DESIGNING WORLD LANGUAGE CURRICULUM FOR INTERCULTURAL COMMUNICATIVE COMPETENCE

JENNIFER EDDY

CHAPTER SIX

CHAPTER SIX: DESIGNING FOR PRESENTATIONAL GOALS: CREATING 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

o Presentational Tasks are productive, creative, rehearsed, or refined oral or written pieces prepared for an audience.

o Learners demonstrate evidence of knowledge and skills applied differently and beyond the context of how it was learned.

o Teachers prepare learners to use a variety of resources, articulate ideas, and become self-directed.

o Real-life, purposeful tasks are of value to cultural communities beyond classroom.

o Presentational deliverables solve problems and create products for varied audiences and their needs in mind.

o Aesthetic and drama education support presentational mode goals.

o Presentational tasks are often planned during the Interpersonal Mode.

ESSENTIAL QUESTIONS

❑ How are novelty, creativity and communication related?

❑ To what extent is creativity expected and encouraged?

❑ How are knowledge and skills tested?

❑ Why do people create new things?

❑ Why does transfer matter?

❑ What makes my students' work relevant and applicable?

❑ What is accomplished by thinking beyond my own needs?

❑ What do performance tasks reveal about intercultural competence?

CHAPTER SIX: DESIGNING FOR PRESENTATIONAL GOALS: CREATING MEANING FOR MEDIATION

I can:

- Describe and explain presentational tasks for creating meaning for mediation

- Differentiate task types from AATT exemplars

- Design key performance tasks in the presentational mode across different levels for articulation

- Develop PASS Can Dos for this mode aligning to intercultural transfer goals

CHAPTER SIX: DESIGNING FOR PRESENTATIONAL GOALS : CREATING MEANING FOR MEDIATION

Rewind: Consensus

Which key terms or concepts stand out for you from Chapter Five: *Designing for the Interpersonal goal: Consensus on meaning for mediation*?

Ask your colleague three questions based on the content from the last 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?

EDDY (2007, 2008, 2014, 2017)

CHAPTER SIX: DESIGNING FOR PRESENTATIONAL GOALS: CREATING MEANING FOR MEDIATION

Creation

Details a productive, creative, rehearsed, or refined oral or written piece for varied audiences and their needs in mind

Prepares learners to use a variety of resources, articulate ideas, and become self-directed

Engages learners to solve problems and create products of value to cultural communities beyond classroom

PERFORMANCE BASED ASSESSMENT MAKE MEANING NEW EVERYDAY

Tasks solve problems and create products relevant to individual, community, work and world.

- Use repertoire gathered from the Interpretive and Interpersonal Modes
- Create oral, written, and visual texts of value to others
- Prepare novel product or solve problem alone or in collaboration with peers
- Revise, rehearse, refine, react

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

Performance Tasks simulate situations the learner may likely encounter with critical thinking skills they need and use everyday
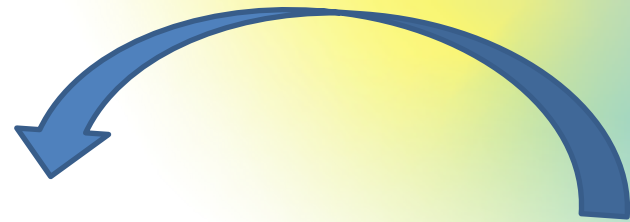
PRESENTATIONAL TASKS
PLAN ASSESSMENT BEFORE INSTRUCTION

Stage Three

Check **for** learning **as**

Formative Assessments

For

Presentational Mode

during Instruction

Stage Two

Check **of** learning

Summative Assessment

For

Presentational Mode

end of unit

Performance Descriptors

PRESENTATIONAL-PRODUCTIVE CREATION

WHAT IT IS	WHAT IT IS NOT
Prepared, Rehearsed, revised written or oral piece with needs of an audience, group, or person in mind	Making a oral presentation or product solely for teacher
Solves problems and creates novel products	Answers questions from textbook or drills
Assesses for Transfer	Recall and repetition of previous examples with supports
Tasks developed using flexible repertoire of input from Interpretive mode and Interpersonal mode strategies	Tasks in isolation from context and separated from input and interactive exchanges
Oral or written products are designed for intercultural situations, concepts and contexts	Deliverables are isolated from intercultural situations, contexts and mediation strategies

PAUSE TO PONDER

All of the AATT exemplars you have seen include Presentational mode tasks.

