

READY, SET, GO!



Taking Flight with the World Readiness Standards



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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

¡Felicidades, Nuevo México!

NM OLÉ

GOAL AREAS	STANDARDS		
<p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication: 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.</p>
<p>CULTURES Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	



Live language.

World Readiness Standards Overview

- https://www.youtube.com/watch?time_continue=12&v=kCUubDQGFe0



Performance Interpretative
Interpersonal Modes Abilities skills
Practices Presentational Connections
Intermediate Measure
Cs Global 5 Advanced
Content Target 21st-Century
Contexts Sample Cultures Tasks Knowledge
standards Goal
Can-Do Perspectives Real-life
indicators competence Proficiency
Communities Readiness World Communication
Comparisons Novice Growth
Multilingual Literacy Integration



OpenClassroom Madeleine
Gifted&Talented

Mapping

CommonCore Advance
Project

Charter Diversity

NBPTS Mindset Hunter

Equity Headstart

Effective Magnet Multiculturalism

MultipleIntelligences

Growth

Training

Atlas NationalRisk



NO
PARKING
11 A.M. TO 1 P.M.
TUESDAY
STREET CLEANING

CVC 22651(N)
TOW AWAY
SCHOOL DAYS
NO STOPPING
MON THRU FRI
CCMC 7.03.215(D) **7:30 AM THRU 4 PM** →

SCHOOL DAYS EXCEPTIONS
15 **MINUTES** **MON THRU FRI**
7:30 AM TO 8 AM
SCHOOL BUSINESS
CCMC 7.03.300

CVC 22651(N)
TOW AWAY
SCHOOL DAYS
CCMC 7.03.010
1 HOUR PARKING
MON THRU FRI
4 PM THRU 6 PM
ONCE PER DAY, PER DISTRICT
CCMC 7.03.305

DIST. PERMITS 4
EXEMPT
CCMC 7.03.300
→

CVC 22651(N)
TOW AWAY
CCMC 7.03.010

CULVER CITY BOARD
PROHIBITED
THE FOLLOWING ACTIVITIES:
• GOLF PRACTICE
• ARCHERY PRACTICE
• SKATE BOARDING
• SKATING
• OPERATING
• OPERATION OF ANY F
• HARBALL AT ELE
SCHOOL

11 Content Standards

COMMUNICATION

5 Cs

4 SKILLS

3 MODES

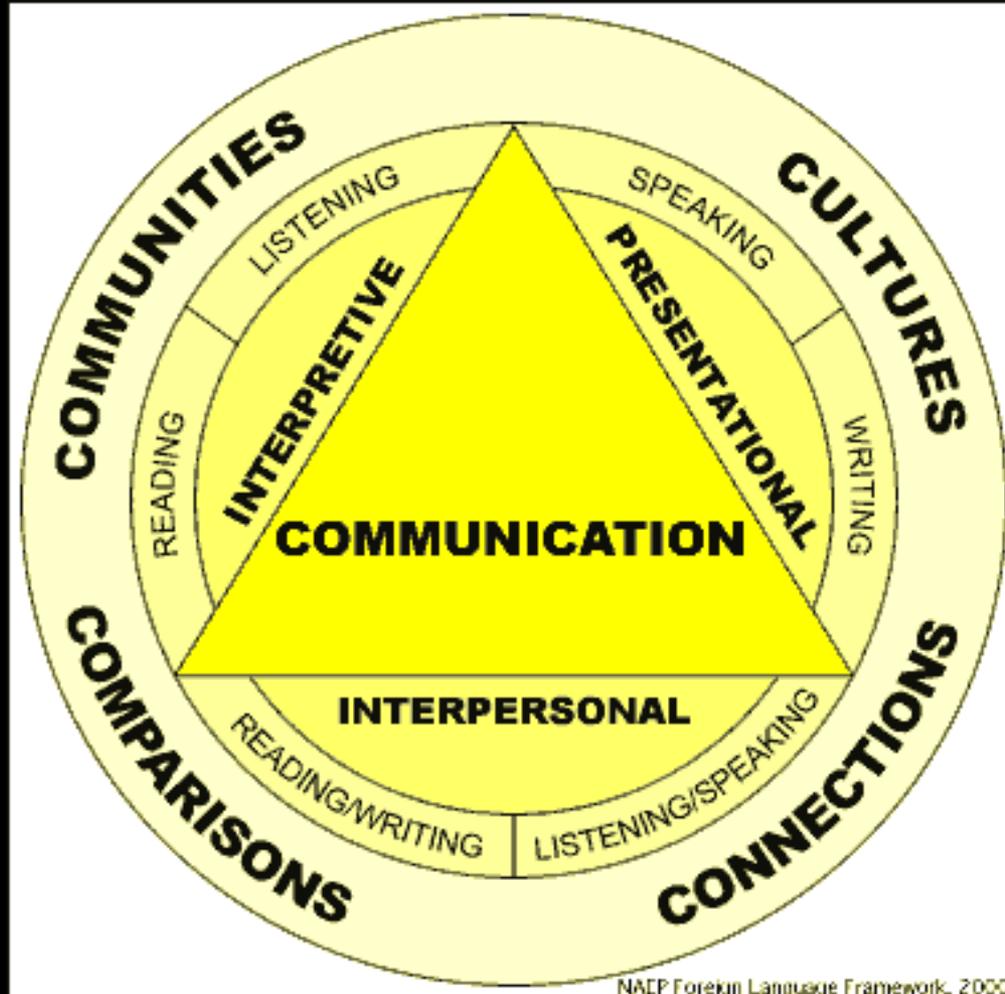


© 1999 National Standards in Foreign Language Education Project



NAEP Foreign Language Framework, 2000

What does it all mean?



Which of the 5 Cs are your students most interested in?



Three Modes of Communication

Interpersonal Communication

Active negotiation of meaning among individuals through conversation (face-to-face or telephonic); or through reading and writing (e.g., exchange of personal letters, notes, or email or participation in written online discussions)

Interpretive Communication

No active negotiation of meaning with another individual, although there is an active negotiation of meaning construction; includes the cultural interpretation of text, movies, radio, television, and speeches

Presentational Communication

Creation of spoken or written communication prepared for an audience and rehearsed, revised or edited before presentation; one-way communication that requires interpretation by others without negotiation of meaning

INTEGRATE THE MODES

They don't function in isolation

Lo que yo leí
(escuché)

Ce que j'ai lu /
(Entendu)

Was ich gelesen /
gehört habe

Lo que mi compañero/a leyó
(escuchó)

Ce que ma/mon camarade de
classe a lu / entendu

Was mein Klassenkamerad gelesen
/ gehört hat

Lo que hemos
entendido los 2

Ce que nous deux
avons lu / entendu

Was wir beide lesen /
hören



I CAN
RESPOND TO
YES/NO QUESTIONS

I CAN
ASK FOR
HELP AT SCHOOL

I CAN
INTERVIEW
SOMEONE



NOVICE



INTERMEDIATE



ADVANCED

**CAN-DO
Statements**

NOVICE LOW

I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

I can greet my peers.

