Occidental College
Foreign Language Project

Integrating
Language, Culture and Content

Instructor's Manual

STARTALK
Start Talking!

INTRODUCTION

Welcome to Integrating Language, Culture and Content a STARTALK Multimedia Workshop produced by the Occidental College Site of the California Foreign Language Project. This workshop is designed to support teachers in all phases of their careers, leaders of professional development and university faculty responsible for teacher education. The workshop showcases the *Standards for Foreign Language Learning in the 21st Century* in action as Arabic language teachers integrate language, culture and content.

OVERVIEW

1. **Purpose of the video program:**

   Integrating Language, Culture and Content is intended for use in a twelve-hour professional development program.

   The workshop has multiple components:

   - a video program that describes the integration of language, culture and content, features the application of these concepts in elementary, secondary and university classrooms serving heritage and foreign-language learners in the public and private sectors;

   - participant-centered activities that provide models for effective professional development and assist teachers in identifying concepts central to standards-based instruction;

   - and resources including links to lessons and thematic units that demonstrate the integration of language, culture and content.

2. **Content of the video program:**

   The program is delivered in five segments:

   1) Exploring the Concepts

   2) Using Authentic Materials

   3) Interpreting Authentic Materials

   4) Facilitating Interpersonal Tasks

5)   Carrying-Out Presentational Tasks

For each segment, we provide instructors with interactive activities:

Before you view is designed to tap into previous knowledge, stimulate interest in the topic and prepare teachers to make meaning of the segments they view.

Watch and analyze provides interactive formats that support teacher understanding of the concepts presented in the segments and reflected in classroom practice.

Reflection focuses teachers on what they learned from the segments, encourages them to set goals for further learning and stimulates thought about how they may apply concepts and strategies in the classroom.

3. Suggestions for Using the video program:

This multimedia workshop can be delivered in a full-day program for teachers familiar with standards-based instruction, over two days for those new to a standards-based approach or each of the segments may be presented on different days. In this guide, we have provided activities to help teachers understand the concepts presented in each segment. You may choose to include them, modify them or create more practice to meet the needs of teachers with varying levels of experience. It is best to use these materials with groups of 15 to 20 teachers to ensure a rich discussion and maximum opportunities for participation.

About the Team

1. Presenters

Iman Hashem is Director of Arabic Language Programs at the Occidental College Foreign Language Project. She designs and conducts workshops, nationwide, for teachers of foreign and heritage languages, most often for teachers of Arabic. She authored curriculum and materials for heritage and non-heritage learners, taught and directed K-12 Arabic language programs, participated in the delivery of the Advanced Development of Language Proficiency Program at the Language Acquisition Resource Center, designed a certificate program for teachers of Arabic and Arabic speakers at California State University, Fullerton, and participated in many aspects of the STARTALK program. Mrs. Hashem was a member of the writing committee for the *Standards for Learning Arabic* and for California's *World Language Content Standards*. Currently, she consults for the Los Angeles Unified School District and K-12 Islamic schools where she designs Arabic language programs and

supports program improvement in language and culture. Mrs. Hashem works at California State University, Long Beach where she teaches world language methods and designed courses in elementary, intermediate and advanced Arabic for non-native and heritage speakers. She was the recipient of the Special Achievement Award from the New Horizon System in 1996 and CLTA's 2003 President's Award for Leadership in Language Education.

Brandon Zaslow serves as Director of the Los Angeles area site of the California Foreign Language Project, funded since 1989 to serve the professional development needs of teachers in southern California. The site offers programs for teachers of commonly and less commonly taught languages, for teachers of heritage and native speakers and for teachers of English language learners. Mr. Zaslow was contributor and consultant to the *Golden State Examination in Spanish*, the *LAUSD Equivalency Examination for Spanish Speakers* and the California's *Foreign Language Framework*. He chaired the writing committee of California's *Classroom Competency Assessments* and *World Language Content Standards*. He received California's Outstanding Teacher Award in 1996, the National Textbook Company Award for Leadership in Education in 2000 and a Distinguished Service Award for Contributions to World Language and Culture Education in 2009. Mr. Zaslow is an author of *Entre Mundos*, a program in Spanish for Spanish speakers and *Invitaciones* a parallel program for non-natives. He has presented at conferences in the following areas: standards-based instruction, programs for receptive bilinguals, heritage and native speakers, competency-based assessment, diversity sensitive education, the teacher-teaching teacher model of professional development, systems theory and school reform and models for the development of teacher leadership.

