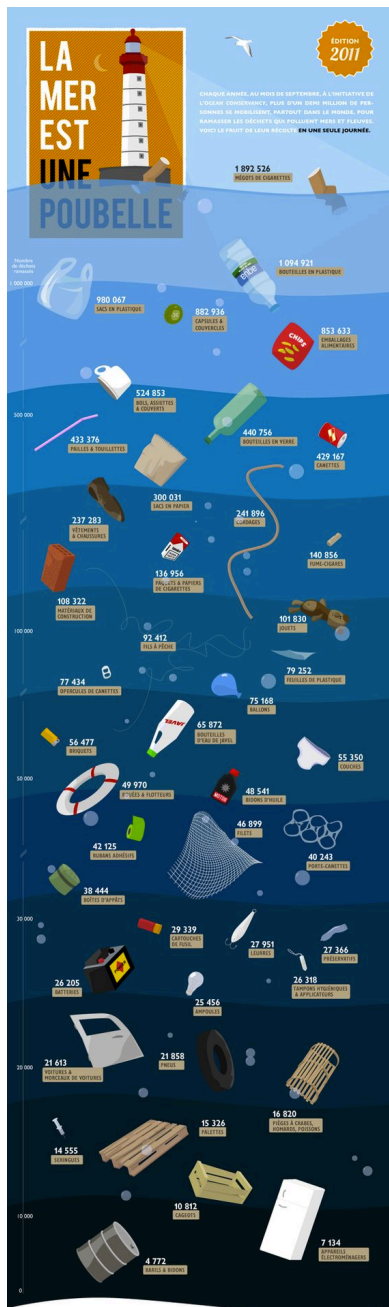


# Infographics



VS.

जानवरों में गधा सबसे ज्यादा बुद्धिहीन समझता जाता है। हम जब किसी आदमी को पहले दर्जे का बेवकूफ कहना चाहते हैं, तो उसे गधा कहते हैं। गधा सचमुच बेवकूफ है, या उसके सीधेपन, उसकी निरापद सहिष्णुता ने उसे यह पदवी दे दी है, इसका निश्चय नहीं किया जा सकता। गायें सिंग मारती हैं, ब्यायी हुई गाय तो अनायास ही सिंहनी का रूप धारण कर लेती है। कुत्ता भी बहुत गरीब जानवर है। लेकिन कभी-कभी उसे भी क्रोध आ ही जाता है, किन्तु गधे को कभी क्रोध करते नहीं सुना, न देखा। जितना चाहो गरीब को मारो, चाहे जैसी खराब, सड़ी हुई घास सामने सामने डाल दो, उसे चेहरे पर कभी असन्तोष की छाया भी न दिखायी देगी। वैशाख में चाहे एखाध बार कुल्ले कर लेता हो, पर हमने तो उसे कभी खुश नहीं देखा। उसके चेहरे पर एक स्थायी विषाद स्थायी रूप से छाया रहता है। सुख-दुःख, हानि-लाभ, किसी भी दशा में उसे बदलते नहीं देखा। ऋषियों-मुनियों के जितने गुण हैं, वे सभी उसमें पराकाष्ठा को पहुंच गये हैं, पर आदमी उसे बेवकूफ कहता है। सद्गुणों का इतना अनादर कहीं नहीं देखा।



# Tasks with Infographics

## Infographic Read and Respond Task Lists

Ideas for use with infographics created in the target language of your classes.

Actividades auténticas por Amy Lenord de Language Coaching

NOVICE	INTERMEDIATE
<b>Tasks</b> <ul style="list-style-type: none"><li>• Make a list of words included in the infographic that you already know.</li><li>• Make a new list of words you think you recognize or understand and jot down what you think they mean. Discuss these with your class/teacher.</li><li>• Pencil in English any facts you think you can make out from the infographic.</li><li>• Imagine you read/viewed this infographic on a website or blog. Post a comment to the author stating your likes and dislikes about the infographic.</li><li>• Create an infographic to represent you and things about you. Present it orally to the class.</li></ul>	<b>Tasks</b> <ul style="list-style-type: none"><li>• Work with a partner to identify and define words you think you recognize from the infographic.</li><li>• Design a similar infographic about a similar theme by taking 5 of the topics mentioned and using them in your new infographic.</li><li>• Read the infographic and present a "Top Ten Facts" list to your class about what you learned in the infographic.</li><li>• Research a famous speaker of the language you are studying. Create a infographic of their life, achievements or some other aspect of their life.</li></ul>

# Hands-On Examples

JE M'APPELLE \_\_\_\_\_

## LES SPORTS



5 SPORTS QUE J'AIME REGARDER

5 SPORTS QUE JE N'AIME PAS REGARDER



5 SPORTS QUE J'AIME JOUER



5 SPORTS QUE JE N'AIME  
PAS JOUER





# Explore Infographics

Go to this page and locate your language:

**<http://tiny.cc/infographics>**





# #3: Interpersonal Communication

Design and carry out interpersonal communication tasks for pair, small group, and whole class instruction.



# What is Interpersonal Mode?

Interpersonal Communication	
is not...	is...
one-way communication.	two-way exchange.
memorized (skits or dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation.
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	asking for clarification if communication fails or falters.

# Why Interpersonal Mode?

- Interpersonal communicative mode is most sought after skill for our students. . .
- Yet it is often the least practiced, least assessed. . . and therefore least developed



# Strategies

- To mitigate the stress of performing in interpersonal exchanges, provide some initial scaffolding
- Maximize opportunities for S:S interaction
- Reduce Teacher talk
- Stop asking Yes/No questions and instead opt for open-ended questions.



