Teaching World Languages: A Practical Guide

Chapter 8: Presentational Communication
Writing and Speaking

The *Standards for Language Learning in the 21st Century*, (2006), provide the guidelines for foreign language instruction in the United States. The first standard, Communication, includes three parts: The interpersonal mode of communication (conversational communication), the interpretive mode of communication (reading, listening and viewing) and the presentational mode of communication (speaking in a presentation and writing). For more about the Standards go Chapter 2: Standards for Foreign Language Learning.

Presentational communication is one-way speaking or writing from the student to an audience. It requires students to strategically formulate how best to make themselves understood, using their full proficiency to convey their ideas, concepts and information. Presentational communication can take the following forms:

- giving speeches and oral presentations
- telling jokes or stories
- composing and reciting poetry
- performing skits and monologues
- writing reports
- writing reviews (e.g. book, restaurant, videogame, etc.)
- writing advertisements and brochures
- writing essays (e.g. a position piece, a panegyric, a eulogy)
- creating content for web-pages
- creating PowerPoint presentations
- promoting a candidate, product, or a point of view on a controversial issue
- writing a menu or recipe
- creating a video
- writing a narrative or story

Fig. 8-1-1 ©Fotosmurf02

The common element in all of these activities is that they involve one-way communication. The listener, viewer, or reader does not have any way to question the sender of the message, ask for repetition, or negotiate meaning. The student, who is the sender of the message, must therefore make sure that the message itself is clear and accomplishes its goals before it is sent.

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Standard 1.3: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. **∗**

From Standards for Foreign Language Learning in the 21st Century (2006)

Chapter Contents

Objectives and Assessments

The goal of teaching presentational communication is to prepare students to be able to communicate complex information and ideas in the foreign language to an audience. Oral and written presentations give students the opportunity to do this with the advantage of being able to plan, practice, review and edit what and how they are going to communicate. Many of the skills involved in oral and written presentations are the same in both English and a foreign language. The language student can use presentational skills, learning strategies, and communication strategies to help communicate ideas effectively despite having limited lexical and cultural knowledge.

Learning Objectives

Learning objectives drive all instruction. *Content objectives,* such as those described in the Standards, describe *what* students should know, and *performance objectives* describe *how well* students should be able to perform. You, the teacher, identify learning objectives for the course, thematic units, and lessons. Developing thematic units is an essential step in your instruction. For more about thematic units, see Chapter 3: Planning Instruction.

Once you have determined the objectives for a course, unit or lesson, you can develop the assessment and how the assessment will be evaluated. Despite how specific we try to be in stating our objectives, it is how we *assess* student progress that really defines what we expect students to be able to do, and how well. Therefore it is preferable to

1. determine assessments alongside objectives early on;
2. let the students know your expectations for them and how those expectations will translate into assessments;
3. design the instruction to meet the objectives and assessments.

We use a sample unit on food for first year 9th Grade students to examine how teachers can plan objectives first and then design assessments and instructional activities accordingly.

Presentational communication objectives consist of two types of objectives:

- **Content objectives**, such as the five goal areas of the *Standards* (Communication, Cultures, Connections, Comparisons, and Communities) that describe **what** students should know.

- P**erformance objectives** describe **how well** students demonstrate what they know.
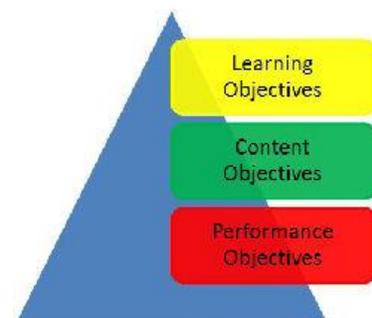

Fig. 8-4-1 ©SWCockey

Content Objectives – WHAT students should know

Content objectives are linked to the enduring understandings for the year and the unit. These are the "big ideas," often related to the target culture. They are explored and analyzed by the students using the target language. (For more on enduring understandings, see Backwards Design in Chapter 3: Planning Instruction.)

Standards-based content objectives are different from the traditional language learning objectives. They describe *functions*, what students can do with the language, rather than specific grammar points or vocabulary. The functions are related to a context; the context is provided by the topic or theme of the lesson or unit. After you have read the sample objectives, we will review the objectives and how they determine the grammar and vocabulary that will be taught.

The *Standards for Foreign Language Learning in the 21st Century* (2006) provides sample can-do statements or sample progress indicators for students of many foreign languages, as well as a generic version, for each standard at various levels of proficiency. The can-do statements and progress indicators are functions. They act as guides for developing realistic objectives for your students. These are provided for four levels of study: Grade 4, Grade 8, Grade 12, and Grade 16 (senior in college) on the assumption that since Grade 1 the students have been studying a specific world language. Since this is not usually the case, teachers can approximate which can-do statements or progress indicators are appropriate for their students by adjusting the years of study and then choosing functions that are appropriate (and of interest) to their students.

- Can-Do Statements and Progress Indicators for Grade 4 are appropriate for students who have studied the foreign language in grades K-4, 5-8, or 9-10.
- Can-Do Statements and Progress Indicators for Grade 8 are appropriate for students have studied the foreign language in grades K-8, 7-12, or 9-12.
- Can-Do Statements and Progress Indicators for Grade 12 are appropriate primarily for students who have studied the same foreign language in grades K-12.
- Progress Indicators for Grade 16 are appropriate for highly advanced learners.

However, it must be remembered that the Progress Indicators for the Novice Level have been rewritten and replaced by the NCSSFL-ACTFL Can-Do Statements. Intermediate Level and above still retain the Progress Indicators. (See Resources at the end of this chapter.)

Sample Can-Do Statements and Objectives

For more on Standards and some examples of sample progress indicators, go to Chapter 2: Standards for Foreign Language Learning. For the full sample progress indicators, you will need to obtain the *Standards for Foreign Language Learning in the 21st Century* (2006, in press) from ACTFL. Complete sets of the Can-Do Statements and Benchmarks are available on the ACTFL website. www.actfl.org

Below are some sample Can-Do Statements for interpersonal communication for a first year 9th grade class studying a thematic unit on food:

- I can say the names of some foods.
- I can list the foods I eat every day.
- I can order items from a menu.
- I can use simple verbs to identify a cooking method.
- I can say what foods I like and dislike.
- I can develop a small book of simple recipes.
- I can prepare a magazine advertisement for a particular food.
- I can present an audio advertisement (TV, radio, YouTube) for a particular food.
- I can describe how to cook a simple recipe.
- I can talk about holiday foods, using pictures or photos.
- I can write a paragraph about typical foods of the target culture.
- I can write and perform a skit demonstrating appropriate table manners.
- I can present information about similarities and differences of my cuisine and that of the target culture.