2. Schools and Teachers

We gratefully acknowledge the participation of the team of teachers in our STARTALK leadership programs and the schools who support their work and graciously invited us into their classrooms to capture the integration of language, culture and content. With the support of STARTALK, these teachers have returned each year since 2007 to work and learn together and refine their understanding and practice in order to enhance their delivery of standards-based instruction and increase the learning of their students.

Minaret Academy, Anaheim, California. (Pre-School through Fourth Grade)
Layla Bahar Al-Aloom – Arabic Resource Teacher

Layla Bahar Al-Aloom earned a Bachelor's of Science degree in Applied Studies from California State University, Dominguez Hills and a Master's of Arts degree in Educational Administration and Supervision from University of Phoenix. She has ten years of experience teaching Arabic to students of various age groups, kindergarten through college.

Abier Shukairy – Elementary School Teacher
Abier Shukairy has attended STARTALK Leadership programs since 2007. Currently, she teaches the early grades at Minaret Academy and has been teaching at this grade level for many years.

Orange Crescent School, Garden Grove, California (Pre-School - Eighth Grade)
Rana Alshurafa – Middle School Teacher
Rana earned her Bachelor's Degree in Electronic Engineering from Alyarmouk University in Amman, Jordan. Rana teaches Arabic and Computer Science at Orange Crescent School in Anaheim California and has attended STARTALK Leadership programs since 2007.
Rana Kayali – Middle School Teacher
Rana earned Associate's Degree in Business both in Syria and in the United States. Rana has attended STARTALK Leadership programs since 2007. Currently, she teaches elementary and middle school at Orange Crescent School.

Bell High School, Bell, California (First and Second-Year Arabic)
Nada Shaath – High School Teacher
Nada Shaath earned her Bachelor's Degree in Political Science and Mass Communication at the American University in Cairo, Egypt and a Master's Degree in Psychology from National University. She has more than ten years of experience in teaching Arabic in the United States and internationally.

Jefferson High School, Los Angeles, California (First-Year Arabic)
Mohcine Zaidi – High School Teacher
Mohcine is the chair of the foreign language department at New Technology High School at Jefferson in South Central Los Angeles where he teaches Arabic and French. He earned his Bachelor's of Arts Degree in International Studies with the focus on the Middle East and North Africa and a minor in Political Science.

Granada Islamic School, Santa Clara, California (Pre-School-Eighth Grade)
Zeina El-Ayi – Director, Arabic Language Department

Zeina El-Ayi graduated with honors from the Lebanese University in Tripoli with a Bachelor's degree in Biology. She continued her education and earned a Diploma of Graduate Studies in Educational Leadership from the Lebanese University in Beirut. Zeina worked as an educational supervisor for seven years for a secondary school in Lebanon. In 1998 she began working for Granada Islamic School as a French and Arabic teacher for secondary grades. In 2002 she became Director of the Arabic Language Department at Granada Islamic School.

Haneen Darwish – Middle School Teacher

Haneen Darwish earned a Bachelor's degree with a major in Arabic and a minor in sociology from the University of Jordan. She completed the Occidental College certificate program in Teaching Arabic for Non-Native and Heritage Speakers and the Intel Teach to the Future workshop on Teaching Thinking with Technology. Currently, she teaches Arabic at Granada Islamic School where she works with heritage and non-heritage students in grades four through eight.

Ein El-Hayah Fahmy – Elementary School Teacher

Ein El-Hayah Fahmy earned her Bachlelor's Degree from Ain Shames University in Cairo, Egypt, with a major in Arabic, German and English. I participate in many Conferences and Seminars for teaching second language. Ein El-Hayah taught Arabic for thirteen years in Saudi Arabia and eight years in the United States.

Samar Mohamed Elfarkh – Elementary School Teacher

Samar earned a Bachelor's Degree in Computer Science at the University of Cairo and worked as a software engineer. She has taught second grade at Granada Islamic School for two years.

Nawal Laymoun – Middle School Teacher

Nawal Laymoon earned a Bachelor's degree in English Literature from Kuwait University and is completing a multiple and single subject credential and Master's Degree in Education. Nawal has taught for eleven years, six at Granada Islamic School.