# Strategies

- Be judicious with correcting errors\*
- Employ pre-speaking tasks:
  - Brainstorming
  - Pre-teach key vocabulary and concepts
  - Use graphic organizers to build background knowledge
  - Use words walls/environmental print to assist

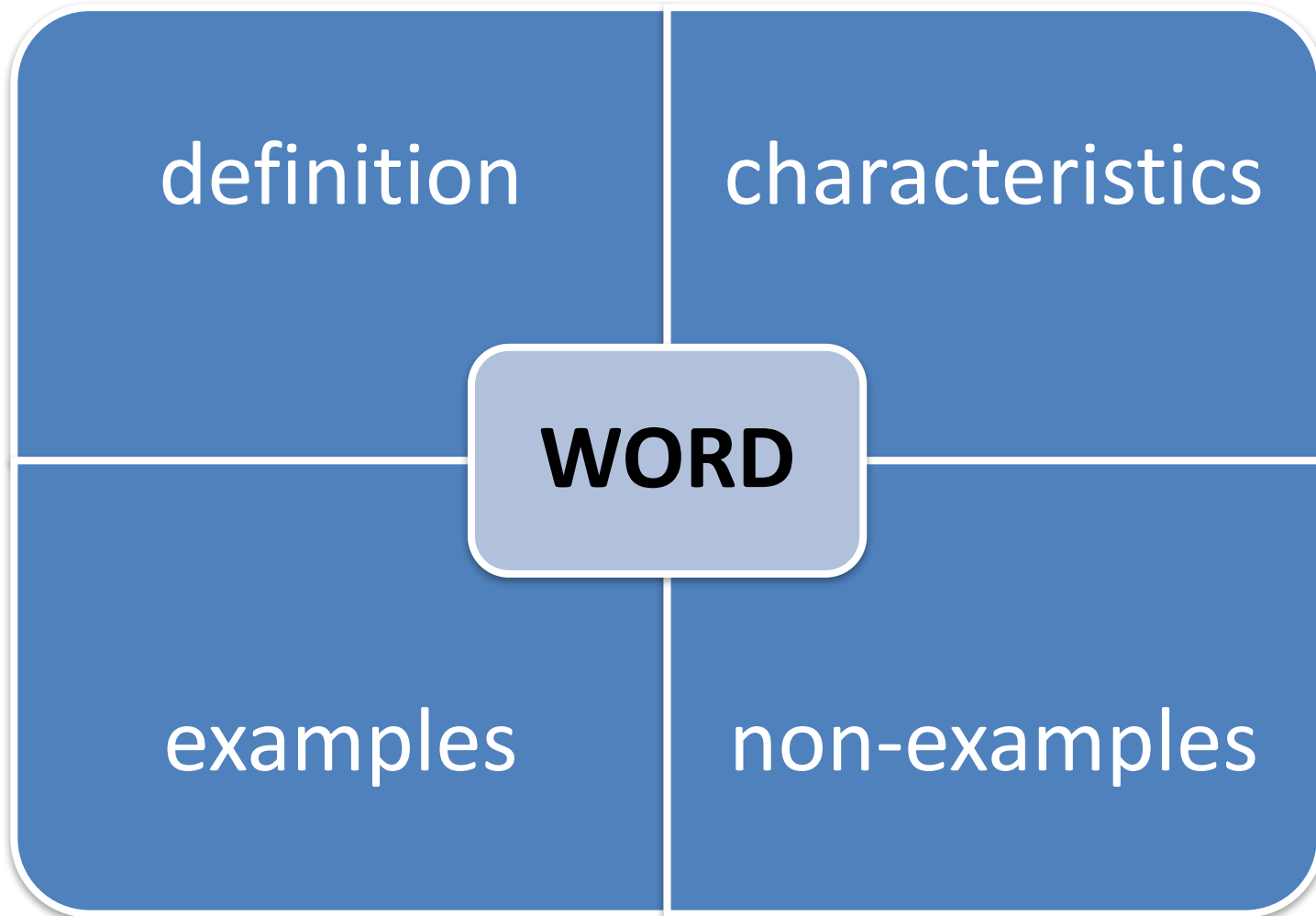


# Strategies

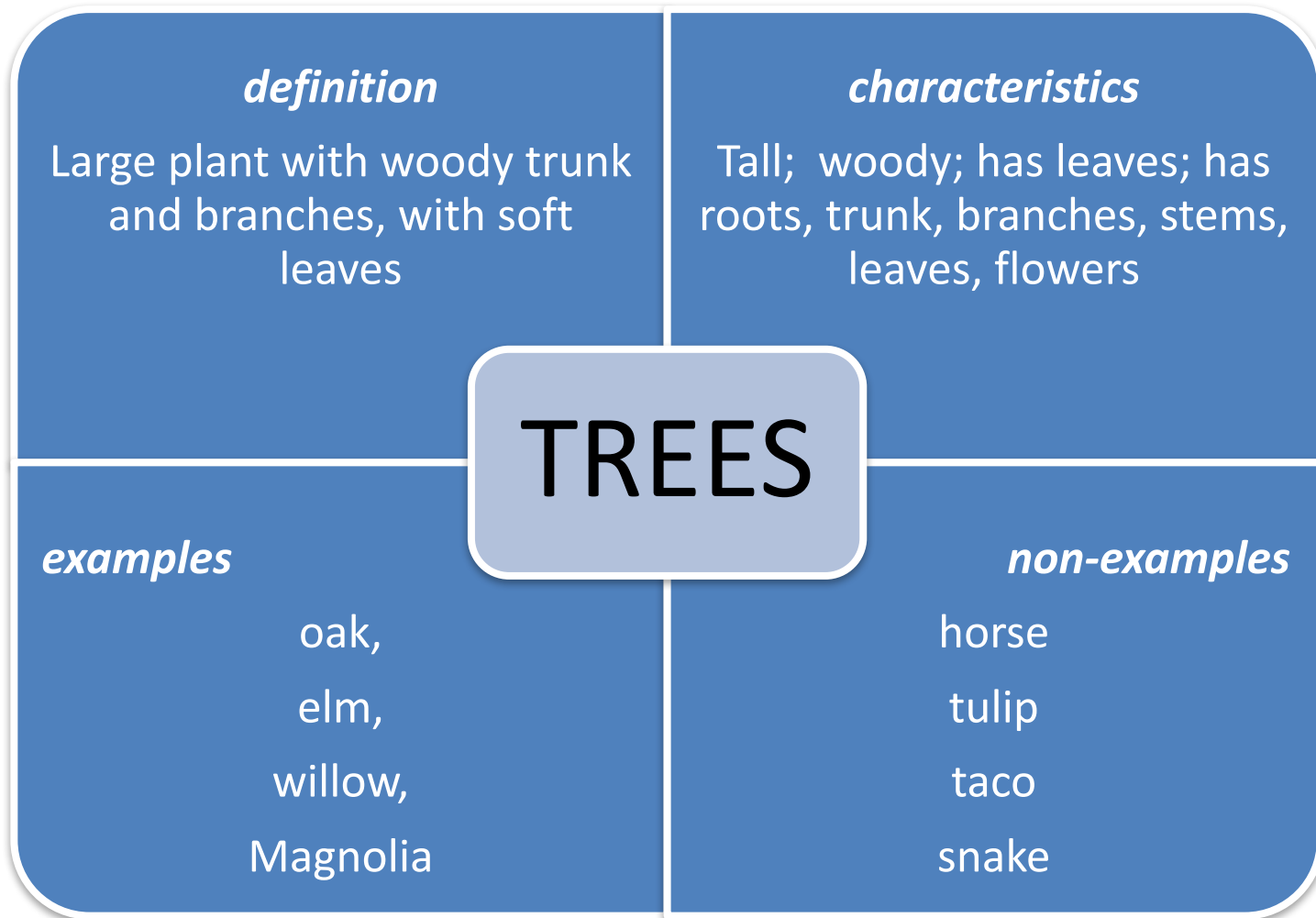
- Use the material from an interpretive task as the basis for the conversation
- Encourage students to form questions to clarify meaning
- Let it be spontaneous and not scripted.
- Teach the gambits for your language: *“excuse me, wait a minute, let’s see, by the way,”* etc.



