

# DESIGNING WORLD LANGUAGE CURRICULUM FOR INTERCULTURAL COMMUNICATIVE COMPETENCE

FROM COVERAGE WITHOUT PITY  
TO DESIGNING WITH PERFORMANCE FOR TRANSFER:  
MAKE IT NEW EVERYDAY



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CHAPTER THREE

# ICANADAPT



**STAGE 1:  
IDENTIFY DESIRED  
RESULTS**

Cultures drive what learners understand by the end of the unit

**Culture**  
Enduring Understandings  
Essential Questions  
Intercultural Transfer Goals  
Mediation for Transfer



**STAGE 2:  
DETERMINE ACCEPTABLE  
EVIDENCE**

**Communication**  
Summative Performance Assessment  
Interpretive - Interpersonal - Presentational  
Conception - Consensus - Creation  
Performance Assessment Specific Statements Can Do



**STAGE 3:  
PLAN LEARNING  
EXPERIENCES AND  
INSTRUCTION**

Lessons demonstrate what learners can do with increasing novelty

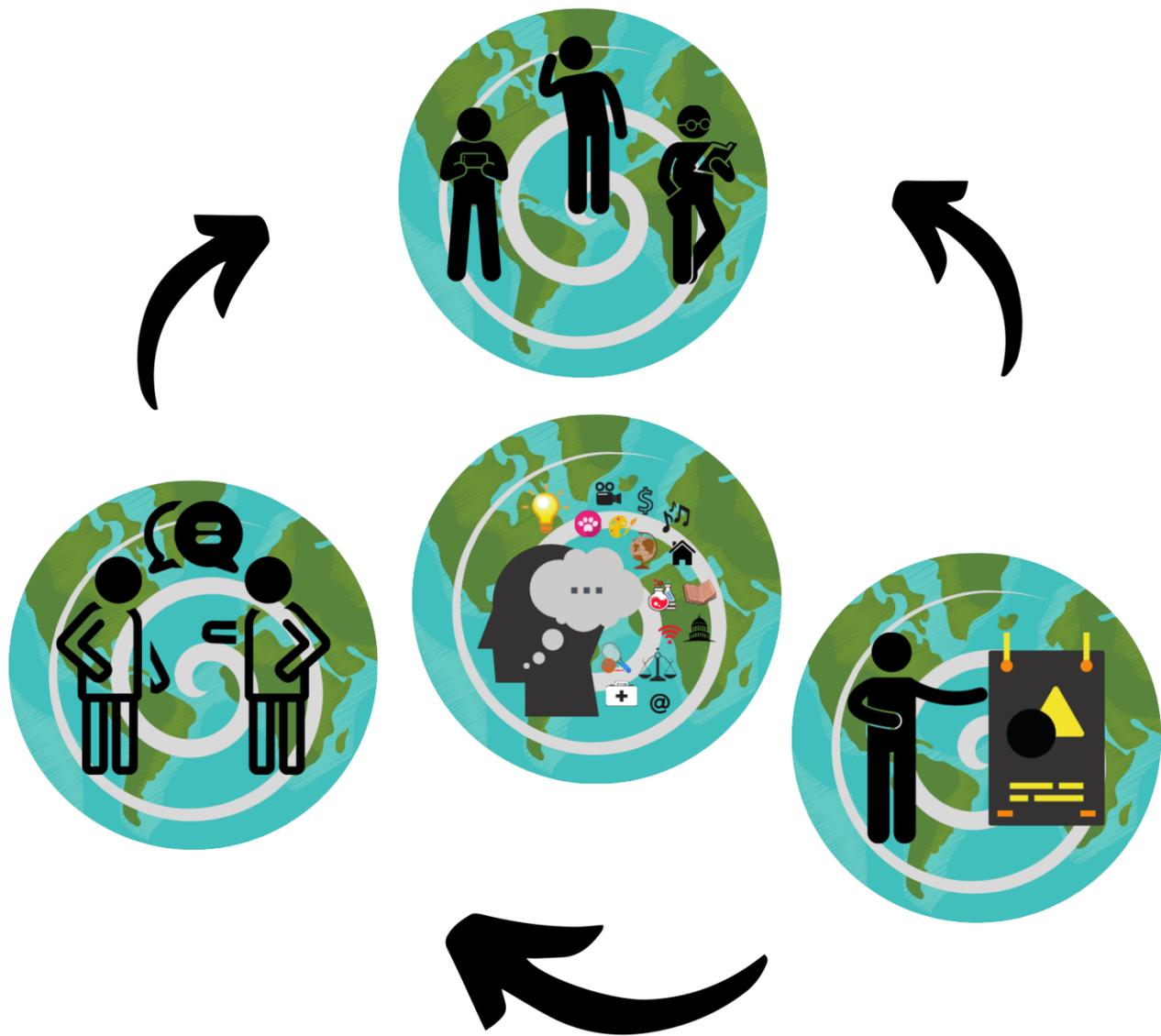
**Comparisons, Connections, Communities**  
Formative Assessments in three modes  
Intercultural Transfer targets  
Performance Assessment Specific Statements Can Do

