PROFICIENCY LEVEL-TARGETED
STUDENT ENGAGEMENT
STRATEGIES IN THE LANGUAGE
CLASSROOM
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AGENDA

• Student Engagement
• Learning Targets in the Language Classroom
• Proficiency-based Instruction
• Guidelines for Choosing Engagement Strategies
• Strategies for Student Engagement
  • Magnetic Art
  • Up and Out
  • Video Production
• Closure
STUDENT ENGAGEMENT
**Student Engagement Defined**

- The degree of attention, curiosity, interest, optimism, and passion that students show
- Includes motivation to learn

The Glossary of Education Reform
LEARNING TARGETS IN THE LANGUAGE CLASSROOM
Sources

- World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve (California Department of Education, 2009)
OUTCOMES IN THE LANGUAGE CLASSROOMS

- **Content (topics)**
- **Communicative Modes**
  - Interpersonal (person-to-person)
  - Presentational (speaking and writing)
  - Interpretive (listening and reading)
- **Cultures (of the language users)**
- **Structures (grammar)**
- **Settings (situations for language use)**
## Content Examples

<table>
<thead>
<tr>
<th>Novice</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Superior</th>
<th>Distinguished</th>
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<td>Stage I</td>
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**Concrete to Abstract**

**Simple to Complex**
Outcomes in the Language Classroom

- Content (topics)
- Communicative Modes
  - Interpersonal (person-to-person)
  - Presentational (speaking and writing)
  - Interpretive (listening and reading)
- Cultures (of the language users)
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## Example: Communication

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Simple to Complex
Outcomes in the Language Classroom

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PROFICIENCY-BASED INSTRUCTION
LANGUAGE USE IN A PROFICIENCY-ORIENTED CLASSROOM...

- Is contextualized
- Is authentic
- Moves from meaningful, structured practice to open-ended communication
- Uses topics that are familiar and interesting to students.
- Focuses on use of many, related sentences instead of isolated ones.
- Involves language use beyond the sentence level.

Source: Drawn directly from James Hussar, Proficiency Oriented Instruction (2015)
https://sites.google.com/site/drjhusssarhomepage/resources-for-nrcal-participants
GUIDELINES FOR CHOOSING STUDENT ENGAGEMENT STRATEGIES
STUDENT ENGAGEMENT STRATEGIES SHOULD...

- Match students’ proficiency levels and ages.
- Use topics and settings that interesting for students.
- Provide opportunities for students to work with every other person in class (eventually).
- Give opportunities for students to use the language frequently and repeatedly...and in different ways.
STUDENT ENGAGEMENT STRATEGIES
LET’S EXPERIENCE SOME STRATEGIES

- Magnetic Art
- Up and Out
- (Video Productions)
MAGNETIC ART*

*Guillaume, Yopp, and Yopp (2007)
Welcome to the Gallery!

- Please push in your chairs or move them aside.
- Wander and enjoy our art works. They have a green A for Art on them.
- Find the one that “attracts” you for any reason.
- Have a conversation with the people near you about why it attracted you.
- Wander again.
- This time, choose a work that attracts you when you think about the term family issues (from our previous presentation).
- Wander one last time.
- This time, choose a work that attracts you when you think about the term mental health (from our previous presentation).
- Back to your seats please.
PROCESSING

Please comment on any of these questions:

- What did you notice?
- Any insights?
- How could you modify it for your classroom?
WHY MAGNETIC ART?

- It provides a context for language use.
- It gives visual referents for language use.
- It allows for student movement and varied groupings.
- It is open-ended and small group, so most students find it low risk.
CONTENT: ALTERNATIVES TO ART POSTERS

- Books
- Comic books
- Photos
- Magazine ads
- Movie posters
- Quotes
- Artifacts
## WRITE MAGNETIC ART PROMPTS BASED ON PROFICIENCY

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“Name things you see.”

“Ask and answer questions about the work.”

“Describe the work and give your opinion.”

“Persuade someone at another work to choose the work you picked.”
UP AND OUT DESCRIPTION*

- Get students UP and OUT of their seats to speak and listen with a variety of peers.
- Partners should vary often.
- The lengths of contact and the structures should also vary.