I can say hello and goodbye.

I can _____

I can introduce myself to someone.

I can tell someone my name.

I can _____

I can answer a few simple questions.

I can respond to yes/no questions.

I can answer an either/or question.

I can respond to *who, what, when, where* questions.

I can _____

NOVICE MID

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

I can greet and leave people in a polite way.

I can say hello and goodbye to someone my age or younger.

I can say hello and goodbye to my teacher, professor, or supervisor.

I can say hello and goodbye to an adult.

I can say hello and goodbye to a person I do not know.

I can make some simple statements in a conversation.

I can tell someone what I am doing.

I can say where I went.

I can say whom I am going to see.

I can express a positive reaction, such as "Great!"

I can _____

Intermediate Low | Can-Do Examples

Interpretive Main idea; pieces of information; familiar topics	I can understand some information on job postings.
Interpersonal Unrehearsed; Simple sentences; Familiar topics	I can participate in a conversation to compare classes and sports with peers at a partner school.
Presentational Simple Sentences; Familiar topics	I can present a brief summary of something from a book I've read.
	I can state multi-step instructions for completing a process, such as preparing a recipe.
	I can give a series of reasons why an art or music style is appealing to me.
	I can give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity, or historical figure.

NOVICE

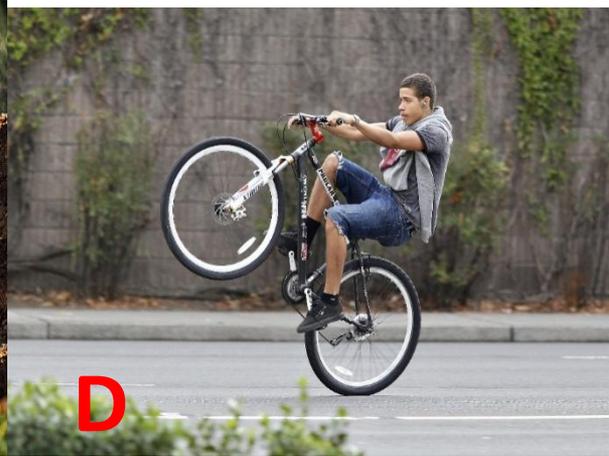
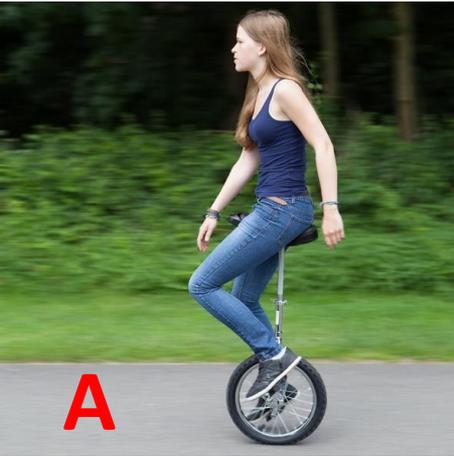


INTERMEDIATE

ADVANCED

SUPERIOR





50 years in the making!

“...parroting dialogues and performing mechanical pattern drills do not constitute use of language...only if a student can comprehend and produce sentences he has never heard before...can language learning be said to have taken place.”

34

other hand, there are those who think that dialogues are not realistically complex enough:

In the elaboration of audio-lingual methods we have come to remember belatedly that parroting dialogues and performing mechanical pattern drills do not constitute use of language and that only if a student can comprehend and produce sentences he has never heard before and transfer his skills and knowledge to a normal communication situation can language learning be said to have taken place.²⁴

Woodsworth, John. University of B.C. 1967

Are they learning or just parroting?



¿Cómo te llamas?

Je ne sais pas

Vini vidi vici

Parrots, take flight!





- **Novice level:**
- **Rely on visuals**
- **Communicate with repetition and non-verbal expression**

- **Intermediate level:**

- **Use memory aids (notes and visuals)**
- **Use circumlocution as needed**
- **Occasional use of reference sources**