Key performances of novel transfer tasks determine evidence of what learners can do with content

(Eddy, 2006, 2007, 2009, 2015.)

(Council of Europe, 2020); National Council of State Supervisors of Foreign Language, 2017; National Standards Collaborative Board, 2015; Wiggins & McTighe, 2005).

# CHAPTER THREE: FROM COVERAGE WITHOUT PITY TO DESIGNING WITH PERFORMANCE FOR TRANSFER: Make IT NEW EVERYDAY



On your own, can you solve a new challenge using a repertoire of knowledge and skills?

It is important to use skills flexibly, in new and different contexts from how they were originally learned.

We design performance tasks with transferable skills beyond the classroom that learners will likely encounter in community, work, and world.

# ENDURING UNDERSTANDINGS

## ESSENTIAL QUESTIONS

- Early and frequent performance for transfer prepares the learner to make meaningful decisions for novel situations, audiences, needs, conditions and contexts that will change.
  - Transfer tasks require intention to solve them rather than rote skills or recall of cultural facts.
  - The learner needs to be able handle unanticipated variations flexibly, securely and independently.
  - The more complexity and novelty the task presents, the more it assesses for transfer.
  - Novel, key performance tasks solve problems or create products of value beyond the classroom and support mediation goals.
- 
- ❑ Why do we create anything?
  - ❑ How can we understand the content a culture shares and our participation within it?
  - ❑ To what extent are language tasks valued beyond classroom borders?
  - ❑ To what extent do our tasks connect to life beyond school?
  - ❑ Why does proof of transfer evidence matter?
  - ❑ How does novelty prepare us for the unpredictable?
  - ❑ What will learners do with language after they have left us?



FROM COVERAGE WITHOUT PITY  
TO DESIGNING WITH PERFORMANCE FOR TRANSFER:  
MAKE IT NEW EVERYDAY



I can:

- Identify characteristics of performance for transfer
- Turnaround tasks to transfer
- Design the Context or scenario for key performance task



Rewind:

FROM COVERAGE WITHOUT PITY  
TO DESIGNING WITH PERFORMANCE  
FOR TRANSFER:  
MAKE IT NEW EVERYDAY



- Which key terms or concepts stand out for you from Chapter Two:  
*(Re) Imagining curriculum to reveal the cultural story?*
- Ask your colleague three questions based on the content from that chapter.
- Explain the most compelling idea from the previous chapter in your own words.
- Explain how this concept or practice is the same, similar or different to what you know or do.
- Which concept or practice do you think will have the greatest impact on your teaching?

# KEY PERFORMANCE TASKS ARE DESIGNED FOR TRANSFER TO NOVEL CONTEXTS, SITUATIONS OR AUDIENCES



Use differently from how it was originally learned

On one's own, solve a novel challenge using language repertoire

Creative, unpredictable interactions with more novelty over time

# PAUSE TO PONDER



What was your Transfer moment?

It can be related to language learning or something else in your life.

Tell a colleague a tale when you were out there and you experienced proof of transfer. Your story can be successful proof of transfer or proof you needed transfer.

