

# ***Updated Curriculum, New Connections: Overview of the Revised International Languages Curriculum***

**OMLTA/AOPLV**

**Saturday, November 19, 2016**

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I am a German teacher, so please  
allow me to say ...

**“Schön, dass Sie da sind!”**



I am also a Spanish teacher, so  
please allow me to say ...  
**“¡Qué bueno que estén aquí!”**



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I have even taught Portuguese, so  
please allow me to say ...

***“Que bom que estejam presentes!”***



**Bem-Vindo!**



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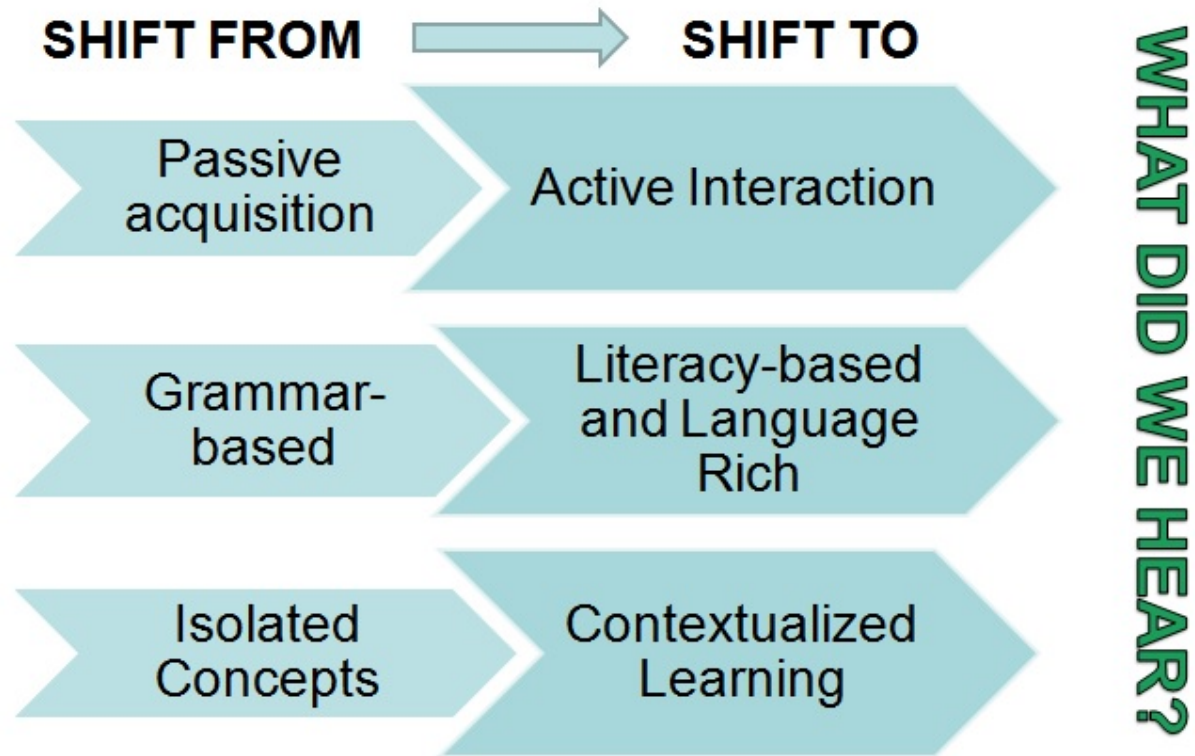
# Overview

- 1. Goals of this presentation
- 2. Overarching goals and vision of revised curriculum
- 3. Summary of major changes
- 4. Updates to **format**
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  - B. Achievement Chart
  - C. Structure
- 5. Updates to **content and expectations**
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- 6. Considerations
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- 7. Question and answer session / Collaborative inquiry

# I. Goals of this presentation

- To inform educators of International Languages about the revised curriculum, its implications for program planning, and how to address the expectations contained therein.
- To better understand the rationale behind these changes.
- To reflect on how to implement best practices from the revised curriculum into our existing programming, in order to maintain/increase student engagement and prepare for the next academic year.

## 2. Overarching goals of revised curriculum



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support every child | accompagner chaque enfant  
reach every student | appuyer chaque élève



Ministry of Education, 2015.