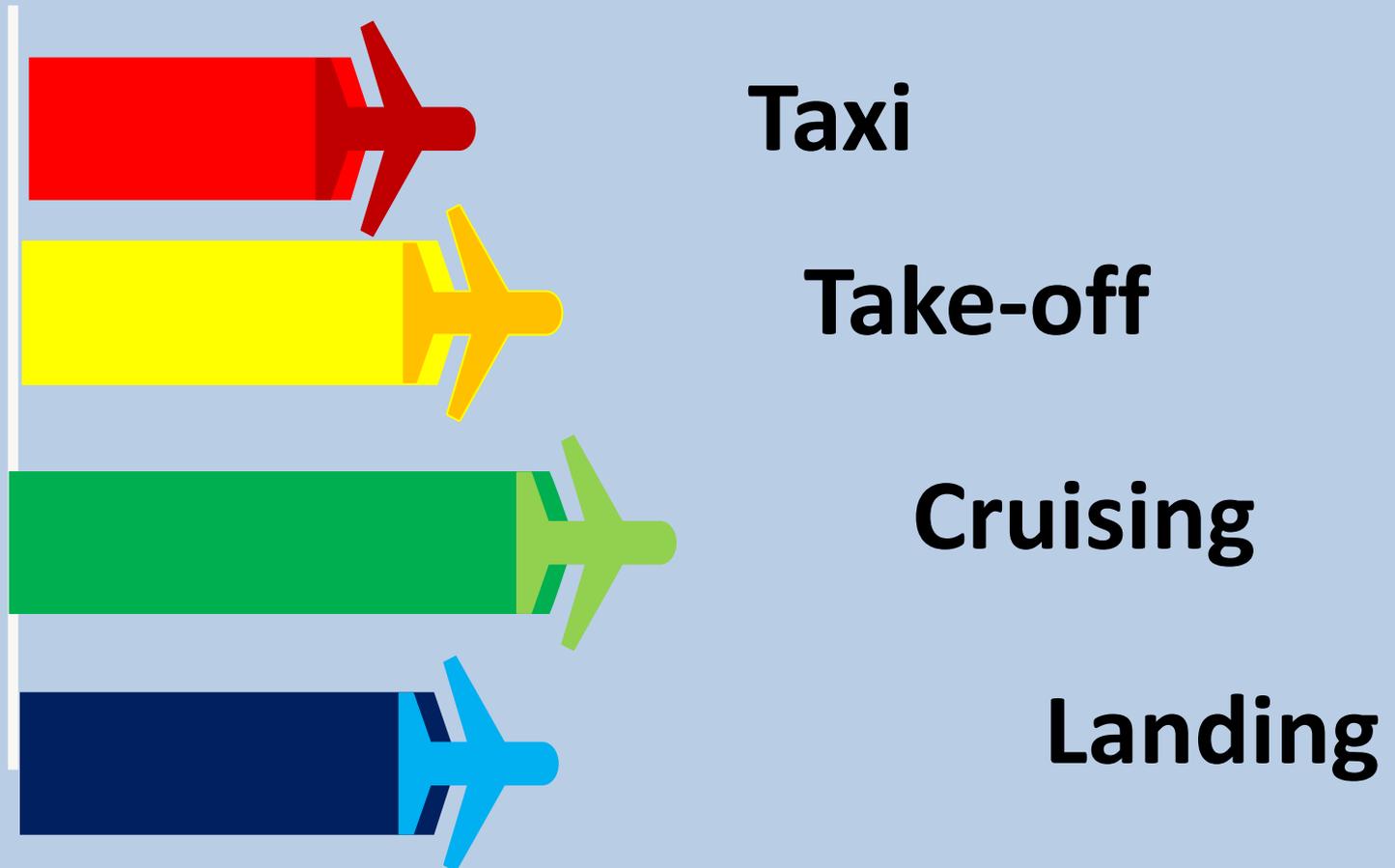


- **Pre-Advanced level:**

- **Conscious efforts to self-edit and self-correct**
- **Use circumlocution and reformulation**
- **Culturally appropriate practices, perspectives, non-verbal behavior**



Where are you in “the flight”?



IN THE PAST...

- Students learned “about” the language
- Teacher-centered class
- Coverage of a textbook
- 4 skills
- Isolated cultural “factoids”
- Testing to find out what students don’t know
- Same instruction for all students
- Confining language learning to a classroom



TODAY...

- Students function in the language for a purpose
- Emphasis on learner as “doer” and “creator”
- Use of authentic resources in thematic units
- 3 modes of communication
- Personalized, real world tasks
- Assessing to find out what students “can do”
- Integrated culture: P P P
- Starting with the end in mind
 - Backwards design



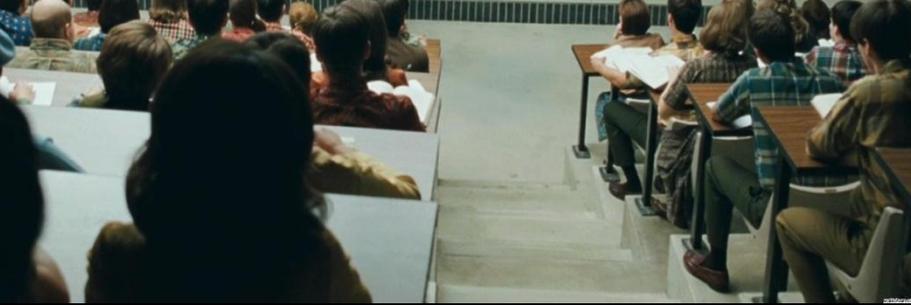
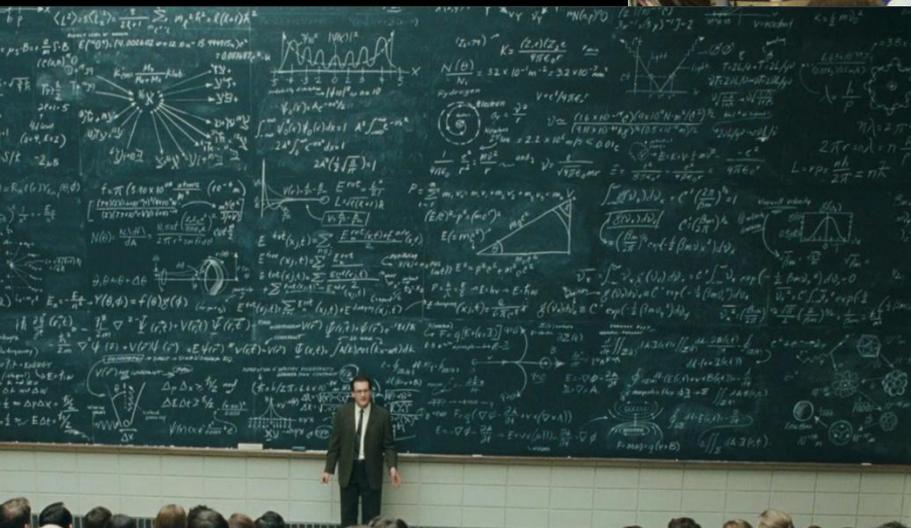
Yesterday's classroom vs. Tomorrow's classroom



Why do we use the same architecture?



