CSCTFL 2014 Workshop
Schedule:

8:00  Intro / Overview
8:15  Establish the Learning Environment
9:00  Full Immersion Strategies
10:00 Break
10:15 Resource Explanations & Activities!!!!!
11:30 LUNCH
12:00 Group Reading / Small Group Discussion
12:45 Sharing of Best Ideas / Questions / Challenges
1:15  Intrinsic vs. Extrinsic Rewards / Assessments
2:00  Break
2:15  Activity Planning & Development
3:30  Extra Conference pointers & Post-Evaluation
Unlock the Gateway to Communication

Each year approximately 25 participants are selected to attend the Conference Workshop (CW) on Thursday during the annual meeting of Central States. Here they receive information and materials about recent trends in foreign language teaching. Participants are then asked to conduct a similar Extension Workshop (EW) in their local area in order to bring the Conference and its new and evolving ideas to a greater number of teachers. The emphasis in the CW is on the practical application of the new ideas for the classroom. At the end of the six-hour CW, participants are ready to conduct one or more EWs for foreign language educators in their own states. They can adjust the format, time frame, and material selection for their needs. The ultimate goal of the CW/EW Program is to improve the quality of foreign language instruction by providing up-to-date information to teachers unable to attend the Central States Conference. The CW/EW program offers participants the opportunity to learn how to organize and present a workshop, to meet other foreign language educators throughout the CSCTFL region, to strengthen ties with teachers in their local area, and to serve as resource people in their foreign language community.

Wednesday August 13 8am-4apm
Kolak Room 203

https://sites.google.com/site/csctflex
tensionworkshop2014/
RESEARCH

Annenberg Videos demonstrating L2 use

Task based teaching
Advantages of task-based language teaching

by Manel Lacorte, University of Maryland

Considered a branch of Communicative Language Teaching (CLT), task-based language teaching (TBLT) is one of the most popular approaches to second language (L2) teaching at present because of its emphasis on developing meaningful tasks for learners using the L2. The most commonly mentioned advantages of TBLT are:

1. It is useful for moving the focus of the learning process from the teacher to the student. In a typical task-based lesson, the teacher does not pre-determine what language will be studied. The teacher may present language in the initial steps of the task (‘pre-task’ stage), but the students are ultimately free to use the grammar constructs and vocabulary that may be more useful for the completion of the task.

2. It provides students with a much more varied exposure to language. TBLT is specifically intended for learners to fulfill a variety of daily practices in the L2. For this reason, students are exposed to a whole range of lexical phrases, collocations and patterns related to a wider variety of social and cultural contexts.

3. It gives learners a different way of understanding language as a tool to carry out real-world tasks instead of as a specific goal related to specific lexical areas and/or grammar structures. Real-world activities can be looked at and sequenced in much the same way as grammar forms can – from simpler to more complex.

4. It can bring teaching from abstract knowledge to real world application related to contexts based on the students’ experience with the L2. TBLT emphasizes the combination of language learning in class and activities outside the classroom in order to improve the learners’ communicative abilities in the target language.

5. It is helpful in meeting the immediate needs of the learners, because the language explored often arises from the students’ own needs. In “stronger” versions of the approach, these needs dictate what is to be covered in the lesson rather than a decision made by the teacher or the textbook.

6. It may be both engaging and motivating because the tasks are likely to be familiar and relevant to the students (e.g.: looking for a job, planning a vacation, searching for a convenient academic program abroad, etc.). In the process of communicating in the L2 to complete the task, TBLT emphasizes learners’ interaction and cooperation. Learners are encouraged to apply and share their experiences with the L2 together.

Some possible issues to take into consideration when implementing TBLT are the need for teachers to help learners expand the language and vocabulary they have developed during the completion of the task. In this regard, it is important to follow up in the post-task stage, otherwise half of the task based learning process is wasted.
SECTION 1

How to Learn

Helpful Hints for the Spanish classroom / Strategies

While in class:

♣ Watch my actions and expressions in order guess what I’m saying; listen to voice intonation

♣ Follow step by step my instructions. I try to give directions in small chunks. Do one step at a time

♣ Watch your fellow classmates and follow their lead

♣ Listen for cognates – words that sound and mean the same in English and in Spanish

♣ Listen for me to make corrections; most likely it will be discrete. Ex) repetition/ recast or clarification requests.

♣ Listen as others speak; you may learn something!

♣ Listen for key words instead of trying to understand every single word. You’re not expected to understand 100% of what you hear. So breathe a sigh of relief.

When reading in Spanish

♣ Look for cognates and words you already know

♣ Don’t look up every word – try to guess the meaning by reading the other words in the sentence

♣ Skim over the entire sentence (paragraph) once, twice, even three times. Often or before the third reading the meaning will suddenly become clear without looking up a word.

♣ Use prior knowledge and experience to make an educated guess (contextualized guessing)

♣ Be persistent

When speaking Spanish

♣ Be courageous and take a risk!

♣ Spanish is FO-NE-TIC, sound out words

♣ Practice speaking in front of a mirror

♣ Practice difficult sounds or words over and over, i.e. rolling your “rr’s”

♣ When all else fails, use actions to communicate your message

Above all guess and take risks. When you travel in foreign countries where you do not know the language, you soon become an expert guesser. Do the same thing in Spanish class and your teacher will never hold it against you if you make an intelligent guess that happens to be wrong.
How to Learn (summary of article from “Parade” magazine).

1. Stanford University research found that simply believing you can work at becoming smarter produces achievement.

2. Sleep. Sleep is when our brains make permanent what we’ve learned. Study. Then sleep.

3. Free up your working memory by writing down anxieties.

4. The “spacing effect” shows we form stronger and lasting memories if we study over a period of time.

5. Recall information rather than simply passively reading over notes. Not only does this test your knowledge but it also reinforces what you know.

6. Research demonstrates we’re most engaged in learning when our motivation is intrinsic. In other words, you have some personal interior reason for learning a particular thing.

7. Meet with Maestra to pinpoint errors, then practice the correct way.

Two other ways from “Parade” magazine online.

8. True or false: If your child complains that he’s confused in class, it’s a sign that the learning process isn’t working.

Confusion is a sign that your brain is working overtime to resolve contradictions and fill in gaps, says psychologist Sidney D’Mello, Ph.D., assistant professor of psychology and computer science of Notre Dame University. His experiments show that being mentally thrown off balance can motivate us to work harder to learn facts, solve problems, and master new skills.

9. Your teenage daughter is studying for the SATs. What’s her best strategy?

a) Practice solving one type of problem until she masters it, then move on to the next type.

b) Frequently toggle between different types of problems during each study session.

b) It’s much more effective to “interleave” different types of problems—mixing them up so you learn how to quickly identify which approach is needed to solve each one. For example, a study of baseball batters found that when different types of pitches—fastballs, curve-balls, sinkers—were mixed up unpredictably during practice, the players became more adept at scoring a hit.