Sample Content Objectives

Students will be able to:
- demonstrate and narrate the preparation of a target culture meal in a TV cooking show format
- develop a small recipe book for target culture dishes in the target language
- create a one page magazine advertisement convincing people to purchase a particular food or food item
- give a presentation on the traditional foods of a target language country in the target language
- write a short paragraph describing a traditional dish of a target language country
- write and perform a short skit demonstrating appropriate table manners at a meal in a target culture setting

Fig. 8-6-1 ©Tixtis

Assessment

Assessments define the knowledge and skills that we expect students to master. Assessments occur at different points during and after instruction.

Formative assessment allows the teacher and student to know how well the student is understanding or retaining information *during* a unit. *Summative assessment* is evaluation that takes place at the end of a unit or course and evaluates how well the student has learned the material as a whole, across all the standards-based objectives.

The *summative assessment* of a thematic unit is often the culminating activity of the unit. Many teachers use an integrated performance format. This means that the students need to use and integrate the three modes of communication and the other goal areas of the Standards to complete a task. The task usually is broken up into three parts. First the students conduct research on a specific aspect of the theme (interpretive communication), and then they work together with partners or in groups to organize and synthesize the information and plan a group presentation (interpersonal communication). They then give a

Fig. 8-7-1 ©Muharrem Kartal

presentation that is built on the information they have gathered and synthesized (presentational communication). Evaluation can occur at each of the three stages, or at the end.

Sample Summative Assessment

Sample summative, end of unit, performance assessment for progress for Grade 9, Year 1class studying a food unit. (We use the same summative assessment in the discussion of each of the Standards.)

Students will work in groups to prepare presentations on the traditional foods of different target language-speaking countries and how they are eaten.
1. Each group will research the traditional foods of one country or region. A teacher handout with a series of key questions (in the target language) will guide their research. Resources (all in the target language) may include recipes, menus, short descriptions of foods, videos, pictures, advertisements, interviews, going to a restaurant with food from the region, going to a target culture grocery store, cooking some dishes.
2. In the target language, students in each group will share their information and design a presentation for the class on the traditional foods of their region and how they are prepared and served. The teacher can encourage the students to be creative in developing presentations that will be of interest to the class. These could include skits, PowerPoint presentations, demonstrations of cooking and/or eating, videos, recipe books, etc.
3. Students give their presentations. Each student in each group participates. Presenters should be prepared to answer questions from other students after the presentation. Each student will listen and view the presentations of the others, take notes, and complete another handout that summarizes the content of all the presentations.

This summative assessment describes the presentational task the students are expected to be able to do by the end of the unit; they are expected to give a presentation on the traditional foods of a country or region of the target culture world, including how the foods are prepared, served, and eaten. They can develop their own format for this presentation.

Once the assessment is designed, the teacher identifies the specific knowledge and skills the students will need to be able to accomplish the presentational task, and these provide the language and cultural content that the lessons will include during the unit. Some of this should have already been taught in previous units, and some will be new. Much of the knowledge and skills needed for the presentational task will be the same as those for the other tasks. Since the students are allowed to choose the format of the presentation, they need to be prepared to present in both oral and written formats.

Fig. 8-8-1 ©Adriancastelli

For example, students will need to know vocabulary – both spoken and written – for foods, ingredients, tastes (sweet, sour, flavorful, bland, spicy, mild), countries or regions, meals, serving and eating implements and actions (to pass food, to serve food, to ask for more), cooking implements and methods. They will need the grammatical structures that focus on description and sequential actions, and the present progressive.

Lessons and activities can be designed keeping in mind the knowledge and skills needed for the tasks in summative assessment.

Performance Criteria – HOW WELL students should be able to do what they learn

During formative (on-going) or summative (upon completion of a period of instruction) assessments, the performance of each student can be evaluated using a rubric. Rubrics give descriptions of specific aspects of performance, which guide both the student and the teacher in what defines a good, average, or poor performance. You can either create your own rubric or use one that has already been developed and pre-tested, such as the ACTFL *Integrated Per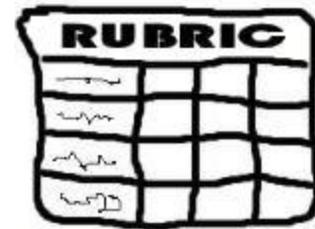formance Assessment (IPA), (*2003). The IPA is based on the ACTFL *Performance Guidelines for K- 12 Learners*, (1998), which

Fig. 8-8-2 ©SWCockey

provide descriptions of **how well** students should be able to perform in the three modes of communication (interpersonal, interpretive and presentational) after specific spans of instruction. (For information about how to obtain a copy of the ACTFL *Performance Guidelines for K-12 Learners*, 1998, and the ACTFL *Integrated Performance Assessment,* (2003), which includes the Proficiency Guidelines and rubrics, go to Resources at the end of this chapter).

The ACTFL *Integrated Performance Assessment,* (2003)*,* includes rubrics for Presentational Communication, Appendix D. There are rubrics for Novice, Intermediate, and Pre-Advanced learners. They can be used for both oral presentations and writing. The teacher judges performance on each criterion as "Exceeds Expectations," "Meets Expectations" or "Does not Meet Expectations." There are six criteria for Presentational Communication: language function, text type, impact, vocabulary (a sub-section of impact), comprehensibility, and language control.

The guidelines and criteria are based on research and have been validated on large numbers of students studying western languages that are commonly taught in the U.S. They represent reasonable expectations of student progress in these languages given the amount of time they have studied the language. The ACTFL Novice Learner range for western languages, such as French and Spanish, includes students who have studied the language in grades K-4, 5-8, or 9-10. The Intermediate Learner range includes students who have studied the language K-8, 7-12, or 9-12. The Pre-Advanced Learner range is primarily students who have studied the same language K-12.