# Frayer Model



# Frayer Model





# Hands-On Examples: Info Gap Activities

How much does it cost?



\$ .49 ea.



\_\_\_\_\_



\_\_\_\_\_



\$2.69 lb.



\$ .65 ea.



\_\_\_\_\_



\_\_\_\_\_



.75 ea.



\$2.39 lb.



\_\_\_\_\_



\$ .92 lb.



\_\_\_\_\_

1 item: "How much is a \_\_\_\_\_?" 2 or more items: "How much are \_\_\_\_\_?" <sup>c</sup>

How much does it cost?



\_\_\_\_\_



\$1.39 lb.



\$1.69



\_\_\_\_\_



\_\_\_\_\_



\$ .79 ea.



\$ .57 lb.



\_\_\_\_\_



\_\_\_\_\_



\$2.38 ea.



\_\_\_\_\_



\$1.59 lb.

1 item: "How much is a \_\_\_\_\_?" 2 or more items: "How much are \_\_\_\_\_?"

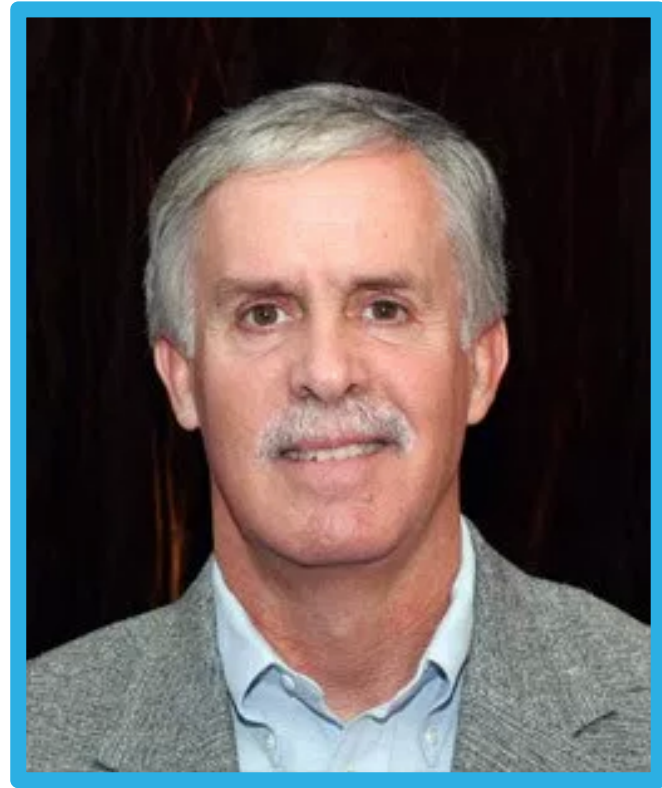
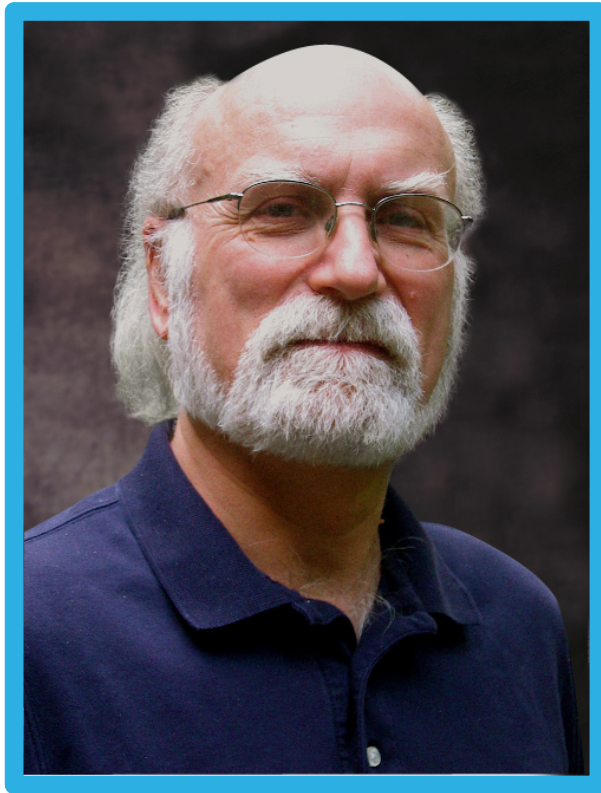


