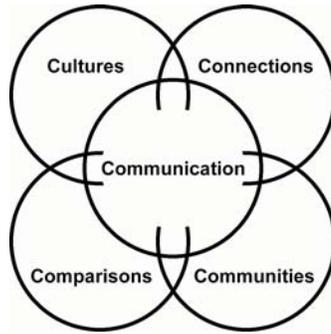


VIDEO 2-5

communication segment

ABOUT THE COMMUNICATION SEGMENT



Videos 2-5 each begin with an eight minute segment that briefly defines the 5 Cs and provides detail on the program goal of Communication. The three communication modes (interpersonal, interpretive, presentational) are elaborated upon with both narrative and illustrative classroom footage.

The focal program goal of Communication is presented at the beginning of Videos 2-5 because it is inextricably linked to the content of the other Cs. It is the vehicle by which the other four are explored and, in turn, the content of Cultures, Connections, Comparisons, and Communities is used to further the communication skills.

This segment has been included in Videos 2-5 so that they can be used independently of one another yet still contain the important message that Communication is what learning a language is all about. The remainder of each video features the other “C” for which it was named.

communication segment

Episode Breakdown



(1:25 – 2:50)
I 5 Cs



(2:51 – 3:39)
II Language Skills



(3:40 – 5:44)
III Interpersonal



(5:45 – 7:00)
IV Interpretive



(7:01 – 8:10)
V Presentational



Use the Communication Segment (Videos 2-5) to...

- Provide the audience with a brief refresher on the 5 Cs.
- Deliver the message that the development of communication skills is a key focus of language study through which the other program goals can be explored.
- Review the communication modes and discuss the importance of creating learning experiences and activities that use all three modes.
- Facilitate discussion about the importance of not just learning about language but also using it to communicate with others.

COMMUNICATION PROGRAM GOAL AND PERFORMANCE EXPECTATIONS

The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

The novice level student is expected to:

- (A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;
- (B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and
- (C) present information using familiar words, phrases, and sentences to listeners and readers.

The intermediate level student is expected to:

- (A) engage in oral and written exchanges of learned material to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;
- (B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and
- (C) present information and convey short messages on everyday topics to listeners and readers.

The advanced level student is expected to:

- (A) engage in oral and written exchanges including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions;
- (B) interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics; and
- (C) present information, concepts, and ideas on a variety of topics to listeners and readers.

Goals for Participants

- To review the 5 Cs in general and the interpersonal, interpretive, and presentational communication modes in detail.
- To identify issues, concerns, or questions regarding the 5 Cs and the communication skills and modes.
- To contemplate the big picture of communication: to see it as a whole of content, skills, and modes.

Questions Addressed in the Communication Segment (Videos 2-5)

Review of the 5 Cs

The TEKS for LOTE are organized around the 5 Cs: Communication, Cultures, Connections, Comparisons, and Communities.

What are the benefits of mastering the content of all five program goals? Is it possible to fit all of the Cs into your curriculum? Are some Cs more important than others?

Communication Skills

Communicative proficiency includes the mastery of language skills including listening, speaking, reading, writing, viewing, and showing.

Are some language skills easier to teach than others? How do you deal with the variance in students' proficiency among the skills? Viewing and showing are relatively new to the language skill set; why have they been added, and what do they mean to you?

Communication Modes

Students use language skills to develop proficiency in three modes of communication: the interpersonal, interpretive, and presentational modes.

How do you provide practice in all three communication modes? Why is it necessary to do so? Does use of all three modes hinge on a student's proficiency level? Why or why not?

TO THE SESSION LEADER

Use a variety of grouping and processing strategies to lead participants through the activities associated with the **Communication Segment (Videos 2-5)**. Provide participants copies of the TEKS for LOTE and the worksheets referred to in the directions that follow, and gather any additional supplies needed to complete the activities.

PREPARATION

Participants use worksheet CS.1 for the following activity.

Before participants view this video segment, have them take a few minutes to mind map (create a graphic representation) of their understanding of the relationship among the 5 Cs, the language skills (reading, writing, speaking, listening, viewing, showing), and the communication modes (interpersonal, interpretive, and presentational).

- Provide colored pencils or markers for this task, and have participants use chart paper or the space provided on Worksheet CS.1 to develop their mind map.
- Set the mind maps aside in a safe place as they will be used again later.