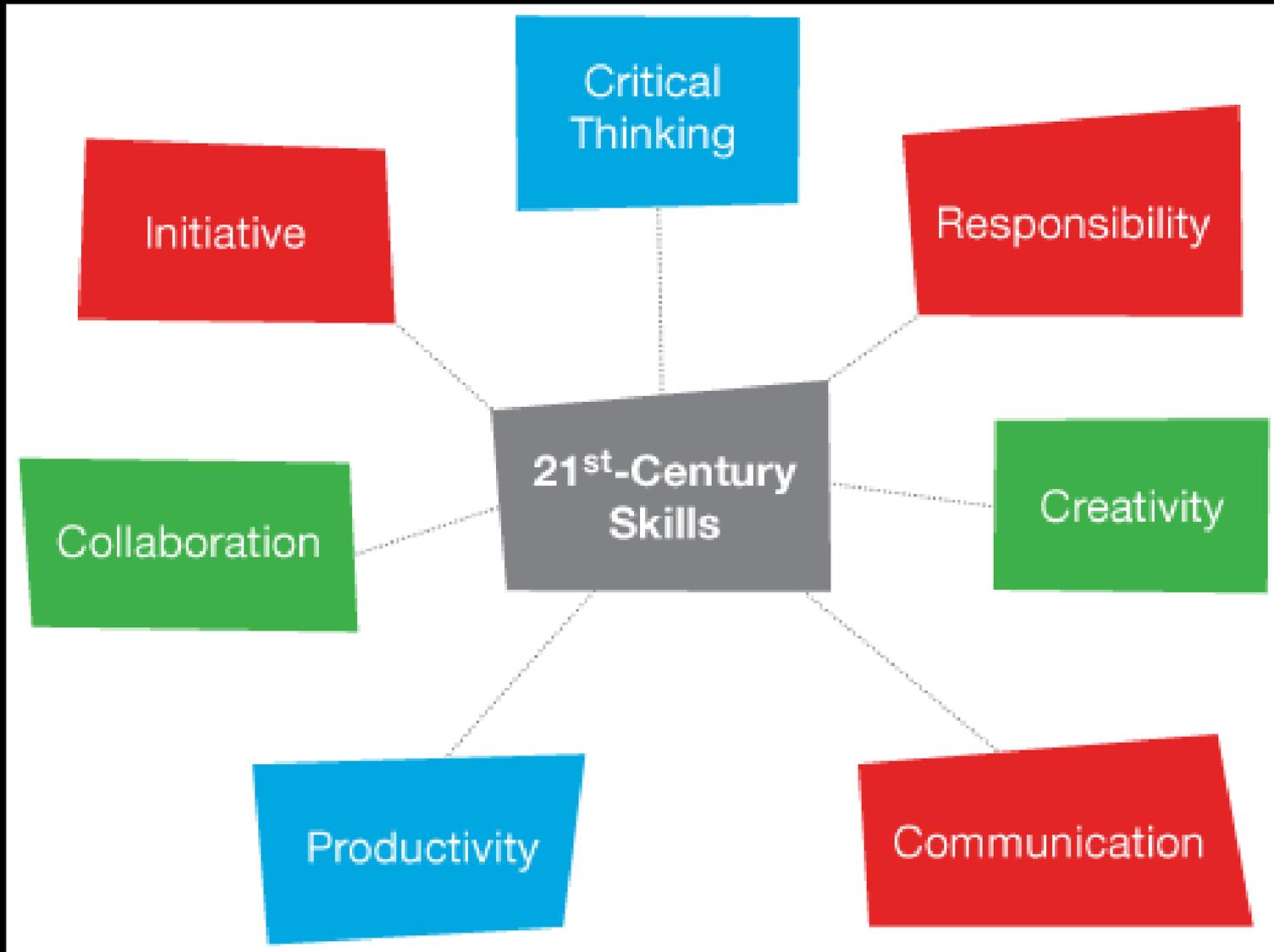
“Chalk & talk” vs. “Let me talk!”



“Sit & get” vs. “Allow me!”



21st Century Skills ?

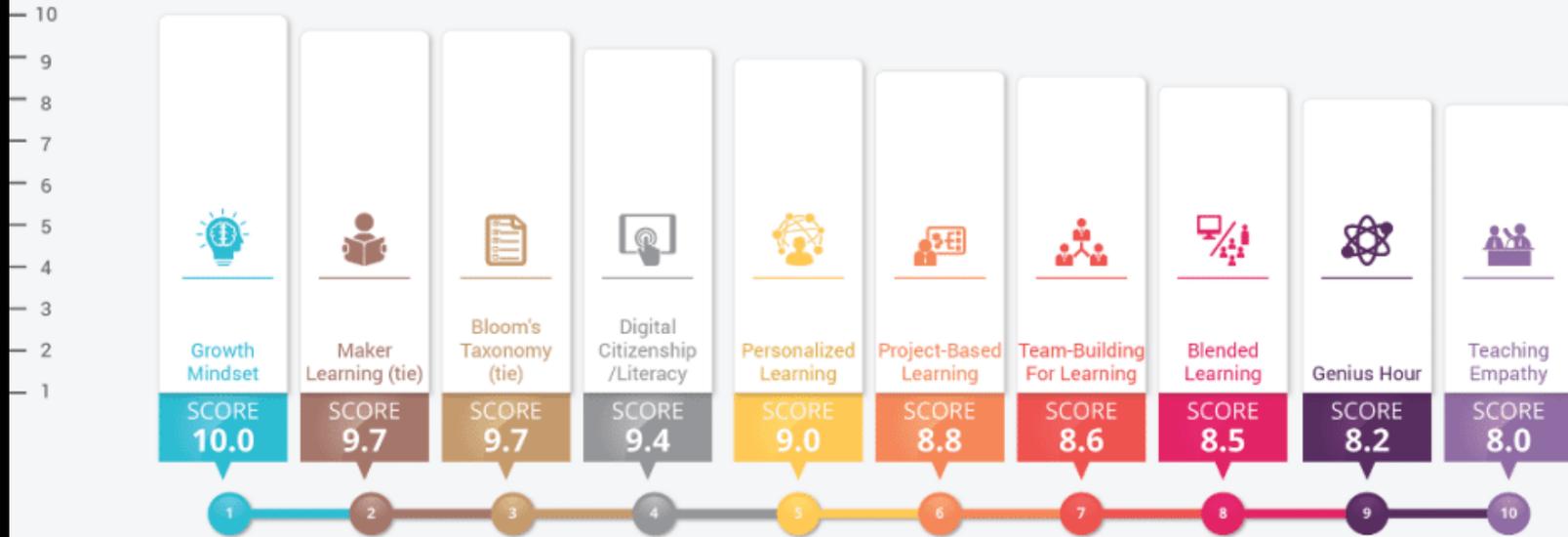


IS THERE ANY OTHER CENTURY???