# #4: Backward Planning

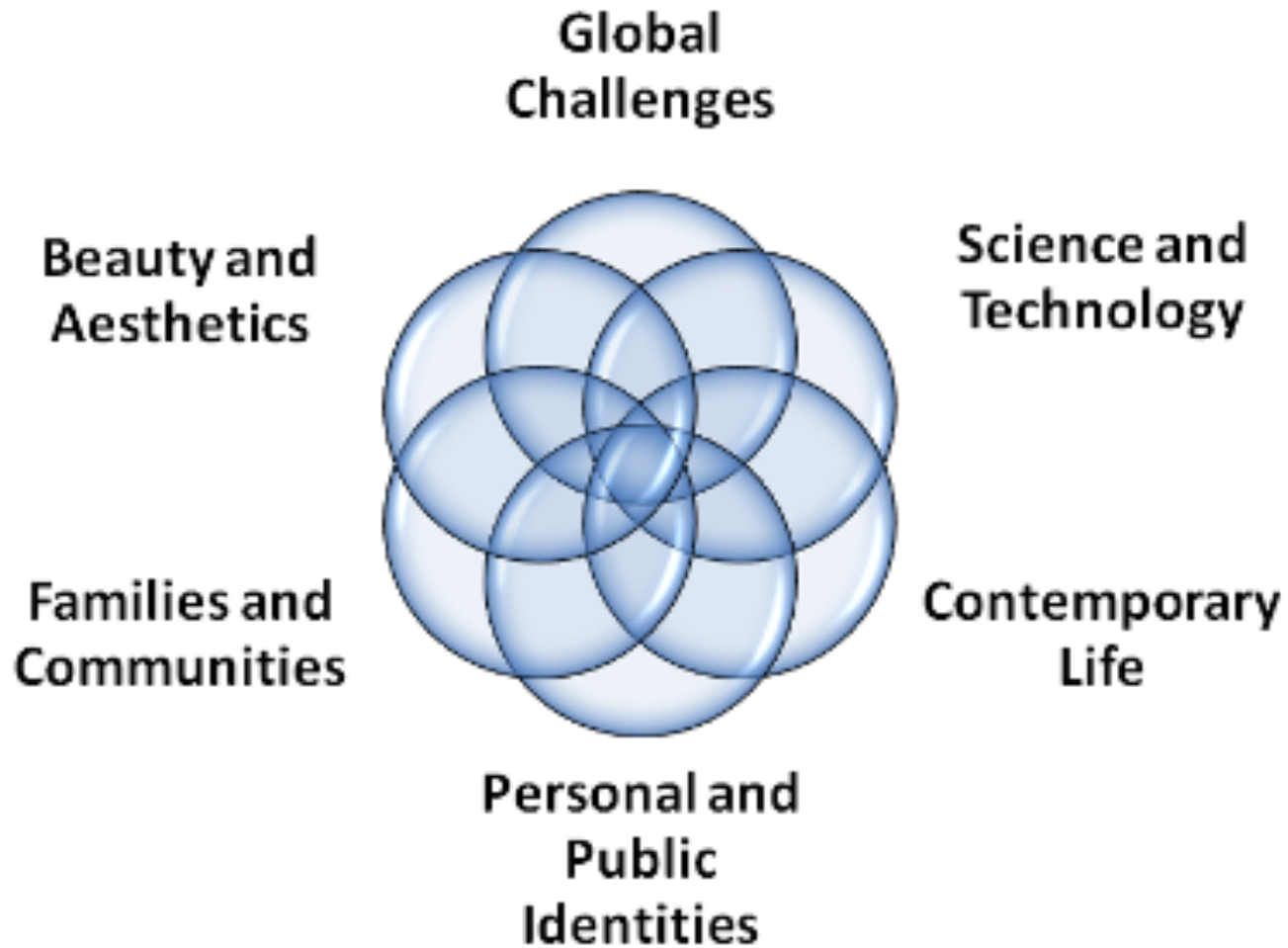
Design lessons and tasks that have functional goals, to include specifying clearly the language and activities needed to support and meet the communicative objective.



