

Workshop 3

Delivering the Message

“One of the most useful aspects of having a real audience in presentational communication is that the audience will provide gaps that students can investigate, understand, explore, and then write about or talk about.”
—Paul Kei Matsuda, Assistant Professor of English, University of New Hampshire

Learning Goals

How do you organize an effective written or oral presentational task that has students focus on a particular audience? In this session, you’ll review relevant research, observe video discussions and classroom examples, and do a culminating activity on the presentational mode of communication. At the end of this session, you will better understand how to:

- take audience into consideration when designing written and oral presentational tasks;
- help students develop a repertoire of strategies for completing presentational tasks; and
- spiral writing tasks as students develop proficiency in the language.

Key Terms

- communicative modes
- genre
- rubric
- spiraling

Definitions for these terms can be found in the Glossary located in the Appendix.

Before You Watch

To prepare for this workshop session, you will tap your prior knowledge and experience and then read current research on how specific writing concepts and strategies can be applied to presentational tasks.

Facilitator's Note: Ask everyone to complete the Reflect on Your Experience and Examine the Research sections below before arriving for this session.

Reflect on Your Experience *[Reflection]*

Consider the types of written and oral presentational tasks that you have designed for students, then answer the following questions. You may want to save your answers in order to reflect on them again at the end of the session.

1. What kinds of presentational activities serve to engage students? How do you plan for students' engagement when designing a presentational activity in which students are presenters? In which students are the audience?
2. What kinds of audiences could be the focus of a student presentation? What is the effect of identifying an audience other than the teacher?
3. What goal might you have for a presentational activity in your class? In which part of a lesson or unit do you typically include oral or written presentations by students? What activities do you try to build into a unit to help students be successful in producing the presentational product?

Examine the Research *[Assignment]*

Read the article listed below, then answer the following questions.

Article

"Teaching Foreign Language Writing"

This article talks about the importance of teaching foreign language writing at all levels of language study.

Scott, Virginia Mitchell. "Teaching Foreign Language Writing." In *Rethinking Foreign Language Writing*, 140–170. Boston: Heinle & Heinle, 1996.

This article is available as a downloadable PDF file on the *Teaching Foreign Languages K–12 Workshop* Web site. Go to www.learner.org/channel/workshops/tfl/, click on the session title, Before You Watch, and scroll down to Examine the Research.

Facilitator's Note: Be sure that everyone has access to this reading. You may want to have a few copies available for those without Internet access.

Reading Questions

1. This article focuses on writing. What aspects of the article also hold true for oral presentations? What differences would have to be addressed?
2. What advantages do you see in using "prompts" to focus a writing task? An oral task? What kinds of prewriting strategies do you tend to use for your writing tasks? For your oral tasks?
3. How has a process approach to writing helped make students more successful at writing than they may have been with previous models? Why are the drafting and revising stages important in presentational communication?

Before You Watch, cont'd.

4. Analyze the three examples of a writing task that has been spiraled for students at different proficiency levels (“Teaching Foreign Language Writing,” Figs. 2–4). How does the task differ from one level to the next? How is it the same? How does modifying the task enable you to use the same content at each level? What types of presentational tasks are appropriate for beginning students? How might you increase the expectation of what students will produce at the intermediate and pre-advanced stages?
5. The article lists 10 suggestions for teaching writing from the beginning stages of language study. Which three suggestions strike you as particularly relevant to your teaching situation? Why?

Assignment: Submit your written responses to the Reading Questions.

Optional Article: You may elect to read the following article for a deeper understanding of the effects of error correction on students’ writing progress.

“Effects of the Red Pen”

This article details a study that suggests student achievement is enhanced by free-writing exercises, and that teacher corrections do not significantly improve writing skills.

Semke, H. “Effects of the Red Pen.” *Foreign Language Annals* 17 (1984): 195–202.

This article is available as a downloadable PDF file on the *Teaching Foreign Languages K–12 Workshop* Web site. Go to www.learner.org/channel/workshops/tfl/, click on the session title, Before You Watch, and scroll down to Examine the Research.

Facilitator’s Note: Be sure that everyone has access to this reading. You may want to have a few copies available for those without Internet access.

Analyze the Video

Facilitator’s Note: When the workshop session begins, you may want to spend a few minutes discussing participants’ prior knowledge and experience and reviewing the Reading Questions.

Video Summary

In “Delivering the Message,” Professor Paul Kei Matsuda of the University of New Hampshire addresses how a consideration of the audience impacts presentational activities. Professor Matsuda also joins a round-table discussion on effective strategies for designing and assessing presentational tasks, moderated by University of Pittsburgh professor Richard Donato, and including teachers Jane Shuffelton of Rochester, New York, and Marylee DiGennaro of North Haven, Connecticut. The video also features excerpts from Ms. Shuffelton’s and Ms. DiGennaro’s classes, as well as other classes across different grade levels and languages.* The video addresses the following questions:

- Who is the audience?
- How does audience influence oral and written presentations?
- How does feedback improve presentational communication?

*The classroom excerpts featured in this video are from the *Teaching Foreign Languages K–12* video library. To learn more about the featured lessons, go to the Library Videos Chart found at the end of this chapter.