- What characteristics do you notice for these tasks?

- What does this mode do on its own and in concert with the others?

- Before seeing these exemplars, what other tasks have you seen for this mode?

- In what ways were they different from the ones you see here?

- How important is the audience when designing these deliverables?

- Consider these while reviewing and designing tasks and share thoughts with a colleague.

PRESENTATIONAL-PRODUCTIVE 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

Glisan, E. W., Adair-Hauck, B., Koda, K., Sandrock, S. P., & Swender, E. (2003). *ACTFL integrated performance assessment*. Yonkers, NY: ACTFL.

The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.

THREE MODES OF COMMUNICATION

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
Uses cultural community texts Identify, Index, Infer, Inquire One-way communication	Negotiation of meaning Spontaneous Improvised Two-way communication	**Must assess for transfer Rehearsed, Edited, Polished One-way communication**
CONCEPTION	CONSENSUS	CREATION
Begin with the gist Move to details Identify from a list Select correct visual Use context clues Categorize Pose questions	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	**Role play Write a letter Retell a story Design infographic Make video Present a PSA/Commercial Solve a problem Create a product**

Glisan, E. W., Adair-Hauck, B., Koda, K., Sandrock, S. P., & Swender, E. (2003). *ACTFL integrated performance assessment*. Yonkers, NY: ACTFL. The National Standards

Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.
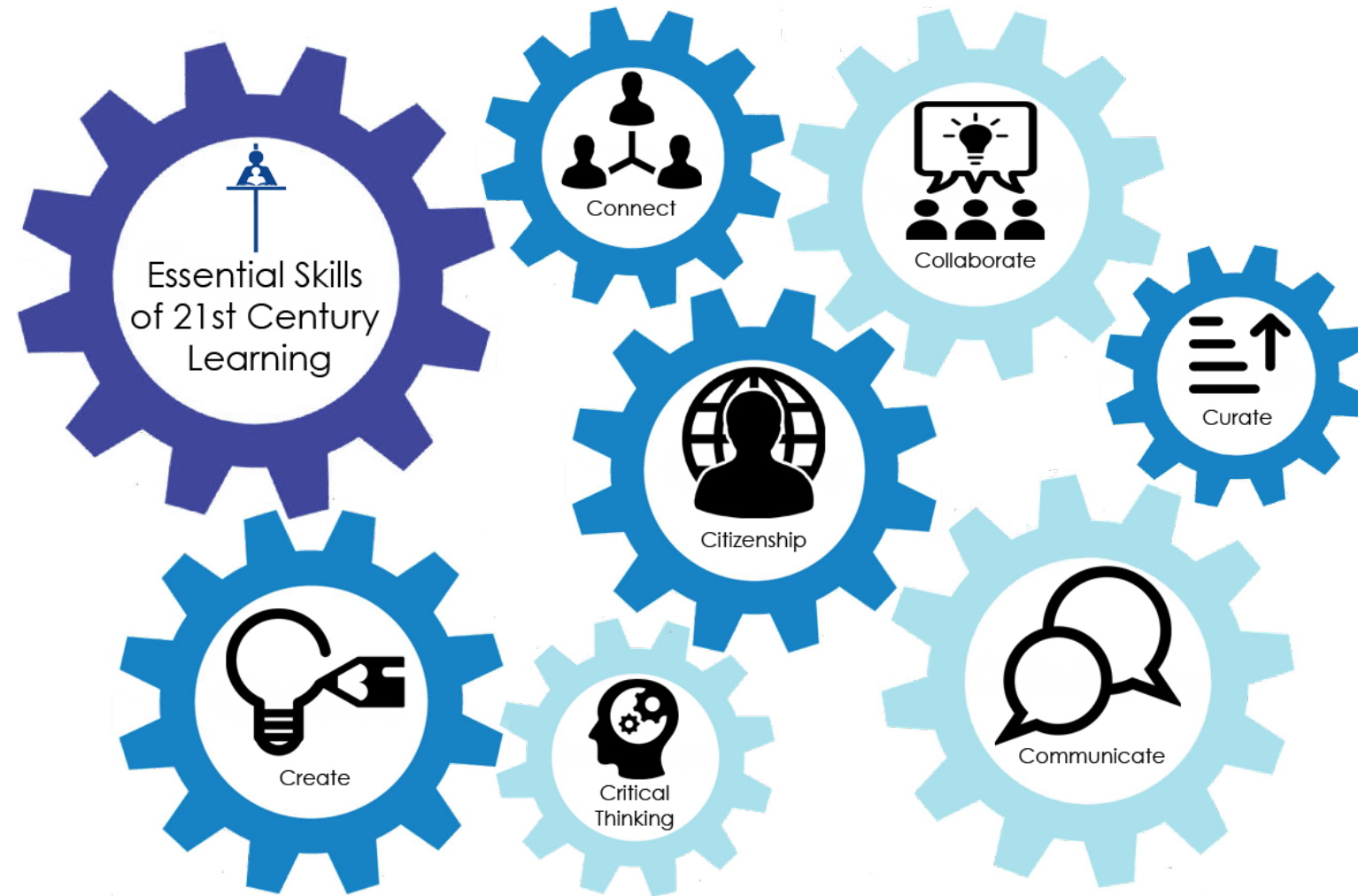
Tips to Design

