

DESIGNING WORLD LANGUAGE CURRICULUM FOR INTERCULTURAL COMMUNICATIVE COMPETENCE



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CHAPTER
FOUR

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

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

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

STAGE 3: PLAN LEARNING EXPERIENCES AND INSTRUCTION

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

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

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

(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).

ENDURING UNDERSTANDINGS



- The Interpretive Mode is a receptive, yet coactive relationship between the person and the material; it is our silent reaction or tacit response to what we watch, hear, view, or read.
- Tasks and texts provide consistent input that learners react to for exploring meaning, not forms or rules.
- Interpretive tasks frame context and purpose with cultural meaning and intention.
- These tasks explore and process meaning through identification, inference, organization, summary, and questioning.
- Interpretive Mode tasks help us gather new information as we decide, choose, and acquire what we need.
- The interpretive mode uses texts developed culturally from their language communities and are best unchanged, elaborated rather than simplified. Adapt the task instead.

ESSENTIAL QUESTIONS



- What is going on? What do you notice?
- To what extent do we need to be told how language works?
- What can we do with what we see or hear?
- How do we tolerate less than total comprehension?
- To what extent is the learner compelled to understand meaning?
- How does our experience and understanding influence how we respond and react?
- What can we learn about a culture through its texts?
- How do arts and media reflect, reveal, and shape culture?
- How can texts and images from different cultural communities also be about us?
- Why do questions matter?
- How do these tasks continue to support interpretation without our ongoing instruction?

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

I can:

- Describe and explain the interpretive tasks for reception and mediation
- Determine authentic materials for your tasks
- Differentiate tasks with exemplars
- Design interpretive tasks across different levels for articulation
- Develop PASS Can Dos for this mode aligning to intercultural transfer goals



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



Rewind:

1. Which key terms or concepts stand out for you from Chapter Three: *From coverage without pity to designing with performance for transfer: Make it new everyday?*
2. Ask your colleague three questions based on the content from the last chapter.
3. Explain the most compelling idea from the previous chapter in your own words.
4. Explain how this concept or practice is the same, similar or different to what you know or do.
5. Which concept or practice do you think will have the greatest impact on your teaching?

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

Conception



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

FOR THE INTERPRETIVE-INTERACTIVE MODE, LEARNERS



Use culturally authentic, transdisciplinary texts made public and share

Own new information from texts in an active not passive role

Listen, read, view, or watch and offer personal response or reaction to the text

Identify, Index, Infer, Inquire, Illustrate, Interpret, Improve

PERFORMANCE BASED ASSESSMENT

MAKE MEANING NEW EVERYDAY

Performance assessment provides that bridge from classroom to real world where proficiency is truly tested.

Texts are authentic, what someone may find in target language communities, here or abroad

These tasks start with texts people see, hear, view, and read everyday.

Tasks are designed with criteria for the target level, where you want the learner to go, not where they are now.

Performance Tasks
simulate situations the
learner may likely encounter
with critical thinking skills
they need and use everyday

INTERPRETIVE-RECEPTIVE CONCEPTION



WHAT IT IS

Personal inquiry

Using authentic texts

Identify, Infer, Index information and details for a purpose

Summarize main idea or details

Draw what you hear, label, list, classify, sequence

WHAT IT IS NOT

Asking questions of others

Using glossed, edited, or adapted texts or vocabulary lists

Listening or reading comprehension out of context

Translation

Fill in the blanks grammar or lexicon

PAUSE TO PONDER



So far you have seen nine AATT exemplars. What characteristics do you notice for the Interpretive mode tasks? What does this mode do on its own and in concert with the other mode tasks? Before seeing these exemplars, what other tasks have you seen for the receptive or interpretive mode? Have you seen tasks that guide learners to ‘own before it is shown’? Are the tasks low level recall and answering questions or do they include inference, categorizing and constructing questions? Consider these while reviewing and designing tasks and share thoughts with a colleague.