# #4: Backward Planning



# Themes



- Diversity Issues
- Economic issues
- Environmental issues
- Health Issues
- Human Rights
- Nutrition and Food Safety
- Peace and War

## Global Challenges

## Personal and Public Identities

- Alienation and Assimilation
- Beliefs and Values
- Gender and Sexuality
- Language and Identity
- Multiculturalism
- Nationalism and Patriotism

- Current Research Topics
- Discoveries and Inventions
- Ethical Questions
- Future Technologies
- Intellectual Property
- The New Media
- Social Impact of Technology

## Science and Technology

## Families and Communities

- Age and Class
- Childhood and Adolescence
- Citizenship
- Customs and Ceremonies
- Family Structures
- Friendship and Love

- Advertising and Marketing
- Education
- Holidays and Celebrations
- Housing and Shelter
- Leisure and Sports
- Professions
- Rites of Passage
- Travel


## Contemporary Life

## Beauty and Aesthetics


- Architecture
- Contributions to World Artistic Heritage
- Ideals of Beauty
- Literature
- Music
- Performing arts
- Visual arts



# Backward Design



**Plan learning  
experiences &  
instruction**



**Determine  
acceptable  
evidence**



**Identify  
Desired  
Results**





# Backward Design



**Identify  
Desired  
Results**




**Identify  
Desired  
Results**


- What are our goals?
- What do we want our learners to be able to do?
- Think in terms of **FUNCTIONS** and not **GRAMMAR POINTS** or **VOCABULARY LISTS**



# Backward Design



**Determine  
acceptable  
evidence**



**Identify  
Desired  
Results**




**Determine  
acceptable  
evidence**


- **How will you and your students know they reached the goals?**
- **Do your assessments align with the goals that you established?**
- **Does your feedback honor the assessment that was administered?**



# Backward Design



**Plan learning  
experiences &  
instruction**



**Determine  
acceptable  
evidence**



**Identify  
Desired  
Results**



**Plan learning  
experiences &  
instruction**

- **What does it take to get there?**
- **What authentic resources will you use?**
- **What activities will you design for students to perform?**
- **What formative assessment will be used to alter course during the unit?**
- **Do the language and activities support and meet the communicative objective?**



# #4: Backward Planning



# Why Aim for Functional Goals?

- What do you want your students to be able to do when they are finished with your unit? Or your course? Or your program?
- Start with the end in mind and move backwards from there.

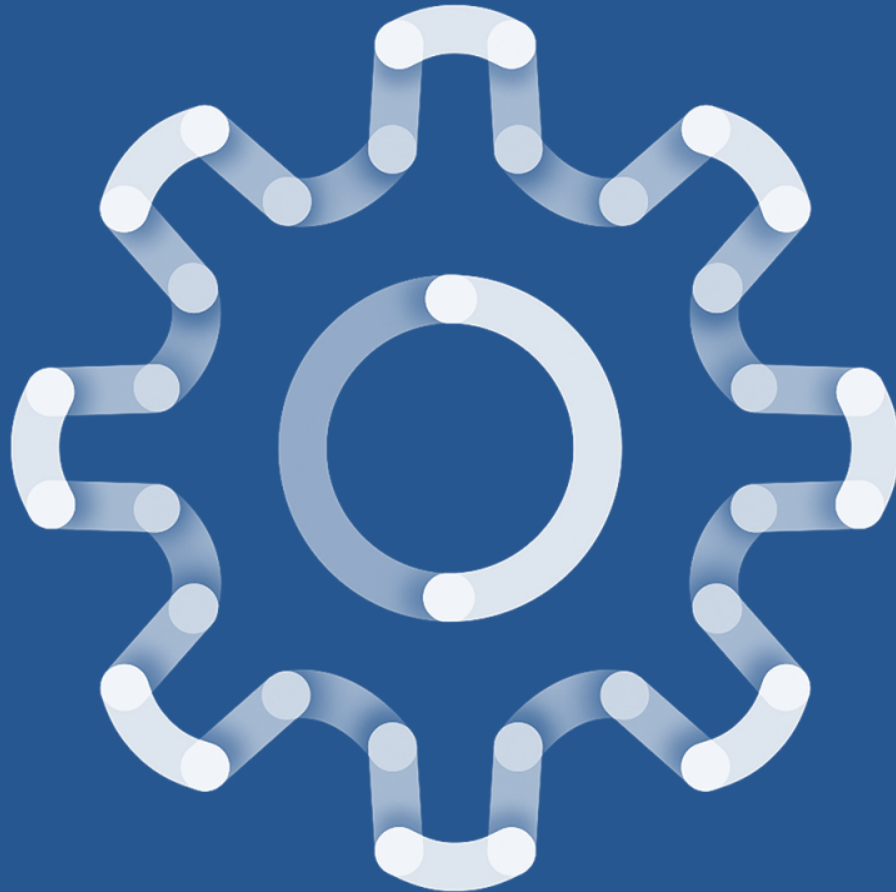


# Strategies

- What is your unit's essential question?
- What are the enduring understandings?
- What will students **KNOW**?
- What will students **BE ABLE TO DO**?

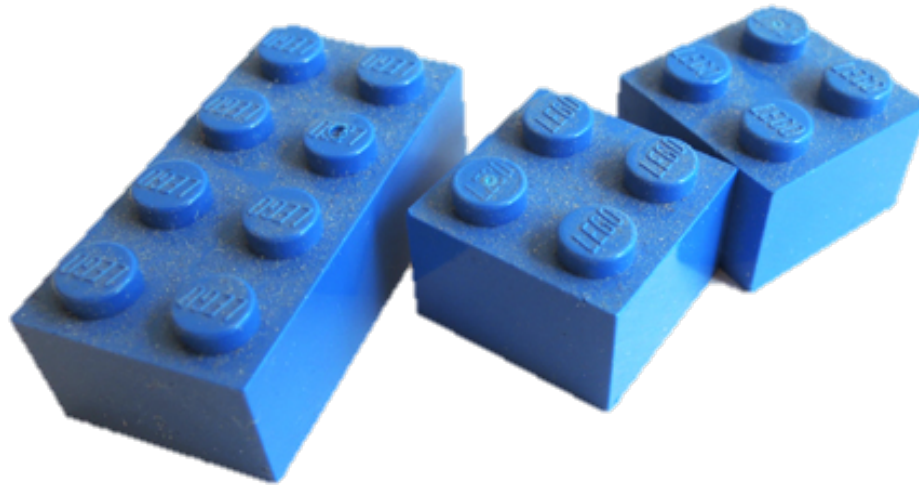


# What are Functions?



# Functions vs. Everything Else

- Grammar Rules
- Vocabulary Lists
- Learning Language Piece by Piece



# 5 Basic Functions

- *Socializing*
- *Exchanging information*
- *Getting things done*
- *Expressing attitudes*
- *Organizing and maintaining communication*