Presentational writing and Speaking tasks can take many forms.

Design a task that uses the results of the interpretive and interpersonal tasks in a new way.

You can offer new authentic material for students as part of the task.

What will the learner be able to do as a result of this task?

Essential Skills of 21st Century Learning

Connect

Collaborate

Curate

Citizenship

Create

Critical Thinking

Communicate

| Presentational Writing | Presentational Speaking |
| Value beyond the classroom | Responsive to others' needs |

➢ Does the new task have value beyond teacher, classroom, and school?

➢ Is it a task that may pertain to a particular career or community setting?
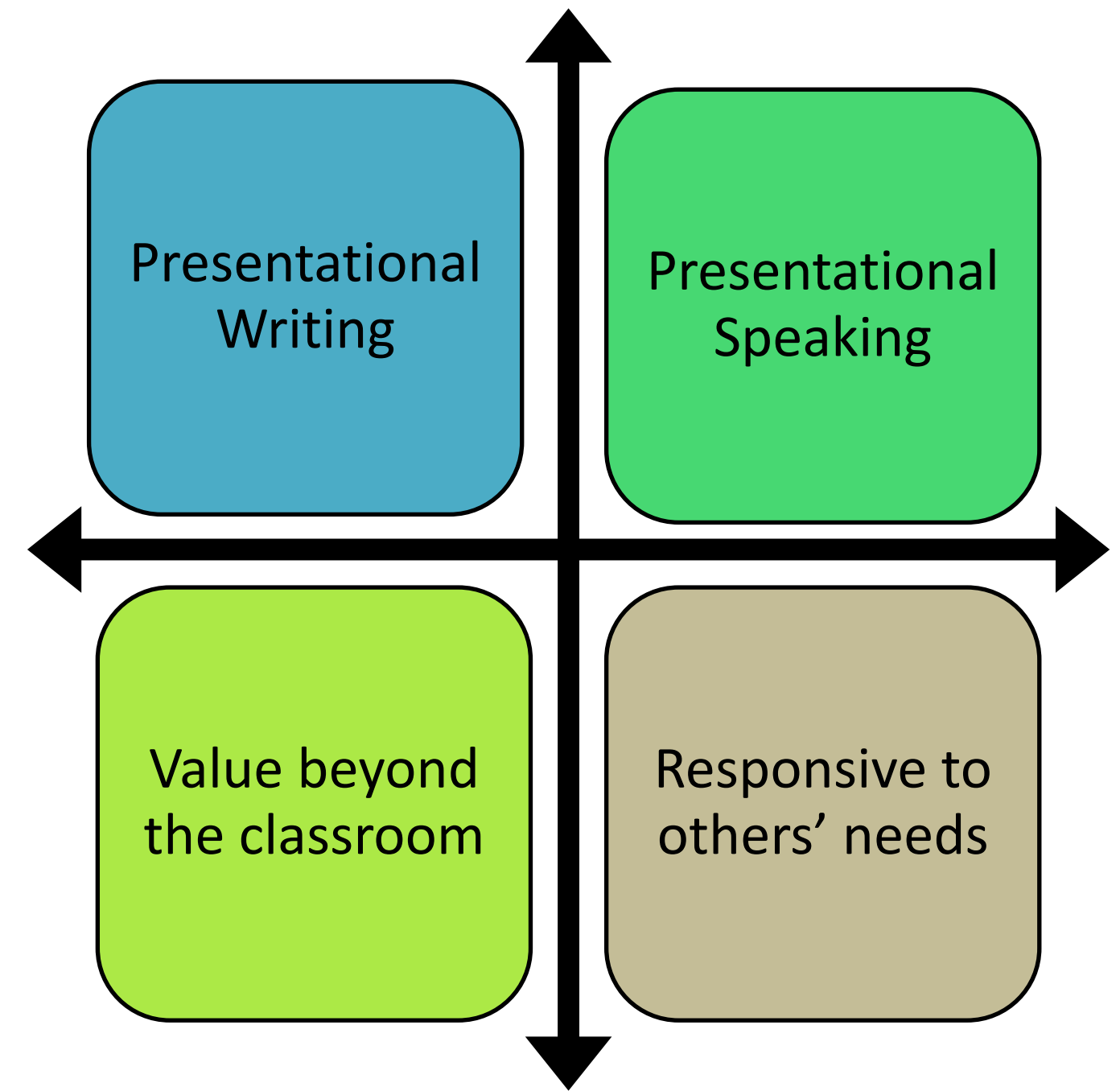
For the task, give students brief descriptions of individual, organization or group requests, needs or wants. This is also your **Context** on the **AATT** and **ICANADAPT** template.