Other ideas:

♣ Record your voice saying vocabulary in Spanish, pause, then record the answer in English. You pause so that when you are listening, you give yourself a chance to think and recall the word before you hear the answer

♣ Study with a partner

♣ Make vocabulary flashcards – picture on one side, Spanish vocab on the other

♣ With words that are difficult to spell, write 10 times each
Resources

These are just a few of the different examples provided at the workshop. For some additional examples and pre-made powerpoints, contact me at my district e-mail jgurholt@sdb.k12.wi.us and I can send you additional attachments.
SECTION 1: PALABRAS

1. I tell the story (the script). Each sentence (or group of sentences) has a picture on the Powerpoint to help illustrate it, so I flip through the Powerpoint as I tell my story.

2. I retell the story (while flipping through the ppt), but pause so that students can fill in the blanks. I pause where I know students will know what words I'm trying to produce--cognates, names of people, easy things to help them build confidence.

3. I retell again (still flipping through ppt), same pauses, this time everyone should know the answers.

4. I pass out an envelope with the pictures from the ppt and, in pairs, students put them in order. They raise their hands when finished and I check their order.

5. After I check their work, I give them another envelope with my script, cut into sentence strips. They match the sentences to the pictures (not just putting the sentences in order, but putting them with the pictures to demonstrate comprehension). They raise their hands for me to come around and check.

6. If all looks good, I will give them an extension activity: translate the script--each partner takes a turn. Just talk their way through it, no need to write it down.

7. Another extension: pick out just the nouns and say what they mean in English.

8. Another extension (these are to allow time for all groups to finish step #5): pick out just the verbs and say what they mean in English.

Ideally, everyone will be done (through #5) by this point. A couple of great next activities would be:

1. True/False about my story (orally)--focusing on the vocab.

2. An ABC list (this is also good as a next-day refresher): Have students write the alphabet down the side of their paper, give them 3 minutes to write as many words as they can next to those letters. Example:

   Avión, asistente de vuelo
   Bebida
   Carrito
   D

   Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do tempor incididunt ut labore et dolore magna aliqua.
Antes de despegar, los asistentes de vuelo hacen algunos anuncios. Dicen que:

El equipaje de mano tiene que caber debajo del asiento o en el compartimiento superior (el compartimiento sobre la cabeza)—no es posible poner las cosas en el pasillo,

Durante el despegue y el aterrizaje, los pasajeros tendrán que poner el respaldo del asiento en posición vertical.

Cada pasajero debe abrocharse el cinturón de seguridad a menos que tiene que ir al aseo,

Como dice la señal de no fumar, los pasajeros no pueden fumar durante el vuelo,

En caso de una emergencia, las máscaras de oxígeno caerán,

Cada pasajero tendrá que ponerse una máscara de oxígeno y el chaleco salvavidas que está debajo del asiento,

Y tendrá que salir del avión por la salida de emergencia,

Después del despegue, los asistentes de vuelo van a pasar por la cabina para distribuir los audífonos a los pasajeros para que puedan ver la película o escuchar música,

También, pasarán por la cabina con un carrito de que servirán bebidas durante el vuelo,

Más tarde, los asistentes de vuelo servirán una comida,
Section 2 Partner A/B Exercises

Partner A/B Exercises

- Face Info Gap
- Dots & Clues

Groups / Full Class

- Buddy Bingo
- Airline Story
- What’s in the bag? (http://www.teachertube.com/video/bolsamisteriosa-331532)
Compañero A

- el peral
- el manzano
- los cereales
- el apartamento
- el pueblo
- el marxano
- los vegetales
- cultivar
- el cordero
- el edificio
- la casa de campo
- el autobús
- el autocar
- la zona residencial
- descender
- guardar
- la finca
- la calle
- el teclado
- el condominio
- la ranura
- la pantalla
- el edificio
- el camarero
- la zona industrial
- el rascacielos
- pedir
- la boca del metro
- la fábrica
- el obrero
- el tique
- el cruce de peatones
- la casa privada
- el ganado
- ancho
- angosto
- la zona comercial
- la estación del metro
Compañero A: Lee estas frases a Compañero B

1. el opuesto del campo, Lincoln es un ejemplo
2. un mapa pequeño
3. donde puedes tomar el metro
4. no es la ciudad, es el opuesto de la ciudad
5. la acción de sembrar
6. cuando hay muchos animales juntos, como muchas vacas
7. la zona donde hay muchas tiendas y oficinas
8. el lugar en el centro de la ciudad donde hay muchos restaurantes, tiendas, y oficinas
9. donde puedes entrar el metro
10. es más pequeño que una ciudad
11. lo que puedes obtener en el otoño, es el sustantivo de cosechar
12. es un animal que nos da leche
13. es un edificio muy alto
14. es un tipo de calle grande, no es un bulevar, es una......
15. si no hay un elevador, puedes tomar......
16. es un lugar que tiene un campesino, una casa de campo, y muchos animales
17. es un vegetal que es amarillo y en Nebraska es muy popular
18. es un animal que nos da jamón y tocino
19. un rascacielos es un tipo de _____ alto
20. donde los carros conducen
21. tiene que meter el _____ en la ranura del tono y que
22. es donde el campesino vive en la finca
23. es un cereal
24. es el animal que pone huevos
25. es donde muchas personas trabajan como abogados (lawyers), hombres de negocios (business men), y secretarios
26. es un lugar con muchas casas privadas, yo vivo en _____ de Blessed Sacramento
27. tienes que meter el tique en la ranura del ------------
28. es la persona que trabaja en la finca
29. el trigo es un tipo de esto
30. puedes recoger frutas de aquí
31. el opuesto del campo, Lincoln es un ejemplo
Compañero A: Lee estas frases a Compañero B

1. el opuesto del campo, Lincoln es un ejemplo
2. un mapa pequeño
3. donde puedes tomar el metro
4. no es la ciudad, es el opuesto de la ciudad
5. la acción de sembrar
6. cuando hay muchos animales juntos, como muchas vacas
7. la zona donde hay muchas tiendas y oficinas
8. el lugar en el centro de la ciudad donde hay muchos restaurantes, tiendas, y oficinas
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12. es un animal que nos da leche
13. es un edificio muy alto
14. es un tipo de calle grande, no es un bulevar, es una...
15. si no hay un elevador, puedes tomar....
16. es un lugar que tiene un campesino, una casa de campo, y muchos animales
17. es un vegetal que es amarillo y en Nebraska es muy popular
18. es un animal que nos da jamón y tocino
19. un rascacielos es un tipo de _____ alto
20. donde los carros conducen
21. tiene que meter el _____ en la ranura del torniquete
22. es donde el campesino vive en la finca
23. es un cereal
24. es el animal que pone huevos
25. es donde muchas personas trabajan como abogados (lawyers), hombres de negocios (business men), y secretarios
26. es un lugar con muchas casas privadas; yo vivo en ______ de Blessed Sacrament
27. tienes que meter el tique en la ranura del ______
28. es la persona que trabaja en la finca
29. el trigo es un tipo de esto
30. puedes recoger frutas de aquí
31. el opuesto del campo, Lincoln es un ejemplo

Buddy Bingo- Find at least one person to whom this applies and have them sign the box.

