

Let's Solve This Problem!

Shifting our International Languages Classes from Spoken Production to Interaction



ONTARIO MODERN LANGUAGE
TEACHERS' ASSOCIATION
ASSOCIATION ONTARIENNE DES
PROFESSEURS DE LANGUES VIVANTES
SINCE / DEPUIS 1886



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@broadwayprofe



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Welcome to our session!

Second language educators are an outstanding source of new perspectives on the world. We share fresh, different, and under-represented points of view, stories, histories, and ways of being.

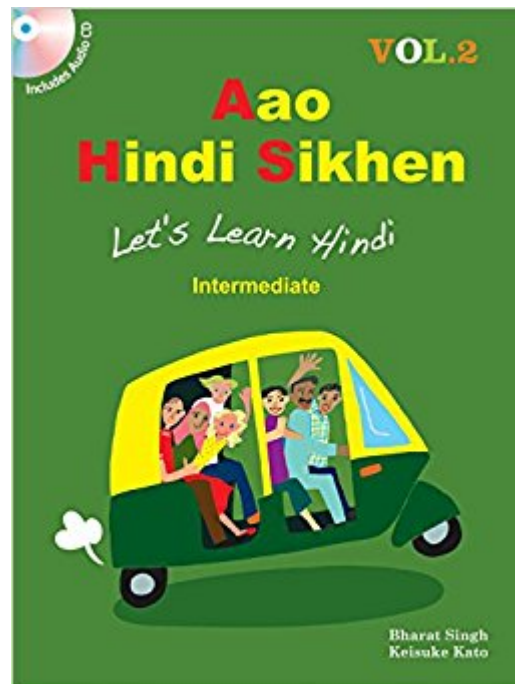


Se habla español



Welcome to our session!

Let's get ready to collaborate, share, and engage with curriculum, teaching strategies, classroom activities, and our students' voices!



Tell me more!

Let's share what you teach and at which level(s).

Language

Elementary

Secondary

Key ideas

1. Two minutes about International Languages in Ontario
2. Revised curriculum (2016)
3. From communicative to action-oriented
4. Strategies and scaffolding
5. Scenarios and contexts
6. Additional learning

I. Two minutes about I.L. in Ontario

Survey: tell me about you...

Which International Languages have you studied?

- In high school
- In university and/or college
- In night school or weekend courses
- On your own (apps, books, other self-directed learning)

I. Two minutes about I.L. in Ontario

All or virtually all of these languages can be studied in our province.

- Elementary after-school and school day programs
- Secondary school credit classes (day school, night school, Saturday school)
- 77 International Languages can officially be offered in Ontario

2. Revised curriculum (2016)

Hurray!