OBSERVATION

Refer to worksheets CS.2.1 and CS.2.2 for the following activities. Since the following sections are relatively short, you may wish to have participants view the entire segment and then go back and view individual sections again as they are discussed by the group.

I 5 Cs (1:25 – 2:50)

This video segment emphasizes that mastery of the 5 Cs is the key to advanced proficiency in a foreign language. Ask participants to rank the Cs from “easiest to teach” through “most challenging to teach” and share their responses with a partner or the whole group.

Elicit challenges inherent to the teaching of each C. Examples include the following:

- Communication: Mastery of all three modes or teaching the new skills of viewing and showing are challenges.
- Cultures: Knowing and teaching about cultural perspectives is complex because perspectives are not always known by non-native speakers and are often transparent for native speakers.
- Connections: Making meaningful links between the target language and other subject areas and finding authentic materials from which students can access information can be time-consuming.
- Comparisons: Abstract structures or lexical connotations and steering away from cultural stereotypes are challenges for this program goal.
- Communities: Finding linguistic and cultural resources beyond the classroom may require a great deal of resourcefulness.

II Language Skills (2:51 - 3:39)

Communicative proficiency derives from the mastery of different skills and modes. In addition to the traditional skills of listening, speaking, reading, and writing, the TEKS for LOTE document includes viewing and showing as vital language skills.

- * In groups of 2-3, have participants discuss what viewing and showing skills are and why they are particularly important in the language classroom. Elicit responses from the groups when they come back together.
- * Ask how teachers often use viewing and showing skills in their classrooms to supply context to language that may not be 100% comprehensible to their students (e.g., sketching on the board, pointing to pictures, using pantomime).
- * Ask if they also require or encourage their students to do the same to make themselves more comprehensible.

III Interpersonal Mode (3:40 - 5:44)

This segment shows a mock job fair and e-mail pals to illustrate students using the interpersonal mode.

- Ask for examples of other creative ways of getting students to exchange information where they have to negotiate meaning, that is, extemporaneously adjust and clarify their language for a listener or reader.
- List all suggestions on a transparency or flip chart as participants brainstorm.
- Afterwards, have the group analyze the list to be sure each item actually requires negotiation.

IV Interpretive Mode (5:45 - 7:00)

When practicing the interpretive mode, students must determine meaning without interacting with the language source.

Have participants work in small groups to identify at least three strategies language learners can use to help them understand a text (oral or written) that may be just beyond their proficiency level. (Sample strategies may include looking/listening for cognates, guessing meaning from context, applying prior knowledge, looking for root words, looking for visual cues, etc.)

V Presentational Mode (7:01 - 8:10)

Mastering the presentational mode is important, but students may often be reluctant to perform in front of the class.

Ask participants to list and then share some methods they use to lower the anxiety level of their students for presentational activities in the target language. (Sample responses may include having students do presentations with a partner or group rather than solo, letting students choose the medium they are most comfortable with--videotape rather than live, etc.)

REFLECTION

Refer to worksheet CS.3 for the following activity.

Once participants have discussed the Communication segment, they reinforce the relevance of the communication skills and modes as they use them in the post-viewing activities based on the mind maps created earlier.

- First have participants revise, enhance or re-create their mind maps using any information gleaned from the video and related discussion.
- Post the mind maps around the room, and have participants engage in a gallery walk to view the works.
- After a few minutes, ask participants to work singly or in pairs on an activity on the worksheet. They choose one from among the three tasks representing the three modes.
- Allow adequate time for completion of the tasks, then reconvene the whole group so that those who chose Task 3 can make their presentations. Have participants who chose Task 2 read their posted interpretations, and ask the “artist” if the interpretations match his or her intent. Those who chose Task 1 can share their reactions or anecdotes about the experience and any “negotiation of meaning” that occurred. Elicit comments on the choice of tasks among the group. Was any mode not selected, etc.?



For the Investigating Further (follow-up) activities, remember to obtain copies of the suggested readings and distribute them to participants in advance of the workshop. Participants will need to have studied some or all of the chapters/articles in order to complete most of the Exploration and Expansion activities. Evaluation worksheets should be provided at the end of the workshop.

EXPLORATION

Refer to worksheets CS.4.1 to CS.4.3 for the following activities and readings for further study.

Provide a few minutes for individual participants to jot down different types of assignments they regularly make that fall under the three communication mode categories.