[http://www.edugains.ca/newsite/curriculum/secondaryresources/classicalstudiesin  
terlang.html](http://www.edugains.ca/newsite/curriculum/secondaryresources/classicalstudiesinterlang.html)

## 2. Overarching goals of revised curriculum

- Equip students with ***skills and strategies*** in order to communicate in the target language.
- An emphasis on ***spoken interaction*** rather than strictly production.
- The completion of tasks (and activities that build towards tasks) that are based on ***real-life, authentic situations*** that embed and use ***multiple strands and skills***.
- The use of specific, overt strategies of ***metacognition*** (reflection on one's own learning styles and skill sets).
- Teaching language, skills, and strategies ***in context***.

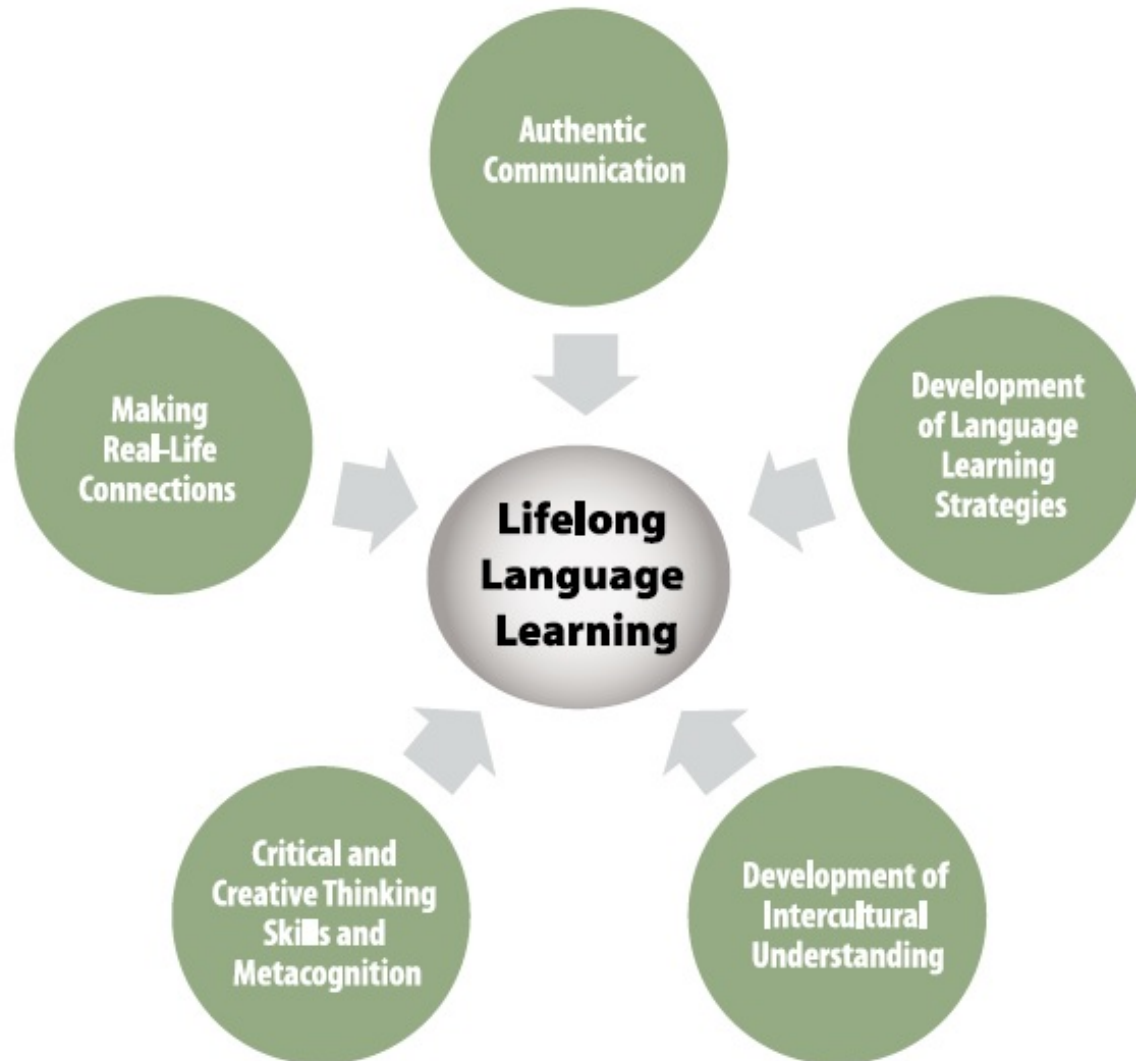


## 2. Overarching goals of revised curriculum

### **VISION:**

Students of international languages will communicate and interact in the international language with growing confidence in real-life contexts, and will develop an awareness of the multicultural and plurilingual nature of the modern world. All students of languages will develop the knowledge and skills necessary for lifelong language learning. All students in the program will develop the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