2016

RÉVISÉ

Le curriculum de l'Ontario
de la 9^e à la 12^e année

Études classiques et
langues internationales



accompagner chaque enfant
appuyer chaque élève

Ontario

2016

REVISED

The Ontario Curriculum
Grades 9 to 12

Classical Studies and
International Languages



support every child
reach every student

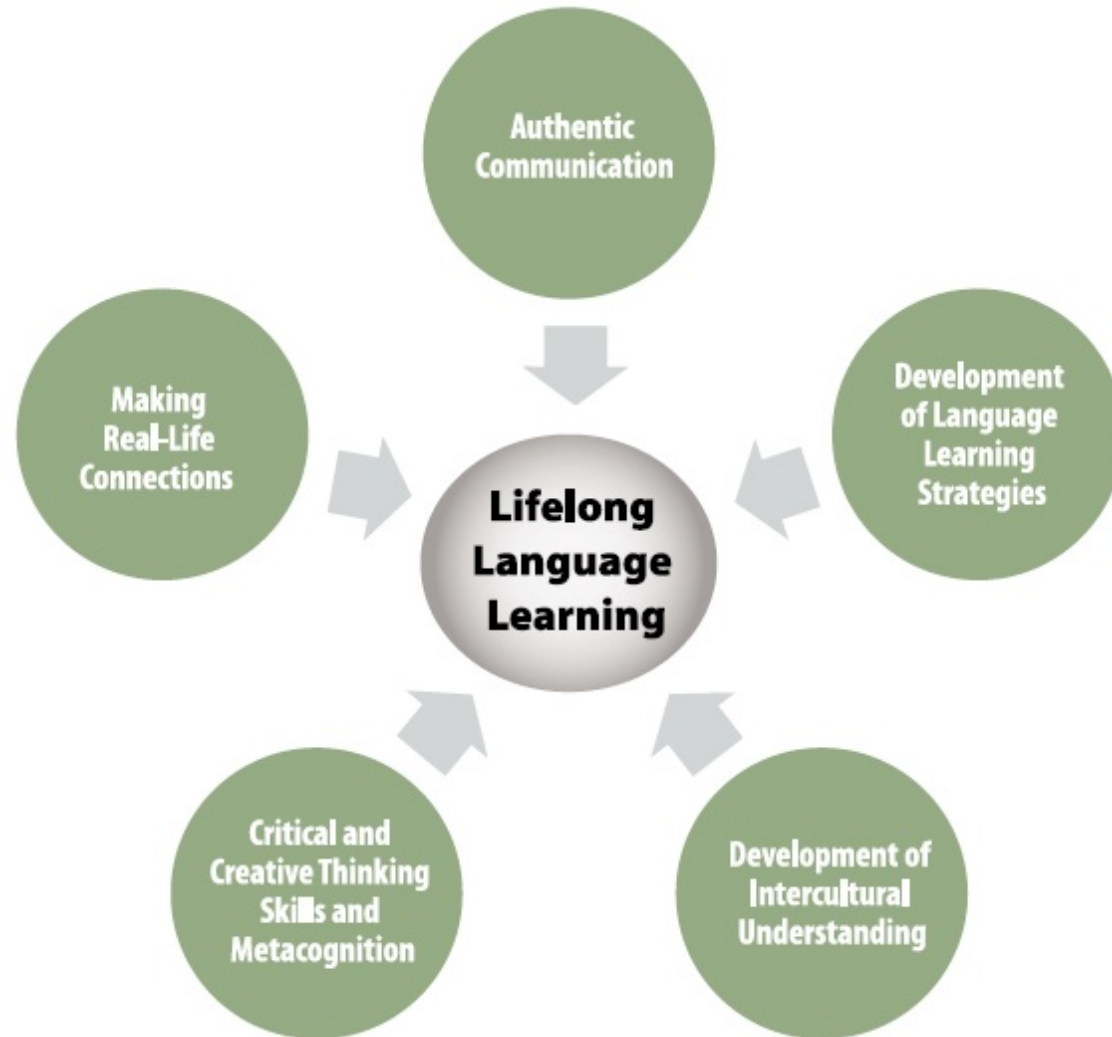
Ontario

2. Revised curriculum (2016)

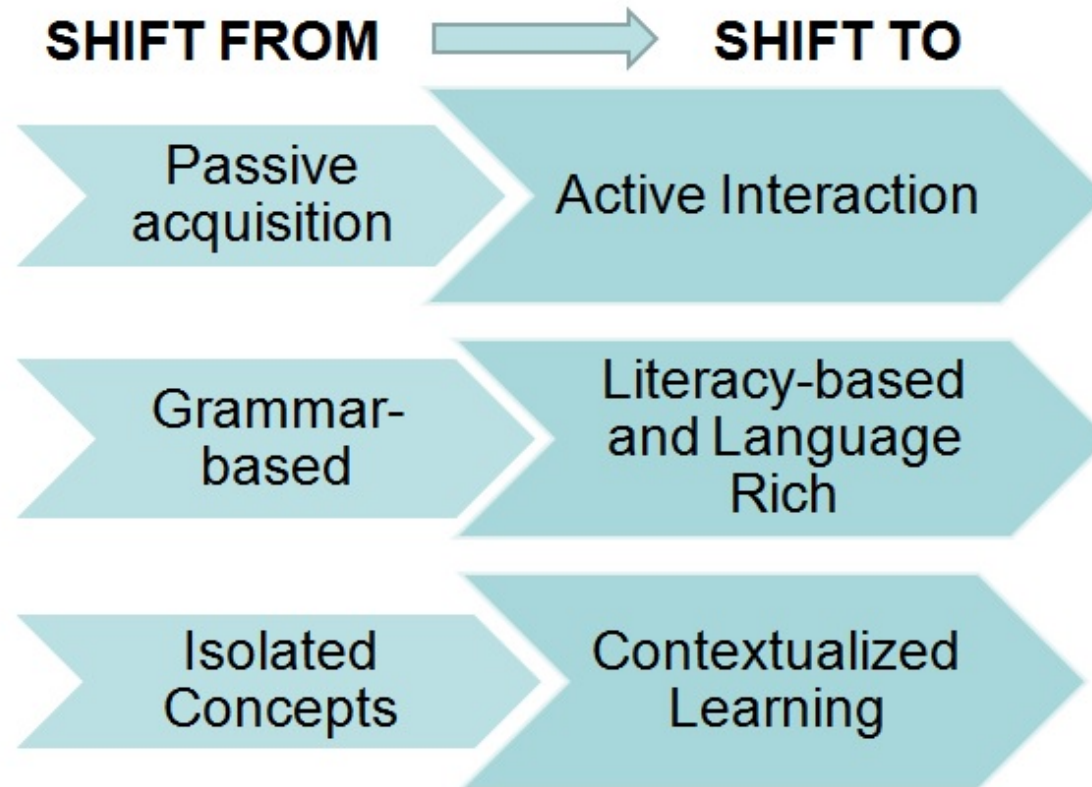
VISION:

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. Revised curriculum (2016)



2. Revised curriculum (2016)



WHAT DID WE HEAR?

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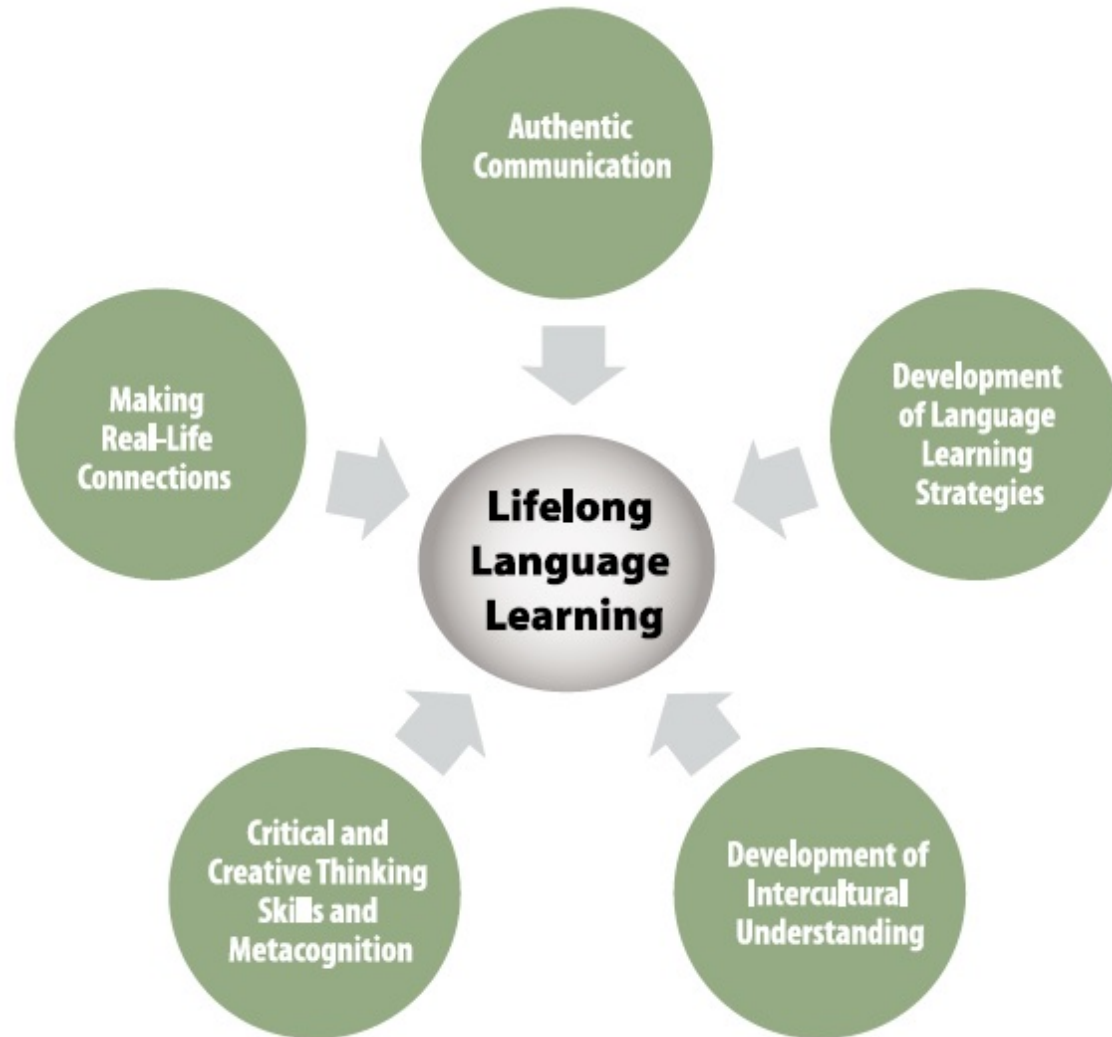
2. Revised curriculum (2016)