Watch the Video *[Reflection]*

Watch the video “Delivering the Message,” and take notes as you watch. Consider pausing at the end of each section to answer the questions before moving on to the next section. If you are working in a group, discuss your responses; if you are working alone, reflect on them in your journal.

1. Who is the audience?

In this section, Professor Matsuda describes different types of audiences that students might have for their presentational tasks. The group then discusses ways in which presentational tasks could take place.

- What makes presentational communication different from interpersonal communication, even if the audience is the teacher and/or other students? What role do interpretive and interpersonal communication play in preparing students for the presentational mode of communication?
- What kinds of audiences, other than the classroom participants, did the classroom excerpts show? What other kinds of audiences have you targeted in presentational activities in your class?
- Ms. DiGennaro likens presentational communication to the giving and receiving of a gift. Using examples from the classroom excerpts and/or your own classroom, expand on this metaphor to show the importance of making students aware of their audience. What other metaphor(s) might be used to describe this communication mode?

2. How does audience influence oral and written presentations?

In this section, Professor Matsuda discusses presentational writing as a process. The group then addresses the effect of audience on student motivation and on writing.

- What is the effect of a distant audience (such as a pen pal) on student motivation to write or to speak?
- How does the identification of audience influence the three stages of the writing process: prewriting, drafting, and revising?

Analyze the Video, cont'd.

- In the video excerpt, how does Ms. Lori Langer de Ramirez use audience to focus the writing task for her students?

3. How does feedback improve presentational communication?

In this section, Professor Matsuda stresses the importance of providing feedback that goes beyond the grammatical aspect of the text. The group then discusses ways that they assess presentational tasks, including the use of rubrics.

- What aspects of a presentation do you focus on when providing feedback? What, if any, challenges have you faced in assessing and providing feedback on these aspects? What other key characteristics of presentational communication would you evaluate?
- What are the characteristics of a good rubric? How would you align letter grades and rubrics?
- What role would audience play in the design of a rubric? How does an awareness of the audience influence the degree of accuracy you expect from students?

Examine the Topic

[Assignment]

Now that you have read the research and viewed the video discussion on presentational communication, you will examine the topic further by looking at examples of student products and working backwards to determine how the presentational activities may have been designed.

The student work in these activities is the culmination of a four-week Russian II project called “Our Village.” The overall project integrates all three communicative modes, but you will focus on the presentational tasks in these activities. The following is a description of the overall task presented to students by teacher Jane Shuffelton:

“Our Village” Task Description

We will create a village/state where we will work, govern ourselves, and discuss issues of importance to the village/state. We may decide to produce some items that we would offer commercially to a village/state in Anchorage, Alaska. Russian will be the official language of the village/state.

Try it online! This activity is available online as an interactive activity. Go to the *Teaching Foreign Languages K–12 Workshop* Web site at www.learner.org/channel/workshops/tfl/. Select this session and go to Examine the Topic.

Facilitator’s Note: Hand out the forms A New Identity—Reading and A New Identity—Questions, and ask participants to complete Steps 1 and 2 of Part A below. When the participants are ready to compare their responses to the sample answers, hand out A New Identity—Sample Answers. Next, for Part B, hand out The Village/State—Reading and The Village/State—Questions, and ask participants to complete Steps 1 and 2. When the participants are ready to compare their responses to the sample answers, hand out The Village/State—Sample Answers. All handouts can be found at the end of this chapter.

A. Written Presentational Task 1: A New Identity

For this activity, each student wrote a one-paragraph description of himself or herself to send to the other citizens of the village/state. Go to the workshop Web site for the interactive version or follow along below.

1. Begin by reading in Russian or English the student work titled “A New Identity.” Use the form A New Identity—Reading.
2. Then, using the form A New Identity—Questions, work backwards to determine the audience, purpose, genre, and theme that were selected for this task. Base your answers on both the student work and the “Our Village” task description above.
3. When you have finished, go to the form A New Identity—Sample Answers to see sample answers to the questions.

B. Written Presentational Task 2: The Village/State

For this activity, student groups created advertisements for the new village/state to try to entice people in Alaska to join them in this new world. Go to the workshop Web site for the interactive version, or follow along below.

1. Begin by reading in Russian or English the student work titled “The Village/State.” Use the form The Village/State—Reading.
2. Then, using the form The Village/State—Questions, work backwards to determine the audience, purpose, genre, and theme that were selected for this task. Base your answers on both the student work and the “Our Village” task description above.
3. When you have finished, go to the form The Village/State—Sample Answers to see sample answers to the questions.

Examine the Topic, cont'd.

C. Oral Presentational Task

Now that you've examined how two written presentational tasks may have been designed, you will design an oral presentational task. Select one of the written presentational tasks and describe the final product of an oral presentational task that uses the same themes and content. Use the following questions to guide your writing:

1. Who is the audience?
2. What is the purpose?
3. What characteristics of the given genre should students consider as they work?
4. What is the theme(s) of the content?
5. What vocabulary do students need to know and be able to use? What grammatical structures might dominate their speech?
6. What linguistic and cultural goals do you want to meet with this assignment?
7. How might you assess this presentation?

Assignment: Write an oral presentational task summary to submit as an assignment.