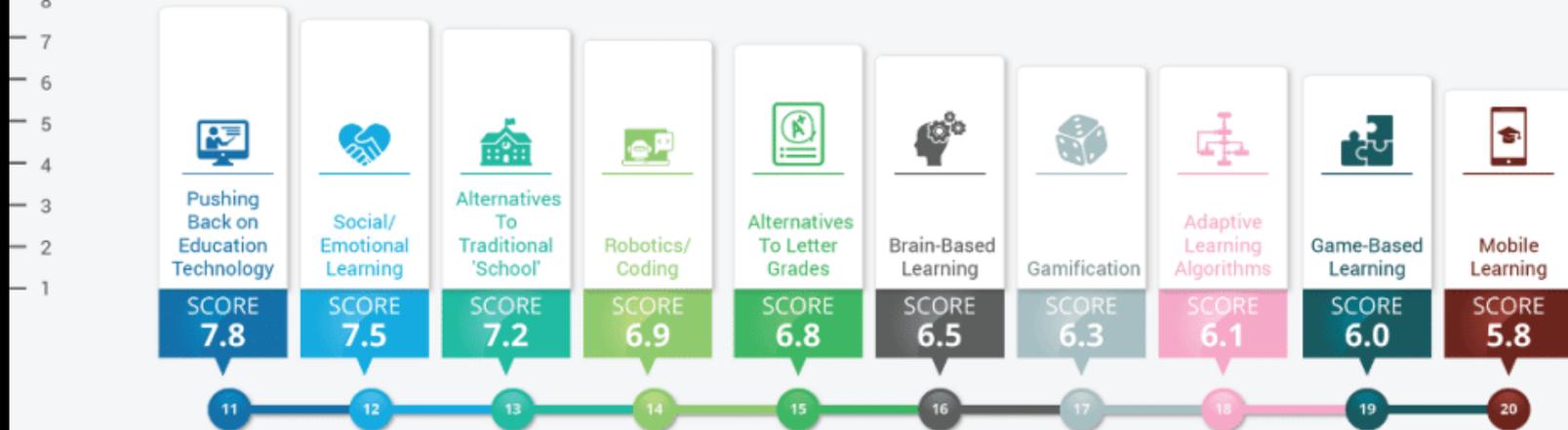
- During their initial weeks of kindergarten, they saw repeated images of planes crashing into the World Trade Center.
- Hong Kong has always been part of China.
- “Press pound” on the phone is now translated as “hit hashtag.”
- The Sandy Hook tragedy is their Columbine.
- Putin has always been calling the shots at the Kremlin.
- Elián González? Who’s that?

What's trending?

THE MOST POPULAR TRENDS IN EDUCATION



 teachthought



**In elective
courses, what
happens when
you don't get
what you want?**



**YOU ELECT
SOMETHING ELSE
THE NEXT TIME
AROUND!**



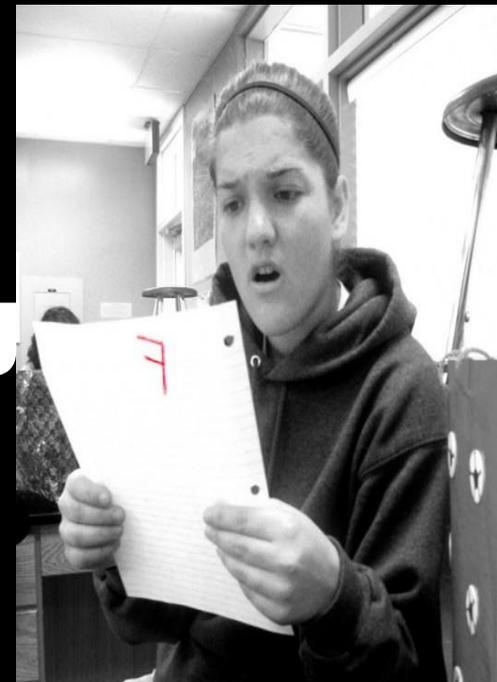
What percentage of students do you think do NOT continue once their perceived world language requirement is met?

75%

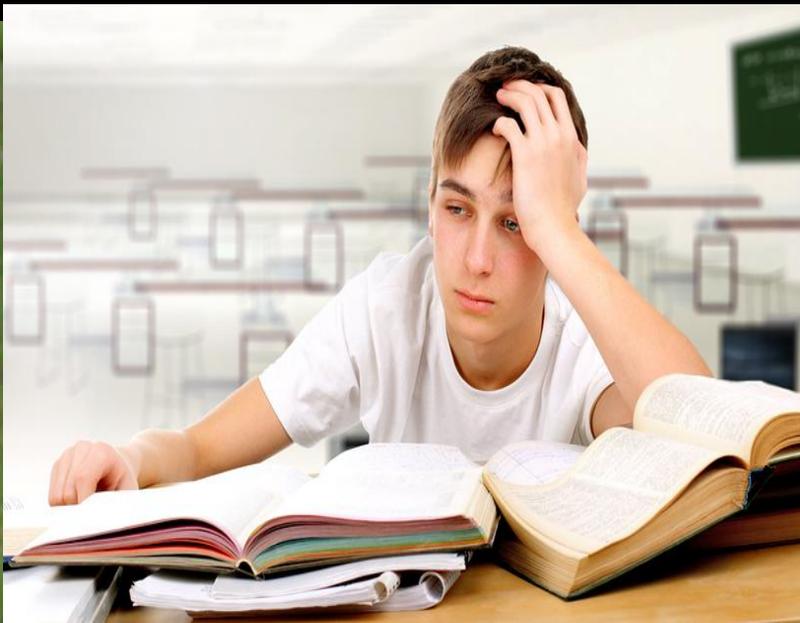
Why are you not continuing your foreign language study into Level

- I am graduating!**
- Hate it**
- I want more fun classes**
- I am tired of studying the language**
- I don't have the patience for this**
- I'm lazy**
- I would probably fail it**
- 2 language credits are all I need for a diploma of distinction**

- **I already know the language..we speak it at home**
- **It's getting hard for me; I need other classes to graduate with honors**
- **Don't like it and I am**
- **not good at it**
- **I am probably never going to use it**



**And when asked why
he was not continuing,
one student simply
commented...**



**“I am so tired of
all those
damned verb congregations!”**



What Is Language Proficiency?

Language proficiency is defined as the ability of an individual to use **culturally** appropriate language to **communicate spontaneously** in non-rehearsed contexts.



ASSESSING FOR PROFICIENCY

- **What are we assessing?**
- **For what purpose?**
- **Meaningful Feedback**
 - **Improves proficiency**



Key Shifts for Designing Learning Experiences

- Authentic materials
- Authentic tasks
- Authentic audiences
- Authentic evidence

IB THEMES

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet

AP THEMES

- Global Challenges
- Science and Technology
- Contemporary Life
- Personal and Public Identities
- Families & Communities
- Beauty and Aesthetics



CULTURES: Interact with cultural competence and understanding

- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.



ARGENTINA



BOLIVIA



CHILE



COLOMBIA



COSTA RICA



DOR

EL SALVADOR

PARAGUAY

PERU



GUA



PANAMA



HONDURAS



PUERTO RICO





NOVICE: INTERCULTURAL CAN-DOs

Learning Indicator: I can identify some common practices related to home and community life of other cultures and my own.

Learning Indicator : I can imitate some simple patterns of behavior in familiar settings across cultures.

Sample Learning Targets

Sample Learning Targets

I can identify some common eating habits in other cultures.

I can **imitate** appropriate greetings.

I can identify what people wear for certain occasions.

I can recognize and **imitate** table manners.

I can express the time and date as locals do.