Fig. 8-9-1 ©SWCockey

Using the ACTFL guidelines, you can write a rubric for your students that describes specifically what you are looking for in their presentational communication about the topic being addressed. Rubrics are written in the students' native language, unless they are advanced or the language of the rubric is highly simplified.

A Sample Rubric for Presentational Communication for 9th Grade first year class studying a food unit is provided below: The criteria are adapted from the ACTFL *Integrated Performance Assessment* rubrics (adding Cultural Awareness from *Performance Guidelines for K-12*). This rubric is designed to evaluate performance on the presentation of a cooking video (see the first activity, "Making a CookingVideo" in the section Activities below). Much of the language in the video will have been written and rehearsed before being taped.

Sample Rubric – Presentational Communication

Criterion	Exceeds Expectations 3 points	Meets Expectations 2 points	Does Not Meet Expectations 1 points
Language Function - kinds of exchanges	Student is able to produce narration, description of actions, comments, and questions both orally in scripted speech and in writing – depending on role in video. Scripts and scripted speech reveal some creativity in language use.	Student is able to (both) write and produce simple narration in the present tense, and/or simple descriptions of actions, and/or make appropriate comments and ask questions – depending on role in video.	Student is not able to produce exchanges that result in true language functions, either orally or in writing or both.
Text Type - Length of utterance/text student can say/write	Written and oral presentation use short, simple sentences and combinations of learned material about cooking. Writes and uses more sentences that are strung together to make paragraphs.	Written and oral presentation uses short, simple sentences about cooking that combine learned expressions and sequences. Uses some combinations of sentences.	Written and oral presentation includes phrases and single words, but few full sentences about cooking.
Impact	Written script and oral presentation provide focus and interest for the cooking demonstration. Visuals, gestures, choice of language, and interactions with other presenters are engaging and	Written script and oral presentation provide a focus for the cooking demonstration and are interesting to the audience. Visuals, gestures, and interaction with other presenters provide interest	Written script and oral presentation are not organized, purpose is not clear to the audience. Visuals, gestures and interactions with other presenters do not add interest or clarity.

	organized. Evidence of an effort to communicate with the audience.	and clarity for the audience.	
Vocabulary	Vocabulary about food and cooking conveys ideas and expands beyond lists and directions.	Vocabulary about food and cooking is sufficient to convey lists, names and cooking directions and to make occasional comments about the food.	Does not use sufficient vocabulary to express ideas.
Comprehensibility	Teacher and other students understand writing and oral presentation easily.	Teacher and other students can understand most of the writing and oral presentation.	Teacher and other students have great difficulty understanding writing and/or oral presentation.
Language Control - Grammar - Vocabulary - Pronunciation	Can produce written scripts and present them orally with accurate use of grammar, vocabulary, and pronunciation using simple sentences. Is able to write sentences without teacher scaffolding.	Mostly accurate when copying and reciting memorized scripts. The less structure provided by the teacher, the more errors in writing and oral presentation.	Mostly accurate in copying and reciting single words.
Cultural Awareness	Verbal expression, gestures, and non-verbal behavior closely reflect those of models, not just as imitations, but appear to be used naturally.	Verbal expressions, gestures, and non-verbal behavior imitate those modeled by teacher or observed materials (such as videos).	Verbal expressions, gestures, and non-verbal behavior the same as in the home culture, do not reflect models of target language culture.

You can communicate these expectations to your students by giving them a rubric, such as the one above, before they start activities. The rubrics *should* be part of the activity, not just brought out at the end. You might want to ask students if they would like to add criteria for this specific assignment and discuss the criteria for a good presentation. Activities can be selected and designed with these criteria in mind, so that they advance the quality of the students' use of the language.

More information about assessment and testing can be found in Chapter 4: Assessment.

<u>Teaching Materials</u>

Presentational Communication comprises any instance in which the learner is imparting information to an audience (of one or many), using any one of a variety of media, and during which the audience does not have the opportunity to interject comments or questions.

Materials useful for interpretive communication can serve as models for presentational communication as well, providing students with concrete examples of written, spoken, and multimedia presentations. See the Materials section in Chapter 7: Interpretive Communication for suggestions and resources.

You can find some models of presentations of students of your target language on YouTube; search "Students of XYZ target language." Also go to the compiled References and Resources section for more resources.

The Center for Applied Second Language Studies (CASLS) at the University of Oregon lists several Presentational Communication Resources on their website. Included are several web sites that offer excellent examples of students preparing and presenting information to diverse audiences. http://casls-nflrc.blogspot.com/2013/08/presentational-communication-resources.html

The University of Leicester website has a section on presentation skills that includes everything from choosing a topic, to researching and organizing your content, illustrating with posters or PowerPoint, the importance of practice, and many other facets of preparing a successful presentation. http://www2.le.ac.uk/offices/ld/resources/presentation

The Communication Studies page on Hamline University's website contains advice about formal presentational speaking and oral communication. http://www.hamline.edu/cla/communication-studies/resources.html

Palmerton, Patricia R. Talking, Learning: Oral Communication Across the Curriculum.
    (2001). Hamline University. St. Paul, Minnesota.
    http://www.hamline.edu/cla/communication-studies/resources.html

For a detailed process in preparing a presentation before an audience, see Presentation-Pointers.com where you will find easy-to-read tips on presentations. http://www.presentation-pointers.com/showarticle/articleid/64/
    Freierman, Art. "The Art of Communicating Effectively." (nd). Presentation-
        Pointers.com http://www.presentation-pointers.com/showarticle/articleid/64/

Activities

Western and Non-Western Writing Systems

Teaching students in the U.S. to write in a non-Western writing system may include teaching them a new alphabet (such as Arabic or Russian), or new characters (such as Chinese or Japanese), cursive script, and right-left or vertical orientation. In addition, it is becoming increasingly important for students to learn early on how to use the computer and keyboard in any language.