<table>
<thead>
<tr>
<th>Someone who teaches a language other than Spanish</th>
<th>Someone who went to a public school</th>
<th>Someone who has more than 3 pets at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone who has more than 3 siblings</td>
<td>Someone who has traveled outside the country</td>
<td>The person who has the best school here</td>
</tr>
<tr>
<td>Someone who sponsors a club other than a language club</td>
<td>Someone who has lived in another city or state</td>
<td>Read all 7 Harry Potter books</td>
</tr>
</tbody>
</table>
Antes de despegar, los asistentes de vuelo hacen algunos anuncios. Dicen que:

El equipaje de mano tiene que caber debajo del asiento o en el compartimiento superior (el compartimiento sobre la cabeza)—no es posible poner las cosas en el pasillo,

Durante el despegue y el aterrizaje, los pasajeros tendrán que poner el respaldo del asiento en posición vertical.

Cada pasajero debe abrocharse el cinturón de seguridad a menos que tiene que ir al aseo,

Como dice la señal de no fumar, los pasajeros no pueden fumar durante el vuelo,

En caso de una emergencia, las máscaras de oxígeno caerán,

Cada pasajero tendrá que ponerse una máscara de oxígeno y el chaleco salvavidas que está debajo del asiento,

Y tendrá que salir del avión por la salida de emergencia,

Después del despegue, los asistentes de vuelo van a pasar por la cabina para distribuir los audífonos a los pasajeros para que puedan ver la película o escuchar música,

También, pasarán por la cabina con un carrito de que servirán bebidas durante el vuelo,

Más tarde, los asistentes de vuelo servirán una comida,

Los pasajeros pueden comer la comida en sus bandejas (mesitas),

Después de todos los anuncios de los asistentes de vuelo, el piloto hace un anuncio de la cabina de mando. Dice:

Chapter 4

Keeping it in the Target Language
Keeping it in the Target Language

Aleidine J. Moeller
University of Nebraska-Lincoln
Amy Roberts
Pius X High School

Abstract

This article investigates how target language use can be optimized in the language classroom to enhance language development. Principles and guidelines for integration of the target language are extracted from empirical evidence and best practices demonstrated by teachers who maximize target language. Classroom tested strategies and examples are described and illustrated.

Introduction

There is much debate about the use of the target language (TL) and first language (L1) in the foreign language classroom. How much TL will maximize language development? When should L1 be used and how often? Language teachers are receiving mixed messages that range from 100% exclusive use of target language to selective integration of L1 to maximize the benefits of code-switching. This article extracts principles and guidelines for integration of the TL in the language classroom from (a) empirical evidence regarding the use of the TL and L1 in the language classroom, and (b) best practices demonstrated through classroom observations of teachers who maximize L2. In addition, classroom-tested strategies and examples designed to optimize and expand L2 use in the classroom are described and illustrated. These examples embody classroom tasks that develop and expand learning skills and build connections between TL and L1 that promote language development.

What we have learned from research

Macaro (2005) points out that there is a continuum of perspectives on target language and first language use. On the one side of the spectrum advocates for TL see little pedagogical or communicative value in the first language. Drawing on Krashen’s (1982) comprehensible input hypothesis, proponents argue that exposing learners to extensive periods of comprehensible TL input will ensure mastery of the target language. Swain (1985) builds on this theoretical rationale by arguing that producing the TL is an important aspect of the learning process and learners must be provided opportunities to produce written and spoken output related to the input. Researchers have shown that the amount of TL input does affect learners’ target language development (e.g., Larsen-Freeman, 1985; Lightbown, 1991; Liu, 2008; Turnbull, 2001) and have established a direct and positive correlation between learner achievement and teacher use of the target language (Carrell, 1975; Wolf, 1977; Burstall, Jamison, Cohen, & Hargreaves, 1974). Van Lier (2000) and Cook (2001), however, heed that simply using L2 does not guarantee TL learning since input must become intake in order to become internalized.

MacDonald (1993) and Wong-Fillmore (1985) asserted that TL use will result in increased motivation as students realize the immediate usefulness of TL. Such support for exclusive target-language use has led language professionals, publishers and teachers to accept target language use as best practice in second and foreign language learning and teaching.

Challenges to this position of exclusive use of TL have emerged in the research community that question this perspective. Macaro (2000) found that the majority of second and foreign language teachers believe that while code-switching (switching between one or more languages in the context of a single conversation) is often necessary, they also believe it is erratic and lamentable. Teacher use of TL is crucial as it serves as the significant, and sometimes only, source of authentic, scaffolded input. While participants in Macaro’s study agreed that the target language should be the “predominant language of instruction in the classroom” (p. 68), qualitative studies (Duff & Polio, 1990; Macaro, 1997; Poli & Duff, 1994; Turnbull, 1999, 2005) have revealed that the amount of target language used by teachers in the classroom varies greatly.

Several studies have confirmed that the first language can be beneficial as a cognitive tool that aids in second language learning (e.g., Anton & DiCamilla, 1998; Swain & Lapkin, 2000; Watanabe, 2008). Dickson (1992) found that it is not the quantity of exposure to TL that is important, but the quality of exposure. Such studies have provoked a reexamination of exclusive TL use resulting in advocacy for maximized target language use (Swain & Lapkin, 2000; Turnbull, 2001; Turnbull & Arnett, 2002). These scholars argue that by using L1 as a frame of reference, language can be more easily processed by the learners as language moves from input to intake (Turnbull, 2001, p. 533), resulting in a greater understanding of the TL (Dickson, 1992; Py, 1996). However, caution is advised against overuse of L1 (Ellis, 1984; Atkinson, 1995) as this can result in and lead to student de-motivation (MacDonald, 1993).
Developing MultiSkills for 21st Century Teachers and Learners

Code-switching can be an effective teaching strategy when it is used deliberately to further the students' TL proficiency by using L1 as a reference point and to help construct knowledge in the TL (Coste, 1997). L1 is recommended when "the cost of the TL is too great" (Cook, 2001, p. 418) and when it assists students' understanding of particular concepts. Swain & Lapkin (2000) noted that using L1 to mediate TL learning can create a more affective learning environment.

Lapkin (2000) argues that denying students' access to L1 deprives them of an invaluable cognitive tool. When a teacher uses L1 in the TL classroom, learners use it as a cognitive tool to help "scaffold" their learning (Aston & DiCamilla, 1998). The three primary reasons students use L1 during collaborative tasks include: increasing efficiency, focusing attention, and facilitating interpersonal interactions (Swain & Lapkin, 2000).