# MAKE MEANING NEW EVERYDAY



Fixed, static set of information

Teaching facts, forms and functions

Passive retrieval for limited recall in class

Dynamic, novel texts and contexts

Understanding concepts, solving problems,  
creating products

Active application for relevance beyond classroom

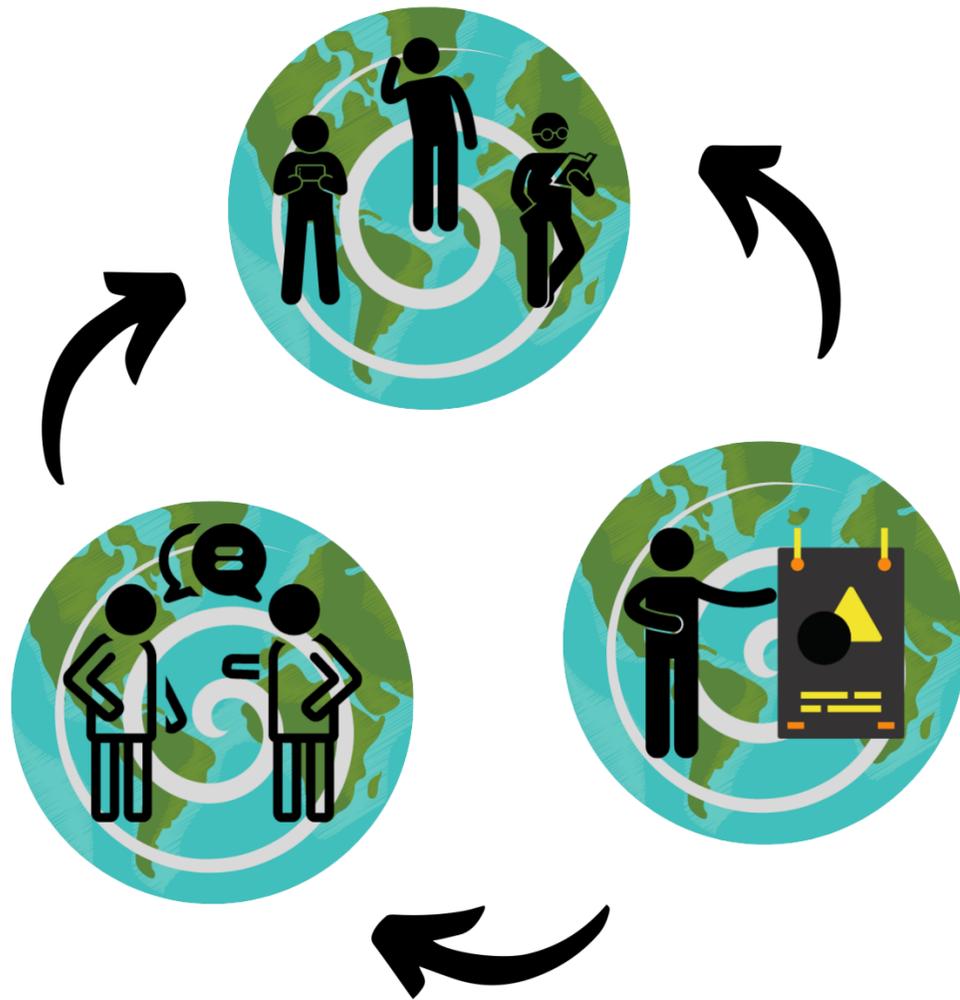
# FROM COVERAGE WITHOUT PITY TO DESIGNING FOR TRANSFER

## MAKE NEW MEANING EVERYDAY

On your own, can you solve a new challenge using a repertoire of knowledge and skills?

It is important to use skills flexibly, in new and different contexts from how they were originally learned.

We design performance tasks with transferable skills beyond the classroom that learners will likely encounter in community, work, and world



# PERFORMANCE ASSESSMENT IN THREE MODES



## INTERPRETIVE-RECEPTIVE

One-Way Communication  
Listening, Reading, Viewing  
Culturally authentic material  
Acquire new information  
Identify, Categorize, Infer

CONCEPTION



## INTERPERSONAL-INTERACTIVE

Two-Way Communication  
Improvised, Unrehearsed, Unrefined  
Acquire more info from someone else  
Plan, Choose, Come to consensus

CONSENSUS



## PRESENTATIONAL-PRODUCTIVE

One-Way Communication  
Prepared, Rehearsed, and Revised  
Solve Problem, Create Novel Products

