Empowering Language Learners by Developing and Recognizing 21st Century Literacies

Marty Abbott
American Council on the Teaching of Foreign Languages (ACTFL)
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TESOL 2016: International Convention & English Language Expo
“Literacy has always been a collection of cultural and communicative practices shared among members of particular groups.” –National Council of Teachers of English
World-Readiness Standards for Learning Languages

Function in a variety of situations and for multiple purposes: to inform, explain, persuade, and narrate using appropriate media and adapting to various audiences.

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Interact with cultural competence; investigate, explain, reflect.

Interact with cultural competence and understanding; investigate, explain, reflect.

Use the language to function in academic and career-related situations; access and evaluate information and diverse perspectives.
Traditional view of literacy

- the ability to read and write
- “general learnedness and familiarity with literature” (Kern, 2000, p. 3)
- “the ability to read, write, spell, listen and speak” (Moats, 2000, p. 3)
Manage, analyze, synthesize multiple sources of information

Collaborate cross-culturally

Develop proficiency with technology tools

Design and share information globally

Create, critique, analyze, evaluate multimedia texts

Attend to the ethical responsibilities required by these complex environments

National Council of Teachers of English
February 2013
Multiple Streams of Information

Manage, analyze, and synthesize multiple streams of information: Learners take information from multiple places and in a variety of formats, determine its reliability, and create new knowledge from that information.
Global Audiences

Design and share information for global communities: Learners select, organize, and design information to be shared beyond the classroom.

www.johnsonee.com
Cross-cultural Relationships

Build intentional cross-cultural connections and relationships with others: Learners develop interpersonal skills to work in both face-to-face and virtual environments to pose and solve problems collaboratively and strengthen independent thought.
Technology Tools

Develop proficiency and fluency with the tools of technology: Learners learn about and through technology, enabling them to select the most appropriate tools to access information and to present information.
Multimedia Texts

Create, critique, analyze, and evaluate multimedia texts: Learners become critical consumers and creators of multimedia texts.

www.geoffreymultimedia.com
Ethical Responsibilities

Attend to the ethical responsibilities required by complex environments:
Learners understand and adhere to legal and ethical practices as they use resources and create information.
Access information on the Internet about weekend activities in communities (in France) in order to determine which activities several communities have in common.
Connect with classes via Skype

• Connect with students (in France) in order to exchange information about leisure activities that are popular among their families and friends.
  https://education.microsoft.com/

• Locate the school/city on a map; consult Google Earth and Google Maps
• Decide what information you want to share about your class
• Create the questions you want to ask about the topic you are exploring; *Avoid yes/no questions.
• Use the information from the partner class to create an Infographic/blog/podcast/video/etc to share beyond the classroom
• Reflection: What I learned, What surprised me, What else I want to know

GloballyConnectedLearning.com
• Analyze how the value of family/friends is communicated via a silent animated film.

La Maison en petits cubes by Kunio Kato (Japan, 2008)
Create a culture triangle

*Design and explain a culture triangle related to family, friends, or leisure activities.*

Products

Practices

Perspectives

- Collaborate cross-culturally
- Develop proficiency with technology tools
- Create, critique, analyze, evaluate multimedia texts
- Attend to the ethical responsibilities required by these complex environments
- Manage, analyze, synthesize multiple sources of information
- Design and share information globally

ACTFL 2015 Clementi & Lundgaard
Connect with classes via Skype

• Compare biodiversity efforts in the French-speaking world and the US.

https://education.microsoft.com/

• Locate the school/city on a map; consult Google Earth and Google Maps
• Decide what information you want to share about your class
• Create the questions you want to ask about the topic you are exploring; *Avoid yes/no questions.
• Use the information from the partner class to create an Infographic/blog/podcast/video/etc to share beyond the classroom
• Reflection: What I learned, What surprised me, What else I want to know
Share biodiversity efforts via Twitter

- Give examples of what individuals can do/are doing to sustain the biodiversity of planet Earth and share via Twitter https://twitter.com/NoeBiodiversite

Victoire ! Un agriculteur gagne contre Monsanto : http://www.generations-futures.fr/pesticides/victoire-contre-monsanto/#.VfFz2qxcK5E.twitter …
Performance leads to Proficiency