Fame Charter High School, Fremont, California (Kindergarten through Twelfth Grade)

Nahil Ireiqat – High School Teacher

Nahil holds multiple and single subject credentials in Arabic and has taught a results-driven curriculum for fourteen years from pre-school through grade twelve. Nahil was honored as runner-up "Teacher of the Year" for the Santa Clara Unified School District in 2006.

About the Occidental College Site of the California Foreign Language Project

The Occidental College Site of the California Foreign Language Project has served the teachers of the Greater Los Angeles area since 1990. The site offers programs for teachers of commonly and less commonly taught languages, for teachers of heritage and native speakers and for teachers of English language learners. From 2000 to 2009 the site provided 6,949 contact hours in 185 separate programs to 3,066 teachers in 1,664 of the region's schools. The average length of participation per school site is 2.9 years.

Since 2000 OCFLP has developed and implemented tailored professional development (invitational programs, programs designed to meet the needs of afternoon/weekend, day and public schools at our campus or on their sites, university hosted certificate programs bearing nine semester units of credit) for teachers of Arabic and Arabic Speakers. 271 teachers participated in one or more professional development activities. A large subset of them enrolled in university-sponsored coursework through California State University campuses at Fullerton, San Bernardino and Bakersfield. Participants who have chosen to further their education within the California State University System in a masters degree program have been able to transfer the coursework they completed with us as part of our 2007-2009 STARTALK programs.

Our programs were designed to enhance the leadership capacity of participants and focused on the development of curriculum and design of materials for non-natives and heritage speakers. Some programs were aligned with a course for high school students in which materials were developed and methods were tested. Conclusions from the Summary Report from the 2007, 2008 and 2009 STARTALK Site Visit and from the Final Reports of our external evaluator highlight the success of our STARTALK programs.

Learning Goals

In this workshop participants will learn to

1. identify reasons for *integrating* language culture and content;

2. identify strategies for making language, culture and content comprehensible to learners;

3. facilitate learner use of language, culture and content in *interpersonal* and *presentational* communication.

Essential Questions:

1. Why is it important to integrate language, culture and content in the world language classroom?

2. What are language, culture, and content?

3. How is the integration of language, culture and content connected to the standards?

4. What are authentic materials?

5. How can we choose authentic materials that are age and stage appropriate?

6. What strategies and activities can be used to prepare students to comprehend language, culture, and content available in authentic materials?

7. What strategies and activities can be used to make language, culture, and content comprehensible to students?

8. What strategies and activities can be used to assess student understanding of the language, culture and content taught through authentic materials?

9. What is real-world interpersonal communication?

10. What are characteristics of interpersonal communication in classrooms?

11. What is the nature of presentational communication?

12. How do we prepare students to address target culture audiences?

Exploring the Concepts

OVERVIEW

In this segment participants learn the meaning of language, culture and content, explore how these elements are reflected in the *Standards for Foreign Language Learning in the 21st Century* and hear teachers share how they incorporate them in their lessons in order to motivate students and enhance their learning.

Essential Questions

1) Why is it important to integrate language, culture and content in the world language classroom?

2) What are language, culture, and content?

3) How is the integration of language, culture and content connected to the standards?

Key Terms

❖ **Language:** Language consists of words, phrases, sentences, paragraphs and multi-paragraph texts. Components of language include the sound system (phonology), writing systems (orthography), the internal structure of words (morphology) and sentences (syntax) and meaning systems (semantics and pragmatics).

❖ **Culture:** Culture contains three elements:
products, items created by members of a particular group, such as a work of art, a song or a popular game.
practices, behaviors of members of a the group, such as appropriate greetings, table etiquette or school routines.
and *perspectives,* beliefs of members of the group, such as the concepts of hospitality and generosity connected to the roles of hosts and guests.