INTERPRETIVE-RECEPTIVE PERFORMANCE ASSESSMENT



Interpretive-Receptive

One-Way Communication
Listening, Reading, Viewing
Culturally authentic material
Acquire to own new information
Identify, Index, Infer, Inquire

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>CONCEPTION</p>	<p>Negotiation of meaning Spontaneous Improvised Two-way communication</p> <p>CONSENSUS</p>	<p>Must assess for transfer Rehearsed, Edited, Polished One-way communication</p> <p>CREATION</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>

CHECK FOR LEARNING



With a partner and samples of authentic and classroom materials or activities, categorize three or four texts under each column. Then write three questions about the characteristics you notice. What is the purpose of these texts? Share your questions with your small group or class.

MAKE ADJUSTMENTS ON THE 'ASK' OF THE TASK AND NOT THE TEXT ITSELF.

Audio	Printed	Visual
Commercials	Websites	Sculpture
News	Newspapers and magazines	Street signs
Voicemail	Blogs, tweets, texts	Cartoons and Emojis
Radio	Brochures and Menus	Picture books and Graphic novels
TV	Infographics	Drawing and painting
Film	Fiction/non-fiction literature	Film and theatre
Music videos	Advertisements	Posters
PSAs	Promotional materials	Public Information Films
Songs and all music	Lyrics, scripts, and scores	Dance
Interviews	Surveys	Charts, graphs, symbols, images
Talk shows	Food labels	Signing
Announcements	Maps	Photographs

(EDDY, 2006, 2007, 2015, 2016, 2017,2020;)