Reflect on Your Learning

[Assignment]

In this session, you analyzed different approaches to developing presentational tasks and reflected on the importance of audience to a presentation. You will now write a one- to two-page summary of what you have learned and how you plan to apply it in your classroom. Review the notes you have taken during this session, as well as your answers to the Reflect on Your Experience questions. Use the questions below to guide your writing.

1. How does the concept of audience influence the design of presentational tasks? Consider an audience that you have not targeted in past classroom activities. How might you address that audience with a future presentational task?
2. How does having a final product in mind help you plan an activity?
3. How would you explain the difference between a writing task that serves only to help students achieve an interpretive or interpersonal goal, and writing used as part of a presentational task?
4. How does a presentational task or product help push students to achieve higher levels of proficiency?

Assignment: Submit your summary as an assignment.

Facilitator's Note: The activities in the Put It Into Practice and Action Research Project sections are designed to be completed outside of workshop meeting times. Be sure that participants have all necessary forms for these activities. Also, plan time to debrief participants on their results for the Put It Into Practice activities during a later workshop session.

Put It Into Practice

[Assignment]

In this section, you will apply what you have learned to your own teaching. The following activities are designed to assist you in developing effective presentational tasks. Choose one or both of the activities below.

A. Designing a Presentational Writing Task

In this activity, you will design a realistic presentational writing task by first identifying the audience in order to focus the final product. You will also be asked to develop your lesson in a way that incorporates the stages of prewriting, drafting, revising, and publishing. You can design the activity for individual students or for groups.

1. **Unit/Lesson selection.** Begin with a unit or lesson that you are planning to teach and for which a presentational task is appropriate. For example, it might be a weather unit in which students communicate about different kinds of weather events (such as rain, snow, or drought).
2. **Backward design.** First, describe a product that you want students to develop for their presentation. For example, if the topic is weather, you could ask students to create a) an almanac that describes seasonal weather patterns in their town or in a country that speaks the target language, or b) daily weather reports with three-day forecasts. Next, determine who the audience would be and why they would be interested. Then decide whether students will be working individually or in groups. Finally, based on the description of product and audience, draft a rubric for assessing that product. Be sure to include your expectations for different aspects of the presentation, such as comprehensibility, language control, vocabulary usage, the product's impact on the audience, and cultural awareness.

Note: For more ideas on setting expectations for presentations, review the American Council on the Teaching of Foreign Languages (ACTFL) K–12 Performance Guidelines (see Resources). If you would like to learn more about writing and using rubrics, go to the “Assessment Strategies” lesson on the *Teaching Foreign Languages K–12* video library Web site (see Resources). You can also view the Video Project Rubric created by Yo Azama (“Promoting Attractions of Japan”) or the Rubric for Interpersonal Task created by Paris Granville (“Assessment Strategies”) found at the end of this chapter.

3. **Prewriting.** Design a prewriting activity (with prompts) that engages students in the language and topic before they begin to develop the final product. Students can find inspiration and motivation, as well as review necessary vocabulary, through brainstorming, creating a web, doing free-writing, and more. For example, students can brainstorm about the different kinds of weather events that can occur, or do a free-writing exercise in the target language about the weather they experienced during the past week.
4. **Drafting.** Prepare instructions for how students should write their first draft. What resources may they use? How much time will they have? Will they be working on this in class with your assistance, or will they do some of it at home? Is there a model they could look at that can serve as a benchmark? For example, if students are creating an almanac entry on weather, you can have them read a sample entry first to understand the expected format and content. If students are creating daily reports, you can have them read one from a Web site or newspaper to see how precipitation, temperature, and other information are formatted.
5. **Editing/Feedback.** Describe how students will get feedback on their first draft. For example, will they be peer editing, receiving feedback from you, or a combination of both? Will the feedback be given in the form of written edits to their draft, or will you have a discussion about their work? Also, how will the feedback balance issues of language accuracy and information?

Put It Into Practice, cont'd.

6. **Revision and publication.** Describe how you will expect students to revise and complete their presentation. For example, will they have additional opportunities to receive feedback? Also, because presentational tasks are intended for audiences beyond the classroom, they lend themselves to publication or display. Knowing that their work will be shown to a wider audience can encourage students to target their work more precisely to the intended audience and use language more accurately. Therefore, conclude by describing how you will expect students to publish (display) their work for the intended audience.

B. Designing a Presentational Speaking Task

In this activity, you will design a presentational speaking task by first identifying the audience in order to focus the final product and make it more realistic. You will also be asked to develop your lesson according to the process approach. This requires incorporating stages of prewriting, drafting, revising, and publishing/presenting. You can design the activity for individual students or for groups.

1. **Unit/Lesson selection.** Begin by selecting a unit or lesson that you are planning to teach and for which a presentational task is appropriate. For example, it might be a weather unit in which students communicate about different kinds of weather events (such as rain, snow, or drought).
2. **Backward design.** First, describe a product that you want students to develop for their presentation. For example, if the topic is weather, you could ask students to create a) a radio broadcast or a TV segment on the day's weather and the next day's forecast for their town, or b) a severe weather alert for a region of a country that speaks the target language. Next, determine who the audience would be and why they would be interested. Then decide whether students will be working individually or in groups. Finally, based on the description of product and audience, draft a rubric for assessing that product. Be sure to include your expectations for different aspects of the presentation, such as comprehensibility, language control, vocabulary usage, the product's impact on the audience, and cultural awareness.