## 2. Overarching goals of revised curriculum



### 3. Summary of major changes

- Three-year program:
  - Elimination of current “Level A”
  - Courses will be renamed “Levels 1-3”
  - Course codes will remain B, C, D
- Elimination of Native Speaker codes
  - Impacts the classroom make-up and structure of Saturday schools and Continuing Education programs

# 3. Summary of major changes

- Four strands
  - Listening and Speaking are “officially” separate
  - Grammar/Language Conventions is **NOT** a strand
- Overall Expectations are the same for Levels 1-3
  - Allows flexibility with progression of programming that is reflective of student needs and unique classroom environments
- Overall Expectations focus on new themes:
  - Production **AND** interaction
  - Intercultural Awareness
- Unlike French as a Second Language, a Language Knowledge Chart is included as an appendix to assist with teaching of **contextualized** language structures; suggestions for **vocabulary** are also included

## 4. Updates to *format*

To achieve these goals, the curriculum document that will be published has also been altered to include the following:

- **A. Front Matter**

- Vision
- Goals for Language Learning
- Context and Enduring Ideas
- The Program (pathways, strands)
- Considerations for Program Planning
  - Students with special needs, ELLs, Environmental Education, Healthy Relationships, Equity and Inclusive Education, Financial Literacy, Literacy/Inquiry/Numeracy, School Library, Information and Communication Technology, Cooperative Education and Experiential Education, Health and Safety, Ethics

## 4. Updates to *format*

### **VISION:**

Students of international languages will communicate and interact in the international language with growing confidence in real-life contexts, and will develop an awareness of the multicultural and plurilingual nature of the modern world. All students of languages will develop the knowledge and skills necessary for lifelong language learning. All students in the program will develop the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

## 4. Updates to *format*

- **B. Achievement Chart**

- updated to reflect the 21<sup>st</sup> century learner
- is reflective of sound assessment practices
- **is the basis upon which we create all assessments; this chart guides our creation of assessments that meet the Overall Expectations for each course**
- four categories (Knowledge/Understanding, Thinking, Communication, Application) are well elaborated for the context of International Languages classes

## 4. Updates to *format*

- **C. Format**

- Overall Expectations are same from Levels 1-3
- Specific Expectations are divided to provide additional support for educators:
  - now includes multiple examples to assist with developing strategies
  - now includes ***Teacher Prompts*** to give suggestions as to how to deliver content that is suggested by the Specific Expectations

## 5. Updates to ***content and expectations***

Main ideas:

- Existing concepts are largely continued with the following new concepts included in Overall Expectations:
  - production ***and*** interaction (L, S)
  - recognizing purpose, form, and style (R, W)
  - intercultural understanding (L, S, R, W)

## 5. Updates to *content and expectations*

### Production *and* interaction (L, S)

- a distinction between Listening and Speaking to *understand* and to *interact*
  - we must continue (begin) to teach explicit strategies that encourage learners to do more than merely produce language
  - this requires a contextualization of learning that is directly related to using new language (vocabulary, grammar, syntax) in contexts that mirror the real-world (i.e., students beginning to use language **IN** our classes, and seeing how it can be used and expanded upon **OUT** of our classes in real ways)

## 5. Updates to ***content and expectations***

### **Recognizing purpose, form, and style (R,W)**

- exposing our learners to multiple forms of text in the target language
- activating literacy (and critical literacy) skills, transferrable from other subject areas, into the I.L. classroom
- teaching explicit strategies that encourage students to reflect on how they best understand and interact with text

## 5. Updates to ***content and expectations***

### **Intercultural understanding and awareness (L, S, R, W)**

- exposing our students to multiple viewpoints, perspectives, and realities through concepts that advance with increasing difficulty
- allowing students to interact with text, audio, video, and other sources of varying accents, styles, and types of language (youth slang, diasporic language, regionalisms, etc.)