Tips to Design

Focus on acquisition and ownership, not production just yet

Form questions from text rather than just answer them

Consider students will use this information for the next mode task

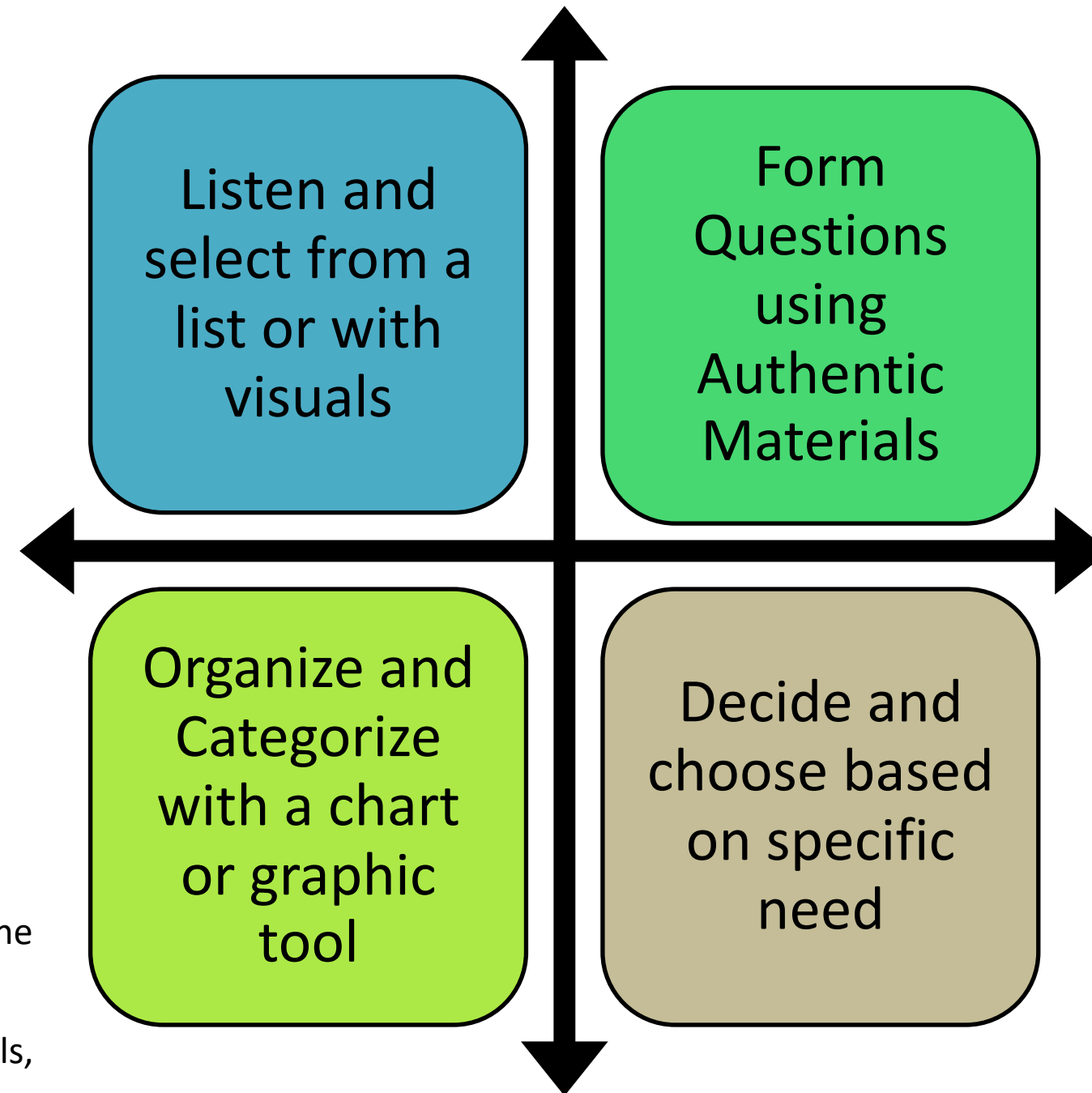
Use cultural community texts

Translation is NOT an Interpretive Mode Task

- Check off items you hear.
- Choose the items as you watch.
- Listen and select .
- Choose the correct visual that describes what you hear.
- Put the pictures in the correct order of what you hear.

- Listen and categorize words on the given chart.
- Watch and organize words, details, items on the chart
- Read and fill graphic organizer with relevant information for the task.

Start with your authentic material: video, text, or audio.