CREATION OF THESE WITH AUDIENCE NEEDS IN MIND

Audio	Printed	Visual
Commercials	Websites and Blogs	Sculpture
News	Newspapers and magazines	Street signs
Oral presentation	Information list	Cartoons and Emojis
Radio	Brochures, Labels, Menus	Picture books and Graphic novels
TV	Infographics	Drawing, painting and photographs
Film and Theatre	Fiction/non-fiction literature	Maps
Music videos	Advertisements	Posters
PSAs	Promotional materials	Dance
Songs and all music	Lyrics and scripts	Charts, graphs, symbols, images
Announcements	Surveys, reports, articles	Museum exhibit

TRANSFER IN PRESENTATIONAL MODE

This mode trains the learner to use their repertoire flexibly and securely to create a novel product and to refine and revise with feedback. This teaches adaptability and prepares learners for authentic language use beyond the classroom.

These performances are part of a larger curricular story and relevant to the needs of changing culture.

BY THEMSELVES AND BEYOND THEMSELVES

Novice A1-A2	Intermediate A2-B1-B2	Advanced B2-C1
Create a video on healthy activities	Create a video on what to wear for different occasions appropriate to the culture(s)	Write an article on local fashion changes over time
Design an infographic	Develop a culturally appropriate menu for different dietary preferences	Present a report on the pros an cons of school uniforms from the perspective of two cultures
Create a public service announcement	Write a storybook for young chidren	Design installations for a new museum exhibit

COMPLEXITY, AUTONOMY, NOVELTY
FOR MEDIATION AND TRANSFER

-INTERPRETIVE-
RECEPTIVE

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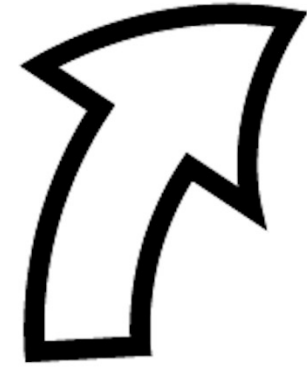NEW SITUATION,
TASK, OR AUDIENCE

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

CONCEPTION

AUTONOMY
BY THEMSELVES AND
BEYOND THEMSELVES

CREATION

CONSENSUS

-PRESENTATIONAL-
PRODUCTIVE

-INTERPERSONAL-
INTERACTIVE

Designing World Language Curriculum for Intercultural Communicative Competence.
J. Eddy, 2022.
© Bloomsbury Academic Education