I can **sometimes** identify what is culturally appropriate to say when gift-giving in situations, such as at a birthday party, New Year's, a wedding, etc.

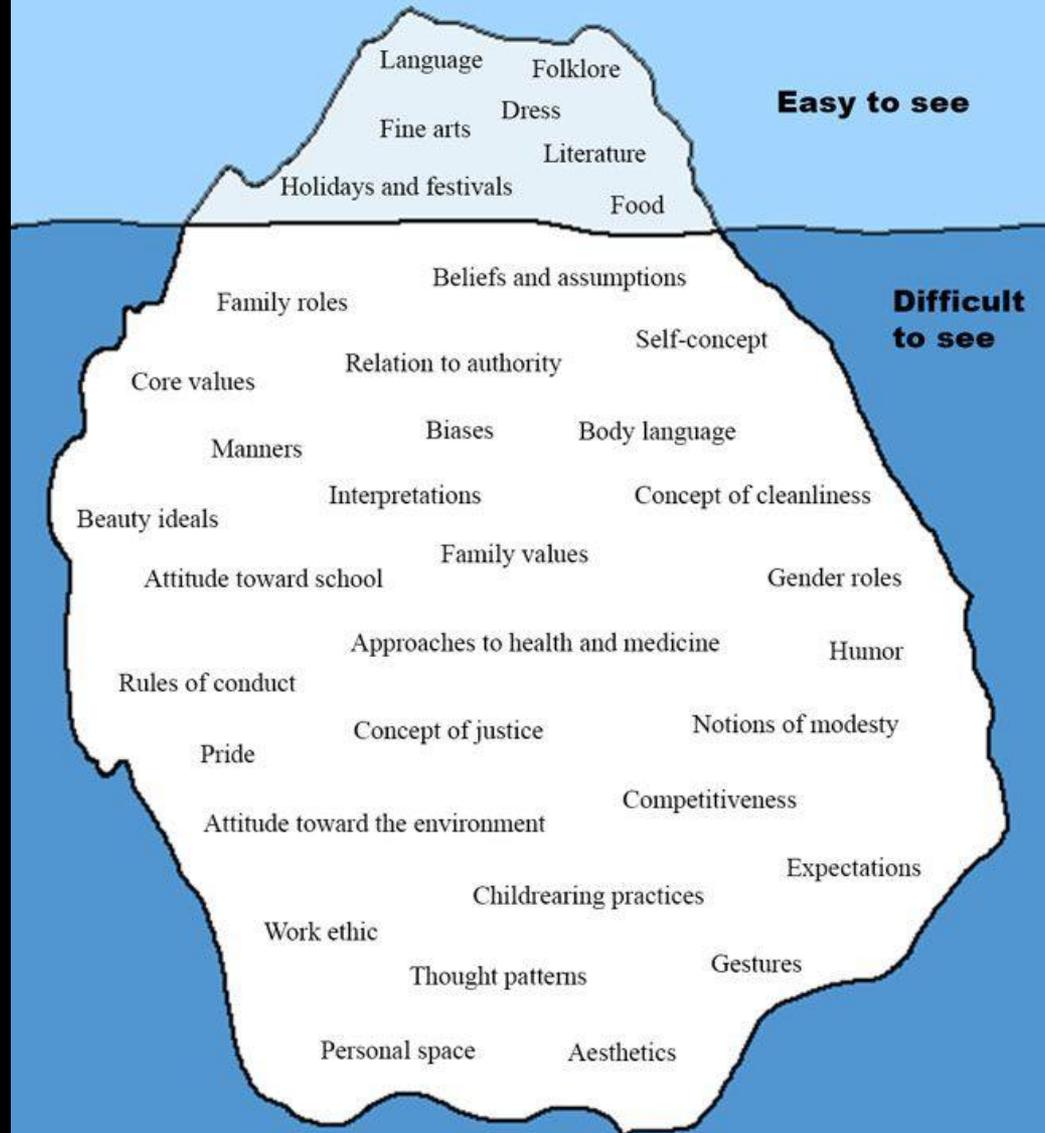
I can use appropriate greetings for some holidays.

I can **recognize and imitate** culturally appropriate behavior in a restaurant or other public place.

I can...

I can...

The Cultural Iceberg



Driving Questions to Dive Below the Surface

1. What sparked the massive student protest in Chile?
2. What did it take for Argentina to legalize gay marriage in?
3. What value do uncontacted indigenous people provide to humanity?
4. Why did McDonalds go bankrupt in Bolivia?
5. Why was Colombia rated as the “happiest country in the world”?

COMMUNITIES: The hard to reach C

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Students' Voices



Communities

https://www.youtube.com/watch?time_continue=57&v=xFGGZb2vtO4



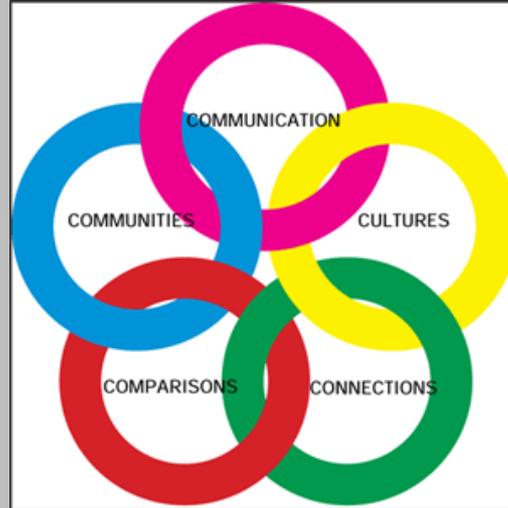
COMPARISONS

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

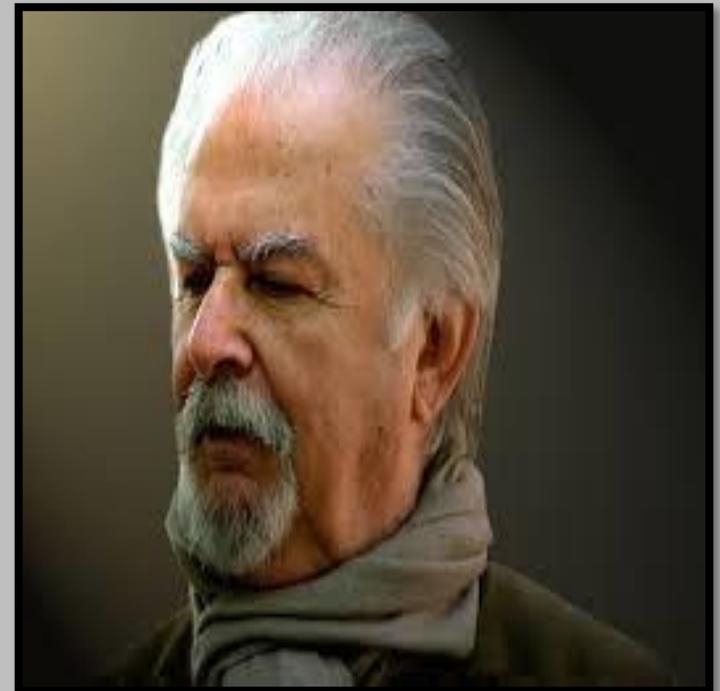
CONNECTIONS

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

*“The Old
Guitarist”* de
Pablo Picasso



“Músicos”
de Fernando Botero.