*Australian Language Levels Guidelines, Book: Syllabus Development and Programming.*

Australia, Curriculum Development Centre





# 5 Basic Functions

- ***Socializing***
  - using different modes of address
  - inquiring about health
  - greeting/introducing/thanking



# 5 Basic Functions

- ***Exchanging information***
  - Identifying/ describing
  - asking for/giving information
  - narrating personal experiences
  - inquiring about or expressing knowledge/opinions/wishes
  - asking for/giving permission
  - stating necessity and need
  - inquiring about or expressing likes/dislikes/preferences



# 5 Basic Functions

- ***Getting things done***
  - Requesting/suggesting
  - making arrangements
  - reacting to offers, requests, suggestions, invitations
  - Inviting/instructing



# 5 Basic Functions

- ***Expressing attitudes***
  - expressing admiration
  - expressing approval/disapproval
  - expressing interest/disinterest
  - expressing friendship
  - expressing regret/apology
  - expressing need



# 5 Basic Functions

- ***Organizing and maintaining communication***
  - attracting attention
  - expressing lack of comprehension
  - asking for repetition or rephrasing
  - asking how to say something in the target language
  - asking how to spell something
  - asking someone to explain what they just said



1. Expressing hopes and dreams
2. Asking and responding to questions
3. Describing people, places, and things
4. Expressing feelings and emotions
5. Telling and retelling stories
6. Expressing preferences and opinions
7. Maintaining a conversation in person and virtually
8. Presenting information orally for an audience
9. Presenting information in writing for an audience
10. Interpreting authentic oral, written, and visual texts



## 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 about and identify important information about the weather using a map.
- ☐ I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- ☐ I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.
- ☐ I can \_\_\_\_\_

### 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.
- ☐ I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
- ☐ I can \_\_\_\_\_

### I can interact with others in everyday situations.

- ☐ I can order a meal.
- ☐ I can make a purchase.
- ☐ I can buy a ticket.
- ☐ I can \_\_\_\_\_



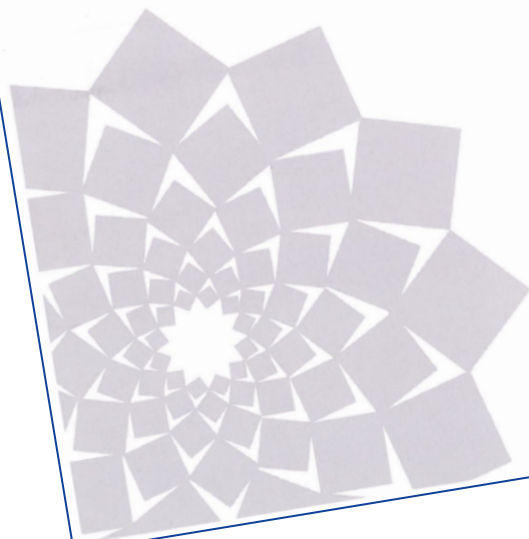
ACTFL

AMERICAN COUNCIL ON THE  
TEACHING OF FOREIGN LANGUAGES

NCSSFL/ACTFL

# Can-Do Statements

Progress Indicators for Language Learners



# HOW DO PLANTS GROW?

<b>ESSENTIAL QUESTION:</b> <ul style="list-style-type: none"> <li>• How do plants grow?</li> <li>• What do plants need to thrive?</li> </ul>	<b>CLASS:</b> <ul style="list-style-type: none"> <li>• GRADE 2 FRENCH</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• Learners will understand what plants need in order to grow and survive.</li> <li>• Learners will understand the functions of different parts of plants.</li> <li>• Learners will understand the importance certain plants play in the target culture.</li> </ul>	<b>PROFICIENCY LEVEL:</b> <ul style="list-style-type: none"> <li>• NOVICE-MID</li> </ul>
<h2>I. GOALS</h2>	
<b>A. STUDENTS WILL <u>KNOW</u>:</b> <ol style="list-style-type: none"> <li>1. items/conditions needed for plants to grow</li> <li>2. names of the parts of plants</li> </ol> <b>B. STUDENTS WILL <u>DO</u>:</b> <ol style="list-style-type: none"> <li>1. place in sequence stages of plant development</li> <li>2. describe growing</li> </ol>	<b>C. SKILLS:</b> <ol style="list-style-type: none"> <li><b>i. INTERPRETIVE</b> <ol style="list-style-type: none"> <li>a. watch a video clip and answer questions</li> <li>b. listen to statements about plants and growing</li> </ol> </li> <li><b>ii. INTERPERSONAL</b> <ol style="list-style-type: none"> <li>a. ask/answer questions about plants growing</li> <li>b. ask classmate what s/he is doing</li> </ol> </li> <li><b>iii. PRESENTATIONAL</b> <ol style="list-style-type: none"> <li>a. describe steps of planting a plant</li> <li>b. sing a song about plants growing</li> </ol> </li> </ol>
<h2>II. EVIDENCE OF STUDENT LEARNING</h2>	
<b>A. FORMATIVE ASSESSMENT(S):</b> <ol style="list-style-type: none"> <li>1. answer daily questions about plants' life cycle</li> <li>2. answer daily questions about plants' needs</li> <li>3. identify pictures on vocabulary plate</li> <li>4. place pictures in sequence</li> </ol>	<b>B. SUMMATIVE ASSESSMENT(S):</b> <ol style="list-style-type: none"> <li>1. Integrated Performance Assessment: video presentation describing process for growing a plant from a seed</li> <li>2. Quiz: identify parts of a plant</li> </ol>

### III. LEARNING EXPERIENCES

#### LESSON 1

##### A. DO NOW

1. Students enter the room, sit in their chairs, and do a French dot-to-dot, reviewing numbers quietly on one's own while waiting for everyone to get seated and ready.