Fig. 8-12-1 ©Coddie

Alphabets and Characters

There are a variety of approaches to teaching an alphabet or characters. One approach is to teach it first, before engaging the students in any communicative activities, and before expecting them to try to read or write anything authentic or meaningful. Another approach is to start instruction without including writing, and then to introduce it once the students are able to speak a little and listen with some comprehension. The middle road, used by many teachers, is to introduce the alphabet or characters early in instruction, integrate it with other activities, provide students with practice copying and writing letters and words, and at the same time have them use what they know in various contexts in reading and writing. The middle road approach teaches other skills and knowledge related to specific themes and topics at the same time as the alphabet or characters.

There are a number of published and online resources for teaching an alphabet or characters. It can be useful to have a book or set of worksheets that provide a systematic introduction to the letters or characters in their different forms with opportunities for guided practice.

Whatever approach you decide to take, there are several principles that may help you:

- Students will need practice learning to read and write the new writing system. You can introduce the letters or characters in class, but, except with very young children, the practice can be done as homework so that class time can be spent on interactive, communicative activities in the target language.

  Fig. 8-12-2 ©Jojojojo

- U.S. students often do not realize how important careful handwriting is in another language can be because penmanship is generally not taught in schools in this country. This can be a greater shock to older students than younger students.
- The study of the alphabet or characters needs to be integrated into meaningful reading and writing activities.

Foreign Languages and the Computer

Today, students need to learn to use the computer in their target language and they need to learn to write in that language on the computer. However, when to introduce writing on the computer and how to introduce it are important questions. There are no clear answers. Most teachers teach their students to write in the target language by hand.

More and more teachers are expecting students to learn to navigate the Internet using the target language, but few are specifically teaching their students language-specific keyboarding. Keyboard models for many languages can be downloaded, printed, and posted on your desk, stickers can be purchased with language-specific letters and characters that can be put on English keyboards and language-specific keyboards can be purchased (but are relatively expensive). A variety of

Fig. 8-13-1 ©Svetlana34

keyboard codes using a combination of command keys and numbers (ASCII or ANSI) are easily available for downloading. Windows has an "on-screen keyboard" (look for "accessibility" or "access" in your computer's control panel). It seems that in general, once students know how to get the basic information and tools they are able to teach themselves to keyboard in the target language and enjoy doing so. They may, however, need your help to locate specific characters on the keyboard.
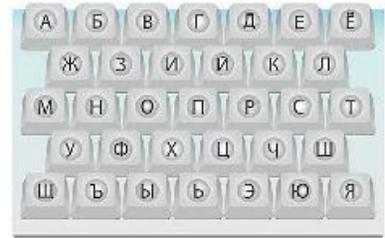
Oral Presentations

Oral presentations that are given in a school context are usually formal, and it is generally agreed that the use of formal language is appropriate for these situations. Less formal, or informal, language is appropriate when the presentation is in the form of a skit or play where characters are talking to each other in informal situations. What is important is that the students be able to make presentations in formal language and that they understand when each kind of language is appropriate. Especially at the lower levels, you will need to make your expectations explicit about the kind of language students use in oral presentations and writing

Fig. 8-13-2
©SWCockey

Criteria for Activities

Presentational activities should be:

- **related to the objectives**. All learning activities should be related to the goals of the course and unit. Too often teachers are tempted to choose "fun" activities that engage the students and keep them busy, but do not really further their learning of the language. The challenge is to choose activities that are engaging and that also help students to learn the language.
- **related to the other activities** in the lesson or unit. Each activity has a function within a lesson: it is part of preparation, presentation, practice, evaluation or expansion (see

Lesson Planning in Chapter 3: Planning Instruction). Within the lesson and the unit, each activity builds on what has come before and prepares students for what comes afterwards.

- **authentic and meaningful.** An authentic task gives meaning to a presentation. An authentic purpose and an extended audience for written presentations points to publication. This can be as simple as posting a paragraph on a class blog, printing students' stories on pages they can then illustrate to make a book, putting together a brochure for local sites, or creating a class newspaper or journal. Oral presentations can be given to members of the community, to other classes, or to parents.
- **assessable**. Students need to know what is expected of them, what defines success, and what they need to improve. Criteria for many activities are developed and shared with students using rubrics. There are specific rubrics for interpersonal communication that you can use or adapt for most activities (see rubric above).

Writing

The Writing Process

Most writing instruction in the U.S. in English and in foreign languages is taught using a "process writing" approach. The teacher focuses not only on the final product, but on teaching the students the process of writing a final product to be read by others. Although there are specific stages to process writing, students can go forward or backward across the stages. For

Fig. 8-14-1 ©Andrei Mihalcea

example, after writing, they can return to prewriting to develop and expand ideas.

Stages in Process Writing

For the purposes of most of the activities described in this guide, students need to read, view, and/or listen to resources to start gathering information they will use in their final product. Locating this information will require some research prior to determining a specific topic on which to concentrate. Once the specific topic is determined, more research may be required to fill out the presentation. On-going throughout the process is the synthesis and organization of ideas and information into a logical and progressive order. The final step is the production and presentation of the information; this may be done in an oral, written, or multimedia fashion. The materials students use for research for their presentation, article, website, video, etc. can, and do, serve as models for their presentations.

- *Prewriting*: The first stage of writing is about generating and organizing ideas. This can be done in many ways, either individually or in groups. Some ideas are consulting resources, brainstorming, using graphic organizers, such as a concept map, (see Resources at the end of this

Fig. 8-14-1 ©Dreamstime

chapter), and talking with others. Students may do these activities alone, in groups, or with the whole class.

Fig. 8-15-1 ©SWCockey

- *Drafting/Writing*: Students generate their ideas in writing or in talking points for an oral presentation. Remind students to focus on ideas in their first draft, and that they will go back later to edit, correct mistakes, and polish it until it is ready for publishing. Students do this alone or with a partner.
- *Sharing*: Students share their drafts with partners or small groups and they respond to the drafts of others, asking questions and making suggestions. Students can test the comprehensibility of their productions when they share.
- *Revising:* Students change and expand the ideas of their first drafts with the comments and suggestions of others in mind.
- *Editing/Peer editing*: Students check for spelling, structure, and the logical development of their ideas.
- *Publishing*! Students write a clean copy of their composition or presentation, or type it on the computer to share it with a larger audience.
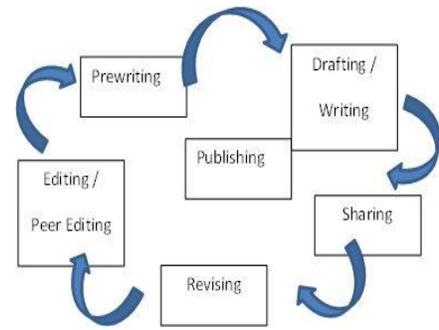
The development of an oral presentation or a multimedia presentation follows similar stages to a written presentational product. When you plan activities it is helpful to keep these stages in mind.