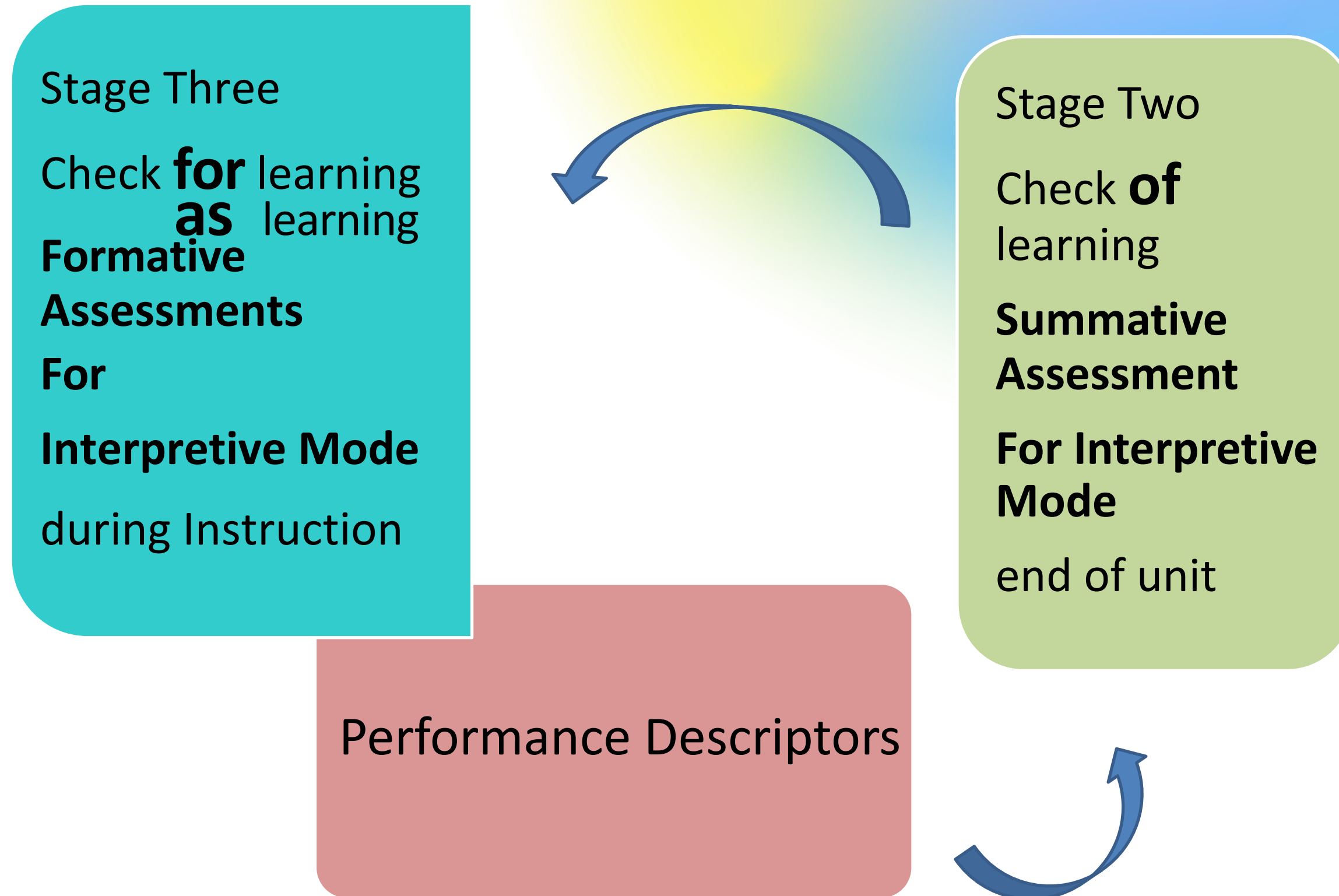


- Listen and write three questions to the person speaking.
- Read and write three questions you want to know.
- Watch and write three questions you want to ask someone else.

- Give students brief descriptions of people and their individual or group needs.
- Listen to details and match with a person's needs.
- Read, watch, or listen and match according to the needs of the individual or group.

Interpretive Tasks

Plan Assessment before Instruction



THE CAPACITIES FOR IMAGINATIVE LEARNING ALIGNED WITH THE INTERPRETIVE-RECEPTIVE MODE

Noticing Deeply acknowledges continuous interaction with texts over time

Embodying asks the learner to not only respond to the text or piece cognitively, but physically experience the work using the senses.

Identifying Patterns involves noticing, categorizing and organizing images or words using graphic organizers.

Questioning involves posing or constructing questions, not just passively answering them. This is valuable practice for mediation with others, when we need to point out, clarify, offer examples and our own ideas to make language more accessible.



DESIGN FOR TRANSFER



THE CAPACITIES FOR IMAGINATIVE LEARNING ALIGNED WITH THE INTERPRETIVE-RECEPTIVE MODE

- Using the Capacities, choose a work of visual or performing art and develop at least four interpretive tasks.
- Select an object to match the meaning of a word, phrase or entire work of art.
- Draw emotions relevant to the song or unit theme, then dance what you drew.
- Listen or watch the work and put illustrations in order.
- Gather photographs that match situation, action or themes and give them captions
- Categorize or classify words using a graphic organizer



HOW DO LANGUAGE AND CULTURE WORK TOGETHER FOR US TO EXPLORE AND INTERPRET MEANING?