##### B. BEGINNING ROUTINE

1. Teacher leads students in the class welcome song in French.
2. Teacher asks "How are you doing?" in French; students answer and gesture.
3. Teacher asks Calendar Questions: what day is it? What day was it yesterday? What day will it be tomorrow?

##### C. REACTIVATE/REVIEW/WARM UP

1. Teacher asks what the weather is today.

##### D. INSTRUCTIONAL ACTIVITY 1

1. In English: students complete the Can Do Statements for the unit. (see appendix 1). Reiterate that students do not have to be able to anything at the beginning of the unit.

##### E. INSTRUCTIONAL ACTIVITY 2

1. Students watch Peppa the Pig video: "Comment faire pousser les fraises" (How to Make Strawberries Grow"); <http://viewpure.com/RtM-5sk5jl?start=0&end=0>
2. Now teacher shows screen shots of the video and asks a variety questions. (see appendix 2).

##### F. INSTRUCTIONAL ACTIVITY 3

1. Show students realia – real items such as seeds, soil, watering can, trowel, pot.
2. Demonstrate how to plant a seed – but act confused, pretending not to know which items to use first, etc. Have students tell you the steps.
3. Refer to the poster and have the students tell you the things plants need.
4. Distribute the handout and have the students write in the names of the things plants need.

##### G. CLOSURE

1. Exit ticket: Students refer to a poster of a plant's life cycle hanging near the door and tap one step, stating what's going on, without repeating the person who came before her.

##### H. CLOSING ROUTINE

1. Students sing Goodbye Song ("Au revoir mes amis!").

#### LESSON 2

##### A. DO NOW

1. Students enter the room, sit in their chairs, and do a French dot-to-dot, reviewing numbers quietly on one's own while waiting for everyone to get seated and ready.

##### B. BEGINNING ROUTINE

1. Teacher leads students in the class welcome song in French.
2. Teacher asks "How are you doing?" in French; students answer and gesture.
3. Teacher asks Calendar Questions: what day is it? What day was it yesterday? What day will it be tomorrow?

##### C. REACTIVATE/REVIEW/WARM UP

1. Teacher holds up various pieces of realia from previous lesson, asking students to name them.

**D. INSTRUCTIONAL ACTIVITY 1**

1. Refer to the poster and have students identify the various things needed for plants to grow.

**E. INSTRUCTIONAL ACTIVITY 2**

1. Students use their Chromebooks to complete an EdPuzzle activity based on yesterday's viewing of the Peppa the Pig cartoon: <https://edpuzzle.com/media/585c76615b869c587d4da18b>

**F. INSTRUCTIONAL ACTIVITY 3**

1. Integrated Performance Assessment: Students make a video explaining how to grow a plant from a seed in the TL. **(Presentational)**. Before students start, give them the rubric for presentational communication (Appendix 6). Have students refer to the rubric and see what is expected of their presentational performance. Tell students after they create their video that they will assess their performance themselves – and the teacher will also assess the performance using the same rubric.

**G. CLOSURE**

1. Students mime a stage in planting a seed and state in the target language the stage.

**H. CLOSING ROUTINE**

1. Students sing Goodbye Song ("Au revoir mes amis!").

## IV. MATERIALS/RESOURCES

- A. PRINT:** Can Do Statements (Appendix 1); poster (Appendix 3); worksheet (Appendix 4); quiz (Appendix 5)
- B. AUDIO:** Greeting song ("Bonjour mes amis")
- C. VIDEO:** Peppa the Pig: "Comment faire pousser les fraises" (How to Make Strawberries Grow): <http://viewpure.com/RtM-5sk5jl?start=0&end=0>
- D. REALIA:** seeds, soil, watering can, trowel, pot
- E. CRAFT:** none
- F. ETC.:** EdPuzzle task (Peppa the Pig's "Comment faire pousser les fraises"): <https://edpuzzle.com/media/585c76615b869c587d4da18b>

## V. ADAPTATIONS/EXTENSIONS FOR DIVERSE LEARNERS

- A. ACTIVITY FOR STUDENTS WHOSE IEPs REQUIRE NO WRITING:** Students can go to the "recording studio" center and make a voice recording using iPads – and upload to their Seesaw portfolios.
- B. ACTIVITY FOR NATIVE SPEAKER STUDENTS:** Students will read an authentic text rather than watch the Peppa the Pig animation. Students will answer questions about the text rather than complete the EdPuzzle activity.
- C. ACTIVITY FOR HIGH-ACHIEVING STUDENTS:** Students will have the option to write a book instead of/in addition to the video creation.

# #5: Grammar in Context

Teach grammar as concept and use in context.

Understand the various approaches to grammar instruction and how to choose one over the other.

Meaning before form.





# Why Place Grammar in Context?

- When a context is present, learners are more likely to acquire the vocabulary and structures.
- De-contextualized grammar is a waste of time.