CREATION

# THREE MODES OF COMMUNICATION

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
<p>Uses cultural community texts Identify, Index, Infer, Inquire One-way communication</p> <p><b>CONCEPTION</b></p>	<p>Negotiation of meaning Spontaneous Improvised Two-way communication</p> <p><b>CONSENSUS</b></p>	<p>Must assess for transfer Rehearsed, Edited, Polished One-way communication</p> <p><b>CREATION</b></p>
<p>Begin with the gist Move to details Identify from a list Select correct visual Use context clues Categorize Pose questions</p>	<p>Compare items in common Talk to a friend about a visual, share info from interpretive task Come to agreement Decide on choices Solve information gap Plan presentational task</p>	<p>Role play Write a letter Retell a story Design infographic Make video Present a PSA/Commercial Solve a problem Create a product</p>

# WHAT IS TRANSFER?

THE ABILITY TO USE  
KNOWLEDGE AND SKILLS IN A  
DIFFERENT CONTEXT, SETTING,  
OR SITUATION FROM HOW IT  
WAS ORIGINALLY LEARNED  
ON ONE'S OWN, WITH FEW TO  
NO CUES OR SUPPORTS.

THE BEST GIFT  
WE CAN GIVE  
THE LEARNER IS  
TRANSFER

ON YOUR OWN, SOLVE A NOVEL  
CHALLENGE USING YOUR  
LANGUAGE REPERTOIRE

COMPLEXITY  
AUTONOMY  
NOVELTY

# MAKING THE CASE FOR TRANSFER

USING A LANGUAGE APPROPRIATELY IN A GIVEN CULTURE

HIGH ADAPTABILITY

TOLERANCE OF NEW SITUATIONS

DEALING WITH INCOMPLETE INFORMATION

PROBLEM SOLVING WITHOUT CUES



PLAN FOR THE UNPREDICTABLE

PREPARE FOR THE INEVITABLE UNEXPECTED

ARTICULATION HAPPENS THROUGH  
EFFECTIVE PRACTICE AT TRANSFER

# INTERCULTURAL TRANSFERABLE CONCEPTS INFORM THE TRANSFER TASKS



Perspectives



Concepts

**Enduring  
Understandings**

**Essential  
Questions**



# INTERCULTURAL PERSPECTIVES YIELD TRANSFER TASKS

## COLOUR SYMBOLISM

Imagination is essential in not only creating  
but also experiencing the arts

Colour plays a key role in all milestone events.

Transfer tasks:

Create masks for new Chinese opera

Design invitations

Develop marketing campaign for new company



ENDURING  
UNDERSTANDINGS  
AND  
TRANSFER



# TURNAROUNDS FOR TRANSFER

(EDDY, 2006, 2008, 2014, 2017)

- Topic: Travel
- Objective: To know the tourist sites in \_\_\_\_\_.
- Task: Matching column to test locations of tourist sites.

## Turnaround:

Enduring Understanding:

- Where people choose to travel depends a lot on their interests and needs.

Essential Question:

- How do we choose where we want and need to go?



# INTERPRETIVE TASK



Using the different travel brochures and websites from various towns and cities in \_\_\_\_\_, categorize on your chart which towns or cities are the best places to visit for the following:

**MUSIC**

**HISTORIC  
SITES**

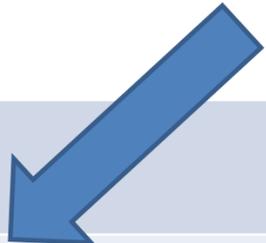
**SPECIAL  
EVENTS**

**FAMILIES**

**SHOPPING**

**LOW COST  
OR FREE  
PLACES TO  
GO**

**ART OR  
LOCAL  
CRAFTS**

# INTERPERSONAL TASK



Using the chart, share with your partner the towns or cities you would like or not like to visit, based on the information from the categories. Make decisions on where you would like to go.

**MUSIC**

**HISTORIC  
SITES**

**SPECIAL  
EVENTS**

**FAMILIES**

**SHOPPING**

**LOW COST  
OR FREE  
PLACES TO  
GO**

**ART OR  
LOCAL  
CRAFTS**


# PRESENTATIONAL TASK

## CHANGE THE AUDIENCE

You are a travel agent specializing in travel to \_\_\_\_\_.

Your clients are all different. Create an itinerary suited for each group, keeping in mind the possible interests and needs of the client.

- **A family with five young children.**
- **A person who is a history buff.**
- **Three students with a limited budget.**
- **Grandparents who love small towns, local crafts and music.**



# CHECK FOR LEARNING



With a colleague, try a *Turnaround for Transfer*.