Research suggests that code-switching often occurs when using unknown language words (Knight, 1996) or for social interaction (Tarone & Swain, 1995). Kern (1994) found in his examination of a reading comprehension task that students used L1 to their advantage in order to (a) reduce the limitations of working memory, (b) comprehend the meaning of the text, (c) secure meaning into long term memory, (d) transform input into more familiar terms (thereby reducing anxiety) and (e) understand lexical items. Macaro (2000) reported that teachers most frequently used L1 when (a) teaching grammar explicitly, (b) providing complex procedural instructions, (c) controlling students' behavior, (d) building personal relationships with learners and (e) checking for comprehension quickly when time pressures dictate. Code-switching becomes a useful communication strategy when the amount of input modification needed is too great for the time allocated to them. Macaro concluded that code-switching is beneficial when it improves the learning of the TL. There exists, however, a lack of consensus on the effect of code-switching in second/TL classrooms.

There is relatively little empirical evidence as to the amount or nature of TL versus L1 use upon which to make sound pedagogical and policy decisions (Levine, 2003). The question of how much TL the teacher and students use and when is very much linked to a variety of related classroom practices. Levine found that the TL was used most often for topic/theme-based communication, less for communication about grammar, and even less for communication about tests, quizzes and assignments. Most interesting is his finding that there exists a negative correlation between reported amounts of TL use and reported TL use anxiety. Greater TL use may not necessarily translate into greater anxiety for many learners. Many students feel comfortable with more TL use when that is what they are used to.

Creating a learning environment where TL is standard

How do teachers create and sustain a learning environment in which students become "used to" TL input and output? An immersion-style learning environment requires significant attention and preparation regarding the development of a curriculum that represents best practices and promotes a respectful and risk-taking community within the classroom. The following principles stem from research and inquiry on TL classroom use as well as from teacher practitioners who make maximal and nearly exclusive use of the TL in their language classrooms. These principles can serve as guidelines for language teachers and are designed to assist language educators to introduce and sustain the TL while creating an engaging learning environment which approximates authentic language communication.

Principles for keeping it in the TL

1. Build a curriculum grounded in theory and standards: Standards for Foreign Language Learning in the 21st Century (1999) is rooted in a socio-cultural approach to language learning and teaching that emphasize communication, specifically three modes of communication: interpretive, interpersonal and presentational. Learners are placed in the role of active constructors of knowledge through a series of well-scaffolded tasks created by the teacher. Teachers identify and students personalize learning outcomes, preferably in the form of can-do statements at the outset of the instructional unit in order to make transparent what students will know and be able to do with language at the conclusion of the lesson, unit, semester, or program (backward design). The teacher introduces the content and context, carefully crafts learning tasks that actively engage the learners in the learning process and facilitates as they practice and perform these tasks. Finally, students review the learning goals and reflect at what level of quality they have achieved the learning outcomes. Formative and summative assessments provide useful feedback that improves the learning during and after the lesson. Well-constructed and standards-based lessons place the student in the role of active learner and create a context and learning environment where the TL can be optimized.

2. Create a respectful community of learning that promotes risk taking: A community based on mutual respect among students and between teacher and students promotes a comfortable and low affective environment in which students feel free to produce language without fear of being mocked. One effective strategy that communicates to students the importance of respect consists of posting and using the following acronym that defines clearly and makes transparent to students what respectful behavior looks like in a learning community:

<table>
<thead>
<tr>
<th>Reglas de nuestra comunidad</th>
<th>Rules of our community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respetar a sus compañeros</td>
<td>Respect people and things in class.</td>
</tr>
<tr>
<td>Estudiar bien</td>
<td>Use the TL.</td>
</tr>
<tr>
<td>Ser responsable</td>
<td>Be responsible.</td>
</tr>
<tr>
<td>Preparar para la clase</td>
<td>Prepare for class each day.</td>
</tr>
<tr>
<td>Estudiar con amigos</td>
<td>Study with friends.</td>
</tr>
<tr>
<td>Tener una actitud</td>
<td>Have a positive attitude.</td>
</tr>
<tr>
<td>Obten asistencia si es necesario</td>
<td>Obtain assistance if needed.</td>
</tr>
</tbody>
</table>

Figure 1. Rules of the community
Risk-taking is crucial in a communicative language classroom and an important characteristic for a language learner to acquire. While high risk taking yields positive results in second language learning (Brown, 2000), the "key to risk-taking as a peak performance strategy is not simply in taking the risks. It is in learning from your failures" (p. 150). Creating a safe space where students are free to attempt and practice language without reprisal is "necessary to develop an ample affective framework to overcome learner's anxiety of learning the target language" (Dufeu, 1994, p. 89-90).

Building a respectful, risk-taking environment requires time, modeling and much practice. It is as important to teach respect as it is to teach language. Respectful behaviors can be learned. A pedagogical approach that can assist in helping students to understand the importance of a respectful environment can be initiated by introducing Krashen's Affective Filter Hypothesis (1982). Krashen posits that learning is decreased when negative emotions such as anxiety, self-doubt or boredom interfere with acquiring a second language. These negative elements can be minimized through the creation of a low-anxiety environment where learners are motivated through comprehensible input, where errors are viewed as developmental and as necessary in order to acquire language and where risk taking is rewarded. It is important to celebrate "aha" moments when students self-correct through a smile, "high five" or external rewards (e.g. Euro). Students thus become fully aware of the importance of taking risks and making errors during the language acquisition process.

3. Employ "meta moments" that encourage learner reflection: Using "meta moments" allows learners to see clear purpose and rationale behind the strategies and approaches used by the teacher in the classroom. Metacognitive strategies can "help learners exercise 'executive control' through planning, arranging, focusing, and evaluating their own learning" (Oxford, 1992/1993, p. 18). Affective learning strategies "enable learners to control feelings, motivations, and attitudes related to language learning" (Oxford, p. 19). For example, after a teacher has introduced a story using PowerPoint (PPT) in which the vocabulary comprehension is enhanced through visual images, the teacher can pause and ask, "How did this become comprehensible to you? Why do you think I used an image rather than the English translation to communicate the meaning? How did this help you to decode the meaning of the story?"

Grammar structures can be introduced inductively as the teacher provides students with four sentences that illustrate the usage of a particular structure (e.g. the preterite in Spanish). After studying the four sentences in pairs, students are asked to create a rule that explains the verb formation. The teacher asks the students, "Why did I do it this way rather than give you the rule?" Once students internalize that teachers are experts/professionals who understand how to increase learning and that teachers clearly have purpose in what they do in the classroom, trust builds between the student and teacher. Students begin to realize there is purpose to each activity and a clear rationale for how the learning is introduced. This strategy results in a growing relationship of trust between the teacher and students, and the students relax in knowing the teacher is there to guide them toward accomplishment of the learning goal through the tasks in which they participate. As Graham declares, "For learners, a vital component of self-directed learning lies in the on-going evaluation of the methods they have employed on tasks and of their achievements" (p. 170).