❖ **Content:** Content includes the topics individuals address and are often taught as part of the school curriculum, such as nutrition, social studies or visual and performing arts.
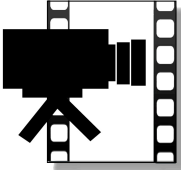
Before you Watch

Activity 1: Examine your Knowledge

Instructions: In groups, participants use chart paper to list examples of language, culture and content. See Appendix 1.
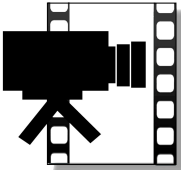
Materials needed to complete the activity:

1. Flip chart, post-it type
2. Three colored markers (one for language, one for culture, one for content)

Watch and Analyze

	Activity 1a: Add to your Knowledge
	Instructions: While watching, participants add information about language, culture and content on color-coded post-its (for language, for culture and for content). When participants add information, they may also delete items that should not have been included.
	Materials needed to complete the activity:
	1. Color-coded post-its
	2. Fine-point marker

☆ **Connecting the standards to the integration of language, culture and content**

	Activity 2: Review and Connect
	Instructions: Review the standards and identify how language, culture, and content connect to each of them.
	Materials needed to complete the activity:
	1. Standards for Foreign Language Learning in the 21st Century. http://www.actfl.org/i4a/pages/index.cfm?pageid=4283
	2. Activity sheet Appendix 2

Reflections

Participants complete a chart focusing on what they learned from the segment, what they still need to know and how they will be able to implement their learning in the classroom.

Using Authentic Materials

<u>OVERVIEW</u>

In this segment participants learn to identify language, culture and content in authentic materials and to consider the appropriateness of these materials for learners of different ages and stages of proficiency.

<u>Essential Questions</u>

1) What are authentic materials?

2) How can we choose authentic materials that are age and stage appropriate?

<u>Key Terms</u>

❖ **Authentic Materials:** Materials that are designed for individuals who speak a language and share the culture such as a map, a menu, a comic strip or an entry in a blog

❖ **Age-Appropriate:** Materials that are suitable for learners' cognitive and psycho-social development, background knowledge and interests, such as cartoons for young children or a fashion magazine for youth and adults.

❖ **Stage-Appropriate (Proficiency Stages):** Materials that are suitable for learners with differing communicative proficiencies:

Novice Proficiency is characterized as the ability to comprehend and produce memorized words, phrases and sentences and in some instances paragraphs. Learners functioning at the Novice Level deal with discrete elements of daily life in highly predictable common daily settings.

Intermediate Proficiency is characterized as the ability to comprehend and produce sentences and strings of sentences. Learners functioning at the Intermediate Level deal with everyday courtesy requirements and topics related to self and the immediate environment in some informal and transactional settings.

Advanced Proficiency is characterized as the ability to comprehend and produce paragraphs and strings of paragraphs. Learners functioning at the Advanced Level deal with concrete and factual topics of public interest (the external environment) in most informal and some formal settings.

Superior Proficiency is characterized by the ability to comprehend and produce coherent and cohesive multi-paragraph texts. Learners functioning at the Superior Level deal with unfamiliar, abstract, practical, social, and professional topics in most formal and informal settings and problem situations.

Before you Watch

Activity 3: Authentic Texts

Instructions: In pairs participants examine a list of instructional materials and categorize them as authentic or non-authentic and explain the reasons for their categorization. [You may wish to provide participants with authentic and non-authentic materials used in the classroom to replace the list of items].
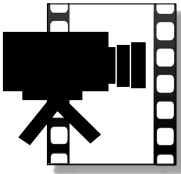
Materials needed to complete the task:

1. list of textbooks for different ages or copies of pages of textbooks
2. copied materials from books, newspapers, magazines, etc.

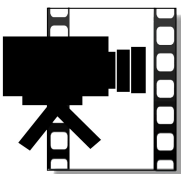### Activity 4: Real World Purposes for Authentic Texts

Instructions: Participants examine the authentic texts and identify when and for what purpose individuals who speak the language use them. Then they identify the language, culture and content that students can learn from these texts.

Materials needed to complete the task: Activity sheet Appendix 4.

Watch and Analyze

Activity 5: What's in Authentic Materials

Instructions: Participants watch the video clip and identify the language, culture and content available to teach with these materials. Then they listen to a description of what was taught from the video and modify their answers if necessary.

Materials needed to complete the task:
Activity sheet Appendix 5

☆ Choosing age and stage appropriate materials

Activity 6: Analysis of Authentic Texts

Instructions: Participants examine authentic texts and identify the age and stage for which they are appropriate.

Materials needed to complete the task:
Activity sheet appendix 6

Reflections

Participants complete a chart focusing on what they learned from the segment, what they still need to know and how they will be able to implement their learning in the classroom.

Interpreting Authentic Materials

OVERVIEW

In this segment participants explore strategies for using the target language to make authentic materials comprehensible to students of various ages and stages of proficiency.