Pablo Picasso
*“The Old
Guitarist”*



Fernando Botero
“Músicos”



Novice-High Nov/Span II

“Hoy vamos a comparar dos obras de arte...”

- **Ambas obras/pinturas**
- **En comparación**
- **En la obra de Botero**
- **Más....que**
- **En las dos obras/pinturas**
- **En la obra de Picasso**
- **...mientras (que) en...**
- **Menos...que**

Novice-Mid

Jot down adjectives that describe each painting. How do the colors and images make you feel?

"The Old Guitarist"	"Músicos"

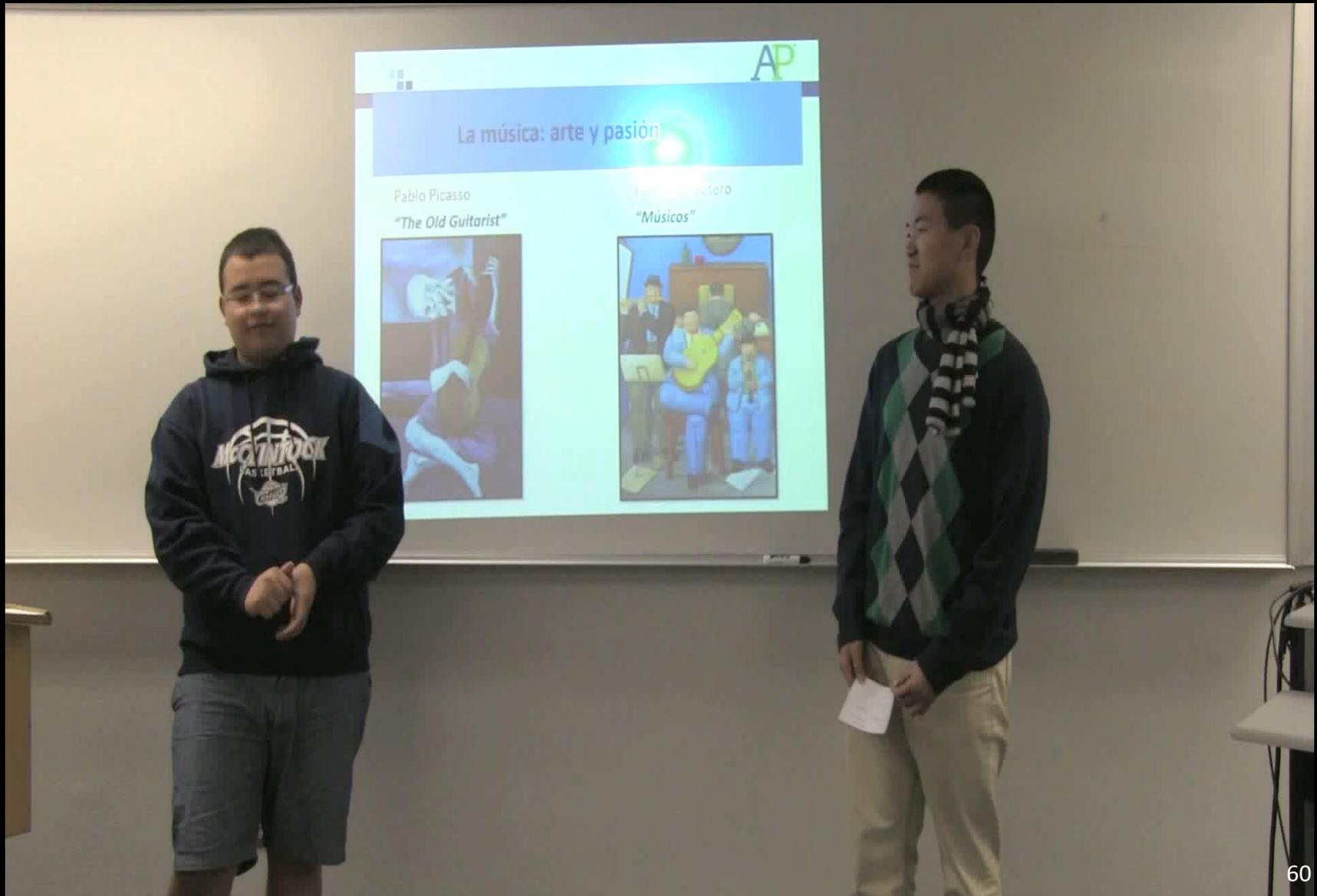
- **Ten en cuenta las siguientes preguntas:**
- **¿Cómo son?**
- **¿Qué tocan?**
- **¿Cómo se visten?**
- **¿Cuáles son los colores predominantes?**
- **¿Cómo te hacen sentir?**
- **¿Cuántas figuras hay?**

Ambos Picasso y Botero tiene tres músicos, un violón, y un piano. El tono en la obra de Picasso es alegre y energético, pero el tono en la obra de Botero es triste y sombrío. También, los músicos en la obra de Botero llevan ropa azul. Los músicos en la obra de Picasso llevan ropa diferentes.

La obra de Picasso tiene un tono alegre y enérgico, pero la obra de Botero tiene un tono sombrío y triste. Los músicos en la obra de Picasso están alegres. Están dinámicos también.

En la obra de Botero, hay músicos tristes. Las dos obras tienen instrumentos de jazz. Ambos Picasso y Botero tiene un violín y un piano pero solamente Botero tiene un bajo. La obra de Botero tiene músicos con ropas azules, pero los músicos en la obra de Picasso son de colores diferentes.

Sample student work – Novice 2:00



disjec

OVER. IT.