4. Use comprehensible input (visualization, gestures, non-verbal clues, prior knowledge): When introducing vocabulary, or telling a story, use images, preferably culturally authentic visuals. By using images to enhance the textual input, recall and recognition is enhanced by presenting information in multiple sensory forms (visual and verbal). This eliminates the need for the L2 learners use background knowledge and visuals to decode meaning. For example: When introducing new vocabulary or grammatical concepts, use a story which serves as rich context allowing learners to fill in the linguistic gaps that may occur. Select a story that has a clear plot and story line and contains repetition and simple structural patterns that ease comprehension. The story is introduced through a text and images that support comprehension of the text. While reading or acting out the story to the students, the teacher uses gestures and non-verbal cues to assist learners in decoding new words. Such teacher behavioral aids promote contextual guessing and provide students with much needed confidence to not rely solely on word for word translation as they navigate the text. In order to involve the students actively in the text, students, working in pairs, can sequence
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the pictures (provided to students) as the teacher re-tells or acts out the story. This optimizes memory benefits of simultaneous aural and visual input and creates a language rich environment.

5. Teach concrete learning strategies that improve learning (e.g., circumlocution, chunking, graphic organizers/mind mapping, goal setting, self-assessment, mnemonics): Learning strategies are defined as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information" (O'Malley and Chamot, 1990, p. 1). Language research suggests that training students to use learning strategies can (a) help them become better language learners (b) promote the self-directed involvement necessary for developing communicative ability. Oxford's example (1992/1993) illustrates concretely how language learning strategies can facilitate the internalization, storage and retrieval of new language. "In learning ESL, Trang watches U.S. TV soap operas, guessing the meaning of new expressions and predicting what will come next (p. 18)." Memory strategies "aid in entering information into long-term memory and retrieving information when needed for communication (p. 18)" while cognitive learning strategies are used for forming and revising internal mental models and receiving and producing messages in the target language (p. 18).

Interactive games are an excellent venue for promoting spontaneous language use and building circumlocution skills. For example: A learning task based on the $20,000 Pyramid TV game show calls for three or more students to face the classroom audience while one student faces the overhead screen (back to the classroom audience) containing a list of six vocabulary words related to a story that was read. The team has 60 seconds to correctly guess the vocabulary words based solely on the description of the student who can see the projected vocabulary words. Rules include describing and talking around the vocabulary word without using any part of the word and without using hands. Students are encouraged to use the story to provide a context for the vocabulary words to assist in identifying the word quickly and efficiently. When students participate in such task-based games, anxiety is significantly reduced and the students become more engaged in the task that they are willing to take risks to communicate their message. The ability to talk around a word that they may not know explicitly is a strategic tool that promotes effective interpersonal communication in the language classroom.

6. Reward errors and celebrate self-correction: Errors are seen as developmental and are rewarded by the teacher and peers by lauding self-correction when students correct their own mistakes. Such an approach to error correction promotes risk-taking and promotes a safe learning environment. Students need to understand that making an error is not only a natural and frequent occurrence while learning a new language but also a critical part of the language acquisition process. An explanation of the importance of making errors as indicators of progress is critical in order for students to notice and attend to form. These explanations should be accompanied by celebrations of self-corrections as they occur. The teacher asks students to reflect on how she approaches and reacts to errors in the classroom. For example, "Students, have you noticed specific ways I correct errors during class?" Some may respond, "Yes, sometimes you repeat what we say in a different way." The teacher can respond, "That's correct. It is called recasting. Many times it goes unnoticed by students because it can be quite ambiguous. Why do you believe I would employ such a technique?" A possible response may be, "You do not want to call too much attention to one student." "Yes, this is correct, but I would like you to listen for these types of errors and try to determine the error yourself. If you are able to do this, it will help you repair the error; this is an incredible learning indicator and should be considered a success. I get excited when I hear you make errors and self-correct." This allows students to become more aware of strategies that can assist in error correction and draws attention to the methods, especially the more implicit techniques, that result in more discernment and noticing of grammar structures on the part of the students. Such an approach to error correction promotes risk-taking and creates a more affective learning community. It is important for the teacher to keep track of the more common misconceptions of grammar structures and return to these via direct teaching or through a learning task that promotes practice with these shared errors.

7. Exhibit enthusiasm for your students' learning—celebrate each "oh" and "aha": Oftentimes non-verbal cues communicate more than language. Effective ways for teachers to inherently communicate encouragement are behaviors such as varying voice speech, making eye contact using body language, using facial expressions and providing constant encouragement. These teaching behaviors express supportiveness and communicate an "I am on your team" attitude. All students need encouragement to be able to do their best. Encouragement motivates students to continue participating in an activity and is best transmitted to students in the form of feedback. A sincere compliment instills confidence in your students and communicates your belief in them. You can push students to higher levels of learning and achievement by telling them through your encouragement that they can do it, they can perform the task you have assigned.

8. Integrate technology to move from consumer of language to user of language (input to output): Technology offers the world language teacher the opportunity to create a learning environment where language communication is authentic, relevant, and meaningful. Web 2.0 applications place language learners in the role of producing language and are especially effective in promoting creativity. Popplet, Prezi, Voki, and ToonDoo are but a few examples of the many tools available on the Web that put the learner in the role of producer of language. The vast majority are free and user-friendly websites which students can utilize to create diverse projects which can serve as assessments and progress indicators of language proficiency. When students are motivated, they produce their best work, work they are proud of and want to share with others.

Below are examples of student projects from a level one Spanish course as well as a level three Spanish course that illustrate how digital media can be used to produce TL in the classroom. Using Popplet, a Web 2.0 mind mapping tool, students can create elaborate mental maps for organizing vocabulary, or deconstructing stories, songs or poems. This site is extremely user friendly and
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Students may collaborate simultaneously. The students also have the option of adding photos, songs, videos, images and drawings with a click of a button.

**Figure 3. Popplet Mental Maps/Mind Mapping**

Prezi is another online tool that can be used for multimedia presentations. Prezi is user-friendly, creative and visually stunning. (See Figure 4, next page) This presentational tool can easily incorporate and import videos, photos, pdfs and maps. This site also allows two or more students to collaborate on a project. The slide below provides a glimpse of a student-prepared Prezi in which they depict an ideal party they would like to host in their classroom. The Prezi group who was voted the most creative by their peers is awarded the honor of actually hosting a classroom party. This requires creating invitations, preparing the food and providing entertainment, all of which is conducted in the TL.