Find a task to turn around. At first it will be the presentational mode task deliverable.

Use the *Understanding begins with Creative Transfer* image to find helpful verbs from with creative transfer in mind (see Figure 3.1 or the following slide) and the Articulated Assessment Transfer Task Review Criteria to guide you. (see Appendix K)

# ICANADAPT

**UNDERSTANDING BEGINS WITH  
CREATIVE TRANSFER**

## REMEMBER

DIFFERENTIATE      MATCH  
ORDER      IDENTIFY      LABEL  
FIND      DISTINGUISH

## UNDERSTAND

ARRANGE      ELABORATE  
CATEGORIZE      PARAPHRASE  
INFER      QUESTION      PREDICT

## APPLY

PREDICT      DEMONSTRATE  
SOLVE      CALCULATE      MODIFY  
CHOOSE      CONSTRUCT

## ANALYZE

COMPARE      CONTRAST  
SEPARATE      SELECT      EXAMINE  
INVESTIGATE      DISCUSS

COMBINE

DESIGN

DEVELOP

## CREATE

PRODUCE

CONNECT

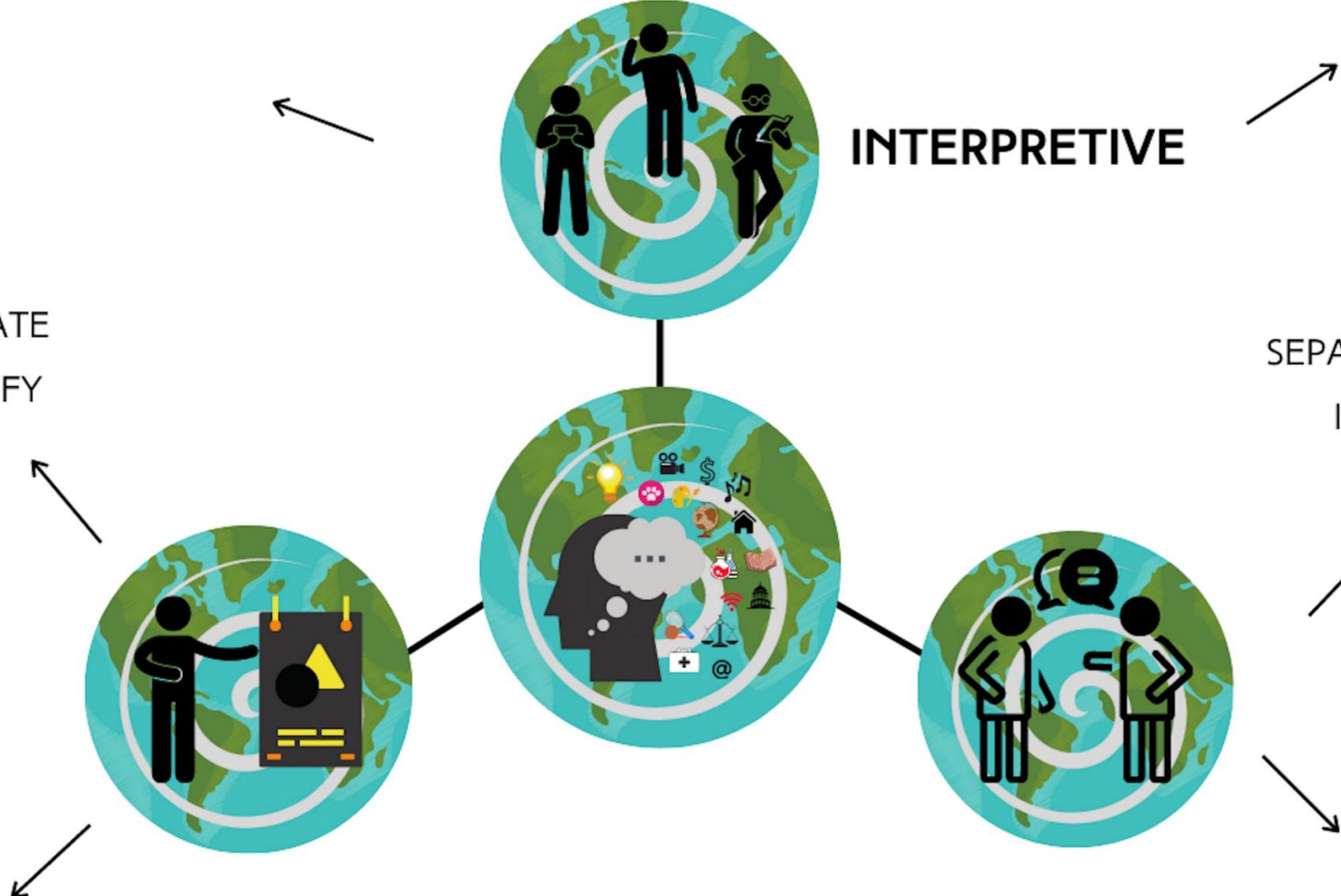
INVENT

COMPOSE

**PRESENTATIONAL**

**INTERPERSONAL**

**INTERPRETIVE**



CONCLUDE

APPRAISE

JUDGE

## EVALUATE

JUSTIFY

EXPLAIN

RECOMMEND

ASSESS

# PERFORMANCE ASSESSMENT SEAMLESS ASSESSMENT AND INSTRUCTION

Check **for** learning  
**as**  
**Formative**  
**Assessment**  
Performance  
Assessment during  
Instruction



Check **of**  
learning  
**Summative**  
**Assessment**  
Performance  
Assessment  
end of unit