6 + 1 Approach to Teaching Writing

The 6 + 1 approach to writing focuses student attention on seven important characteristics to consider while writing:

- Ideas
- Organization
- Voice Word choice
- Sentence fluency
- Grammatical conventions
- Presentations

Fig. 8-15-2 ©Suriyaphoto

This approach has become important in teaching writing in English and can help students in any presentational activity. Note the similarities between these criteria and the criteria listed in the ACTFL IPA Rubric for Presentational Communication. For a website with more information on the 6+1 approach please go to the Resources section at the end of this chapter.

Classroom Activities

Presentational activities are often the culminating activities of a particular task that is set in a lesson, unit, or year-long class. Students need to use all the knowledge and skills they have learned about the language and culture, and all their learning strategies, to maximize their ability to communicate ideas with an incomplete knowledge of the language. Presentational activities are always meaningful and have real-life purposes.

All presentational activities that are developed in groups will require the students to use a lot of language for social negotiation, interpersonal communication that allows people to work together. This includes language and expressions such as "Let's do it this way." "I'll do this and you'll do that." "That's a good idea." "How do you say XXX?" "How do you write XXXX?" If you are consistently teaching students these expressions, they will have some working knowledge of vocabulary and expressions. However, each presentational activity will require students to learn some new ways to talk to each other. You will be able to identify what they need to

Fig. 8-16-1 ©SWCockey

say as you circulate among the groups and you can note down and teach what is needed as it comes up. (For more on teaching language for social negotiation, see Chapter 6: Interpersonal Communication.)

The following tasks are written for a 9th Grade first year class that is studying a unit on food. Providing more or less structure for the written or oral presentation can modify the difficulty level of the tasks. The more structure you provide, the easier it is; the less structure, the more difficult. The general kinds of presentations can be adapted to any topic or thematic unit, and to students of any age.

Informal Presentational Activities

There are a number of informal presentational activities that can be part of your classroom routine.

- You can ask students to copy a complete text, such as a recipe, for an authentic purpose such as for their personal recipe collection or for someone else.
- Students can make posters of the letters of the target language alphabet or cultural products that they label in the target language for a school bulletin board.
- You can establish a classroom routine where each day a student makes a report to the class, such as the weather report for the day.
- When students work in groups, individuals can report back to the class about the group work.
- Singing songs in class can be part of the daily routine or part of a lesson. It is a presentational activity if the song is sung to an audience, such as a class visitor, parents, or another teacher.

Activity – Making a Cooking Video

The objective of this activity is that students will be able to enact and describe the cooking of a traditional target culture dish. This activity would take place after the class has already studied the names of some target culture foods, some ingredients, numbers and measures, and some vocabulary for implements and procedures in cooking. The students will have already viewed several cooking videos. You will need one or more video cameras, or flip cameras, to record each presentation. If you do not have access to this equipment, you can convert the activity to classroom presentations in the format of cooking videos.

1. Find one or two good cooking videos with a "cook" and an "interviewer." It should have a clear sequence of scenes, such as introduction, introduction to ingredients, preparation of ingredients, cooking, final preparation, serving (usually to interviewer), and eating.

Fig. 8-17-1 ©Macrovector

2. Share the objectives of the activity and the rubric for evaluation with the students. You may want to use an adaptation of the IPA Presentational Communication Rubric (see the Rubric above). Explain that they are to develop a **short** cooking video, and give them a time limit. Three to five minutes is long enough.

3. Show the video to the students. Review essential vocabulary and grammar structures. Re-play the video several times and help students analyze basic elements of the video. Identify the different "scenes," the different series of actions. Go through the video again to look at what happens in each scene. Help students identify key words and expressions. Write these down and you can use them later for a handout to help students write sentences and words in the scripts for their own videos. You should end up with a graphic organizer of a sequence of scenes with essential vocabulary and structures for each.

4. Divide the students into groups of three. Either ask them to choose, or assign them, a dish about which to develop a cooking video. One student will be the cook, another the appreciative interviewer, and the third will be the videographer. The videographer could also be asked to narrate an opening and a closing to the video. Ask the groups to work together to brainstorm how they will develop the video, what scenes will they include, who will play which role, what props will they need, and where will they film the video. Circulate among the groups. Note if they need some new expressions for social negotiation. You may want to teach these expressions right away, or write them down to teach later.

5. Ask the groups to write a draft outline naming the scenes and listing key vocabulary and expressions they will use. The students may need your help with specific vocabulary and expressions. You can coach and give ideas, but let the students plan their own videos – in the target language. Give the students a time limit. Review the work as you circulate around the class.

Fig. 8-17-2 ©Cristian Nitu

6. The next step is for the students to write a script for the scenes. You may want to give them some models of written basic structures that they can use or

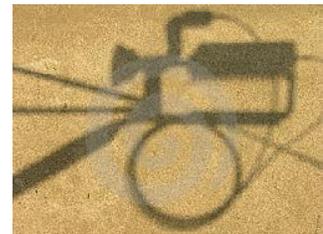adapt for particular scenes and a vocabulary bank, a written list of vocabulary words that they may want to use. Keep it simple. If there are four scenes and each scene has one or two exchanges, that is a lot for the students to write and say. The fact that much of the information will be lists of ingredients, measures and actions will make it easier.

7. The students in the groups can now share their scripts with other groups. They should comment, ask questions and make suggestions about each other's' planned videos. Give this activity a time limit.