Essential Questions

1) What strategies and activities can be used to prepare students to comprehend language, culture and content available in authentic materials?

2) What strategies and activities can be used to make language, culture and content comprehensible to students?

3) What strategies and activities can be used to assess students understanding of the language, culture and content taught through authentic materials?

Key Terms

❖ **Interpretive Communication:** Language users listen, read, and view using knowledge of cultural products, practices, and perspectives, such as listening to a radio program, reading an advertisement or looking a an exhibit in a museum.

❖ **Pre-Interpretation Phase:** Instructors prepare learners to interpret authentic materials during the Pre-Interpretation Phase, such as viewing a video without sound, skimming a newspaper report for main ideas, scanning an advertisement for details.

❖ **During- Interpretation Phase:** Instructors assist students to interpret authentic materials and learn language, culture and content from these materials in the During-Interpretation Phase, such as focusing student attention on:
Language—cognates, words and phrases, structures (word endings, word order)
Culture—products (Syrian breakfast dishes, architecture of the home), practices, (sharing a morning meal), perspectives (importance of breakfast, parents role in ensuring the wellbeing of children)
Content—nutrition and physical and psychological wellbeing

❖ **Post- Interpretation Phase, ,** instructors assess student learning of language, culture and content, such as student responses to true/false

questions, matching and completion activities, grammatical consciousness raising activities, early guided practice activities to prepare for culturally-appropriate real-world communication.

Before you Watch
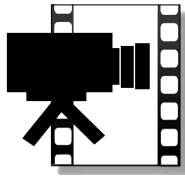
Activity 7: Brainstorming

Instructions: In groups of three or four, participants list five activities that can be used to prepare students for interpretation, five strategies to make language, culture and content comprehensible to students, and five strategies to assess student comprehension.
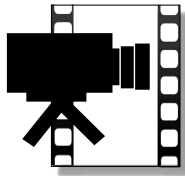
Materials needed to complete the task:

1. flipchart that has a flow chart drawn on it (see model on Appendix 8)
2. three color markers for each group

Watch and Analyze
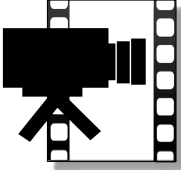
☆ Strategies used during the pre-interpretive phase

Activity 8: Before Interpretation

Instructions: Participants watch the pre- interpretation phase of lessons. They work in pairs to identify the strategies used and describe how these strategies prepare students to understand authentic materials.

Materials needed to complete the task:
Activity sheet appendix 9

☆ Strategies used during interpretation

Activity 9: During-Interpretation

Instructions: Participants watch the during-interpretation phase of lessons. They work in pairs to identify the strategies used and describe how teachers make language, culture and content comprehensible in each activity.

Materials needed to complete the task:
Activity sheet Appendix 10

☆   Strategies used during the post-interpretive phase

	Activity 10 : Post-Interpretation
	Instructions: Participants watch the post-interpretation phase of lessons. They work in pairs to identify the strategies used and describe what is being assessed and how.
	Materials needed to complete the task: Activity sheet Appendix 9

Reflections

Participants complete a chart focusing on what they learned from the segment, what they still need to know and how they will be able to implement their learning in the classroom.

Facilitating Interpersonal Tasks

OVERVIEW

In this segment, participants explore a number of interpersonal activities that are spontaneous and unrehearsed. They will watch students exchange information in simulated and real-world settings and learn to use language to address content in culturally-appropriate ways. Activities recycle and spiral language, culture and content in many settings to develop student ability to carry-out culminating tasks.

Essential Questions

1) What is real-world interpersonal communication?

2) What are characteristics of interpersonal communication in classrooms?

Key Terms

❖ **Interpersonal Communication**: Language users engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions, such as listing and asking about preferences, sharing information gained from the internet or from interviews with family and community members. Opportunities for language use that occur in the target culture, such as communicating using blogs, email, text/audio/video chat, or in person in the community or abroad.

❖ **Simulation**: Practice activities in the classroom that reflect real-world language use and prepare students to use language in culturally-appropriate ways in the target culture, such as playing the roles of client and nutritionist in a unit on food or of vendor and buyer in a unit on medicinal herbs.

❖ **Tasks and Subtasks**: Instructors often break up culminating activities into tasks and subtasks in order to support students as they participate in more complex interpersonal activities, such as telling what dishes students like on their plate, playing the role of vendor and buyer in a sooq and planning a party with healthy food.