NONE	NIGH AND NEARBY	NEAR TRANSFER	NOVEL TRANSFER
Drill Decontextualized content	Familiar Task with Supports	Unfamiliar Task with Supports	Completely New Task No supports
Recall, Drill, substitution of forms. No transfer required or assessed.	Similar content / situations. Details from previous teaching examples or texts. Replication with little to no variation. Posing questions signals shift to mediation transfer evidence. **Authenticity** **Variety**	Unfamiliar content / situations. Presented with cues suggested or required approach, process, or content. Solves problems and creates products. **Authenticity** **Variety** **Creativity** **Novelty**	Unfamiliar/Novel Presented without cues. Learners use a repertoire of knowledge with new texts for novel contexts and situations. Solves problems and creates products. **Authenticity** **Variety** **Creativity** **Novelty** **Complexity**
Fill in with the correct form of the verb. Using the vocabulary box, enter the word in the space.	Using a Venn diagram, compare lunch choices from Latin American and your school menu. Write 3 questions to the school dietician.	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.	*TeenVida* online health magazine wants you to contribute to the next issue on schools. In groups, plan and develop content for this issue. Designing World Language Curriculum for Intercultural Communicative Competence. J. Eddy, 2022. © Bloomsbury Academic Education

CHECK FOR LEARNING

When learners become the 'expert', they may not have seen the new task before, but the other modes did provide multiple avenues for complexity, autonomy, and novelty.

Discuss with a colleague how you have seen the other modes support the presentational mode to enable the learner as 'expert'.

Do you have a task with the learner 'in role?' Share your idea with your colleague.

With learners 'in role' as experts, what do you want them to create and solve? Which key performances and products will appear as Articulated Transfer Points?

Who is the audience?

What are their needs?

CHECK FOR LEARNING

Using the list of presentational task products below, decide with a colleague if these are transactional, expressive, poetic or a combination of any three.

Choose these again, this time with the Presentational Task Tasters below. What do you notice about the Presentational tasks?

Novice 0-A1.1	Intermediate A1.2-B1.1	Advanced B1.2-C1.1
Create a video on healthy activities	Create a video on what to wear for different occasions appropriate to the culture(s)	Write an article on local fashion changes over time
Design an infographic	Develop a culturally appropriate menu for different dietary preferences	Present a report on the pros and cons of school uniforms from the perspective of two cultures
Create a public service announcement	Write a storybook or for young children	Design installations for a new museum exhibit

PRESENTATIONAL KEY PERFORMANCE PRODUCTS

Audio	Printed	Visual
Commercials	Websites, Blogs, Vlogs, Social Media	Sculpture, painting, Photography
News	Newspapers and magazines	Street signs
Oral presentation	Information list	Cartoons, animation, emojis
Radio	Brochures, Labels, Menus	Picture books graphic novels
Music (choral and instrumental)	Marketing campaigns	Storyboard, Kamishibai, diorama
TV	Infographics	Games
Film	Fiction/non-fiction literature	Maps
Music videos	Advertisements	Posters
PSAs	Promotional materials	Dance
Songs	Lyrics and scripts	Charts, graphs, symbols, images
Announcements	Surveys, reports, articles	Museum exhibit
Time capsules	Children's stories	Timelines
Murals	Theatre	Questionnaires

COLLABORATION FOR ARTICULATION

Your colleague provides extensive support on every task and in the end, learners replicate what was in the textbook or material exactly the way it was taught in a previous class.

Explain creative transfer to this colleague and why it is important to engage learners in novel presentational mode tasks.

Give an example to get started with near to novel tasks.