# Strategies

- Inductive grammar approach – let students become observers of the language.
- Compare and contrast examples taken from real-life.
- **PACE Model**
  - Presentation
  - Attention
  - Co-construction
  - Extension



# Selecting a Story

- Short – 3-5 minutes
- Story that is told and not read
- Critical components:
  - Time/setting
  - Characters with a personality
  - A major problem
  - Attempts to solve problem lead to climax
  - Quick resolution and ending



# Presentation

- language presented in a "whole" thematic way
- story presented via TPRS, reading, listening, viewing
- multiple exposures throughout process
- desired highlighted grammatical feature should be amply represented



# Attention

- Teacher calls attention to the grammatical feature
- isolate sentences/phrases where feature is present



# Co-Construction

- teacher and students discuss together
- lead students to understand the grammatical point
- start with meaning and not form



# Extension Activities

- activities to use the structure being examined
- “not worksheets on which learners use the target language to fill in blanks of disconnected sentences; instead, they can be information-gap activities, role-play situations, dramatizations, games, authentic writing projects, paired interviews, class surveys, out-of-class projects, or simulations of real-life situations” (Shrum and Glisan, 2010, p. 229).





# Las hojas otoñales y tus 5 sentidos



**Toca** las hojas de otoño.  
¿Se sienten ásperas o suaves?



**Oye** las hojas de otoño.  
¿Qué sonidos hacen cuando las pisas?



**Mira** las hojas de otoño.  
¿De qué colores son?



**Huele** las hojas de otoño.  
¿A qué huelen?



¿Quién **saborea** las hojas de otoño?  
¡Los conejitos! ¡Ñami!

## Las líneas de las hojas

¿Cómo se llaman las  
líneas de las hojas?

vena  
principal

venas





# Las hojas otoñales y tus 5 sentidos



**Toca** las hojas de otoño.  
¿Se sienten ásperas o suaves?



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¿Qué sonidos hacen cuando las pisas?



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¡Los conejitos! ¡Ñami!

## Las líneas de las hojas

¿Cómo se llaman las  
líneas de las hojas?

vena  
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**Toca las hojas de otoño. . .**  
**Oye las hojas de otoño. ..**  
**Mira las hojas de otoño. . .**  
**Huele las hojas de otoño. . .**



***Toca*** las hojas de otoño. . .

***Oye*** las hojas de otoño. ..

***Mira*** las hojas de otoño. . .

***Huele*** las hojas de otoño. . .



***Toca*** las hojas de otoño. . .

**Yo toco** las hojas.

**Tú tocas** las hojas.

**Ella toca** las hojas.



**Toca** las hojas de otoño. . .

**Yo toco** las hojas.

**Tú tocas** las hojas.

**Ella toca** las hojas.



**Toca** las hojas de otoño. . .

**Tú tocas** las hojas.

~~**Tu tocas**~~ las hojas.



**Toca** las hojas de otoño. . .

**Tú tocas** las hojas.

**Toca** las hojas.





**Toca** las hojas de otoño. . .

(Gustar) las fresas. → → → \_\_\_\_\_ las fresas.

(Comer) el helado. → → → \_\_\_\_\_ el helado.



**Toca** las hojas de otoño. . .

(Gustar) las fresas. → → → Gusta las fresas.

(Comer) el helado. → → → Come el helado.



# #6: Appropriate Feedback

Provide appropriate feedback *in speech* and writing on various learning tasks.



# Why Feedback?

- Corrective feedback mediates learning and language development
- CF leads to *uptake* – how the learner incorporates feedback



# Strategies

## 1. Explicit correction

- Teacher: “You should say ‘X.’”



# Strategies

## 2. Recast

- Student: “I not go to the movies last night.”
- Teacher: “Oh, you didn’t go to the movies last night?”



# Strategies

## 3. Clarification request

- Student: “X.”
- Teacher: “Pardon me?”



# Strategies

## 4. Metalinguistic Feedback: About language

- Student: “What is ‘X’ in TL?.”
- Teacher: “Oh, that’s a cognate.”





# Strategies

**5. Elicitation:** Teacher repeats statement and stops before error

- Student: “I have already went to the movies.”
- Teacher: “I have already. . .”



# Strategies

## 6. Repetition – but with intonation

- Student: “I have many money.”
- Teacher: “*many* money?”



# **POLL/DISCUSSION**

- 1. Which CF is most used by WL teachers?**
- 2. Which CF is most effective?**
- 3. Which CF is least effective?**
- 4. Which CF do you use most of the time?**



# POLL/DISCUSSION

## 1. Which CF is most used?

- Recasts are used 53% of time by WL teachers

## 2. Which CF is most effective?

- Elicitation as a CF leads to uptake in 100% of cases

## 3. Which CF is least effective?

- Recasts as a CF leads to uptake in 31% of cases



# Reflection

- Which core practice are you most proficient in?
- Which core practice are you most deficient in?
- Which core practice seems to be the biggest challenge for you to pull off?
- Can you identify resources to help you come along in that area?



# Today's Agenda

- Icebreaker
- Set Goals
- Explore 6 Core Practices
  - Theory
  - Strategies
  - Practical Hands-On Examples
- Reflection
- Farewell



**I can describe strategies for making my target language use comprehensible for my learners.**



**I can choose authentic resources and create tasks at my learners' proficiency level.**



**I can create relevant interpersonal tasks with which my learners can interact.**



**I can identify my unit's salient goals and plan backward so all activities lead to those goals.**



**I can present grammar topics in such a way that it is presented in context and meaningful for my learners.**



**I can correct learners' errors in such a way that they can learn from them.**



**I can...**

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**I can...**

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**I can...**

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**QUESTIONS?**



# Questions? Stay in Touch!



**@nathanlutz**



**#earlylang**



**[pinterest.com/mrlutz](https://pinterest.com/mrlutz)**



**[nlutz@flenj.org](mailto:nlutz@flenj.org)**