Note: For more ideas on setting expectations for presentations, review the American Council on the Teaching of Foreign Languages (ACTFL) K–12 Performance Guidelines (see Resources). If you would like to learn more about writing and using rubrics, go to the "Assessment Strategies" lesson on the *Teaching Foreign Languages K–12* video library Web site (see Resources). You can also view the Video Project Rubric created by Yo Azama ("Promoting Attractions of Japan") or the Rubric for Interpersonal Task created by Paris Granville ("Assessment Strategies") found at the end of this chapter.

3. **Prewriting.** Design a prewriting activity (with prompts) that engages students in the language and topic before they begin to develop the final oral presentation. Students can find inspiration and motivation, as well as review necessary vocabulary, through brainstorming, creating a web, doing free-writing, and more. For example, students can brainstorm about the different kinds of weather events that can occur, or do a free-writing exercise about the weather they experienced during the past week.
4. **Drafting.** Prepare instructions for how students should draft their oral presentation. What resources may they use? How much time will they have? When will they be able to rehearse the draft, either in person or on audio- or videotape? Will they be working on this in class with your assistance, or will they do some of it at home? Is there a model they could look at that can serve as a benchmark? For example, if students are creating a radio broadcast, you can have them listen to one in the target language first to understand format and coverage. If students are creating a weather advisory, you can have them view one online or on video, preferably in the target language, to see how precipitation, temperature, and other information are formatted.
5. **Editing/Feedback.** Describe how students will get feedback on their first draft. For example, will they be peer editing, receiving feedback from you, or a combination of both? Will the feedback be given in the form of written comments to their draft, or will you have a discussion about their work? Also, how will the feedback balance issues of language accuracy and information?

Put It Into Practice, cont'd.

6. **Revision and presentation.** Describe how you will expect students to revise and perform their presentation. For example, will they have additional opportunities to receive feedback? Also, because presentational tasks are intended for audiences beyond the classroom, they lend themselves to public performance or recorded display. Knowing that their work will be shown to a wider audience can encourage students to target their work more precisely to the intended audience and use language more accurately. Therefore, conclude by describing how you will expect students to present their work to the intended audience. Will their presentation be performed live or videotaped?

Assignment: Submit your design for a presentational writing task and/or a presentational speaking task.

Action Research Project

[Assignment]

The following four-step process will help you plan a small action research project to explore your questions about the presentational mode of communication, implement action plans for helping students develop effective strategies for completing presentational tasks, and collect information to assess your instructional innovations. Before you begin this section, you can go to the About Action Research section (page 8) for an introduction to the process of designing and conducting action research projects. If you are taking this workshop for credit, you will need to complete one action research project from any one of the eight workshop sessions as an assignment.

If you would like to focus on presentational communication for your action research project, use the following questions and examples to help frame your thinking and shape your project.

I. Thinking

1. What issue concerning instruction and presentational communication do you want to describe, document, and investigate? For example, you could examine the role of feedback in improving your students' presentational skills, or you could explore the role of audience in the design of your presentational tasks. This will be the focus of your action research project.
2. Why is presentational communication important to you as a teacher? How have you approached the design of presentational tasks in the past? How do you want to change that approach and why? What has been your experience with providing ongoing feedback to your students? Are you satisfied with the students' performance and/or your instructional strategies? Why or why not?
3. What is your research question concerning the presentational mode of communication? The research question will help you investigate your area of focus and understand it better. For example:
 - a. How can I introduce an authentic audience into my presentational communication tasks?
 - b. How would using real-world tasks affect the quality of students' written or spoken presentations?
 - c. How can I change the way I provide feedback? How would this change affect the quantity and quality of student-written presentations?

Action Research Project, cont'd.

II. Acting

1. What is the action plan for carrying out your project? Depending on your action research question, the following are some questions you might ask yourself to help you develop an action plan:
 - a. What feedback strategies do I want to experiment with in my classroom?
 - b. What types of presentational communication tasks will I use and how will I involve an audience in these tasks?
 - c. How much time do I need to monitor and document the effects of my action plan?
 - d. How will I measure students' reaction to my new feedback approach or newly designed presentational communication tasks?
 - e. How can I create an information gap between my student presenters and the target audience? How can I enable my students to fill this gap?
2. What information will you need to collect to answer your research question and assess your project? For example, you could keep a record of your assessments of students' presentational communication over time, analyze student writing samples for quality and/or quantity of production, distribute student questionnaires and self-assessments of presentational communication tasks, or compare work samples before and after the implementation of your action plan. You should have at least two sources of information.
3. How much time will you allot for your action research? That is, when and for how long do you plan to collect information before you're ready to begin analyzing it? Develop a timeline for implementing your action plan.

III. Reflecting

1. After collecting your information, how will you analyze it? That is, how will you organize and review the information you have collected to understand it better and help you answer your research question? For example, will you use assessment rubrics for documenting growth over time? Summaries of interview data? Comparisons of self-assessments? A key for specific language or textual features (e.g., verb formation, main ideas and supporting details, spelling, topic development and coherence, and effectiveness in addressing an audience)?
2. How will you display the information so that it can be shared with others? For example, you can use charts, graphs, and/or tables. The goal is to organize your data in a way that presents a clear description of what you investigated.