Performance Descriptors



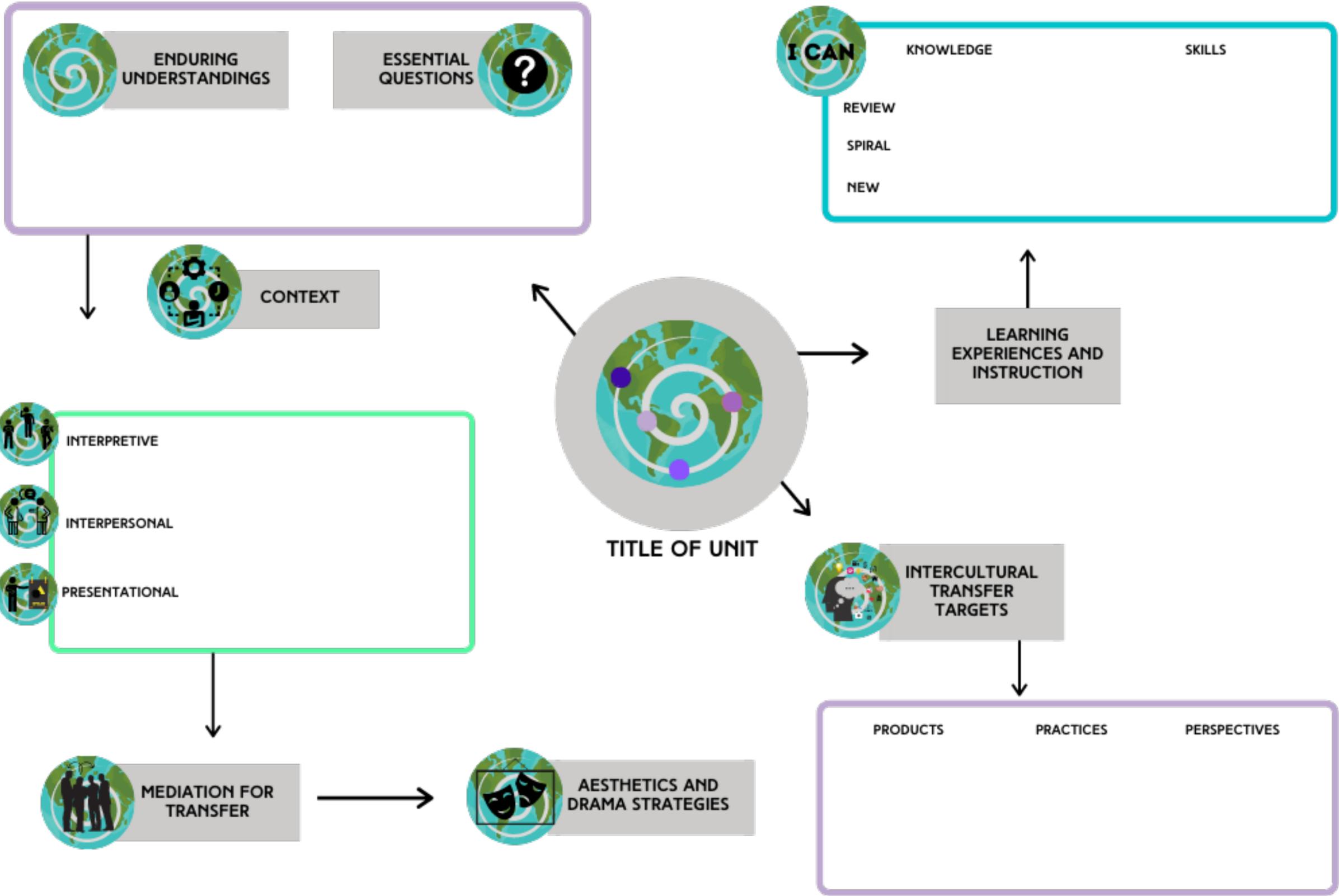
# ANNOTATING MATERIALS FOR TRANSFER AND MEDIATION

## Seven Symbols of Transfer and Mediation

- . ! is interesting to you
- . \* is an example or evidence of intercultural can-do statement
- . # is connected to a social media hashtag
- . & is an example of ideal collaboration or connection to another word concept
- . ? is an area you question and need to explore further
- . + is a new idea, word, phrase, or concept as expansion from this learning
- . = is your explanation to someone else



Use Seven Symbols of Transfer annotations in your Concept Map  
for the AATT and ICANADAPT templates



**ICANADAPT CONCEPT MAP**

**COMPLEXITY, AUTONOMY, NOVELTY  
FOR MEDIATION AND TRANSFER**

**-INTERPRETIVE-  
RECEPTIVE**

**NOVELTY**  
A TASK UNTRIED,  
NEW SITUATION,  
TASK, OR AUDIENCE

**COMPLEXITY**

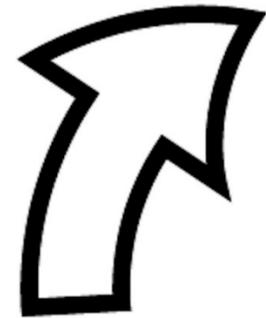
SOLVE A PROBLEM,  
CREATE A PRODUCT,  
VALUE BEYOND THE CLASSROOM



A TASK UNTRIED,  
NEW SITUATION,  
TASK, OR AUDIENCE

**CONCEPTION**

**AUTONOMY**  
BY THEMSELVES AND  
BEYOND THEMSELVES



**CREATION**

**CONSENSUS**



BY THEMSELVES AND  
BEYOND THEMSELVES

**-PRESENTATIONAL-  
PRODUCTIVE**



**-INTERPERSONAL-  
INTERACTIVE**



# COMPLEXITY, AUTONOMY AND NOVELTY

- COMPLEXITY:** VALUE BEYOND THE CLASSROOM  
SOLVE A PROBLEM, CREATE A PRODUCT  
BY THEMSELVES AND BEYOND THEMSELVES
- AUTONOMY:**
- NOVELTY:** A TASK UNTRIED, NEW SITUATION OR AUDIENCE



## Learners CAN:

- solve problems that contain a **complexity** or variation different from what they have previously experienced.
- do the task **on their own** with few or no supports from the instructor, engage a repertoire and call upon their resourcefulness to solve the problem that has value beyond the classroom.