❖ **Recycling** provides opportunities for learners to repeatedly experience the use of instructional elements. It provides learners with the opportunities to learn, re-learn or increase their control of previously practiced elements in multiple settings, such as communicating about food in a restaurant, in a *sooq*, at a party, with a nutritionist, at a carnival. Recycling serves as both

remediation and enrichment and thus provides an essential feature necessary for individualizing instruction.

❖ **Spiraling** is the utilization of elements from one stage of proficiency with those of a higher level, such as expecting students to carry out more tasks or more complex tasks, increasing the amount of information about which students communicate, setting communicative tasks into more target culture setting or increasing expectations for accuracy. By requiring learners to address elements from the next stage, language-use activities move learners to higher levels of performance.

Before you Watch

Activity 11: Carousel

Instructions: In groups, participants generate a list of activities used in the classroom to prepare students to carry out interpersonal tasks. Each activity is written on a post-it. Each group uses a different color.

Materials needed to complete the task:

1. medium-size post-its
2. fine point marker

Watch and Analyze
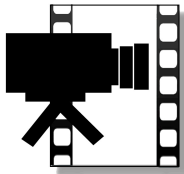
	### Activity 12: Rating Elements of Interpersonal Communication Instructions: In pairs, participants describe what students are doing and rate the activity from 1-5 (5 being the best) focusing on how much the simulation reflects a real-world task, whether it is spontaneous, and how much real information is being exchanged. Material needed to complete the task: Activity sheet Appendix 13

☆ Culminating Interpersonal Tasks
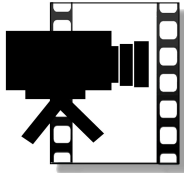
	Activity 13: The Best Culminating Task
	<u>Instructions</u>: In groups, select the culminating task that best integrates language, culture and content.

<u>Reflections</u>

Participants complete a chart focusing on what they learned from the segment, what they still need to know and how they will be able to implement their learning in the classroom.

Carrying-Out Presentational Tasks

OVERVIEW

In this segment participants learn about the nature of presentational communication, particularly the need for accuracy and clarity when communicating with target-culture audiences and the value of rubrics to guide students as they carry-out culturally appropriate, real-world presentational tasks.

Essential Questions

1) What is the nature of presentational communication?

2) How do we prepare students to address target culture audiences? ?

Key Terms
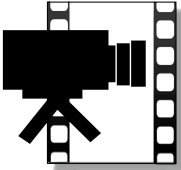
❖ **Accuracy:** In speaking and writing, accuracy is the quality of the message produced; in listening and reading, accuracy is the quality of the message as understood by the learner.

❖ **Clarity:** When carrying-out a presentational task, individuals communicate with others without being able to assist them to understand the message. For this reason, presentational communication requires clear communication for it to be successful.

❖ **Culturally-Appropriate:** Patterns of behaviors that are widely acceptable to members of a group, such as standing when answering a question in Arabic-speaking schools.

❖ **Audience:** Presentational communication requires that an audience of viewers, listeners or readers understands the communications addressed to them. Learners need to be conscious of their audience in order to ensure that the audience will understand since the individuals who produce the communication are often not present to assist the audience to understand.

❖ **Rubrics:** A rubric is a set of criteria used to evaluate interpretive, interpersonal or presentational communication. It usually includes levels of achievement for each criterion and sometimes includes work samples that reflect each of the levels.

Before you Watch
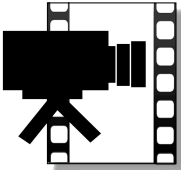
Activity 14: The Power of Suggestion

Instructions: In groups participants suggest a presentational task for the thematic unit, "You are what you eat".

Watch and Analyze

	### Activity 15: Comparing Presentational Tasks Instructions: List different presentational tasks and identify the language, culture and content presented in them. Compare the presentational task you suggested for the unit with the many presentational tasks you have seen in this segment. Material needed to complete the task: Activity sheet Appendix 15

☆ Rubrics to guide us through presentational tasks

	### Activity 16: Voting for the Best Presentational Task Instructions: In groups, select the culminating presentational task that best integrates language, culture and content.

Reflections

Participants complete a chart focusing on what they learned from the segment, what they still need to know and how they will be able to implement their learning in the classroom.