8. Ask the students to again work in their original groups to revise and edit their scripts.

9. The students can now prepare the dish and film the videos. They may prepare a dish that they can then serve to the class. This is possible without access to a kitchen if students are limited to salads and other simple dishes that do not require cooking. Other dishes will require access to a kitchen and filming all or part of the video there. If the students cannot prepare real food, they could use pictures of ingredients, mime the actions with props, and use a picture of the completed dish. You may ask the students to provide the audience with a written recipe for the dish. If you do not have the equipment to give a camera to each group, you could ask each group to act out their cooking demonstration, and make a video of their performance yourself. Or, you can just have students act out the cooking demonstration. What is really important is the students' use of the language and expanded understanding of target language culture.

10. During the presentations, the producers of each video should be prepared to answer questions from the other students. You might have a handout summarizing information from all of the videos that the students are required to fill out. You can evaluate the videos using your rubric, and you can give the rubric to the students for self-evaluation and for peer evaluation. Provide general feedback to the whole class; provide individual feedback privately either though comments on the rubric or personally.

This activity focused on the video presentation. You could extend it to ask students to hand in and publish their scripts for the videos. To do this you can add a step where they share and edit the scripts specifically for spelling and punctuation.

This kind of multimedia presentation can be adapted to any theme or topic. While this format tells the audience how to do something with cooking, other formats can narrate a story (real or imaginary), describe an object or practice, or try to persuade the audience about something. The process of developing a script for a presentation can be used in many formats. Students can develop videos or PowerPoint presentations with pictures that they narrate, skits and plays that they act out, puppet shows, weather reports and newscasts.

Activity – A Skit About Table Manners and "Naughty Ned or Nan"

This activity is designed to follow a role-play activity described in Chapter 7: Interpersonal Communication. The students have viewed videos and a teacher presentation on proper table manners in a target culture setting. They have learned about appropriate behavior, both table manners and verbal expressions, at a meal in a target culture household. The students did role-plays where they were participants in a target culture meal. In one situation, the role-plays were

about a child or teenager who had very bad table manners and his parents and his friends tried to correct him by explaining and demonstrating good table manners.

Role-plays engage students in interpersonal communication. *Role-plays are not scripted nor are they rehearsed.* In this activity, we take the role-play a step further and ask the students to write a skit based on the same situation, and then act it out. Many of the steps follow those of the previous activity, the cooking video.

1. Review the role-plays on table manners in the target language setting with the students. You could replay a video you used in the earlier activity of target language-speaking people at table. Review the sentence structures, vocabulary, and expressions the students learned in the previous lessons.

Fig. 8-19-1
©Floriankittemann

2. Explain the objective of this activity is to turn the students' role-plays into skits, which they will write and then act out. The objective is two-fold, to produce both a written and an oral product. One requirement must be that every member of the group has the opportunity to speak at least several lines in the script. Share your assessment rubric with the students. (You might even ask them if they would like any additional criteria.)

3. Ask the students to work in groups, probably the same groups as the role-plays, to brainstorm skits. You may want to use the situation where "Naughty Ned or Nan" demonstrates his/her terrible table manners in various settings (home, with friends, with his cousins, visiting the U.S.) and his friends, family and hosts try to correct him. He might even reform in the last skit. (This is a popular scenario with many students, and they all want to be Naughty Ned/Nan.) Let the students brainstorm the situations, what they would like to happen in the skits, who will play which roles, and what are key vocabulary, expressions, and structures they will use. You may want to give them a little structure, such as suggesting that they include a beginning, a middle, and an end. To address the issue of when to use formal language and when to use familiar, you may suggest to the students that they have a narrator who sets the scene, perhaps makes comments during the action, and then closes the skit. The narrator would speak in formal language. Give a time limit.

4. Once the brainstorming session is over, the students can begin to write their first draft of the script. You may want to give them a handout with some basic sentence structures written out and a word bank. Coach the groups; help with vocabulary that comes up as needed. Focus on the meaning of the scripts, not spelling and handwriting. That comes later. Make sure each student has an opportunity to speak several lines in the script.

5. Pair groups of students so that the script of each group is read by another group. They may also want act out the scripts for each other. Feedback from this sharing should be comments, suggestions, and questions.

Fig. 8-19-2 ©Mrspants

6. The original groups can now revise and refine the content of their scripts.

7. The next step is editing for spelling, handwriting (or keyboarding), and punctuation. You may want to ask students to again share and comment by groups; you may want to give some feedback yourself at this point. The end product should be a correct, or near correct, script.
8. Publishing! Once the edits and corrections have been made, the students can write or type a final copy of the script. If you have artistic students, they can make a nice cover for their scripts. You may want to make copies for the whole class of each script and/or share it with another class.
9. You can use your rubric to evaluate each script, and you can give it to the students to self-evaluate. You will either give each student in the group the same evaluation, or structure the activity so that each student is individually responsible for specific parts of the script. You may want to give the students the evaluation of the script together with the evaluation of the performance.
10. Students perform their skits in groups. They can use props and costumes. If possible, you may want to video their skits. You can use your rubric to evaluate the performance of each student, and you can give the rubric to the students for self-evaluation. You may want to give all the students a modified rubric to evaluate each group performance. After the skits, give group feedback to the whole class, and personal feedback in writing using the rubric, or in person.

This kind of activity is a good follow-up to role-plays. It extends the students' learning from interpersonal communication to presentational. It is also a good opportunity to address the issue of when it is appropriate to use a more formal language and when to use the familiar. Naughty Ned or Nan may use the familiar when s/he should be speaking in a more formal register, and needs to be corrected.

Activity – Presentation on Traditional Foods

This is a typical end of unit activity. It includes both spoken and written presentations. Students have worked on a unit on food for several weeks, and now they develop a presentation on the traditional foods of a particular country and region: how they are prepared, served, and eaten. The students can choose the format of the presentation, as long as it produces evidence that they can meet the criteria of the evaluation rubric. This open format allows students to be creative, and to maximize their performance using their individual talents and skills. It is, however, a little more difficult for the teacher to evaluate because of the possible variety of the final presentations. The steps to completing the activity follow the same pattern as the two previously described, and, like them, follow the writing process approach to creating a presentation.

