Strategies for Teaching Content: School, Work, Home, Weather, Community

- Developed for the NRCAL Professional Development Seminar (October 27-29, 2015) by James Hussar, Associate Professor of Spanish and Portuguese, CSUF
Proficiency-Oriented Instruction

- Addresses speaking, writing, reading, listening, and cultural competencies.
- Contextualized, with a clear and consistent theme and/or topic and readily-apparent connections and transitions between words, sentences, and/or paragraphs.
- Authentic, e.g. approximating or replicating usage by native speakers of the language.
- Creative, moving from meaningful, structured practice to more open-ended communication.
- Centered on a topic that is familiar and interesting to students, or is personalized.
- Sustained, involving discourse at or beyond the sentence level.
- Appropriate to the expected level of language proficiency of the students.
- Accurate with regard to structures, syntax, orthography, word choice, etc.
Proficiency-Oriented Assessment

- Addresses speaking, writing, reading, listening, and cultural competencies.
- Contextualized, with a clear and consistent theme and/or topic and readily-apparent connections and transitions between words, sentences, and/or paragraphs.
- Authentic (approximating or replicating usage by native speakers of the language).
- Sustained, involving discourse at or beyond the sentence level.
- Appropriate to the expected level of language proficiency of the students.
- Accurate with regard to structures, syntax, orthography, word choice, etc.
Alignment

- Proficiency-based instruction aligns with National Standards for Foreign Language Education, World Language Content Standards for California Public Schools, and California Common Core State Standards for English Language Arts & Literacy.
Steps in the Process

- Assessment
- Independent practice
- Guided practice
- Comprehensible input
Some Ideas for Comprehensible Input

- Look/listen/repeat
- Short answer or yes/no questions using previously-learned material
- Storytelling
- Props
- “Subliminal” input
People in your Neighborhood
In a People House
Come Over to My House
Guided Practice Activities

- The flyswatter game
- Slapjack
- Pictionary
- Bingo
- Belly-spelling
- Ask and answer questions combining new and previously-learned material
- Comparison tables
The Flyswatter Game
Slapjack
Pictionary
Bingo
Belly-spelling
Comparison Table

Comparison Table

Overall Concept

Concept

Concept

Characteristics

Characteristics

Extensions

Like Characteristics

Like Characteristics

Unlike Characteristics

Unlike Characteristics

Unlike Characteristics

Summary
Independent Practice Activities

- Memory
- Labelling
- Graphic organizers/word maps
- Inventory (classroom objects, homes, etc.)
- Individual/small group work with authentic materials (class schedules, want ads, for-sale ads, weather reports, maps, etc.)
- Pair interviews (school schedules, chores, etc.)
Memory
Labelling

Community Buildings

* Black Line Images Included!
Graphic Organizers/Word Maps
## Inventory

<table>
<thead>
<tr>
<th>Object</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows</td>
<td></td>
</tr>
<tr>
<td>Doors</td>
<td></td>
</tr>
<tr>
<td>Student desks</td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
</tr>
<tr>
<td>Backpacks</td>
<td></td>
</tr>
</tbody>
</table>
Individual/Small-Group Work with Authentic Materials

### 深圳天气预报 (2011-03-14 11:00发布)

<table>
<thead>
<tr>
<th>日期</th>
<th>天气现象</th>
<th>气温</th>
<th>风向</th>
<th>风力</th>
</tr>
</thead>
<tbody>
<tr>
<td>14日星期一</td>
<td>白天</td>
<td>多云</td>
<td>高温 28°C</td>
<td>无持续风向</td>
</tr>
<tr>
<td></td>
<td>夜间</td>
<td>多云</td>
<td>低温 15°C</td>
<td>东北风</td>
</tr>
<tr>
<td>15日星期二</td>
<td>白天</td>
<td>小雨</td>
<td>高温 23°C</td>
<td>东北风</td>
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<tr>
<td></td>
<td>夜间</td>
<td>小雨</td>
<td>低温 12°C</td>
<td>东北风</td>
</tr>
<tr>
<td>16日星期三</td>
<td>白天</td>
<td>阴</td>
<td>高温 17°C</td>
<td>东北风</td>
</tr>
<tr>
<td></td>
<td>夜间</td>
<td>阴</td>
<td>低温 11°C</td>
<td>无持续风向</td>
</tr>
</tbody>
</table>

### 未来4-7天气预报 (2011-03-13 18:00发布)

<table>
<thead>
<tr>
<th>日期</th>
<th>天气现象</th>
<th>气温</th>
<th>风向</th>
<th>风力</th>
</tr>
</thead>
<tbody>
<tr>
<td>17日星期四</td>
<td>白天</td>
<td>多云</td>
<td>高温 18°C</td>
<td>无持续风向</td>
</tr>
<tr>
<td></td>
<td>夜间</td>
<td>小雨</td>
<td>低温 14°C</td>
<td>无持续风向</td>
</tr>
<tr>
<td>18日星期五</td>
<td>白天</td>
<td>小雨</td>
<td>高温 19°C</td>
<td>无持续风向</td>
</tr>
<tr>
<td></td>
<td>夜间</td>
<td>小到中雨</td>
<td>低温 15°C</td>
<td>无持续风向</td>
</tr>
<tr>
<td>19日星期六</td>
<td>白天</td>
<td>小到中雨</td>
<td>高温 19°C</td>
<td>无持续风向</td>
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<tr>
<td></td>
<td>夜间</td>
<td>小雨</td>
<td>低温 16°C</td>
<td>无持续风向</td>
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<tr>
<td>20日星期日</td>
<td>白天</td>
<td>小雨</td>
<td>高温 20°C</td>
<td>无持续风向</td>
</tr>
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</table>
## Pair Interviews

<table>
<thead>
<tr>
<th>Make the bed</th>
<th>Wash the dishes</th>
<th>Clean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacuum</td>
<td>Dust</td>
<td>Do the laundry</td>
</tr>
<tr>
<td>Iron</td>
<td>Take out the trash</td>
<td>Set the table</td>
</tr>
<tr>
<td>Cook</td>
<td>Sweep</td>
<td>Mop</td>
</tr>
</tbody>
</table>
Beyond the Test: Assessment Ideas

- Flip books/PowerPoints ("My Neighborhood")
- Career Day ("What do you want to be when you grow up?")
- Want ads
- My (Dream) Home (drawing, shoebox model, PowerPoint, short essay)
- Weather reports
- Compare/contrast reports
Now it’s your turn!

- Choose a unit.
- Outline a comprehensible input activity, a guided practice activity, an independent activity, and an assessment activity for the unit.
- Find or create the materials needed to implement *one or more* of the activities.
Instructions for Submission

WARNING:
To Prevent Fire. Keep burning candle within sight.
- Keep out of the reach of children and pets.
- Never burn a candle on or near anything that can catch fire.

Extinguish candle before throwing away.

Made in China
Please provide the following:

- Name(s) of contributor(s).
- Affiliation(s) of contributor(s), e.g. name of school or organization.
- Language of study (Chinese, Japanese, Korean, Vietnamese).
- Intended student level of proficiency (Novice, Intermediate, Advanced, Superior).
- Intended student age (check all that apply: primary, secondary, post-secondary).
- Type of activity (select the most relevant: speaking, listening, reading, writing, cultural competency).
- A brief description of the activity and strategies for implementation (in English, 200-300 words). Supporting documents (necessary handouts, instructions, scripts, PowerPoint presentations, links, etc.). For each original document in the target language, include an English translation of the same.