Voki is a Web 2.0 tool that allows users to create their own visual avatar and use the TL actively for comprehension/listening activities. For example, Students can mimic their own physical characteristics and use the TL to describe themselves, their hobbies, and interests without revealing their name. Equipped with a list of students in the classroom, classmates go from computer to computer in a gallery walk and attempt to identify each individual. These avatars can also be...
projected on a screen as a whole class activity as students identify their peers. Such a personalized and authentic language task motivates learners to listen intently for meaning as they are focused on the task of identifying the individuals.

Toondoo is a Web 2.0 tool in which students can create their own comic strip or storyboard detailing a story, or offering an alternative ending to a story read in class. This activity allows for personalization of content in ways that promote creativity.

Figure 6. Toondoo Comic Strips

9. Use extrinsic motivation strategies and move toward intrinsic motivation: Building an affective communicative learning environment requires a great deal of comprehensible input by the teacher, but it is essential that students become producers of the language as well. The students may need some incentive at the onset of the course. One effective strategy is to reward participation through the awarding of speaking points for the use of the TL. This can be in the form of a tangible token of sorts. Students earn such rewards for using complete phrases in the TL during class, asking and answering questions, sharing ideas and opinions and using the TL during communicatively task-based activities. The goal is to encourage discourse among students and between the students and teacher. These points/tokens can also be earned for spontaneous conversation outside of class. This can be documented through a note and signature signed by the individual with whom the student spoke. The experience of authentic communication in the TL outside the classroom walls increases motivation and makes language learning meaningful. With practice and growing confidence, the students will notice their own improvement and will experience a sense of pride and accomplishment. In turn, motivation will move from extrinsic to intrinsic. (See Figure 7 on following page.)

10. Teach grammar inductively—“crack the code”: Research indicates teachers typically resort to L1 when teaching grammar. In order to overcome this temptation, grammar can be approached inductively and presented in a context that will allow students to discover rules of grammar on their own, thereby processing more deeply and enhancing comprehension. This results in a greater sense of accomplishment and promotes self-efficacy, the realization that with effort they can achieve their goals. This technique also encourages students to be active and engaged participants in their own learning via a problem solving task.

One way to introduce this inductive approach when introducing a grammar concept is to select a story or very short text that introduces varied forms of one

Figure 7. Using extrinsic rewards (Euros) for speaking in the TL

new grammar structure, for example, I, halsheit, we, they. The teacher tells or reads the story as students focus on interpreting the auditory input for meaning. The teacher then provides the students with a textual version of the story asking students to focus on the grammar structure. In pairs, students work in a think/pair/share mode dubbed “crack the code.” They talk aloud and work to decipher the rules of the new grammar concept solely by its use in the story. The teacher facilitates this task by moving about the room asking questions and supporting ideas, but not providing the answer. When a pair has “cracked the code,” the teacher asks them to share their ideas or rules with the class. They explain how they came to the conclusion allowing the teacher to identify misconceptions for later review. This activity is a great discovery learning task that promotes cognitive engagement, collaborative learning and empowers students as they realize their own skills and abilities.

11. Personalize lessons by using stories and pictures from your real life adventures: Using stories and photos from your own life will help form a connection with students and give them a glimpse of your real life outside of the classroom. When teachers personalize instruction, students’ interest is piqued and the effort invested in comprehending the TL is greatly enhanced.

In the example pictured below, the teacher introduced new vocabulary in context by using a story about her own experiences (related to the travel/plane vocabulary) while she lived abroad in Italy. The students’ main focus was on comprehending new vocabulary presented, but the real life context of the story...
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Sparked a great deal of discourse and questions in TL on the part of the students. Students were motivated to learn more about this exciting adventure. "Was it real?" "How old were you then?" "Where is this?" "Were you afraid?" Such spontaneous questions and dialogue are real and authentic. The focus shifts to meaning and authentic communication resulting in students speaking freely in order to express their ideas.

12. **Connect curriculum to authentic lives of students**: Pop icons in music and television, as well as social media tools (Facebook, Twitter, texting), constitute a large part of the lives of today's students. Integrating pop culture into the classroom increases student motivation and captures their attention. The use of photos of pop icons eliminates the pressure to understand each word as images activate background knowledge and provide immediate visual information. One effective learning activity that combines pop culture and social media tools can be accomplished by using cell phones in class together with an online digital survey such as pollleverywhere.com. Teachers can create surveys, multiple choice, true/false or open-ended questions and students use their cell phones to text in responses. The results are immediately projected on the Smart board screen or projector. Students read, respond and view results posted by peers, which can provoke follow-up discussions.

Another simple yet effective strategy to promote discussion is to use photos of popular musicians or actors. These can easily be used in a number of communicative lessons, such as comparison or description activities. The photos below were used in a Spanish course as they learned to compare two or more items. Partner A had a picture of Taylor Swift; Partner B had a picture of Demi Lovato. As Partner A described the features of the individual in her photo, she could use her background knowledge to provide additional information to get Partner B to identify the individual. For example: "She has won top country music awards; she has dated a lot of high profile men; she sings about her ex-boyfriends; she is dating Conor Kennedy." Such insights and facts allow the learner to show what she knows and share this in the format of a learning task that is both enjoyable, promotes risk-taking and stimulates conversation.

![Image of Taylor Swift and Demi Lovato](image)

**Figure 8.** Personalization of lessons piques student interest

**Figure 9.** Using Pop culture in the language classroom

By using students' background knowledge and the context of their daily lives, the gap between linguistic and cognitive abilities is reduced. One of the major reasons students experience anxiety in the language classroom is due to the fact they are cognitively functioning at the formal operational level (Piaget, 1977), yet, linguistically, in the TL they are functioning at the infant or pre-operational level. This gap between the cognitive and linguistic ability can be narrowed by using contexts from their daily lives that use their acquired knowledge and build on it to decode meaning.

**Professional Community**

Building a professional community (peers, administrators, parents, students) where inquiry and continual development are valued and encouraged is key to sustaining a vibrant school environment where teachers and learners are actively engaged in teaching and learning.
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It is important to establish a "community of inquiry" with peers in the language department that is grounded in a common philosophy of teaching and learning. This will promote a sharing of ideas and resources and create a vibrant and organic environment of learning. This will also ensure horizontal and vertical articulation for students as they move from one language level to the next to ensure a trajectory of growth in language proficiency. Communicate with administrators about what you do (language teaching), how you do it (pedagogy) and how you assess the progress and achievement of your students. Invite them to observe, participate and unpack a lesson with you to provide a first-hand view of standards-based teaching and learning. Moments invested in such efforts are well worth the reward when languages are seen as an integral part of the school curriculum. These efforts allow others to see the important role language learning plays in building students' academic success (strategies, motivation, persistence) and the important connections and contributions of foreign languages to other disciplines (content-based language learning).