IV. Rethinking

Note: The final step of the action research project is to reevaluate your teaching practice based on your research data. Because it takes time to complete an action research project, it may not be possible to do this step during the workshop. However, if you are taking this workshop for credit, you will need to complete one action research project during or after the course of the workshop to submit as an assignment.

1. Based on what you learned through your data analysis, how will you rethink your presentational communication tasks? What changes will you make to your lessons the next time you address presentational communication and prepare to provide students with task formats and feedback? If you had to research presentational communication again, what changes would you make to your action research plan?

Assignment: If you are taking the workshop for graduate credit, submit your completed action research project on any one of the eight session topics.

Resources

Check out these additional resources to explore the topic further.

ACTFL K–12 Performance Guidelines [<http://www.actfl.org/>]

American Council on the Teaching of Foreign Languages. *Standards for Foreign Language Learning in the 21st Century*. National Standards in Foreign Language Education Collaborative Project. Yonkers, NY: American Council on the Teaching of Foreign Languages, 1999. (To purchase the *Standards* document, go to www.actfl.org or call 1-800-627-0629.)

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Berg, E. C. "The Effects of Trained Peer Response on ESL Students' Revision Types and Writing Quality." *Journal of Second Language Writing* 8, no. 3 (1999): 215–241.

Bräuer, Gerd, ed. *Writing Across Languages*. Stamford, CT: Ablex, 2000.

Brookes, Arthur, and Peter Grundy. *Beginning to Write: Writing Activities for Elementary and Intermediate Learners*. New York: Cambridge University Press, 1998.

Campbell, Cherry. *Teaching Second-Language Writing: Interacting With Text*. New York: Heinle & Heinle, 1998.

Candlin, Christopher N., and Ken Hyland, eds. *Writing: Texts, Processes and Practices*. London: Longman, 1999.

Carson, Joan C., and Ilona Leki, eds. *Reading in the Composition Classroom: Second Language Perspectives*. Boston: Heinle & Heinle, 1993.

Conrad, S. M., and L. M. Goldstein. "ESL Student Revision After Teacher-Written Comments: Text, Contexts, and Individuals." *Journal of Second Language Writing* 8, no. 2 (1999): 147–179.

Ferris, D. *Treatment of Error in Second Language Student Writing*. Ann Arbor: University of Michigan Press, 2002.

Grabe, William, and Robert B. Kaplan. *Theory and Practice of Writing: An Applied Linguistic Perspective*. London: Longman, 1996.

Hamp-Lyons, L. "Fourth Generation Writing Assessment." In *On Second Language Writing*, edited by T. Silva and P. K. Matsuda, 117–127. Mahwah, NJ: Lawrence Erlbaum Associates, 2001.

Harklau, L. "The Role of Writing in Classroom Second Language Acquisition." *Journal of Second Language Writing* 11, no. 4 (2002): 329–350.

Hinkel, Eli. *Second Language Writers' Text: Linguistic and Rhetorical Features*. Mahwah, NJ: Lawrence Erlbaum Associates, 2002.

Holmes, V., and M. Moulton. "'I Am Amazing to See My Write in Print': Publishing from ESL Students' Perspective." *TESOL Journal* 3, no. 4 (1994): 14–16.

Johns, A. "Written Argumentation for Real Audiences: Suggestions for Teacher Research and Classroom Practice." *TESOL Quarterly* 27, no. 1 (1993): 75–90.

Kroll, Barbara, ed. *Second Language Writing: Research Insights for the Classroom*. New York: Cambridge University Press, 1990.

Kroll, B., and J. Reid. "Guidelines for Designing Writing Prompts: Clarifications, Caveats, and Cautions." *Journal of Second Language Writing* 3, no. 3 (1994): 231–255.

Kutz, Eleanor, Suzy Q. Groden, and Vivian Zamel. *The Discovery of Competence: Teaching and Learning With Diverse Student Writers*. Portsmouth, NH: Boynton/Cook, 1993.

Resources, cont'd.

Leki, I. "Coaching from the Margins: Issues in Written Response." In *Second Language Writing: Research Insights for the Classroom*, edited by B. Kroll, 57–68. New York: Cambridge University Press, 1990.

Liu, Jun. *Peer Response in Second Language Writing Classrooms*. Ann Arbor: University of Michigan Press, 2002.

Mangelsdorf, K., D. Roen, and V. Taylor. "ESL Students' Use of Audience." In *A Sense of Audience in Written Communication*, edited by G. Kirsch and D. Roen, 231–247. Newbury Park, CA: Sage, 1990.

Matsuda, P. K., and K. E. De Pew. "Early Second Language Writing: An Introduction." *Journal of Second Language Writing* 11, no. 4 (2002): 261–268.

McKay, Sandra Lee. *Agendas for Second Language Literacy*. New York: Cambridge University Press, 1993.

Reichert, M. "Toward a More Comprehensive View of L2 Writing: Foreign Language Writing in the U.S." *Journal of Second Language Writing* 8, no. 2 (1999): 181–204.