- create a product for a different audience, **new situation**, or use new materials.

NONE	HIGH AND NEARBY	NEAR TRANSFER	NOVEL TRANSFER
Drill Decontextualized content	Familiar Task with Supports	Unfamiliar Task with Supports	Completely New Task No supports
<p>Recall, Drill, substitution of forms.</p> <p>No transfer required or assessed.</p>	<p>Similar content / situations.</p> <p>Details from previous teaching examples or texts. Replication with little to no variation.</p> <p>Posing questions signals shift to mediation transfer evidence.</p> <p><b>Authenticity</b> <b>Variety</b></p>	<p>Unfamiliar content / situations.</p> <p>Presented with cues suggested or required approach, process, or content.</p> <p>Solves problems and creates products.</p> <p><b>Authenticity</b> <b>Variety</b> <b>Creativity</b> <b>Novelty</b></p>	<p>Unfamiliar/Novel</p> <p>Presented without cues. Learners use a repertoire of knowledge with new texts for novel contexts and situations.</p> <p>Solves problems and creates products.</p> <p><b>Authenticity</b> <b>Variety</b> <b>Creativity</b> <b>Novelty</b> <b>Complexity</b></p>
<p>Fill in with the correct form of the verb.</p> <p>Using the vocabulary box, enter the word in the space.</p>	<p>Using a Venn diagram, compare lunch choices from Latin American and your school menu. Write 3 questions to the school dietician.</p>	<p>With a partner, plan a dinner party for friends, keeping in mind their dietary needs: vegetarian, dairy free, low sugar, gluten free, no pork, etc.</p>	<p><i>TeenVida</i> online health magazine wants you to contribute to the next issue on schools. In groups, plan and develop content for this issue.</p>