- 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***.

2. Revised curriculum (2016)

- 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)

3. From communicative to action-oriented



3. From communicative to action-oriented

Survey question:

When and where do our students use their new language skills outside of the classroom?



3. From communicative to action-oriented

One key goal of the curriculum is to encourage learning opportunities that mimic authentic, real-life language use.

Activities, tasks, and evaluations that engage with these ideas are best suited to our students' needs and interests.

So...let's create classroom experiences that mimic real life as much as possible!

3. From communicative to action-oriented

Communicative contexts often mirror real-life (✓) and may be focused on production (speaking **about** something rather than **with** someone). These skills are important and needed!

Action-oriented contexts are the next step: they mirror real-life (✓) **and elicit students to solve a problem, negotiate a situation, or collaborate to achieve a common goal** (✓✓). Thus, **interaction**, which, over time, leads to **sustained interactions!** (✓✓✓)

3. From communicative to action-oriented

HOW?
COMMENT ?
¿CÓMO?
WIE?
COME?
COMO?
HVERNIG?
...?

4. Strategies and scaffolding

What strategies are needed to succeed in action-oriented approaches?

- Word walls
- Anchor charts
- Explicit teaching of vocabulary and phrases that start and sustain interaction (sentence starters, vocabulary related to opinions, verbs of volition or doubt)
- Practice, practice, practice (and teacher-led modeling)!

4. Strategies and scaffolding

How do we teach these strategies?

- Engage with the concepts and practice using warm-up activities where interaction is embedded (four corners, speed dating, large group and small group discussions...)
- Frequent classroom interaction with educator and peers: teacher takes a leadership role in modeling
- Framing traditional classroom activities as action-oriented situations
- Having students to reflect on their own classroom environment (metacognition)

4. Strategies and scaffolding

How do we encourage students to take risks in speaking and interacting?

- Model positive reinforcement
- Small group work with friends before branching out to different partners
- Integrate other voices/accents to gain familiarity (video, audio, guests)
- Contextualize learning to most engaging situations (student voice)
- Ensure that real-life scenarios are mimicked as much as possible

4. Strategies and scaffolding

Survey question:

What is a favourite phrase or compliment that you give your students to encourage them to speak and interact?

4. Strategies and scaffolding

Nothing is done in isolation. 😊





5. Scenarios and contexts

Guiding question:

If our students are using their language in contexts of **being social with peers and for tourism** (and possibly for future opportunities for **post-secondary study, community work, and/or the workforce**), which scenarios are the most important to highlight in our classes?

5. Scenarios and contexts

Theme: School

Communicative: Talking about places in and around the school building.

Action-oriented: Deciding where to meet your friends after school.



5. Scenarios and contexts

Theme: School

Communicative: Talking about favourite classes and teachers.

Action-oriented: Discussing an ideal timetable.



5. Scenarios and contexts

Theme: Food

Communicative: Describing favourite foods and restaurants.

Action-oriented: Deciding where to meet for dinner with friends and/or family.



5. Scenarios and contexts

Theme: Food

Communicative: Describing elements of national/traditional cuisine from abroad.

Action-oriented: Looking at a restaurant menu or website, decide what to order for dinner (with a set amount of money).