1. Share your objectives, assessment rubric, and the general activity plan and schedule with the students. Ask them if they would like to add any criteria to the rubric.
2. Show the students a few short videos or video clips in the target language of informational presentations that use different formats: a PowerPoint presentation, a short lecture using a poster and/or photographs and/or realia, a presentation that

Fig. 8-20-1 ©Karaidel

includes a demonstration or a skit, a narrated video. You should also show them some short written presentations, written reports, with pictures with captions, drawings, maps, graphs, or other visual aids to comprehension. Models of other student presentations that "Exceed Expectations" can be very useful for students. They can analyze what makes them "good" and use that information in their own presentations. Give the students an outline of what must be covered in the report, such as, identification of the country or region and its major food products, description of at least two traditional dishes, ingredients, descriptions of how they are prepared, served and eaten.

3. The students have previously been working on gathering information on the traditional foods of a country or region in groups. Ask them to work in these groups to brainstorm what kind of presentation they would like to develop, how they will organize the information, who will do what, what is most important, etc. Require that each student have a clear role in the presentation, and you may want to specify roles.

4. Once students have had a chance to brainstorm, ask the groups to develop a first draft of what they are going to say/write/do.

5. The groups can then share their drafts with another group, and perhaps with you. They may give brief initial presentations to each other to see what works. Students make comments and suggestions and ask questions about each other's drafts.

6. The groups will then revise and refine the content their drafts.

7. Students carefully read each other's written drafts to edit them for spelling, handwriting (or keyboarding), structure, and punctuation. Any other products should also be reviewed. You might want to review some of the work at this point. Final editing should result in scripts and written materials that are relatively free of errors.

Fig. 8-21-1 ©SWCockey

8. The student groups will then give their presentations, in the target language, to the class. They may be in an oral or written form, or a combination of the two. Presenters should be prepared to take questions from the other students after each presentation. You can evaluate each student using your rubric, you can ask students to do peer evaluations of entire presentations using a modification of your rubric. After the presentations, give group feedback; and then give individual feedback in writing with the rubric and/or in person.

If you want your students to have more practice in presentational speaking, you may require that the report be primarily oral, perhaps with a written handout or PowerPoint slides. If you want them to practice writing, you can require that the report be written. If it is written, you could ask each student to read the report to the class, or to give a short oral summary of it. The audience for presentations can be expanded to students in other classes of the target language, members of the target-language-speaking community, parents, classmates, and other teachers. Videos of excellent presentations can be put on school websites or sent to other target language classes in the U.S. or to e-pals (student language partners) in classes in a target language country. Written reports can also be copied and distributed, loaded onto a website, shared with other students of the language or students in a target language country.

Presentational activities can be adapted to any topic or theme, to any age or level of proficiency. There are many possible formats for presentations. Students generally enjoy this kind of activity. Remember that they are language learners and the products of most students will not be perfect. However, this kind of activity can propel students towards higher levels of proficiency.

Learning Strategies: What the Learner Does

Learning strategies are the thoughts and actions that learners employ to help them learn. They may be observable, such as taking notes, or covert, such as thinking about the text and making predictions to oneself about what is going to happen. Most students can learn how to use strategies more effectively; when they do so, they become more self-reliant and better able to learn independently.

Fig. 8-23-1 ©Gunold

All learning strategies are helpful to students when they are working on presentational communication tasks. However, a few stand out as particularly pertinent to the task. The four main metacognitive strategies, Organize/Plan, Manage Your Own Learning, Monitor, and Evaluate are all important to developing a presentation, oral or written. Metacognitive strategies are more general strategies where learners reflect on their own thinking and learning. These strategies are built into the stages of process writing (see discussion of "The Writing Process" above); and the stages of process writing are applicable to the development of any kind of presentation.

Task-based strategies focus on how students can most effectively use the resources they have. A few strategies that are particularly relevant to presentational communication are: Access Information Sources, Cooperate, Use Graphic Organizers, Use Imagery, and Use Real Objects/Role Play.

Organize/Plan: This strategy is crucial to any multi-stage project such as the planning and organization of a presentation. It includes setting goals and working out how to accomplish the goals.

Manage Your Own Learning: This strategy deals with the students managing the conditions of their own learning to maximize their success and efficiency. They think about their own skills and talents, how they learn best and under what conditions.

Monitor: Monitoring progress, checking one's work, comprehension, and production are basic to the process of developing any kind of presentation. In the sharing and commenting stage, students share their work with others to monitor their production. They then reflect and monitor their own work as they revise the content and then edit and refine the final draft.

Fig. 8-23-2 ©geralt

Access Information Sources: This strategy is important to any informational presentation. Students need use dictionaries, grammar charts, word banks, and models of other presentations to develop their own.

Cooperate: Cooperating with others is embedded in the writing process and in the learner-centered approach to language education. Many presentations are developed in groups in the foreign language classroom. This allows students both to share ideas and to practice the target language in class.

Use Graphic Organizers: This task-based strategy is appropriate for certain kinds of informational presentations, written or oral, where organizing the material with graphic organizers makes the information clearer for both the presenter and the audience.

Use Imagery: This task-based strategy is also appropriate for presentations. Students can use words to develop images of sensations such as taste and aroma, they can also use pictures and videos and sounds to communicate and illustrate cultural products and practices.

Fig. 8-24-1
©Serge75

Use Real Objects/Role Play: As in Use Imagery, real objects can illustrate the content of a presentation, especially products of a culture. Role-playing or scripted acting allows students to communicate practices and sometimes perspectives. The act of locating and displaying an object or developing and acting out a role play or a script deepens the student's understanding of the content.

If these learning strategies sound very familiar to you, they should. They are also strategies that we use as teachers to organize our instruction, present material to students, and deepen our own understanding of language and culture.

Teachers can help students learn when and how to use learning strategies in several ways.