# 5. Updates to *content and expectations*

## Definitions

### Intercultural Awareness

- “knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and ‘the world of the target community’ produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of the regional and social diversity of both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner’s L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers awareness of how each community appears from the perspective of the other, often in the form of national stereotypes.” (CEFR, 2001)

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# 5. Updates to *content and expectations*

## The Cultural Iceberg

### Surface Culture

Food  
Flags Festivals  
Fashion Holidays Music  
Performances Dances Games  
Arts & Crafts Literature Language

### Deep Culture

#### Communication Styles and Rules

facial expressions gestures eye contact  
personal space touching  
body language tone of voice  
handling and displaying of emotion  
conversational patterns in different social situations

#### Notions of:

courtesy and manners  
friendship leadership  
cleanliness modesty beauty

#### Concepts of:

self time past and future  
fairness and justice  
roles related to age, sex, class, family, etc.

#### Attitudes toward:

elders adolescents dependents  
rule expectations work authority  
cooperation vs. competition  
relationships with animals age sin death

#### Approaches to:

religion courtship marriage raising children  
decision-making problem-solving

Ministry of Education,  
2015.

<http://www.edugains.ca/newsite/curriculum/secondaryresources/classicalstudiesinterlang.html>

## 5. Updates to ***content and expectations***

- **Metacognition** is present as a Specific Expectation
  - **WHAT?** Included in our instructional strategies; not assessed by us.
  - **HOW?** Regular check-ins, consultations, guiding questions, and other strategies to have students reflect on their own language learning and the efficacy of their skills:
    - Thumbs up/down/middle
    - Exit cards
    - KWVL charts (**K**now-**W**ant to know-**L**earned)
    - Explicit questioning
    - Making connections to other subject areas...

# 6. Considerations

## ASSESSMENT

- With language structures and elements being taught ***in context***, there is no longer room for formal “grammar tests”. Under which strand would this fit?
- Instead, students demonstrate their understanding and acquisition of language structures through the execution of ***activities*** that integrate demonstration of content/structures and ***tasks*** that require its application.
- **THIS IS A MAJOR SHIFT FOR MANY EDUCATORS.** It is okay to need time and support to make this change. Some strategies:
  - Backwards planning of major tasks
  - Inspiration from CEFR
  - Increasing student voice in programming

## 6. Considerations

### **INSPIRATION FROM CEFR**

- BD (new level 1)  $\approx$  A1
- CU (new level 2)  $\approx$  A1-A2
- DU (new level 3)  $\approx$  A2-B1

NOT in terms of language structures, rather:

- themes,
- differentiation of spoken production vs. spoken interaction
- “can do” statements to guide program planning, metacognition, gradual release of responsibility, autonomy, and encouragement

# 6. Considerations

## MINISTRY OF EDUCATION INITIATIVES

- Embedded content which educators are expected to address:
  - **Equity and Inclusive Education** (using inclusive language to best reflect diversity of gender, race, religion, sexual orientation, gender identity, socio-economic status;)
  - **First Nations, Métis, and Inuit perspectives** (compare and contrast; making connections; teachings and principles that can be reflected in the I.L. classroom)
  - **Financial Literacy** (explicit integration of ideas, strategies that encourage students to think critically about money, finances, planning)
  - **Environmental Education** (promotion of these concepts in the context of our learning)
  - **21<sup>st</sup> Century Learning** (co-op, experiential learning, varied pathways other than university)

# 6. Considerations

## ASSISTANCE

- Ontario Modern Language Teachers' Association ([www.omlta.org](http://www.omlta.org)) and International Languages Teachers' Association ([www.ilea.ca](http://www.ilea.ca)) will be producing support material in 2017; OMLTA's will be generic for all International Languages; some from ILEA will be language-specific (German, Spanish, Bengali, others TBA).

## IMPLEMENTATION

- The final curriculum document was released in August of 2016. Implementation must begin for September 2017.

# 7. Next steps

Guiding questions:

- **Which strategies can I begin to integrate into my teaching to encourage students to:**
  - interact with each other and myself?
  - recognize and inquire about various environments where the language is spoken?
  - think beyond generalizations and stereotypes of cultures of the places where the language under study is spoken?
  - reflect on their own learning?
- **How will my assessments and classroom activities:**
  - encourage interaction and reflect real-life language use?
  - utilise a variety of level-appropriate sources?
- What do I need to **start** doing to meet the requirements of the new curriculum? With which topics do I need to **deepen my understanding**? What should I **move toward stopping**?
- With whom can I **collaborate**?
- What will combined classes (**Native and non-Native Speakers** under the same code) look like?

# Resources

Initial sources for support, planning  
templates for collaboration, curriculum  
supports:

<http://www.edugains.ca/newsite/curriculum/secondaryresources/classicalstudiesinterlang.html>

# What are your questions?



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