EXAMINE A SELECTION OF MATERIALS. THESE MATERIALS CAN INCLUDE IMAGES AND TEXT; anything WE LISTEN, WATCH OR READ.

- 1) What information do you take away from the piece?
- 2) What are one or more specific look-for's you discover from the piece?
- 3) How does this material make you feel? What emotions do you feel from the material?
- 4) Does the piece reveal a cultural practice or perspective?
- 5) Does this piece prompt any cultural comparisons?
- 6) How might the piece allow you to see yourself, your own cultural practices, your own cultural perspectives?
- 7) Can this piece connect you to your community through its theme or purpose?
To the world?



ANNOTATING MATERIALS FOR 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





CHECK FOR LEARNING

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

Implementation:

Annotations will change over time as learners develop with the concept and tasks in the curriculum

COLLABORATION FOR ARTICULATION



Topic and text do not determine the level of complexity ; the task you design for it does.

There is a popular adage in the profession: “Don’t change the text, change the task”

Discuss this with your colleague. What does this look like?

How could a task help the learner make meaning from the original piece?

What about even down to word or image level for the Novice?



DESIGN FOR TRANSFER

With your AATT template and materials in front of you,
let's design tasks across three levels of articulation for the Interpretive Mode.

What do you want learners to be able to do as a result of this task?

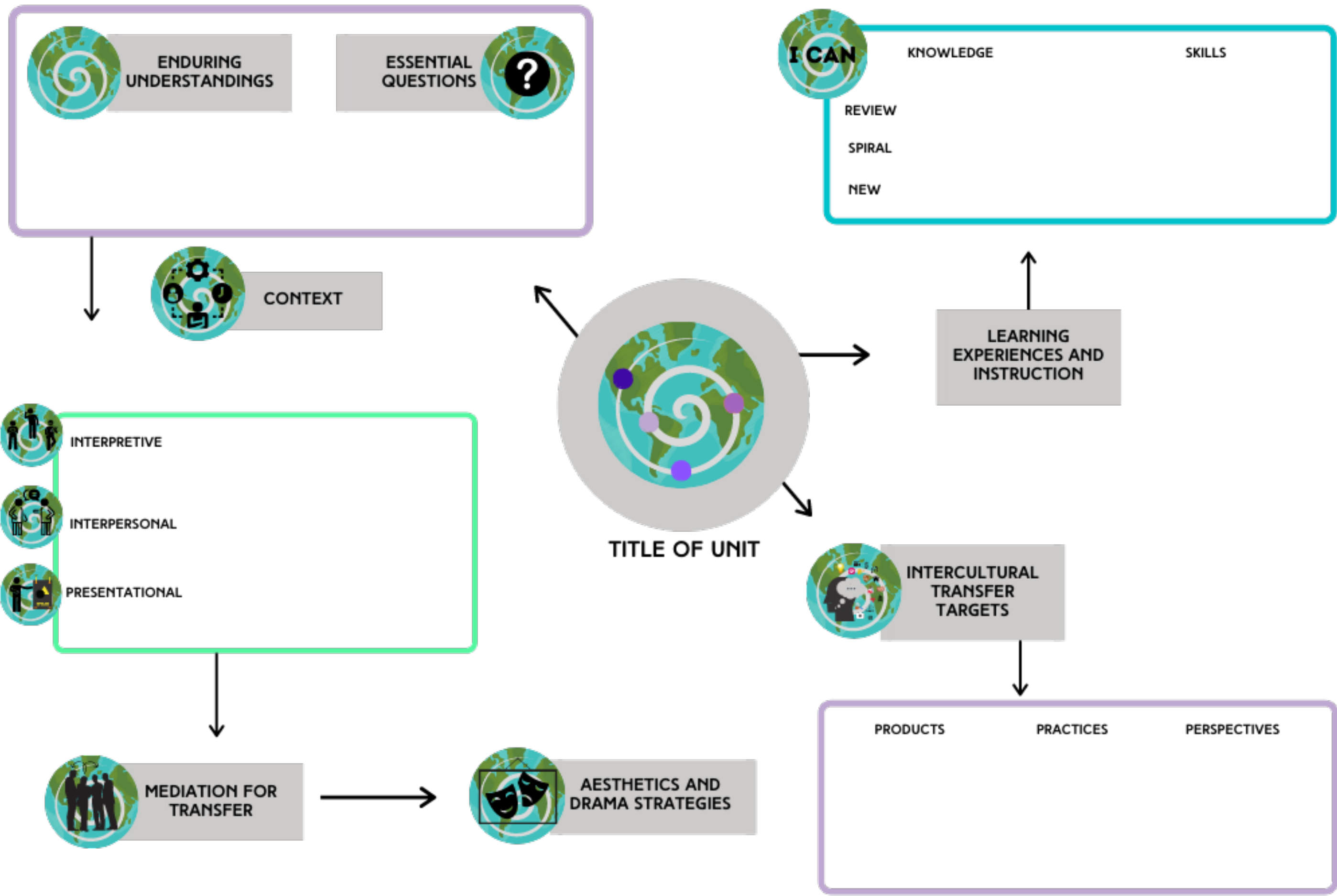
What is the 'take-away' from this mode that prepares them for the next task?