- By modeling the strategies aloud
- By allowing time in class for group and individual previewing, predicting, and evaluation activities
- By encouraging students to talk about what strategies they think will help them approach a particular activity, then talking afterwards about what strategies they actually used

<u>Teaching Strategies: What the Teacher Does</u>

Below are some suggestions that you can use to enhance your instruction in Presentational Communication:

Fig. 8-25-1 ©SWCockey

- Hand out to students the specific steps and timetable for preparing a presentation. Many students, no matter their age, may find the research, organization and, if an oral presentation, public speaking, intimidating. Often this is a reflection of their lack of experience. A handout featuring clear, concise steps to follow will help to guide them and assist them in becoming more autonomous learners. This handout can be based on the writing process model.
- Provide your students with a list of your expectations and the rubric you will use to grade them. Have students discuss in groups what they can do to meet each item on the rubric.
- If students are preparing a presentation in a group, make sure tasks are equally distributed from the beginning. To do this, you can require students to hand in a plan specifying the tasks of each group member.
- Students' access to and understanding of how to use dictionaries and other reference works, including their textbooks, notes, reference books, fellow students, and web sites, will aid them greatly.
- Remember to continually teach students the language they need for social negotiation to work together in the target language.
- Provide high levels of support to students who are beginning to compose original sentences on their own. Highly structured writing activities provide the scaffolding that students need in order to express themselves creatively while maintaining accuracy in the language.
- Beware! During oral presentations, when one student or group is presenting, other students can often be found passively listening, preparing their own presentation, or even staring out the window. In order to encourage student engagement in fellow students' oral presentations, make sure students know they are expected to ask questions at the end. Additionally, you can ask students to fill out an evaluation sheet for each presentation, answer questions about the presentation, or compare presentations to what they already knew or what had already been discussed in class.

Fig. 8-25-2 ©Wesley Fryer

- Remind students of an oral presentation's two messages: one is the message contained in the speaker's words, the other is the message sent by the speaker's body language, voice and delivery. Both messages should align. The way the speaker presents him/herself translates through his/her visual message and delivery-style to the audience. Some important aspects of an oral presentation include the following: Culturally appropriate gestures and appearance, volume and pace of voice, eye contact, tone of voice, posture, enthusiasm, and visual aids.

- Incorporate both informal and formal presentational communication situations in your classroom. Informal oral presentations, such as reporting to the class on a group discussion, allow teachers to reinforce a learning atmosphere of comfort and cooperation. This in turn allows students to develop self-confidence along with speaking and presentational skills.

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Resources:

Adair-Hauck, B. Glissan, E.W., and Troyan, F. *Implementing Integrated Performance Assessment*. Alexandria VA: ACTFL. Available at: http://www.actfl.org/publications/guidelines-and-manuals/implementing-integrated-performance-assessment
This manual explains how to carefully create summative performance assessments that connect each of the three modes. The publication includes examples from Novice through Advanced levels.

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Included are several web sites that offer excellent examples of students preparing and presenting information to diverse audiences.

Clementi, Donna and Terrill, L. (2013). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Alexandria VA: ACTFL.

The publication provides a template and several examples of units built around summative performance assessments in each of the three modes of communication (Interpretive, Interpersonal, and Presentational). At the ACTFL publication website, several unit samples and the blank template may be downloaded: http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning

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  Includes resources on integrating strategy instruction into a language lesson. Learning strategies charts are available in multiple languages in the Appendices. Twenty learning strategies are highlighted.

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  Provides a detailed process for preparing a presentation before an audience. Contains easy-to-read tips on presentations.

University of Leicester. *Deliver better presentations*. Available at: http://www2.le.ac.uk/offices/ld/resources/presentation
  As part of the Learning Development web page the section on Presentation Skills includes everything from choosing a topic, to researching and organizing your content, illustrating with posters or PowerPoint, the importance of practice, and many other facets of preparing a successful presentation.

Images:

8-8-1	Cooking Demonstration	© Adriano Castelli	Dreamstime.com ID 16667407 *Salone Del Gusto 2010*
8-8-2	Rubric	Design by: SW Cockey
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8-25-2	Presentational Audience	©Wesley Fryer *One to an undefined many communication*

Credits:

Appendices

Appendix A: Sample Rubric – Presentational Communication

Criterion	Exceeds Expectations 3 points	Meets Expectations 2 points	Does Not Meet Expectations 1 points
Language Function - kinds of exchanges	Student is able to produce narration, description of actions, comments, and questions both orally in scripted speech and in writing – depending on role in video. Scripts and scripted speech reveal some creativity in language use.	Student is able to (both) write and produce simple narration in the present tense, and/or simple descriptions of actions, and/or make appropriate comments and ask questions – depending on role in video.	Student is not able to produce exchanges that result in true language functions, either orally or in writing or both.
Text Type - Length of utterance/text student can say/write	Written and oral presentation use short, simple sentences and combinations of learned material about cooking. Writes and uses more sentences that are strung together to make paragraphs.	Written and oral presentation uses short, simple sentences about cooking that combine learned expressions and sequences. Uses some combinations of sentences.	Written and oral presentation includes phrases and single words, but few full sentences about cooking.
Impact	Written script and oral presentation provide focus and interest for the cooking demonstration. Visuals, gestures, choice of language, and interactions with other presenters are engaging and organized. Evidence of an effort to communicate with the audience.	Written script and oral presentation provide a focus for the cooking demonstration and are interesting to the audience. Visuals, gestures, and interaction with other presenters provide interest and clarity for the audience.	Written script and oral presentation are not organized, purpose is not clear to the audience. Visuals, gestures and interactions with other presenters do not add interest or clarity.
Vocabulary	Vocabulary about food and cooking conveys ideas and expands beyond lists and directions.	Vocabulary about food and cooking is sufficient to convey lists, names and cooking directions and to make occasional comments about the food.	Does not use sufficient vocabulary to express ideas.
Comprehensibility	Teacher and other students understand writing and oral presentation easily.	Teacher and other students can understand most of the writing and oral presentation.	Teacher and other students have great difficulty understanding writing and/or oral presentation.
Language Control - Grammar - Vocabulary - Pronunciation	Can produce written scripts and present them orally with accurate use of grammar, vocabulary, and pronunciation using simple sentences. Is able to write sentences without teacher scaffolding.	Mostly accurate when copying and reciting memorized scripts. The less structure provided by the teacher, the more errors in writing and oral presentation.	Mostly accurate in copying and reciting single words.
Cultural Awareness	Verbal expression, gestures, and non-verbal behavior closely reflect those of models, not just as imitations, but appear to be used naturally.	Verbal expressions, gestures, and non-verbal behavior imitate those modeled by teacher or observed materials (such as videos).	Verbal expressions, gestures, and non-verbal behavior the same as in the home culture, do not reflect models of target language culture.