# NONE TO HIGH TO NEAR TO NOVEL TRANSFER --ANNOTATED

None	High and Nearby	Near Transfer	Novel Transfer
Drill Decontextualized content	Familiar Task with Supports	Unfamiliar Task with Supports	Completely New Task No supports
Fill-in-the-blank Multiple choice Matching Vocabulary quizzes Spelling quizzes Dictation	Using information from travel brochures, answer the questions.	Students watch videos featuring different itineraries and plan their own, keeping in mind budget and time limitations.	The Tourism Council of ____ needs advertising to encourage travel and attract newcomers to lesser known destinations.
Verb conjugation Listing verb endings Chanting verb endings Choral repetition Multiple questions of the same item	Students read real estate ads and design their dream home.	Students read several apartments ads and listen to the needs of four groups. Decide with a partner the features and apartments best for: kids under 12, accessible, public transport, college students, etc.	<i>HomeTV</i> is doing a series on new communities in _____. Plan new housing development in a chosen neighbourhood, keeping the community's needs in mind.



# CHECK FOR LEARNING

With colleagues, conduct a Stages of Transfer Assessment Inventory for a unit or scheme of work using the criteria: **None- Nigh and Nearby- Near Transfer- Novel Transfer**

Examine textbooks, workbooks, tasks online, ancillaries or department tasks, activities, exercises and projects

(see Appendix N or the Companion Website for the *None-Nigh-Near-Novel Stages of Transfer Assessment Inventory*)



# DESIGN FOR TRANSFER

Design a Context for your Summative Performance Assessment for your AATT.

This will carry over to your ICANADAPT unit template for Stage Two.

Which comes first: The Context or Transfer task?

Some teachers write the Context first, prior to task development. Others find that after they design the full AATT exemplars you see here, the Context inspiration just emerges. Either way, you can always edit and adjust after you design the tasks.

Use the Concept Map (see figure 2.1) to organize and collect your thoughts.



# DESIGN FOR TRANSFER

Design 3 *Turnarounds for Transfer* with existing tasks from other textbooks or resources.

Turn around just the Presentational mode that is the obvious deliverable.

With learners 'in role' as experts, what do you want them to create and solve?

Who is the audience?

What are their needs?

(For a master list of task types for the modes of communication, see Appendix NN.)

# Reflect and Revisit

- How do Intercultural Transferable goals inform and yield transfer tasks?
- Why do Layers, Lifespan, and Level help us develop transfer tasks for an articulated curriculum? Give an example.
- Why is it important for pupils to do novel tasks?
- Give an example of how you can change the audience or individual needs to move a task to transfer.
- Explain Complexity, Autonomy, and Novelty.
- How does a task that is too familiar or highly scaffolded fall short of transfer?
- Your colleague relies on textbook tasks that are expected and rehearsed. Explain transfer to this colleague and why it is important to have those tasks.

# Discuss the Issues

- Tasks for transfer enable active engagement with content, whereby the learner is not a passive recipient. Discuss.
- The best thing the world language educator can do is to engage learners in transfer tasks, early and often.
- Novelty and unpredictability teach flexibility. Discuss.
- Learners must engage in tasks by themselves and beyond themselves.
- Mechanized practice lulls the learner with a false expectation of predictability.
- Transfer tasks gently challenge the risk averse. Discuss.
- Understanding and creativity are the goals for language learning.

# CHAPTER FOUR: DESIGNING FOR INTERPRETIVE GOALS: EXPLORING MEANING WITH MEDIATION



Details our reaction or response to what we watch, hear, view, or read.

Explores and processes meaning through identification, inference, organization, summary, and questioning.

Uses texts developed culturally from language communities and are best unchanged