Conclusion

The strategies for keeping it in the TL outlined here may result in higher language proficiency for students, as well as promote intrinsic motivation for learning a FL, resulting in lower attrition and greater appreciation of language learning. Together with best pedagogical practices, maximizing the TL in the classroom will ensure a lively and engaging language experience that can approximate authentic language use and make language learning meaningful to learners. Too often, language learning is regarded as a "seat time experience" with little connection to the everyday world in which learners live. When students cross the threshold of your classroom and expect to understand and respond in the TL, language learning becomes real and the ability to communicate in another language becomes a highly-valued skill that can be shared with others.

References


36 MultiTasks, MultiSkills, MultiConnections


Post-Instruction

PESOS
PARA EL MES DE FEBRERO

Me llamo ________________
Tengo ____/20 pesos
Tengo ____ pesos extras
TOTAL: _____ pesos

Reflexión:
Did you earn as many pesos as you wanted to?

What is your strategy for increased participation IN CLASS for next month? Be specific about your plan.

Para MARZO, necesitarás 20 pesos. You may earn up to 5 extra pesos for up to 5 points of crédito extra. Additional pesos can be spent on fabulous prizes at the end of the semester!!
### Mi progreso de participación

| 51+ pesos (escribe el número que recibiste) | 17 | 24 | 31 | 7/2 | 12 | 21 | 28 | 7/3 | 13 | 21 | 28 | 4/4 | 11 | 2/5 | 7/5 |
| 50 pesos |     |    |    |     |    |    |    |    |    |    |    |    |    |    |    |
| 45 pesos |     |    |    |     |    |    |    |    |    |    |    |    |    |    |    |
| 40 pesos |     |    |    |     |    |    |    |    |    |    |    |    |    |    |    |
| 35 pesos |     |    |    |     |    |    |    |    |    |    |    |    |    |    |    |
| 30 pesos |     |    |    |     |    |    |    |    |    |    |    |    |    |    |    |
| 25 pesos |     |    |    |     |    |    |    |    |    |    |    |    |    |    |    |
| 20 pesos |     |    |    |     |    |    |    |    |    |    |    |    |    |    |    |
| 15 pesos |     |    |    |     |    |    |    |    |    |    |    |    |    |    |    |
| 10 pesos |     |    |    |     |    |    |    |    |    |    |    |    |    |    |    |
| 5 pesos  |     |    |    |     |    |    |    |    |    |    |    |    |    |    |    |

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<table>
<thead>
<tr>
<th>La cantidad necesaria</th>
<th>Mi meta personal</th>
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Mis trabajos favoritos

Select 2-3 pieces of work that best represent your accomplishments during this chapter.

1) Explain why you selected these pieces of work to include in your portfolio. Why are they significant to you? Talk about each piece individually.

2) Based on the evidence that you chose, what can you do now that you couldn’t do at the beginning of the chapter? What new Spanish skills do you have?
GLOSSARY OF TERMS

Academic grammar: a term used by linguists to describe the technical aspects of language, such as phonology, morphology, and syntax.

Affective filter: one of the five hypotheses in Krashen’s monitor model; it states that acquisition occurs when affective conditions are optimal.

Aphasia: loss or impairment of speech resulting from brain injury or disease.

Bilingual: a term used to describe a person who knows and uses two languages, usually the first, or native, language and a second one.

Borrowing: a term used to describe the conscious introduction of words from one language into another.

Broca’s area: an area of the brain named for 19th-century physician Pierre Paul Broca; this area is located in the left frontal lobe and is responsible for articulating language.

Chunk: a term used to refer to words or morphemes that are combined into a single unit as a result of frequent repetition.

Closed class words: a category of words that is limited and contains a finite number of words, including pronouns, prepositions, and conjunctions; see also function word.

Code-switching (CS): a language behavior of bilingual speakers characterized by the alternation between two languages.

Collocation: lexical units that habitually go together, such as tomorrow morning or blond hair.

Consciousness-raising tasks: tasks in which the target language itself is the focus of activity, designed to help students discover and raise awareness of how a specific structure works by talking about the linguistic form as an object.

Content word (morpheme): a word with a lexical, dictionary meaning (e.g., house, big, happily); open class words with limitless possibilities for increase.

Critical period hypothesis: a hypothesis (Lenneberg, 1967) that linguistic development must occur between birth and around age 12 (at puberty), a period after which human beings are incapable of acquiring language.

Cross-linguistic influence (CLI): the influence of a person’s knowledge of one language on that person’s knowledge of or use of another language.

Declarative memory: also referred to as explicit memory, includes learned knowledge that can be consciously retrieved and verbalized; declarative memory consists of semantic memory (facts, concepts, general knowledge); related to the meaning of things) and episodic memory (events and personal history; experiential knowledge of the self).

Deductive grammar teaching: a teaching strategy that progresses from stating the rule to showing its application in an example.

Descriptive grammar: a study of the way people use the grammar of a particular language; in contrast to prescriptive grammar, which refers to the standard and accepted rules for correct usage in a particular language.

Dialect: a distinct variety of a language often spoken in a specific area.

Embedded language: a term that refers to the secondary language in bilingual code-switching, as opposed to the dominant language, or the matrix language.

Explicit memory: see declarative memory.

 Fon: an acronym for focus on form; refers to a variety of teaching strategies that overtly draw learners’ attention to a particular linguistic feature that arises during lessons that have a principal focus on meaning.

Form-focused tasks: tasks that target the use of particular, predetermined features of the second language.

Fossilization: errors that become an enduring part of a speaker’s interlanguage; permanent stabilizing of a language at a stage short of success.

Function word (morpheme): a word with a grammatical meaning (i.e., the, him, which); function words are closed class words with limited numbers that rarely change.

Grammar: a general term referring to a set of rules that describe the structure and patterns of a language; the study of classes of words and their functions and relations in a sentence; see also prescriptive grammar and pedagogical grammar.

Heritage learner: a learner who is studying the language of his or her family or community of origin.

Holophrase: an utterance consisting of a single meaningful unit; in child language “takaba” (take a bath) might act as a single word having a single conceptual meaning; in adult language, “I would like” can have a single meaning to express desire or need for something.

Implicit memory: see procedural memory.

Inductive grammar teaching: a teaching strategy that progresses from giving examples to stating the rule.

Input: the language a learner hears or reads.

Input-processing instruction: a grammar teaching strategy that involves presenting learners with meaningful input designed to draw their attention to a particular form.

Interaction: face-to-face or written communication between or among people.

Interference: incorrect structures in the new language that mirror structures in the native language; see negative transfer.

Interlanguage: a term coined by Selynk (1972) that refers to a “hypothized separate linguistic system based on the observable output which results from a learner’s attempted production of a target language norm” (p. 177); generally understood as a system of rules in the mind of a person learning a second language; which is intermediate between that of his or her native language and that of the one being learned.

L2 user: a description of a person who knows and uses another language at any level for any purpose.