- When they finish, ask participants to share and record their responses in three columns on the board or a flip chart, then divide participants into groups of five and have them discuss their responses to the questions using the Insiders/Outsiders activity described in Appendix D (or another activity of your choice).
- For the second activity, refer participants to their copy of the performance expectations for the Communication program goal, and guide them to fill in the chart with a sample activity for each progress checkpoint. Refer them to the recommended readings for examples.

EXPANSION

Refer to worksheets CS.5.1 and CS.5.2 for the following activities and recommended readings.

Guide participants to read the teaching scenario, and allow them time to reflect on it using the activities and discussion questions on the worksheet.

- Provide chart paper for groups to develop a partial assessment rubric (the criteria and percentages but not the descriptors for each level). Post them on the wall so that participants can take a gallery walk and examine the work of the other groups. They may also compare them with the ACTFL Performance Guidelines for K-12 Learners.
- For the second task, help participants to evaluate the portion of their class time that is spent in truly communicative activities. Have them analyze the practice activities in a chapter of their textbook using Lee and VanPatten's definitions of mechanical, meaningful, and communicative tasks. Ask how they would make the mechanical and meaningful activities more communicative.
- Encourage them to develop some "structured input" activities as described by the authors.
- Finally, invite participants to reflect on performance-based assessment and compare a recent evaluation they have used in class with Wiggin's criteria for authenticity.

EVALUATION

In Appendix E, you will find a self-assessment tool for teachers to use in evaluating their strengths and identifying areas for growth with regard to helping their students meet the Communication program goal. Pass out photocopies of the *Teacher Competencies for Professional Development: Communication Strand*. Allow time for participants to complete it on their own at the end of the workshop, or encourage them to reflect on it and fill it in at home.



PARTICIPANT WORKSHEETS

Video Viewing Worksheet

Investigating Further



PREPARATION

This video segment briefly defines the 5 Cs and provides an in-depth look at the Communication program goal and, more specifically, the three communication modes (interpersonal, interpretive, and presentational).

Before viewing the video, use this sheet of paper to create a mind map—a graphic representation of your understanding of the relationship among the 5 Cs, the language skills (reading, writing, speaking, listening, viewing, showing), and the communication modes (interpersonal, interpretive, and presentational). Save the mind map to use again later.

OBSERVATION

I 5 Cs

The TEKS for LOTE and this video segment emphasize that mastery of the 5 Cs is the key to advanced proficiency in LOTE. In your opinion, which C is the most challenging from a teaching perspective?

Rank the Cs from “easiest to teach” through “most challenging to teach,” and make notes as to why you ranked the Cs the way you did so that you can discuss your ranking with other participants.

Most Challenging to Teach...

Easiest to Teach...
because...



communication segment

II Language Skills

Communicative proficiency derives from the mastery of different skills and modes. In addition to the traditional skills of listening, speaking, reading, and writing, the TEKS for LOTE lists viewing and showing as vital language skills.

What are these skills and why are they particularly important in the language classroom? Share your thoughts with other participants. How often and in what ways do you develop the skills of viewing and showing in your classroom?

III Interpersonal Mode

The segment shows a mock job fair and e-mail pals to illustrate the interpersonal mode. What are some other creative ways of getting students to exchange information where they have to negotiate meaning? In other words, how do they have to extemporaneously adjust and clarify their language as an aid to comprehension for a listener or reader? Brainstorm ideas with the whole group.

IV Interpretive Mode

When practicing the interpretive mode, students must determine meaning without interacting with the language source. What are some language learning strategies they can use to help them understand language that may be just beyond their proficiency level? Write some of them below and share with other participants.

1)

2)

3)

V Presentational Mode

Mastering the presentational mode is important, but students may often be reluctant to perform in front of the class. List some techniques you use to lower students' anxiety level for presentational activities.

1)

2)

3)

REFLECTION

Retrieve the mind map you created prior to viewing the video. Take ten minutes to revise, enhance or re-create the mind map using any information you gleaned from the video and related activities or discussion. Post your mind map on the wall and take a few minutes to study those of the other participants.

Finally, choose one of the following three activities to complete. For task 1 and 3, use the target language and your best communicative strategies to help group or audience members who might not understand the language.

Task 1 – Interpersonal Mode

Working in groups of three, describe and show your mind map to your partners and listen to them describe and show theirs. Ask specific, complex questions of each other and respond accordingly, elaborating on aspects that are not clear.

Task 2 – Interpretive Mode

Choose a mind map other than your own from those on the gallery wall. Try to interpret its meaning, writing a few explanatory sentences on a piece of paper. Do not consult the mind map's artist! Post your interpretation next to that mind map.