*Guillaume, Yopp, and Yopp (2007)
GET READY TO MOVE!

- Choose an object you have with you today and don’t mind talking about.
- Grab your playing card and your object.
- Let’s go!
Meet with 1 or 2 peers who hold a card of the same suit.

Talk about the object you brought with you. Does it have special significance?
Meet with 1 or 2 peers who hold a card of a same number or face.

What is one of your greatest professional or personal successes this year?
Meet with 1 or 2 peers who hold a card of a different suit and a different number or face.

Find something related to your target language(s) on your card(s).
**Line up!**

Line up in order of the number of years of experience in education.

With your partner, say as many words related to the word *culture* as possible.
PROCESSING “UP AND OUT”

- What is your reaction to Up and Out?
- Why is it appropriate in the language classroom?
- How might you use it with your students?
A RATIONALE

• Physical movement encourages learning.
• Authentic context
• Lowers affective filter.
• Multiple language partners
• Promotes social interaction and builds community.
OTHER EXAMPLES OF UP AND OUT

- Artist Trading Card sessions
- Partner sign-ups
- Stand up, hand up, pair up
- Four corners
- Note-checking pairs
- Inside-outside circles
INSIDE/OUTSIDE CIRCLES

Form two circles, one inside the other. Inside face out. Outside face in.
VARY PROMPTS BASED ON PROFICIENCY LEVELS

Novice: “How many JOBS can you and your partner name?”

Intermediate: “Tell your partner about a fable you know.”

Advanced: “Partners, contrast the environmental issues important to you.”
**YOUR TURN: WHAT COULD YOUR STUDENTS TALK ABOUT DURING UP AND OUT?**

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**Sample Functions:**
- List
- Name
- Enumerate
- Identify learned words
- Reproduce in authentic ways

**Brainstorm a couple prompts with your neighbor.**

**How might you fit it into your lesson?**

**Sample Functions:**
- Initiate, participate in, and close a conversation
- Ask and answer questions
- Produce and present a simple written, or oral, product in a culturally authentic way

**Sample Functions:**
- Describe, narrate, explain
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**Sample Functions:**
- Discuss, compare and contrast
- Support an opinion
- Persuade
- Produce and present a complex written or oral product in a culturally authentic way.
VIDEO PRODUCTION DESCRIPTION

- Students work in small groups.
- They script and produce videos in the target language.
- They choose their topic and setting based on age and proficiency levels.
  - Novice: Pets, holidays, family members
  - Advanced: International environmental issues
- You can choose the modes, or you can give choice.
  - Interpersonal
  - Presentational
- They record using
  - Cell phone video camera
  - Flip Camera
Example: Target language = English
YOUR TURN!
VIDEO PRODUCTION!

- Create a 2-minute video
- You are the creative team: You choose the subject matter and format.

Good video:
- Accurate
- Instructive
- Entertaining

We’re on a budget! Hurry!
SAMPLE TASKS FROM CHOICE CARD

 Selling a “Product”
  Convince your audience to buy...
  • A work of literature
  • A healthy diet
  • A vacation in a particular place
  • An “American” food or product—Chinese audience
  • A “Chinese” food or product—US audience

 Surviving the United States
  • Give one problem for surviving in America.
  • Give one tip for facing that problem.
  • Demonstrate the tip.
ALL AGES CAN PRODUCE VIDEOS!
WHY VIDEO PRODUCTION?

- Authentic task
- High interest
- Teaches the importance of audience
- Context-rich; higher level thinking
- Rehearsal: Practice, Practice, Practice
- Great for assessment of student performance
- Associated with student achievement gains
YOUR IDEAS

- What video productions might your students complete?
REVIEW

- Student engagement = interest and motivation expended to learn
- It’s in our hands!
- By choosing and using a variety of engagement strategies, we can:
  - Provide authentic contexts
  - Keep students in the target language at their proficiency level
  - Build community
  - Enhance interest, fun, and learning
THANKS FOR ENGAGING!
RESOURCES