Language Acquisition Device (LAD): language acquisition device; this term was proposed by Chomsky (1965) to describe an innate “organ” that serves to construct native language grammar in children.

Lemma: a term that refers to a lexical-conceptual structure that represents the speaker’s communicative intention; it is broader than the term word.

Lexeme: a word considered as a lexical unit (e.g., dog and dogs are the same lexeme, but cat and cats are the same lexeme with varying morphological forms).

Lexical meaning: a meaning for an individual unit; a dictionary meaning.

Lexicon: the individual words that make up a language.

Linguistic competence: a term used to refer to a person’s internalized knowledge of language.

Linguistic performance: a term used to refer to external evidence of language competence, or language use.

Long-term memory: as opposed to short-term memory, considered to involve declarative memory and procedural memory.

Matrix language: a term that refers to the dominant language in bilingual code-switching, as opposed to the secondary language, or the embedded language.

Metalinguistic awareness: the ability to articulate an understanding about language or the grammatical structure of language.
Metapragmatic awareness: the ability to articulate an understanding of the pragmatic aspects of language, or the ways that language is used in actual communication.

Monitor model: a model of second language acquisition (Krashen, 1981) that includes five hypotheses about second language acquisition: (1) Language acquisition and language learning are two different processes; (2) grammar is acquired in a predictable order in a natural setting; (3) learning functions only as an editor or monitor; (4) comprehensible input is essential for acquisition; (5) acquisition occurs when affective conditions are optimal.

Monolingual: a term used to describe a person who knows and uses only one language, usually his or her first, or native language.

Morpheme: a unit smaller than a smaller than a word that has grammatical meaning as opposed to lexical meaning (e.g., in the word dogs the -s is a morpheme indicating plurality).

Multicompetence: the knowledge of two languages in one mind; coined by Cook (1991), this term accounts for an individual’s knowledge of language that includes both first language competence and a developing understanding of a second language.

Multilingual: a term used to describe a person who knows and uses more than two languages.

Nativist theories: theories that consider language an inborn and uniquely human capacity.

Negative transfer: errors in the second language caused by interference from the first language; see interference.

Open class words: a category of words that includes nouns, verbs, adjectives, and adverbs; this class can be considered limitless in that new words can be added; see also content word (morpheme).

Oral Proficiency Interview (OPI): a formal method for assessing a person’s oral proficiency originally designed for use by the U.S. government and adapted for educational use by the American Council on the Teaching of Foreign Languages.

Output: a term used to describe what a learner says in the target language; as opposed to input, or what a learner hears or reads.

Pedagogical grammar: grammar rules written for students.

Prescriptive grammar: the standard and accepted rules for correct use of a particular language; in contrast with descriptive grammar, which refers to the study of the way people use the grammar of a particular language.

Procedural memory: also called non-declarative memory or implicit memory; refers to a type of learning or knowledge that is not available for conscious recall; it depends on the repeated execution of a task and generates automatic behavior.

Proiciency: a term used to describe what learners can do with a target language in speaking, listening, reading, and writing. The ACTFL Proficiency Guidelines describe novice, intermediate, advanced, and superior proficiency in listening, speaking, reading, and writing.

Register: a linguistic variety, either written or spoken, that a person uses with a particular group; certain formal settings (ceremonial, academic, etc.) generally require a formal register of language as opposed to a casual setting among friends where the register would be less formal.

Sensitive period: a term used in the context of child language acquisition to refer to a developmental period characterized by a greater receptivity for acquiring language; see also critical period hypothesis.

Short-term memory: also called working memory; holds information for short periods of time.

Sociocultural theories: in the context of language acquisition/learning, these theories emphasize the importance of learning as a collaborative activity between and among people.

Syntax: the study of the way words are put together to form phrases, clauses, and sentences.

Transfer: see cross-linguistic influence; interference.

Uptake: a term that refers to what a student actually learns after being exposed to input.

Universal Grammar (UG): this term was proposed by Chomsky (1957, 1965) to describe a set of principles and parameters of grammar that is inherited genetically.

Wernicke’s area: an area of the brain named for 19th-century physician Carl Wernicke; this area is located in the left temporal lobe and accounts for comprehension of sounds and words.

Word: a sound-meaning unit; see also open class words, closed class words, content word, and function word.
SECTION 1
CSCTFL-Immersion Notes

First 4 minutes w/name cards (record on inside if late/tardy) – UW system

Linguifolia – self regulated learners

Polleverywhere question: How much target language (TL) should be used in the classroom by the teacher? (ACTFL says 90%)

Pygmalion Effect – self fulfilling prophecy (they can do what you expect)

4 types of teachers – strive to be a “warm demander”

variables...teaching with intention

create a learning environment where TL is standard (Wordle word)

There is method to the madness! (Shakespeare)

Explain what they need to do to get there...

Annenberg videos to demonstrate L2 proficiency

Coumin: The with-it-ness factor (help, not hover)

Physical environment: they should be surrounded by authentic realia

Postcard activity – they send a photo of themselves with a task – post on wall

Error correction... re-casting (say it again), re-pairing/up-take is self-correct (hi 5 when they fix a mistake) meta-linguistic (mini grammar lesson) or meta-moments (explain in English)

Error, notice, uptake, repair

Language acquisition is like the cha-cha...1 step forward, 2 steps back...cyclical learning

Using lots of images / actions, not English (dual coding) (circumlocution)

Pourquoi? Why are we doing this activity / learning this way?

Don’t teach more than 7 words at a time: chunking

Repetition & practice (without image, it takes 77 times – w/image only 17)

Levine – research shows lower level of anxiety w/L2 when they are USED to it

MacDonald increases motivation as they realize its usefulness

Split feelings on flipped instruction (but on English explanations out of class)

CLT: Task based instructions (see link on wiki)

   Worthwhile activities

       Develops deep linkages

Introducing vocabulary w/a story before taking notes, helps comprehension and retention

Teach grammar inductively: The grammar devotional “Crack the Code”
Extrinsic motivation (bills – hand out) in class & in community and see reporting & self-assessment sheet: Raffle prizes

Praise effort – not empty comments (not innate, acquired)

Circumlocution role-play: 1 in lead chair facing 3 others “$20,000 pyramid”

Or a partner activity 1 faces smartboard, 1 has back to smartboard

Moving from input to output

Buddy Bingo

Bolsa Misteriosa: What’s in the bag? (They have 10 questions before they can guess) – must be related to a topic. Show bags on screen (covering object with animation)

Voki.com – avatar themselves

ToonDoo.com (make comic strips)

Prezi...

Glogster (used to be free)

Effective approaches & strategies:

Mind mapping (popplet)

Simply Better (book on market for student achievement)

Identify similarities & differences

Summarizing & note taking

Reinforcing effort and providing recognition

Homework & practice

Nonlinguistic representations

Cooperative learning

Setting objectives and providing feedback

Generating and testing hypotheses

Questions, cues & advance organizers