Occidental College
Foreign Language Project
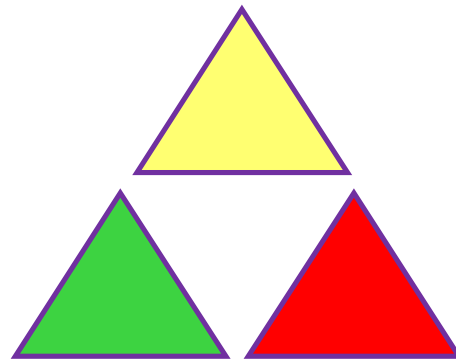
Integrating

Language, Culture and Content

Appendices

Activity 1: Examine your Knowledge

In groups, use chart paper to list examples of language, culture and content.
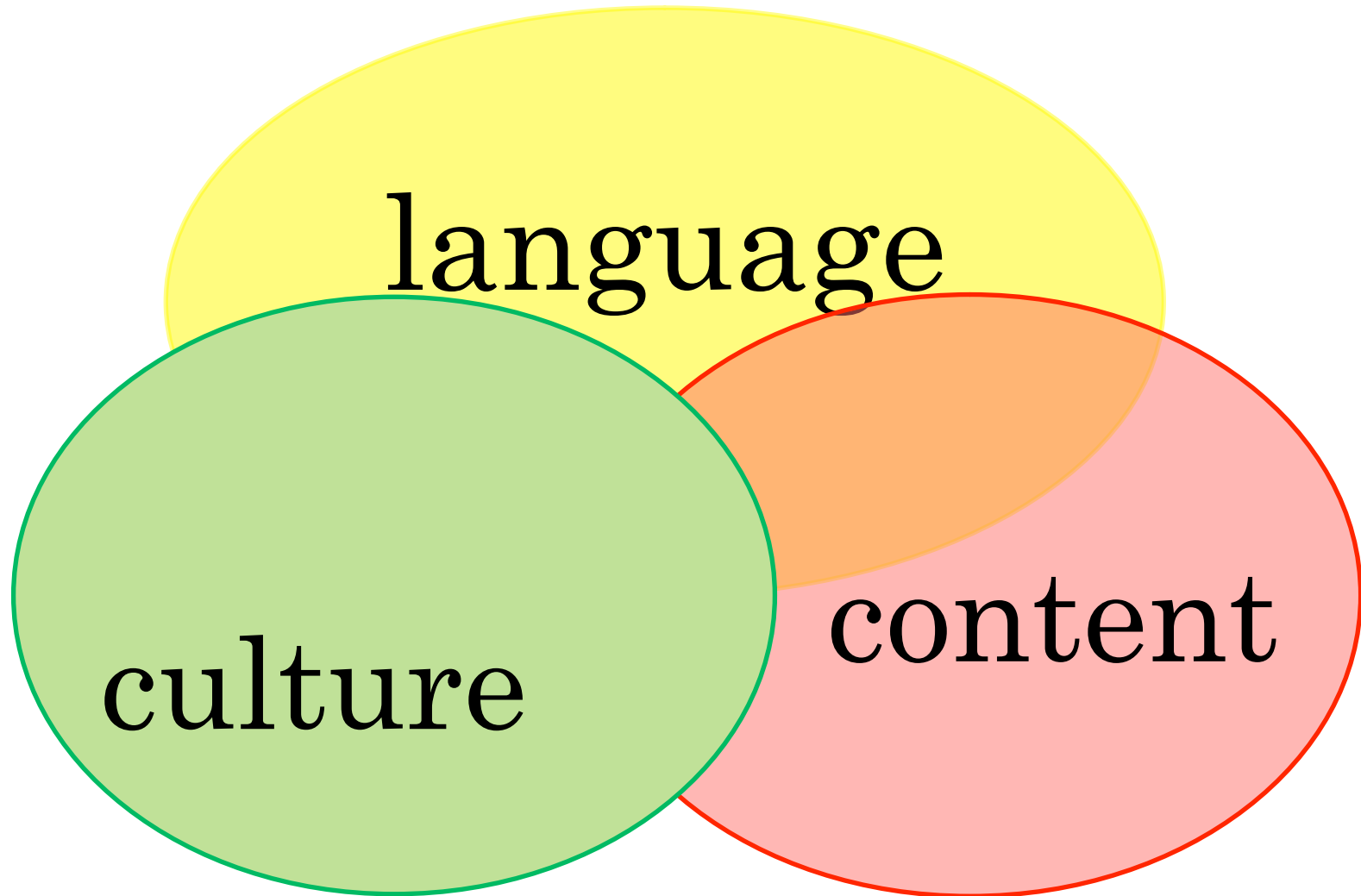
language

culture

content

Activity 2: Review and Connect

Review the standards and identify how language, culture, and content connect to each of them