Scott, Virginia Mitchell. "Teaching Foreign Language Writing." In *Rethinking Foreign Language Writing*, 140–170. Boston: Heinle & Heinle, 1996. (See the Before You Watch section for a brief description of this text and instructions on how to access it online.)

Semke, H. "Effects of the Red Pen." *Foreign Language Annals* 17 (1984): 195–202. (See the Before You Watch section for a brief description of this text and instructions on how to access it online.)

Sengupta, S. "Peer Evaluation: 'I Am Not the Teacher.'" *ELT Journal* 52, no. 1 (1998): 19–27.

Severino, Carol, J. C. Guerra, and J. E. Butler, eds. *Writing in Multicultural Settings*. New York: MLA, 1997.

Silva, Tony, and Paul Kei Matsuda, eds. *Landmark Essays on ESL Writing*. Mahwah, NJ: Erlbaum, 2001.

Silva, Tony, and Paul Kei Matsuda, eds. *On Second Language Writing*. Mahwah, NJ: Erlbaum, 2001.

Silva, T., and P. K. Matsuda. "Writing." In *An Introduction to Applied Linguistics*, edited by N. Schmitt, 251–266. London: Oxford University Press, 2002.

Teaching Foreign Languages K–12: A Library of Classroom Practices [<http://www.learner.org/channel/libraries/tfl/>]

Truscott, J. "The Case Against Grammar Correction in L2 Writing Classes." *Language Learning* 46 (1996): 327–369.

Weigle, Sara Cushing. *Assessing Writing*. New York: Cambridge University Press, 2002.

Wiggins, Grant, and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

Assignments

If you are taking this workshop for credit or professional development, submit the following assignments for session 3: Delivering the Message.

1. Examine the Research

Read the article, then submit your written responses to the Reading Questions.

2. Examine the Topic

Complete the activity in this guide or do the interactive version online, then write an oral presentational task summary.

3. Put It Into Practice

Complete one or both of the activities, then submit your design for a presentational writing task and/or a presentational speaking task.

4. Action Research Project

Submit your completed action research project on any one of the eight session topics.

5. Reflect on Your Learning

Review your notes, then write a summary of what you have learned and how you plan to apply it in your classroom.

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Delivering the Message > Analyze the Video Session 3: Library Videos Chart

The following lessons from *Teaching Foreign Languages K-12: A Library of Classroom Practices* are listed in the order in which they appear in the "Delivering the Message" video:

Lesson Title	Instructor	Language	Grade Level
Holidays and Seasons	Margita Haberlen	German	3
Interpreting Literature	Barbara Pope Bennett	Spanish	11
Exploring New Directions	Haiyan Fu	Chinese	9-12
Russian Cities, Russian Stories	Jane Shuffelton	Russian	9-12
Hearing Authentic Voices	Davita Alston	Spanish	8
U.S. and Italian Homes	Marylee DiGennaro	Italian	9
Communicating About Sports	Jie Gao	Chinese	6
Assessment Strategies	Wendie Santiago	Spanish	11-12
Politics of Art	Lori Langer de Ramirez	Spanish	12
Interpreting Picasso's <i>Guernica</i>	Meghan Zingle	Spanish	10
Sports Stats	Amy Garcia	German	5
Sports in Action	Denise Tanner	German	9-11
Promoting Attractions of Japan	Yo Azama	Japanese	10-12
Assessment Strategies	Maureen Pizzutello	French	11-12

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Delivering the Message > Examine the Topic

A New Identity – Reading

The following is a description of the task presented to students by teacher Jane Shuffelton:

"Our Village" Task Description

We will create a village/state where we will work, govern ourselves, and discuss issues of importance to the village/state. We may decide to produce some items that we would offer commercially to a village/state in Anchorage, Alaska. Russian will be the official language of the village state.

Меня зовут Аня. Мне двадцать два года. Мои родители бизнесмены на земле. Моя семья это мои домашние животные и я. У меня есть лошадь, кошка, собака и слон. Я из Швеции. Я учёная. Я весёлая, самостоятельная, терпеливая, дружелюбная и талантливая. Я невысокого роста, стройная и брюнетка. У меня длинные прямые волосы и тёмные глаза. Я люблю кататься на лошадях, плавать, читать, играть в бадминтон и слушать музыку. Я не люблю музыку рап. Я не знаю какая моя любимая книга. Приехала в Жора-город потому что я люблю мой большой округ и климат. То что я хочу делать в Жора-городе это жить в моем округе и делать мои любимые дела. Я ненавижу жаркую погоду.

My name is Anya. I'm 22. My parents are businessmen on Earth. My family is just my animals and me. I have a horse, a dog, a cat and an elephant. I am from Switzerland. I am a scientist. I am cheerful, independent, friendly and talented. I am not tall, thin and a brunette. I have long straight hair and brown eyes. I like to ride horses, swim, read, play badminton and listen to music. I don't like rap music. I don't know which is my favorite book. I came to Zhoregorod because I love my big zone and its climate. What I want to do in Zhoregorod is live in my zone and do my favorite things. I hate hot weather.