DESIGN FOR TRANSFER

DESIGN PRESENTATIONAL TASKS
SOLVE A PROBLEM-CREATE A PRODUCT

Design an advertisement for an event	Write the curator notes for a museum piece	Construct a game of the practices and perspectives of the culture.
Compose a PSA		
Draft an infographic list with visuals	Compose an Ode, Cinquain/Diamante poem to a simple object or to an idea	Write a four-line song plot for this literary work as CD liner notes.
Video or Podcasts	Create a new character who responds to others in story, poem, song, play.	
Agenda or Schedule		Set the storyline in different time frames.
Develop and present an oral presentation with charts or graphic organizers	Animate a previously inanimate feature.	
Information for online magazine, blog, multimedia presentation	Change a painting, photograph, or news story into a song	Create a story from a child's view

THE CAPACITIES FOR IMAGINATIVE LEARNING ALIGNED WITH THE PRESENTATIONAL PRODUCTIVE MODE

The Capacities for Imaginative Learning aligned with the Presentational Mode

Creating Meaning is to create your own interpretations in the light of other people. This involves synthesis of texts and expressing it in your own voice.

Taking Action is to act on the synthesis of what you have learned in your explorations through a specific product.

Reflecting/Assessing to look back on a product or problem, identify what challenges remain and revise, elaborate, and fine tune the work or text.

DRAMA PEDAGOGY FOR THE PRESENTATIONAL PRODUCTIVE TASK

Your pupils work within the drama "as if "planners, advisors, creators, and developers in response to a context problem framed by the instructor.

- Poetry Participation

- Thought tunnel

- Storyboard: Create a story board with words and graphics to tell story in work of art.

- End the song, poem, story, novel, dance, or play differently

- Change the genre. Turn a dance into a song, a song into a play, a painting into a song, etc.

- Write a letter to the person in the work of art

- Compare art with another work of art you know with a similar theme

- Draw a cartoon strip on the ideas generated from the work.

- Curate a museum exhibition based on themes from the work.

- Write a spoof, parody or skit based on original work of art.

- Be a song, literary, dance, theatre or art critic.

DESIGN FOR TRANSFER

The Capacities for Imaginative Learning aligned with the Presentational Mode:

Making Connections

Exhibiting Empathy

Living with Ambiguity

Using the Capacities and Drama Pedagogy, develop at least four Presentational tasks.

DESIGN FOR TRANSFER

Develop PASS Can-Dos from your Presentational-Productive 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

WHAT ARE THE KEY PERFORMANCES SET OF TASK DELIVERABLES FOR MY PROGRAM?

Can you envision a set of key performances that all students must create by the end of your program? Each language in your program can select their own set, or you may wish to choose a set as a department.

With the latter, then you know all of you are working toward articulation with your set of deliverables. No matter what language the student chooses, they will all leave the program with a set of key performances.

Now that you have completed key performance assessment in the three modes across all three levels, each set of tasks becomes the summative performance transfer task for Stage Two of ICANADAPT, (see Figure 1.3). Enter these now, to build Stage Two of your articulated units.

RELEVANT APPLICABLE AND MEANINGFUL TO INDIVIDUAL, COMMUNITY, WORK AND WORLD

DISCUSS THE ISSUES

1. The process of creating novel texts for an audience engages us in strategies for mediation and transfer. Discuss.

2. What kinds of thinking does the presentational task push learners to do?

3. Performance based assessment helps teachers evaluate and plan future instruction. Discuss.

4. How do learners use the outcomes of the interpretive and the interpersonal tasks to fulfill the presentational task?

5. Now that we have seen many AATT exemplars, how are these performance assessments different from memorization or fill in the blank tasks? How do they differ from other performance tasks?

6. How can we use Can Do Statements to help ourselves and the learner to implement these tasks?

7. Why are transfer tasks the best evidence of understanding concepts for intercultural competence?

REFLECT AND REVISIT

1. What are characteristics of high-quality presentational mode tasks?

2. Does the new task have value beyond teacher, classroom, and school?

3. Does the deliverable align with the context for the summative performance assessment?

4. If these tasks are formative assessments, how do they move the learner from near to far transfer?

5. How do these tasks show what the learner can do in this mode along different levels of engagement?

6. How do the Presentational tasks uncover cultural perspectives in your EUs and EQs?

7. What are the 'look for's' as evidence of student learning in this mode?

CHAPTER SEVEN: PUTTING IT TOGETHER FOR ARTICULATION AND TRANSFER

- Details formative assessments for learning

- Assists the teacher in selecting only relevant grammar and vocabulary needed to do the tasks

- Organizes spiraled content and aligns its purpose with Culture standard and intercultural goals in Stage One