STANDARDS	Language	Culture	Content	Give example
Communication • Interpersonal • Interpretive • Presentational				
Cultures				
Connections				
Comparisons				
Communities				

Appendix 3
REFLECTIONS: Exploring the Concepts

1. What I learned ...

2. What I still need to know ...

3. How I can apply what I learned in my teaching ...

Appendix 4

Activity 4: Real World Purposes for Authentic Texts

Examine the authentic texts and identify when and for what purpose individuals who speak the language use them. Then identify the language, culture and content that students can learn from these texts.

Sample Authentic Materials	Real-World Purposes	Language	Culture	Content

Activity 5: Language, Culture and Content Available to Teach Using Authentic Materials
Watch the video clip and identify the *language*, *culture* and *content* available to teach with this videotext.

Language	Culture	Content

Appendix 6

Activity 6: Analysis of Authentic Texts
Examine authentic texts and identify the age and stage for which they are appropriate.

STAGE I *Novice*	Learners comprehend and produce (functions) memorized words and phrases (text-types) dealing with discrete elements of daily life (content) in highly predictable common daily settings (contexts/accuracy).
STAGE II *Intermediate*	Learners comprehend and produce (functions) sentences and strings of sentences (text-types) dealing with topics related to self, the immediate environment, survival/courtesy (content) in some informal and transactional settings (contexts/accuracy).
STAGE III *Advanced*	Learners comprehend and produce (functions) oral and written paragraphs and strings of paragraphs (text-types) dealing with concrete and factual topics of public interest (content) in most informal and some formal settings (contexts/accuracy).

Authentic texts	Age	Stage

Appendix 7
REFLECTIONS: Using Authentic Materials

1. What I learned ...

2. What I still need to know ...

3. How I can apply what I learned in my teaching ...

Activity 7: Brainstorming
In groups, list five activities that can be used to prepare students for interpretation, five strategies to make language, culture and content comprehensible to students, and five strategies to assess student comprehension.

Preparing students for interpretation	_____ _____ _____ _____ _____
Making texts comprehensible	_____ _____ _____ _____ _____
Checking for understanding	_____ _____ _____ _____ _____

Activity 8: Before Interpretation

Watch the pre-interpretation phase of lessons. Then work in pairs to identify the strategies used and describe how these strategies prepare students to understand authentic materials.

Name the activity	Purpose of the activity	List of other activities

Activity 9: During-Interpretation

Watch the during-interpretation phase of lessons. Then work in pairs to identify the strategies used and describe how teachers make language, culture and content comprehensible in each activity.

Teacher strategies		Student activities
Name the strategy used	Purpose of the strategy	Name students activity

Appendix 11

Activity 10: Post-Interpretation

Watch the post-interpretation phase of lessons. Then work in pairs to identify the strategies used and describe what is being assessed and how.

Name the activity	Assessing understanding of elements of the text (language, cultures, content)	List other activities

Appendix 12
REFLECTIONS: Interpreting Authentic Materials

1. What I learned ...

2. What I still need to know ...

3. How I can apply what I learned in my teaching ...

Appendix 13

Activity 12: Rating Elements of Interpersonal Communication

In pairs, describe what students are doing and rate the activity from 1-5 (5 being the best) focusing on how much the simulation reflects a real-world task, whether it is spontaneous, and how much real information is being exchanged.

Describe what students are doing	Real-world	Spontaneity	Exchanged information

Appendix 14
REFLECTIONS: Facilitating Interpersonal Tasks

1. What I learned ...

2. What I still need to know ...

3. How I can apply what I learned in my teaching ...

Activity 15: Comparing Presentational Tasks

List the presentational tasks presented in the video and identify the language, culture and content presented in them. Compare the task you suggested for the unit with the many presentational tasks you have seen in this segment.

Name of the presentational task	Language	Culture	Content

Appendix 16
REFLECTIONS: Carrying Out Presentational Tasks

1. What I learned ...

2. What I still need to know ...

3. How I can apply what I learned in my teaching ...