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Delivering the Message > Examine the Topic

A New Identity – Questions

You will now work backwards from the product, a biography, to determine how the presentational activity may have been designed. Answer the questions about audience, purpose, genre, and theme, based on the product and the task description. You may check more than one answer for each question.

Audience	Purpose	Genre	Theme
1. Who is the key audience imagined for students? <input type="checkbox"/> science fiction readers <input type="checkbox"/> students in Alaska <input type="checkbox"/> Ms. Shuffelton <input type="checkbox"/> prospective adventurers <input type="checkbox"/> students themselves	2. What real-world purpose has been built into the product? <input type="checkbox"/> introduction of self <input type="checkbox"/> creative writing exercise <input type="checkbox"/> grammar exercise <input type="checkbox"/> letter-writing task What other purposes could guide the task?	3. Given the genre of this publication, what information did Anya choose to include in her biography? <input type="checkbox"/> personality <input type="checkbox"/> physical description <input type="checkbox"/> likes/dislikes <input type="checkbox"/> childhood memories <input type="checkbox"/> family/pets <input type="checkbox"/> school/career	4. What themes fit well with this content? <input type="checkbox"/> food <input type="checkbox"/> personal characteristics <input type="checkbox"/> family <input type="checkbox"/> likes/dislikes <input type="checkbox"/> transportation
How does identifying an audience guide their work?		What else might a reader want to see in this biography?	
What vocabulary and grammatical structures appear to dominate the text?			

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Delivering the Message > Examine the Topic

A New Identity – Sample Answers

Audience	Purpose	Genre	Theme
<p>1. Who is the key audience imagined for students?</p> <p><input type="checkbox"/> science fiction readers</p> <p><input checked="" type="checkbox"/> students in Alaska</p> <p><input type="checkbox"/> Ms. Shuffelton</p> <p><input type="checkbox"/> prospective adventurers</p> <p><input type="checkbox"/> students themselves</p> <p>How does identifying an audience guide their work?</p> <p>Sample Answer: It helps students focus both the message (content) and the presentation (format) to the appropriate audience.</p>	<p>2. What real-world purpose has been built into the product?</p> <p><input checked="" type="checkbox"/> introduction of self</p> <p><input type="checkbox"/> creative writing exercise</p> <p><input type="checkbox"/> grammar exercise</p> <p><input type="checkbox"/> letter-writing task</p> <p>What other purposes could guide the task?</p> <p>Sample Answer: Secondary purposes could include grammar exercises, and creative writing exercises, and letter-writing tasks.</p>	<p>3. Given the genre of this publication, what information did Anya choose to include in her biography?</p> <p><input checked="" type="checkbox"/> personality</p> <p><input checked="" type="checkbox"/> physical description</p> <p><input checked="" type="checkbox"/> likes/dislikes</p> <p><input type="checkbox"/> childhood memories</p> <p><input checked="" type="checkbox"/> family/pets</p> <p><input checked="" type="checkbox"/> school/career</p> <p>What else might a reader want to see in this biography?</p> <p>Sample Answer: Readers might be interested in more details for some of the statements in the biography. For example, Anya does not say why she chose to be a scientist or what kind of scientist she is.</p>	<p>4. What themes fit well with this content?</p> <p><input type="checkbox"/> food</p> <p><input checked="" type="checkbox"/> personal characteristics</p> <p><input checked="" type="checkbox"/> family</p> <p><input checked="" type="checkbox"/> likes/dislikes</p> <p><input type="checkbox"/> transportation</p> <p>What vocabulary and grammatical structures appear to dominate the text?</p> <p>Sample Answer: Some of the structures that dominate the text are adjectives, adjective agreement, common verbs, simple sentence structure (subject, verb, predicate), and domination of "I" as the subject. Those reading the text in Russian may notice that the nominative and genitive cases are dominant.</p>

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Delivering the Message > Examine the Topic **The Village/State – Reading**

The following is a description of the task presented to students by teacher Jane Shuffelton:

"Our Village" Task Description

We will create a village/state where we will work, govern ourselves, and discuss issues of importance to the village/state. We may decide to produce some items that we would offer commercially to a village/state in Anchorage, Alaska. Russian will be the official language of the village state.

Наше село находится на новой планете называется Седна. Наше село называется «Жора-Город.» Населене 6 прекрасных людей. У нас такая же площадь как в России. Сторили купола над селом. Из-за этого климат теплый. Тоже, дождь не идёт а есть водяная система чтобы поливать наш округ. Люди живут на отдельных округах. Есть 6 сел. Называются: Сашнастрова, Вяачеславия, Ларастан, Павелавия, Еленаград, и Жениястан.

Our village is located on a new planet called Sedna. Our village is named "Zhorogorod." The population consists of 6 fine people. The area is the same as the area of Russia. They built domes over the village. That's why the climate is warm. Also because of that it doesn't rain. There are water systems [sprinkler systems] that bring the area water. The people live in separate areas. There are 6 villages. Their names are: Sashnastrovoya, Vyacheslavia, Larastan, Pavelavia, Elenagrad, and Zhenyastan.

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Delivering the Message > Examine the Topic

The Village/State – Questions

You will now work backwards from this product, a print advertisement, to determine how the presentational activity may have been designed. Answer the questions about audience, purpose, genre, and theme, based on the product and the task description. You may check more than one answer for each question.