Predictable

Unpredictable

Learning Experiences (Bridge)

Sandrock & Clementi ACTFL 2015
## Interpretive Rubric: *SAVOIR COMPRENDRE*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strong Performance</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inferences</td>
<td>Infers and interprets the meaning of the text logically and accurately</td>
<td>Infers and interprets the meaning of the text; most are logical and accurate</td>
<td>Makes limited inferences and interpretations of the text; many are not plausible</td>
</tr>
<tr>
<td>Author’s perspective</td>
<td>Identifies author’s perspective with clear justification</td>
<td>Identifies author’s perspective with justification</td>
<td>Identifies author’s perspective with incomplete or inaccurate justification</td>
</tr>
<tr>
<td>Cultural perspectives</td>
<td>Provides detailed connection among products, practices, perspectives</td>
<td>Identifies some cultural connections among products, practices, perspectives</td>
<td>Cultural connections among products, practices, perspectives are illogical or incomplete</td>
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<tr>
<td>Move from:</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>---------------------------------------</td>
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<tr>
<td>Only responds when asked</td>
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<tr>
<td>Asks random questions</td>
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<td></td>
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<tr>
<td>Gives short responses</td>
<td></td>
<td></td>
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<tr>
<td>Dominates the discussion</td>
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<tr>
<td>Repeats ideas that others already</td>
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<tr>
<td>Does not pay attention during the</td>
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<tr>
<td>discussion</td>
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ACTFL Languages and Literacy Collaboration Center

Please begin by watching the Introductory Video.

- **Welcome Guide and Introductory Video**

- **21st Century Literacy 1: Technology Tools**
  - Section: 

- **21st Century Literacy 2: Cross-Cultural Relationships**
  - Section: 

- **21st Century Literacy 3: Global Audiences**
  - Section: 1 Link 2 Documents

- **21st Century Literacy 4: Multiple Streams of Information**
  - Section: 

- **21st Century Literacy 5: Multimedia texts**
  - Section: 

- **21st Century Literacy 6: Ethical responsibilities**
  - Section: 

**Lesson Plan Template**

Document: ACTFL Languages and Literacy Collaboration Center Lesson Plan Template Adapted from The Keys to Planning for Learning

**Unit Plan Template**

Document: ACTFL Languages and Literacy Collaboration Center Unit Plan Template Adapted from The Keys to Planning for Learning
21st Century Literacy 2: Cross-Cultural Relationships

Active, successful participants in this 21st century global society must be able to:

*Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought.*

Students in the 21st century need interpersonal skills in order to work collaboratively in both face-to-face and virtual environments to use and develop problem-solving skills. When learning experiences are grounded in well-informed teaching practices, the use of technology allows a wider range of voices to be heard, exposing students to opinions and norms outside of their own. Understanding the ways in which connections support learning and being intentional about creating connections and networks are important for 21st century learners.

- Do students work in a group in ways that allow them to create new knowledge or to solve problems that can't be created or solved individually?
- Do students work in groups to create new sources that can't be created or solved by individuals?
- Do students work in groups with diverse perspectives and areas of expertise?
- Do students build on one another's thinking to gain new understanding?
- Do students learn to share disagreements and new ways of thinking in ways that positively impact the work?
- Do students gain new understandings by being part of a group or team?
- Are students open to and intentional about learning from and with others?

Understanding the "Other Side": Intercultural Learning in a Spanish-English E-Mail Exchange
Document: Article by Robert O'Dowd, University of Essen, Germany

Teaching Foreign Languages by Exploring Intercultural Misunderstanding
Document: Article by Xizhen Qin, University of South Florida

The Globally Competent Teaching Continuum
Link: UNC-Chapel Hill School of Education: Understanding of Intercultural Communication
Understanding the "Other Side": Intercultural Learning in a Spanish-English E-Mail Exchange

Intercultural learning is often assumed to be an automatic benefit of e-mail exchanges between groups of learners in different countries, but little research exists on whether on-line intercultural collaboration does actually develop learners' understanding of the other culture's perspective and world view. This paper reviews what recent literature suggests intercultural learning to involve and then reports on a year-long e-mail exchange between Spanish and English second year university language learners. Using the results of qualitative research, the paper identifies key characteristics of e-mail exchanges which helped to develop learners' intercultural communicative competence (Byram, 1997). It also outlines elements of e-mail messages which may enable students to develop successful intercultural relationships with their partners.