Task 3 – Presentational Mode

Prepare a short explanation of your own mind map, and present it to the group using the target language that you teach. Use plenty of visual cues for those who might not understand the language.

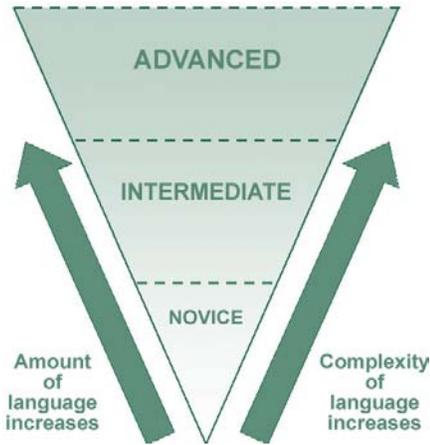
EXPLORATION

- Hall (1999) contends that the “principles of communication and communicative competence that underlie the Communication goal and its three standards provide a frame for designing a pedagogy of foreign language learning around involvement in a wide range of meaningful experiences that encompass the diversity of communicative needs of our students” (p. 50).

Think about the classes you currently teach or have recently taught and reflect on the communicative needs of your students. Now list below several types of tasks you commonly assign that fall under the three communication mode categories. When you finish, discuss the questions that follow with other participants.

I commonly ask my students to:**Interpersonal Tasks:****Interpretive Tasks:****Presentational Tasks:**

- What are the communicative needs of your students?
- Is it easier to think of assignments for some modes than it is for others? Which ones are easiest? Why do you think that is?
- Often when we think of communication, we focus on the oral skill. Look back at the activities you listed and see if your assignments included listening? reading? writing? viewing? showing? What communication skills appear to get the least attention in your classroom?
- Do the activities you listed reflect “a wide range of meaningful experiences?” Are the assignments relevant to the real world as well as to the classroom?



The three performance expectations for the Communication program goal correspond to the three modes of communication: interpersonal, interpretive, and presentational. The Communication goal is the one whose performance expectations vary the most by each progress checkpoint (proficiency level).

Use your copy of the TEKS for LOTE to study the performance expectations for the three progress checkpoints for Communication and compare them across levels (A-novice to A-intermediate to A-advanced). Think of a task to illustrate the performance expectations at each proficiency level and fill in the chart below. The readings for further study (p. 30) will help you prepare your answers.

SAMPLE ACTIVITIES BY PROGRESS CHECKPOINT

Communication Novice	Communication Intermediate	Communication Advanced
A)	A)	A)
B)	B)	B)
C)	C)	C)

**For Further Study**

Hall, J. K. (1999). The communication standard. In J. K. Phillips & R. M. Terry (Eds.), *Foreign language standards: Linking research, theories, and practices* (pp. 15-56). Lincolnwood, IL: National Textbook Company. Hall begins with a brief overview of theoretical considerations that support the central place of Communication in the standards-based classroom and research on classroom discourse—the kind of target language communication that goes on in the typical foreign language class. The final section elaborates on implications for curriculum design based on Communication. Hall discusses how to create an environment in which learners can best develop their skills in the three communication domains (modes): interpersonal, interpretive, and presentational.

Shrum, J. L., & Glisan, E. W. (2000). *Teacher's handbook: Contextualized language instruction*. Boston: Heinle & Heinle. [In particular, chapters six, eight, and nine: "Using an Interactive Approach to Develop Interpretive Skills," "Developing Oral Interpersonal and Presentational Communication," and "Developing Written Communication Skills Through Integration of the Three Modes."]. Each of these chapters begins with a conceptual orientation that outlines the theoretical principles related to the chapter topic. This overview of the topic and related research is followed by episodes and case studies that provide an opportunity to consider the topic in a specific context. Chapter 6 introduces the three modes, then focuses on an interactive model for developing interpretive (listening and reading) skills. Chapter 8 offers engaging examples of interpersonal and presentational (oral) activities, and Chapter 9 tells how to integrate the three modes to help learners develop their ability to communicate in writing.

EXPANSION

In this video segment, several teachers mention that what students want most is to learn to communicate—to use the target language. Do you agree? What do you think students mean when they say they want to learn to communicate in the target language? Do the practice activities in your textbook help students develop real world communication skills? What does communication mean to you? What components comprise one’s communicative ability? How is it developed? How can it be assessed?