#NewChapter
OWN

makeameme.org

10 Ways

to Build Relationships with Kids

- 1** Talk to them about non-school related subjects.
- 2** Let them teach you about their interests.
- 3** Remember things about their lives.
- 4** Share about your own life.
- 5** Engage in activities with them.
- 6** Tell hilarious (and even embarrassing) stories.
- 7** Share inspirational stories from your life.
- 8** Do crazy things.
- 9** Use their interests in your lessons and activities.
- 10** Apologize when you mess up.

www.thepathway2success.com



Edutopia

“Greeting students at the door increases engagement by 20% and reduces disruptions by 9% --- effectively adding 1 hour of learning per day.





FLAGSTAFF

\$3.00

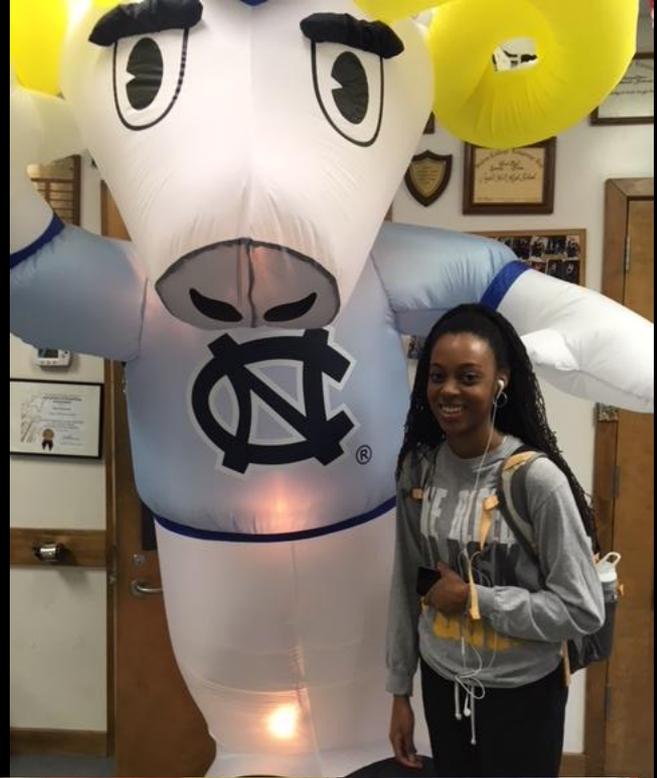
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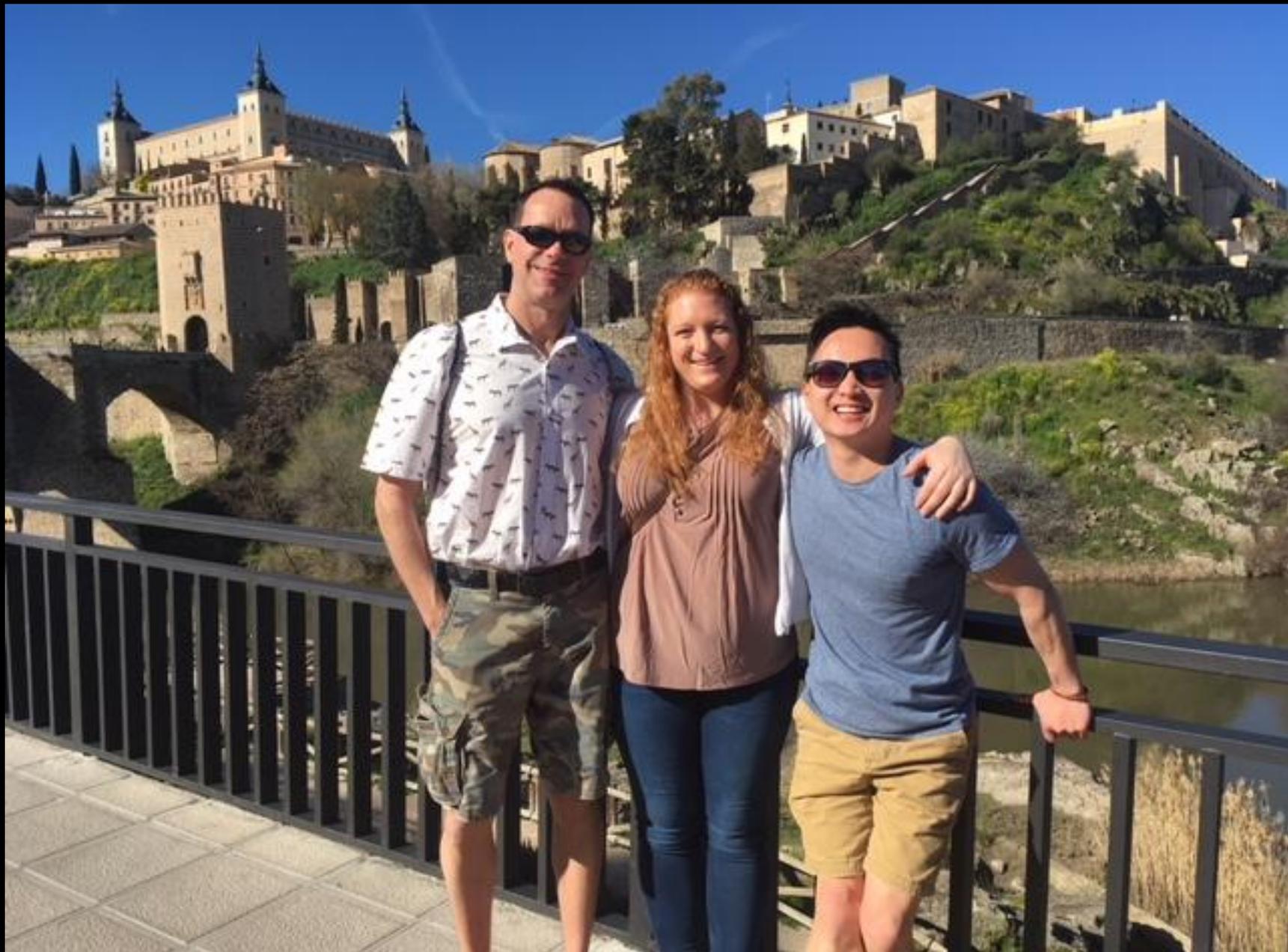
\$5.00
PENCIL
BAGS

PERUVIAN
\$1
BRACELETS













Are your lessons...?

- **Communicatively Purposeful**
- **Intrinsically Interesting**
- **Culturally Focused**
- **Cognitively Engaging**
- **Standards-Based**



THE 6th C





A woman with blonde hair, wearing a red sequined dress, is dancing in a club. She is looking towards the camera with a slight smile. The background is dark with blue and purple lights and blurred figures of other people.

**"You can change the
world when you can
change your mind"**

- Lola (Kinky Boots)