5. Scenarios and contexts

Theme: Travel and tourism

Communicative: A report on a city or region where the language under study is spoken.

Action-oriented: Making a travel itinerary based on a local resident's suggestions.

5. Scenarios and contexts

Theme: Travel and tourism

Communicative: A list of tourist attractions and their history/significance.

Action-oriented: Discussing the pros and cons of visiting various tourist attractions.

5. Scenarios and contexts

Overarching situations:

- Solving problems (restaurants, transportation, entertainment, purchases...)
- Coming to a consensus (travel plans, food choices, likes and dislikes...)
- Looking for and asking about similarities and differences (comparing and contrasting Ontario to other parts of the world, likes and dislikes...)
- Responding to needs and wants (as above)

5. Scenarios and contexts

Survey question:

What are some action-oriented situations related to **solving problems**?

- Asking for directions when lost
- Returning a purchase
- Expressing a complaint
- ...



5. Scenarios and contexts

Survey question:

What are some action-oriented situations related to **coming to a consensus?**

- Making immediate plans (tourism, eating, shopping, other...)
- ...

5. Scenarios and contexts

Survey question:

What are some action-oriented situations related to **finding similarities and differences?**

- Comparing Ontario to other parts of the world (school, shopping, history, communication, daily life...)
- ...

5. Scenarios and contexts

The revised curriculum has suggestions about vocabulary and themes that can be used in each level.

Topics for Developing Vocabulary


Level 1, Academic/Open	Level 2, University Preparation/Open	Level 3, University Preparation/Open
Basic salutations (e.g., greetings, leave taking)	Idiomatic expressions (e.g., slang terms, invitations, expressions of gratitude and appreciation)	Proverbs (e.g., sayings that are common to a variety of cultures around the world, regionally or culturally specific sayings)
Colours (e.g., the primary and secondary colours, adjectives of colour)	Housing (e.g., rooms and parts of a house, types of home, rural versus urban dwellings) and household objects (e.g., appliances, furniture, bedding, utensils, gardening tools, crockery)	Visual art (e.g., forms such as painting, sculpture, collage; elements such as colour, line, form) and architecture (e.g., forms such as monuments, temples, palaces; architectural elements such as columns, domes, spires)
Parts of the body (e.g., arm, leg, eye, nose, ear)	Health care (e.g., medical appointments; symptoms of illness, such as a sore throat, headache, fever; health care professionals, such as dentist, doctor, optometrist)	Healthy living (e.g., mental health and well-being, sleep patterns and habits, healthy eating)

Combined with commercial resources and our own materials, these can help guide our use of action-oriented approaches in class.


5. Scenarios and contexts

The revised curriculum has suggestions for activities that link action-oriented approaches with each strand.

D3.2 Awareness of Sociolinguistic Conventions:



identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in their written work in the target language (*e.g., use appropriate salutations and levels of formality when writing invitations for a special event to friends, the school principal, teachers, or a local government official; incorporate regional or national idiomatic expressions into a script for a commercial; conduct online research to identify regional expressions, and compare them to expressions specific to their own community in a summary chart; create a storyboard or write a skit highlighting ways in which expressions with the same meaning vary from region to region; write menus, including prices, for different types of eating establishments in a target-language community*)



A2.2 Interacting:

respond with understanding to what others say while participating in brief, structured interactions in the target language about themselves, family, friends, and their immediate environment, with contextual and visual support (*e.g., in pairs and small groups, answer questions on familiar topics; offer additional ideas in response to a peer's plan for a waste-free lunch; use information a peer has provided in an interview to introduce him or her to a group; with a peer, role-play an interaction about shopping for electronics; agree or disagree with a partner verbally and non-verbally in a conversation about a new technology they have used; agree or disagree with a partner on which of two or more items to buy at a supermarket, based on a prescribed budget, and justify their choice*)

Check out the Specific Expectations!