How does this task move us closer to solving the problem presented in the context?

Listen and identify with correct visual
Pose literal 'In the text' questions
Categorize items on chart
Pick/Choose, Agree/Disagree,
Like/Dislike
Identify from a list
Place words or sentences in order
Read headline and summarize by
choosing correct picture

Pose Inferential 'in the head'
questions
Match with someone's need
Compare and Contrast with graphic
List process in order
Read sentence and choose correct
headline

Paraphrase
Distinguish cultural
practices past and present
Compare and contrast over
time
Sort information into
paragraphs



ICANADAPT CONCEPT MAP



DESIGN FOR TRANSFER

Develop PASS Can-Dos from your Interpretive tasks

Remember, in order to avoid previous habits of excess items that do not appear in the assessment,
write these can-do's after you designed the assessment.

They will be much clearer and focused on only those characteristics or needed elements for that task.

Understanding begins with Creative Transfer

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

CONCLUDE

APPRAISE

JUDGE

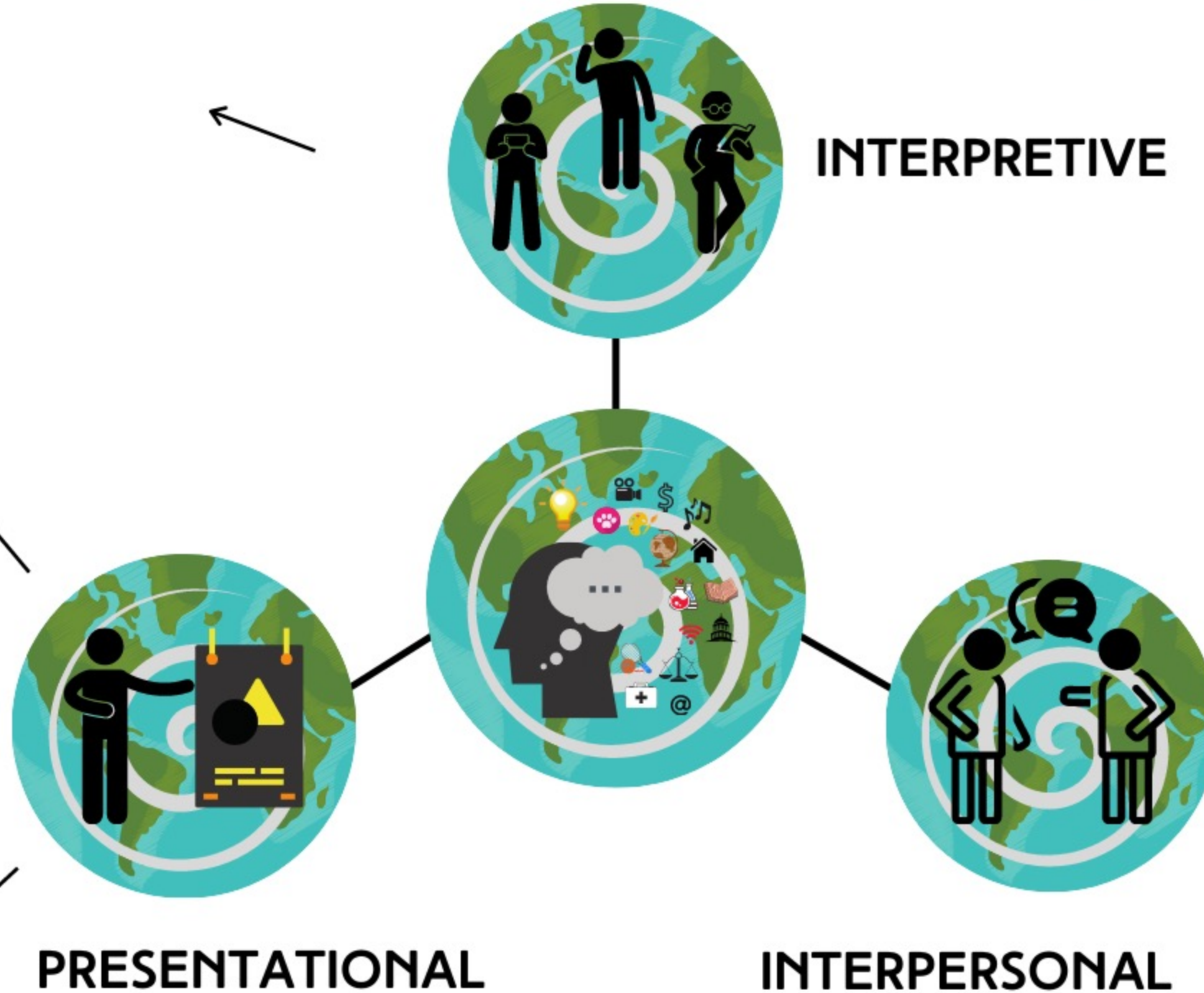
EVALUATE

JUSTIFY

EXPLAIN

RECOMMEND

ASSESS



Discuss the Issues

- The text does not determine the complexity; the task does. Discuss.
- The task is the liaison, acting as intermediary between the learner and the text.
- The onus of accessibility is on the task: Make adjustments on the 'ask' of the task and not the text itself.
- Your colleague plays a video segment three times. Is that an interpretive task?
- Why is text elaboration better than simplification? How does it help mediation?
- Small novel challenges are positive risk-taking measures key to ownership and transfer in the Interpretive mode. Give task examples and discuss.
- Why should the learner pose the questions? What are the consequences of only answering questions?

Reflect and Revisit

- Why is even word level ownership meaningful when learning intercultural concepts?
- Why should themes, topics, or materials not be pigeonholed, compartmentalized, or withheld by the year of study? What do our learners already own?
- Explain Conception as it pertains to the Interpretive-Receptive mode.
- How do Interpretive tasks help learners for Mediation?
- How do you align the Capacities of Imaginative Learning with Interpretive performance tasks?
- With the exemplars in the chapter so far, explain at least three characteristics of Interpretive assessment tasks.
- How do “ I can” statements help learners understand what they own?

CHAPTER FIVE: DESIGNING FOR THE INTERPERSONAL GOAL: CONSENSUS ON MEANING FOR MEDIATION



Details a productive, improvisational, interactive, and cooperative exchange between two or more people

Engages the learner to interact and negotiate intercultural meaning from input.

Helps learners plan, choose, decide, get more information, and come to consensus with each other to solve a problem.