Article by Robert O'Dowd, University of Essen, Germany
Exploring Your Practice

Core Practices for the Language Classroom

Exploring Multiliteracies in Language Teaching

Designing Units and Lessons with Literacy Focus

Literacy Development

ACTFL Languages & Literacy Collaboration...

LLCC Virtual Learning Modules
**CORE PRACTICES**

**Use Target Language for Learning**
- Students AND teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

**Design Communicative Activities**
- Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

**Teach Grammar as Concept and Use in Context**
- Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

**Use Authentic Cultural Resources**
- Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.

**Plan with Backward Design Model**
- Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.

**Provide Appropriate Feedback**
- Oral corrective feedback in speech or writing elicits output beyond a simple yes or no response.
Launch Pad for Literacy, the newest installment of ACTFL's educational webinar series, explores developing broadened literacy standards for world languages students and teachers. Launch Pad for Literacy offers a variety of topics that complement a more broad understanding of 21st century literacies by examining research-based strategies, and helping you design tasks, lessons and units that work.

- SERIES A: Exploring Your Practice
  - Section: 4 Presentations
- SERIES B: Core Practices for the Foreign Language Classroom
  - Section: 7 Presentations
- SERIES C: Literacy Development through the Teaching of World Languages
  - Section: 3 Presentations
- SERIES D: Designing Units and Lessons with Literacy as a Focus
  - Section: 2 Presentations
- SERIES E: Exploring Multiliteracies in Language Teaching
  - Section: 7 Presentations
Explore and deconstruct research-based strategies for effectively developing your students' language proficiency. At the same time, this series allows you to gain practical knowledge for designing real-world tasks for your classroom and curriculum.

**Core Practices: Introduction to Best Practices**
Presentation: Eileen Gilsan, 18 min 56 sec

**Core Practices: Using the Target Language as the Vehicle for Instruction**
Presentation: Eileen Gilsan, 17 min 5 sec

**Core Practices: Interpersonal Communicative Tasks**
Presentation: Eileen Gilsan, 15 min 35 sec

**Core Practices: Lesson Design**
Presentation: Eileen Gilsan, 22 min 5 sec

**Core Practices: Teach Grammar as a Concept**
Presentation: Eileen Gilsan, 27 min 21 sec

**Core Practices: Authentic Cultural Texts**
Presentation: Eileen Gilsan, 22 min 39 sec

**Core Practices: Providing Appropriate Feedback**
Presentation: Eileen Gilsan, 15 min 36 sec
Common Guidelines for State and Local Implementation of Seal of Biliteracy
# Seal of Biliteracy

<table>
<thead>
<tr>
<th>Proficiency Requirement</th>
<th>State-Approved Seal</th>
<th>Seal Under Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Low</td>
<td>LA</td>
<td></td>
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<tr>
<td></td>
<td>UT (Gold Level)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MN (Platinum Level)</td>
<td></td>
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<tr>
<td>Intermediate High</td>
<td>IL, TX</td>
<td>MD</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td>RI, WA, VA, UT</td>
<td>UT (Silver Level)</td>
</tr>
<tr>
<td></td>
<td>MN (Gold Level)</td>
<td></td>
</tr>
<tr>
<td>Intermediate Low</td>
<td>NC (Global Language Endorsement)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MN (World Lang. Proficiency Certificate)</td>
<td></td>
</tr>
<tr>
<td>No proficiency requirement</td>
<td>CA</td>
<td></td>
</tr>
<tr>
<td>Up to local district</td>
<td>NY (Pilot Phase)</td>
<td>AZ, CO, CT, FL, HI, IA, MA, MI, OH, OR, TN, WI</td>
</tr>
<tr>
<td>To be determined</td>
<td>IN, NJ, NM, NV, DC</td>
<td></td>
</tr>
</tbody>
</table>
Thank you!

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mabbott@actfl.org

https://www.pathlms.com/actfl/courses/2092