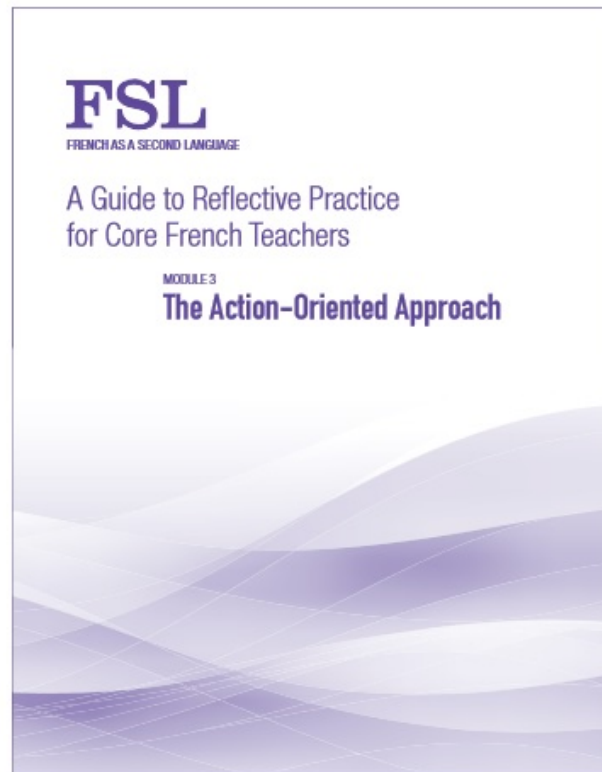
5. Scenarios and contexts

Together, we have collaborated to discuss classroom **activities** that, when scaffolded and practiced, can easily lead into **assessments**.

6. Additional supports

Ministry of Education:

Action-oriented tips for Core French



6. Additional supports

OMLTA:

Financial literacy lesson plans for Core French (2016) and International Languages (2011), easily adapted for the revised curriculum; both include action-oriented activities that can be modified to meet the revised curriculum expectations



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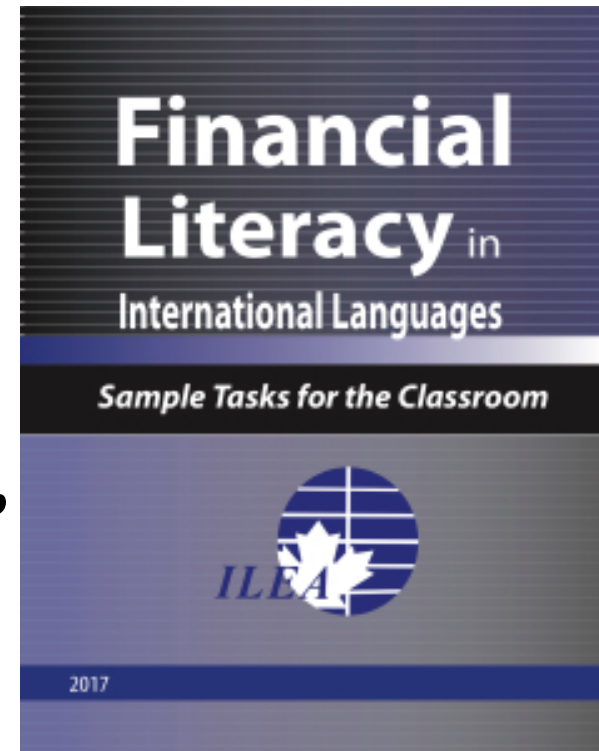
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6. Additional supports

ILEA:

Financial literacy tasks for International Languages that include action-oriented programming

Includes ready-made resources in German, Spanish, Mandarin, French, and other languages



6. Additional supports

CEFR (Council of Europe):

“I can” statements that support student abilities and competencies (language passport and other self-assessment tools)



6. Additional supports

Student contests and events:

- Ontario H.S. German Contest
- Ontario S.S. Spanish Contest
- OATI Italian Contest
- Events from Instituto Camões, CAJLE (Japanese), embassies, consulates, overseas school agencies...



Closing

Survey question:

What is one idea or strategy that you could begin to implement in your class tomorrow?



Thank you for your time!

Obrigado! Danke! ¡Gracias! Grazie! Xie xie!



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Do you teach French?

Two **Summer Institutes** will be held this summer!

Watch for full details on Friday, June 1 at

www.otffeo.on.ca!



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Professional Learning Opportunities

OMLTA Fall Conference: October 26-27, 2018
Timmins, ON

OMLTA Spring Conference: March 29-30, 2019
Toronto, ON



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OATG Fortbildungstag: November 2018
Hamilton or Toronto