Read the following teaching scenario and then reflect on the questions that follow and/or discuss your reactions with your group. The recommended readings should help you prepare your responses.

**Learning Scenario**

Ms. Wharton and her colleagues in the Spanish department at Somewhere High School are discussing a proposal to use the ACTFL Performance Guidelines for K-12 Learners to develop an evaluation to assess their students’ communicative ability relative to their level of study. She believes it is important to evaluate students in all three modes of communication; she finds that several of her colleagues have additional opinions on what the evaluation should include.

Mr. Ware suggests that performance doesn’t matter much if it doesn’t reflect cultural awareness, and Ms. Bergman mentions the importance of accuracy in communicative interactions. Mr. Garcia insists that an extensive vocabulary and the use of strategies like circumlocution are important components of communication and should also be considered.

All agree that the evaluation must include both written and oral communication and productive and receptive skills. They also agree that the assessment must reflect the real world goals suggested by the standards. They decide to meet next week to discuss a format for this departmental assessment.

- 1) With which of these Spanish teachers do your opinions align most closely? Are there other important elements of one’s communicative ability that they did not mention? If you were to assess your students’ communicative ability at the end of the year, what components would you include on your rubric?

List the components and assign a percentage to each according to its relative importance in your opinion. Compare your components with the performance domains of the ACTFL Performance Guidelines for K-12 Learners. Are there variations? Explain how you arrived at your conclusions.

- 2) Most teachers agree that grammatical accuracy plays an important role in one’s ability to communicate well in another language. They also recognize that the ability to excel at structured practice may not necessarily translate into communicative proficiency. Furthermore, teachers often find that, once the structured practice in the textbook has been completed, there is little time left over for real-world communication.

Read how Lee and VanPatten (1995) classify the grammar practice activities commonly found in textbooks, then analyze a chapter in the text that you currently use. Choose a chapter at random, and look at each activity found there, identifying it as mechanical, meaningful, or communicative according to Lee and VanPatten’s classifications. How many activities did you identify as communicative? How many did you find in which students are encouraged to negotiate for

meaning—to ask follow-up questions, request clarification, come to an agreement, elaborate on their answer, etc.?

Look at those you classified as meaningful, and brainstorm ways that you might make them more communicative. You might also want to try your hand at developing some structured input activities as described by Lee and VanPatten in Chapter Five.

- 3) Think about all the ways you evaluate the communicative abilities of your students: quizzes and exams, homework assignments, projects, portfolios, class work, etc. How many of these assessments evaluate learners' ability to use the target language for real-world purposes? Since the TEKS for LOTE are performance-based standards, assessments of students' progress in meeting the goals must include performance-based tasks.

Choose a recent chapter or unit evaluation that you used in class, and compare it to Wiggins' description of authentic assessment. Does it include real-world tasks? Is at least part of it performance-based? How could you revise it to make it more authentic?

Recommended Readings

American Council on the Teaching of Foreign Languages. (1998). *ACTFL Performance Guidelines for K-12 Learners*. Yonkers, NY: Author. Inspired by the ACTFL Proficiency Guidelines and Standards for Foreign Language Learning (national standards document), these performance guidelines attempt to describe “how well” learners (who begin languages at various entry-points) should do “what.” They are organized in chart format according to the three communication modes (interpersonal, interpretive, presentational), three benchmarks (novice, intermediate, and pre-advanced), and six performance domains (comprehensibility, comprehension, language control, vocabulary usage, communication strategies, and cultural awareness.)

Lee, J. F., & VanPatten, B. (1995) *Making communicative language teaching happen*. New York: McGraw-Hill. (Chapter 5, “Grammar Instruction as Structured Input”) This chapter looks at traditional approaches to grammar instruction and the “tenets that underlie it.” The authors contend that a traditional approach is incompatible with communicative language learning and propose a new kind of grammar instruction that focuses learners' attention on form-meaning connections; that is, they introduce new structures in such a way that the “grammatical form carries meaning and learners must attend to the form in order to complete the task.”

Wiggins, G. (1996). Toward more authentic assessment of language performances. In C. Hancock (Ed.) *Teaching, testing, and assessment: Making the connection* (pp. 69-86). Lincolnwood, IL: National Textbook Company. Wiggins believes that learners should be “taught by their tests how language challenges are typically encountered in the world.” He defines “performance,” discusses the criteria for “authenticity,” and provides examples of authentic tests.

