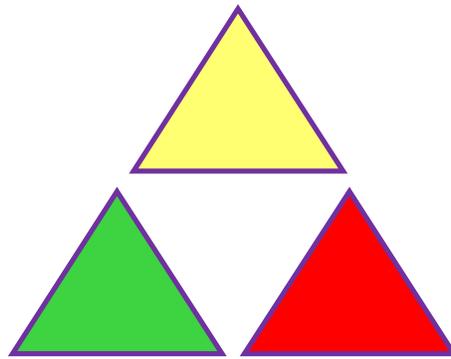




Occidental College  
Foreign Language Project



Integrating  
Language, Culture and Content

Instructor's Manual  
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

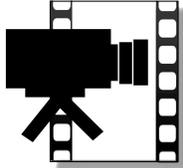
- ❖ **Accuracy:** In speaking and writing, accuracy is the quality of the message produced; in listening and reading, accuracy is the quality of the message as understood by the learner.
- ❖ **Clarity:** When carrying-out a presentational task, individuals communicate with others without being able to 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

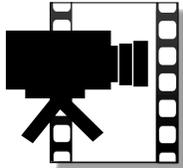
### **Activity 14: The Power of Suggestion**

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

## Watch and Analyze

|   |   |
|---|---|
|  | <p><b>Activity 15: Comparing Presentational Tasks</b></p> <p><u>Instructions:</u> 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.</p> <p><u>Material needed to complete the task:</u><br/>Activity sheet Appendix 15</p> |
|---|---|

☆ Rubrics to guide us through presentational tasks

|   |  |
|---|--|
|  | <p><b>Activity 16: Voting for the Best Presentational Task</b></p> <p><u>Instructions:</u> In groups, select the culminating presentational task that best integrates language, culture and content.</p> |
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## 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.

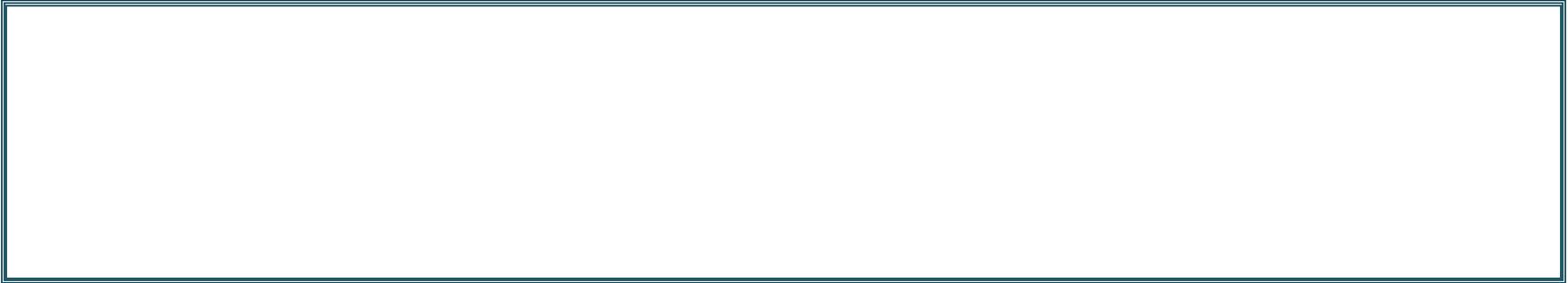
**Activity 15: Comparing Presentational Tasks**

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.

| <b>Name of the presentational task</b> | <b>Language</b> | <b>Culture</b> | <b>Content</b> |
|--|-----------------|----------------|----------------|
|  |                 |                |                |
|  |                 |                |                |
|  |                 |                |                |
|  |                 |                |                |

## 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 ...