Audience	Purpose	Genre	Theme
1. Who is the key audience imagined for students? <input type="checkbox"/> Ms. Shuffelton <input type="checkbox"/> future colonizers <input type="checkbox"/> science fiction readers <input type="checkbox"/> immigrant workers	2. What real-world purpose has been built into the product? <input type="checkbox"/> travel information <input type="checkbox"/> scientific data <input type="checkbox"/> complaint <input type="checkbox"/> persuasion What other purposes could guide the task?	3. Given the genre of this publication, what information did the students choose to include in their advertisement? <input type="checkbox"/> location <input type="checkbox"/> positive statements <input type="checkbox"/> history <input type="checkbox"/> climate conditions <input type="checkbox"/> entertainment	4. What themes fit well with this content? <input type="checkbox"/> weather <input type="checkbox"/> housing <input type="checkbox"/> family <input type="checkbox"/> geography <input type="checkbox"/> food
How does identifying an audience guide their work?	What else might a reader want to see in this advertisement?		What vocabulary and grammatical structures appear to dominate the text?



TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Delivering the Message > Examine the Topic

The Village/State – Sample Answers

Audience	Purpose	Genre	Theme
<p>1. Who is the key audience imagined for students?</p> <p><input type="checkbox"/> Ms. Shuffelton</p> <p><input checked="" type="checkbox"/> future colonizers</p> <p><input type="checkbox"/> science fiction readers</p> <p><input type="checkbox"/> immigrant workers</p>	<p>2. What real-world purpose has been built into the product?</p> <p><input type="checkbox"/> travel information</p> <p><input type="checkbox"/> scientific data</p> <p><input type="checkbox"/> complaint</p> <p><input checked="" type="checkbox"/> persuasion</p>	<p>3. Given the genre of this publication, what information did the students choose to include in their advertisement?</p> <p><input checked="" type="checkbox"/> location</p> <p><input checked="" type="checkbox"/> positive statements</p> <p><input type="checkbox"/> history</p> <p><input checked="" type="checkbox"/> climate conditions</p> <p><input type="checkbox"/> entertainment</p>	<p>4. What themes fit well with this content?</p> <p><input checked="" type="checkbox"/> weather</p> <p><input checked="" type="checkbox"/> housing</p> <p><input type="checkbox"/> family</p> <p><input checked="" type="checkbox"/> geography</p> <p><input type="checkbox"/> food</p>
<p>How does identifying an audience guide their work?</p> <p>Sample Answer: They create a positive image of the town to recruit the others to join them.</p>	<p>What other purposes could guide the task?</p> <p>Sample Answer: Secondary purposes could include creative writing, storytelling, etc.</p>	<p>What else might a reader want to see in this advertisement?</p> <p>Sample Answer: They might want to be given reasons why one should come to live there, what the living costs are, what the system of government is, and more.</p>	<p>What vocabulary and grammatical structures appear to dominate the text?</p> <p>Sample Answer: Structures that appear to dominate are location terms (prepositions, verbs) and weather terms.</p>

TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Delivering the Message > Put It Into Practice

Video Project Rubric

町のPRビデオ！ Rubrics

	今すぐ行きたい！ [I want to go right away!] (5)	明日行きたい！ [I want to go tomorrow!] (4)	またこんど [I might go sometime.] (3)	ぜったい行きたくない！ [I don't want to go at all!] (2)
Requirements	All requirements present	One requirement missing	Two requirements missing	More than two requirements missing
Grammar Points	All G.P. present	One G.P. missing	Two G.P. missing	More than two G.P. missing
Movie Editing	Transition, effects, sound, pictures, and video clips used very effectively	Some editing is used	Movie does not flow	No editing is evident
Clarity	Voice projection, volume, clarity excellent	Audible, but room for improvement	Barely audible	Not audible, not clear enough to evaluate
Culture	Appropriate cultural knowledge and practice used effectively	Either cultural knowledge OR practice is evident	Cultural knowledge not used effectively	No evidence of cultural knowledge
Teamwork	Excellent teamwork! Lively, enthusiastic	Occasional gaps in timing, generally enthusiastic	Several gaps, low energy	Numerous gaps, looks confused

Total Points: _____



TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Delivering the Message > Put It Into Practice

Rubric for Interpersonal Task

Rubric for Interpersonal Task

	5 Exceeds 4	3 Meets 2	1 Not There Yet 0
Comprehensibility: How well are they understood?	Understood by native speaker	Understood by teacher	Difficult to understand
Vocabulary Use: How extensive and applicable is their vocabulary?	Uses a wide variety of vocabulary appropriate to the situation	Uses basic vocabulary appropriate to the situation	Vocabulary limited or recourse to English
Communication Strategies: How do they maintain communication?	Uses a variety of communication strategies	Uses one communication strategy	Lack of communication strategies

_____ /15

Communication Strategies for Novice-Level Learners

- Attempt to clarify meaning by repeating words and occasionally selecting substitute words to convey their message
- Primarily use facial expressions and gestures to indicate problems with comprehension
- Use a simple expression for clarification: *Pardon, Comment? Je ne comprends pas, Je ne sais pas*

